





Organization Information

Organization Name *

Warren Young Explorers School

Telephone

2522575164

Fax

Address

164 Norwood Lane

Unit/Suite

Zip Code

27553

City

Manson

State

North Carolina



Primary Contact Name *

Carla Norwood

Opening Year *

2026

Is Management Organization Used

☐ Yes ☐ No

Primary Contact Relation To Board *

Board Chair

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

carla.m.norwood@gmail.com

Management Organization Phone

Primary Contact Phone *

2522571564

Management Organization Email

Primary Contact Address *

164 Norwood Lane

Unit/Suite *

Zip Code *

27553

City *

Manson

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Jenni Rogan	808 Ridgeway-Drewry Road	27553	rogan.l.jenni@gmail.com	community engagement, environmental education
Danylu Hundley				education administration
Erin Riggan				elementary education
Caroline Hundley				farm to school



Name	Street Address	Zip Code	Email	Expertise
Demaurea Russell				health & wellness, small business ownership
Aimee Cooper				mental health, school counseling
Latonya Hall				small business ownership, early childhood education
Steve Pelfrey				legal, finance



1. Application Contact Information

Q1.Name of Proposed Charter School

Warren Young Explorers School

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

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

252-431-5164

Q3.Geographic County in which charter school will reside

Warren County

Q4.LEA/District Name

Warren County Schools

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

27563

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. Give the name of the third-party consultant or CSO:

Goodall Consulting

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

We have contracted with them at a rate of \$150/hour for 10 hours of work to review our application.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

We initiated work with Goodall Consulting for them to review our application for clarity and cohesion. Goodall Consulting also reviewed our budget and provided feedback on our facility strategy and budget, targets for percent of budget going to staff, and targets for net revenue, among other things. This work will end upon the submission of our application, but we have a contract in place with Goodall Consulting to provide financial/LINQ and PowerSchool management to Warren YES during its initial years of operation. The details of this proposed contract are described later in this application.

Q10. Projected School Opening Month

August 2026

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).

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Resources



Enrollment Summary...



Applicant Evidence :



Enrollment Summary...

Uploaded on **4/25/2024**
by **Jenni Rogan**

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

At full capacity, we estimate having 504 students across grades K-12.

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

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Resources



Enrollment Demogra...

Applicant Evidence :



Warren YES - Enrollm...

Uploaded on **4/26/2024**
by **Jenni Rogan**

Q15.Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



Warren YES will start with 204 students in Year 1, including two classes of 16 students in Kindergarten through 3rd grade, and one class of 20 students each in 4th, 5th and 6th grade. The Warren YES Board determined that beginning K-6 will be the best choice to meet the needs and ages of children in families that have expressed interest in Warren YES, as described in Appendix A. Having a single class in 5th and 6th grade will also allow for those students to transition between two teachers, one of whom will focus on ELA and social studies instruction, the other of whom will focus on math and science. In Year 2, we will plan to add two classes of seventh grade – a total of 40 students – so they can have at least two teachers providing instruction, and an additional 4th grade class. In subsequent years, we will grow through matriculation until there are 40 students per grade. By Year 5, we will have two classes in grades K-10, and be fully enrolled by our seventh year of operation.

The table below illustrates this planned growth over time in the number of classrooms per grade per year of operation.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	2	2	2	2	2
First	2	2	2	2	2
Second	2	2	2	2	2
Third	2	2	2	2	2
Fourth	1	2	2	2	2
Fifth	1	1	2	2	2
Sixth	1	1	2	2	2
Seventh		2	2	2	2
Eighth			2	2	2



Ninth	2	2
Tenth		2

Table 1. Planned Enrollment Growth over Years 1-5 of operation.

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

- ☒ I certify
- ☐ I do not certify

Q17. Explanation (optional)

As with all sections of this application, this section has been adapted from Warren YES' first application, which the Founding Board submitted in 2023. In this section, the name of the school, the contact information, and our location have remained the same. We have updated our opening year, our opening grade levels (and the rationale for that choice), and our full capacity enrollment numbers.



2. Non-Profit Corporation Information

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

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

Q18.Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

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

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Warren Young Explorers School

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

- ☒ Yes
- ☐ No

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

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- ☐ Yes
- ☒ No

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



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

Applicant Evidence :

	
Form 1023 Submissio...	Appendix F.pdf

Uploaded on **4/25/2024** Uploaded on **4/25/2024**
by **Jenni Rogan** by **Jenni Rogan**

Q23.Name of Registered Agent and Address

- As listed with the NC Secretary of State

Carla Norwood, 164 Norwood Ln, Manson, NC 27553

Q24.Federal Tax ID

92-3169786



3. Acceleration

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

Q26. Requirements

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

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

☐ Yes

☒ No



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

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

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

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

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.



Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☐ Fast-Track
- ☒ No, this is not a replication



6. Alternative

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

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

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

☐ Yes

☒ No



8. 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.**

Q85.

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

- ☐ Yes
- ☒ No



9. Mission Purposes, and Goals

9.1. 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.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Warren YES creates a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical, and compassionate leaders, while building a healthy future for themselves, their community, and the planet.

Q113. Please state the vision statement of the proposed school.

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

Warren YES provides a nurturing learning environment where students, staff, and families feel safe, supported, and happy. We seek out and ignite the unique spark within each child at our school, as we help our students develop into engaged, purposeful, and caring leaders. Our school is a source of local pride; it is a trusted community institution that contributes to a high quality of life in Warren County and the surrounding region.

Q114. 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) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Our school will serve students in Kindergarten through 12th grade in Warren County and the surrounding area of North Carolina, with a maximum planned enrollment of 504 students per year.

Warren County is the seventh most diverse county in the state (“Most Diverse Counties in North Carolina”, stacker.com), and we are designing our school to serve students that are demographically representative of our home community. While we imagine that students outside of Warren County will be attracted to our school’s educational and community-based approach, our first commitment is to children from within Warren County. The table below illustrates the current demographics of our county, the current demographics of the existing local school district (Warren County Schools), and our school’s anticipated demographic profile at full capacity. As illustrated in the table, we expect our school population to be more demographically diverse than the local school district is (ie, there is a greater mix of racial backgrounds).

Demographic Characteristics	Anticipated Warren YES student population at full enrollment	Anticipated Warren YES student population at full enrollment	Warren County, NC (Decennial Census, 2020)	Warren County, NC (Decennial Census, 2020)	Warren County Schools (NC Public School Statistical Profile, 2023-24)	Warren County Schools (NC Public School Statistical Profile, 2023-24)
	Count	Percentage	Count	Percentage	Count	Percentage
Black	246	48.9%	9,114	48.9%	1088	68%
White	196	38.9%	7,253	38.9%	180	11%
American Indian	26	5.2%	978	5.2%	89	6%
Other	16	3.1%	575	3.1%	15	1%



2 or more races	20	3.9%	722	3.9%	83	5%
Hispanic (of any race)*	20	4%	739	4.0%	154	10%
Total	504		18,642		1609	
Low income youth (under 18)	184	36.5%	4000	36.5%		

Table 2. Demographic Data of anticipated Warren YES enrollment, Warren County population, and Warren County Schools enrollment in 2021-22 school year. *Note: the Census characterizes “Hispanic” as ethnicity, not a race; hence, individuals may identify both as Hispanic and another racial category. We have also used this approach in calculating Warren YES demographics. However, NC public school demographic data characterizes “Hispanic” as a distinct racial category.

We will implement thoughtful and engaging recruitment efforts throughout the community in order to enroll a student body that represents our community. One key way we will do this is by relying on the social networks of our multi-racial and deeply rooted founding board members, as well as working through the networks of community supporters. We will also participate in community events, promote Warren YES through our Facebook page, and utilize community media, including the weekly newspaper, a local radio station, and a local blog. We already have a website (warrenyes.org) and several printed materials that describe our mission and vision that we have used throughout our engagement with potential families and community members.

Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



In the past twenty years, enrollment in Warren County public schools has declined by nearly half (46%). This trend reflects both out-migration of families with school-age children and an exodus from public schools among remaining families. Every North Carolina county that adjoins Warren has large charter schools—significant numbers of Warren students attend these schools or the private schools that also exist in neighboring counties. Attending these schools may require one-way travel of 40 minutes or more. Other students (244, or 8.7% of the school-age population) attend one of the county's 148 home schools. Each of these educational alternatives presents equity issues—they favor students whose families have the schedule flexibility and resources to support lengthy school commutes, the funds to pay for private education, or the ability to take on their children's education themselves.

Two of Warren County's elementary schools, Miriam Boyd and Northside, and Warren County's only middle school received an F on their most recent School Report Cards (2023-24). This ranks them among the lowest-performing 10% of schools across North Carolina. The third Warren County elementary school, Vaughn, and Warren County High School received a D on their School Report Card. Warren Early College High School received an A. While adjacent counties also have low-performing schools, Warren County has a higher proportion of failing schools than any adjoining county. Across the district, grade proficiency is at 26%.

As residents of a small and low-income county, Warren County citizens are accustomed to being underserved: with Warren YES, we aim to reverse this trend by locating this wonderful new school in the heart of our county.

Our educational approach is designed to create a unique and transformative educational experience for Warren County students. The Warren YES educational model centers on our Four Pillars as described in other places in this application: place-based learning, outdoor and agricultural education, holistic health, and creative expression.

Through *place-based learning*, we will encourage students to engage with the challenges and assets of their local community in creative ways while preparing them to be contributors and leaders in any field. In particular, the school will foster a strong sense of pride in and identification with Warren County, which can encourage them to develop into homegrown leaders. This approach is designed to counter more generic, prevalent educational models that implicitly reinforce negative narratives associated with places like Warren by presenting urban/suburban concepts of success.

Outdoor and agricultural education refers to scholastic instruction that takes place outside of the traditional classroom, in settings such as school gardens, forests, creeks, agricultural settings, or specially-designed outdoor learning environments. At Warren YES, the school's own farm will be a key setting for outdoor learning. Consistent with our place-based learning approach, outdoor learning at Warren YES reinforces a view of Warren County's rural setting as a vital asset, rather than an implicit liability.



Warren YES will foster *holistic health* by prioritizing healthy development of the whole child—physical, intellectual, social, and emotional. We will instill an appreciation for the interconnections among individual, community, and planetary health. We see this approach as crucial in Warren County, a community whose health outcomes are among the worst in North Carolina and where access to healthy food is limited (Robert Wood Johnson Foundation 2023, Rhone 2019). Warren County ranks 92 out of 100 counties for health outcomes in North Carolina, as calculated by the Robert Wood Johnson Foundation (Robert Wood Johnson Foundation 2023), meaning our residents are less healthy than the residents of 91 other counties. The obesity rate in Warren County is 42%, compared to 34% for the state as a whole. We will prioritize physical activity throughout the day and foster practices that promote mental and emotional awareness and self-regulation. Through outdoor learning, contributing to the school farm, and an emphasis on scientific literacy, we will encourage appreciation of the ecological connections that form our world.

Warren YES will offer daily opportunities for *creative expression* that include not only the visual, musical, and performing arts, but also hands-on practical work and skill-building. In Warren County's existing public schools, arts and vocational programming have been reduced or eliminated in favor of the "core subjects" that are evaluated through standardized testing; at Warren YES, we see these creative learning modalities as vital complements to "book learning." This is consistent with our recognition of multiple intelligences, our commitment to offering a well-rounded education, and our alignment with the Paideia approach to active learning.

Q116.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).



At full capacity, our projected enrollment is 504 students. See the table below for how our projected enrollment compares to the LEA at comparable grade levels. We anticipate that we will reach our full capacity in Year 7 of operation.

Grade Span	Projected Warren YES enrollment at full capacity (count)	Projected Warren YES enrollment at full capacity (percentage of LEA)	Warren County Schools Enrollment in August 2023
K	36	32%	113
1st	36	32%	112
2nd	36	32%	112
3rd	36	29%	124
4th	40	37%	109
5th	40	31%	128
6th	40	36%	112
7th	40	33%	123
8th	40	31%	127
9th	40	28%	143
10th	40	31%	130
11th	40	32%	125
12th	40	34%	119



Table 4. Project Warren YES Enrollment compared to LEA.

We do recognize that the percentages of the LEA that our enrollment represents is significant. We also understand, however, a small denominator will create a higher percentage, simply by being small. In other words, even a small number of students (36) will appear larger when presented as a percentage of a small number of students (113). If we were to take the projected enrollment of Warren YES compared to the estimated population of school-age children as a whole, Warren YES only represents 18% of the total school age population. A vast majority of our interest in Warren YES also comes from families who live in Warren County (89% of survey respondents), which is why we have built our enrollment numbers and budget around Warren County students.

It should be noted that the current enrollment of Warren County Schools is 1,577 students, despite an estimated 2,779 school-age children living in Warren County (US Census Bureau 2021). Since the submission of our previous application in spring 2023, in fact, Warren County Schools have seen a decrease of 134 students, or almost 7% of its student population, which is the highest percentage drop of any district in the state. This recent trend is not an anomaly – Warren County Schools has consistently lost students every year over the last 20 years to nearby districts or charter schools, meaning that local children are often not being educated within the community.

In establishing Warren YES, we will provide Warren County families – including those currently enrolled in the LEA, those who have already left Warren County Schools and chosen other options (homeschool, other charter schools, or private schools), or do not yet have school-aged children but will in 2026 – with a new education option that better aligns with their family’s needs. In this way, Warren YES will provide students and their families the opportunity to strengthen their ties to this community, while benefiting from an excellent and unique education. Based on our interest survey, we believe the local community is eager (perhaps even desperate) for a better education option located within Warren County.

Q117. 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?



Warren YES' use of research-based, child-focused educational strategies will not only make the school unique among other Charter and public school options in Warren and surrounding counties.

The Warren YES educational model centers on our Four Pillars: place-based learning, outdoor and agricultural education, holistic health, and creative expression. Each of these Pillars is designed to better serve our target student population than existing local school options do, as described below.

Place-based learning. Warren YES will be more closely integrated with the local community than existing schools; learning about Warren County will be central to the curriculum. Community members' voices will be heard and encouraged within the school environment. Warren YES intends to be a fully present and integrated part of the Warren County community.

Outdoor and agricultural education. In Warren County's existing schools, a prioritization of testing-focused academic work often comes at the expense of outdoor activities. Recess is often the first part of the day to be cut, either to make way for other activities or as a punishment. Learning outdoors (e.g. through school gardens), if it takes place at all, relies entirely on the wherewithal of an individual teacher (and on outside financial resources). As of this year, agricultural education exists only at one of the district's three high schools, after several years of having no opportunities for agricultural education at any school in the district. At Warren YES, by contrast, outdoor and agricultural education will be a daily priority at all grade levels. Outdoor learning environments like the school farm will be a primary site of instruction.

Holistic health. At existing local schools, recess is short and often eliminated, while physical education is an occasional class only. This is developmentally inappropriate, especially for young children. Nutrition is not a priority either; meals feature highly processed foods, and candy or other unhealthy snacks are used as rewards. Warren YES' focus on holistic health will provide students with daily opportunities for movement; daily access to healthy, locally grown food; and an emphasis on children's social-emotional development.

Creative expression. Like recess, the arts are frequently sacrificed in existing local schools. Arts education is offered infrequently or—in the upper grades—not at all. At Warren YES, the arts and other activities for hands-on learning will be integrated into the curriculum on a daily basis.

To implement our Four Pillars approach, Warren YES will also utilize the Paideia pedagogical framework. Paideia's student-centered approach revolves around three interconnected instructional techniques: coached classroom projects, seminar discussions, and core content lessons. Together, these techniques will be used to engage students in active, creative exploration of interdisciplinary problems that reflect the Four Pillars. Consistent with our place-based learning Pillar, student projects will frequently focus on topics of local interest or concern. Students will have the opportunity to present their projects (in the form of displays, performances, etc.) to community audiences. The Paideia approach empowers students to actively shape their own educational experiences—a contrast with prevailing Warren County pedagogical practices, where students are accorded little trust or



autonomy.

Teachers are a critical part of bringing our school's commitments to life: they will engage in training to understand school goals, get support in integrating practices, and enjoy recognition from the school and community for embodying them. Competencies they will gain will include praising students, which leads to a more nurturing atmosphere; integrating conflict resolution and other social-emotional learning practices into daily communications; and leading with curiosity and confidence in nontraditional learning environments, such as the school farm. We will provide meaningful opportunities for teachers to have a leading voice in the educational design that impacts their classroom, students, and profession.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Our founding board has worked hard over the last 15 months to establish community interest in Warren YES. In fact, the emergence of Warren YES' founding Board itself is evidence of demand for the school, as Warren YES emerged from conversations between several founding Board members about the substantial need for other educational options in our small community. Since those conversations first began almost a year and a half ago, we have grown into a diverse Board led by Warren County natives and long-time residents, including several people with multi-generational ties to the community. Our Board is multi-racial and intergenerational, like our community, and members identify as Black, White, and American Indian. We are lifelong educators, community leaders, business owners, lawyers, and the majority of us have professional degrees in relevant fields. As a result, we know what it takes to build community support, to start and grow a public-serving institution, and to provide tangible benefits to our community. We have gathered interest in four primary ways:

Surveys:

Our initial outreach as Board took place in the spring of 2023 with an initial family survey, which we described in more detail in our 2023 application and which provided us with strong initial evidence of family and community support. To prepare for the resubmission of our application, we made updates to our interest survey, which received over 200 responses. More detailed evidence from the survey is provided in Appendix A. We also distributed physical copies of our survey at local churches and community centers, the Food Lion in Norlina, and at Warren County Parks and Recreation events.

In-Person Community Meetings:

We have hosted four community meetings to gather interest and feedback from interested families and community members. At all four of our meetings, we have shared our mission, our vision, our Four Pillars, and the timeline of our application (as we understood it at that time). We engaged over 60 people across our meetings, which took place in August 2023, February 2024, and March 2024. These community meetings were also covered by the local newspaper, the Warren Record. The articles are included as part of Appendix A.

Online Engagement and Business Engagement:

In the Fall of 2023, we established our Facebook page, which currently has over 550 followers. On our Facebook page, we provide information about our Board members, our community meetings, and encourage community members to fill out our interest survey. We also established our website, **warrenyes.org**, around the same time to further inform interested community members about our mission.

We have also placed promotional materials for Warren YES at small businesses throughout our community, where several Board members have also had informal conversations with community members eager for this educational option in Warren County. Some anecdotal quotes are included in Appendix A.



Learning From Other Schools:

In building community support and expanding upon our education, financial, and governance plans for Warren YES, we have also communicated with 26 schools across the state, including engaging in conversations with leadership from Central Carolina Academy in Sanford about funding and school design, Old Main STREAM Academy in Pembroke about place-based learning, Hobgood Charter School in Hobgood about integrating agricultural into a K-12 school, Mountain City Public Montessori about partnering with Pre-K programs, and Providence Spring, Cramerton Middle School, and Brooks Museum Magnet about Paideia seminars. We have spoken with several charter school leaders in our region, including Crosscreek Charter School in Louisburg, who have provided valuable insights on best practice. Several Board members attended a site visit to Maureen Joy Charter School in Durham to see their facility and electric bus program, and all of our Board members have visited Central Park School for Children (CPSC, also in Durham). Donnell Cannon, the Executive Director of Maureen Joy, has also provided us with a Letter of Support, which is attached to this response.

Our relationship with CPSC began in 2014, when one of our board members enrolled her eldest daughter in the school, due to intractable problems with the local school district. She drove her to the school for a total of 3.5 years, a one-way drive of 55 minutes. She has maintained a relationship with CPSC school leaders in the hopes that one day she could help to bring their child-focused, developmentally appropriate approach to education to her home community. As a result of this long-term engagement, our Board has been on multiple site visits to CPSC, talked with school administrators and students, and has received support in the development of this application. Further, CPSC leaders have offered to support us in an advisory role should our school be approved. We are grateful for their support. For additional information on Central Park's advisory role, please see the attachment of their letter of support to this response.

Finally, Board members have spoken with representatives of Warren County Community & Economic Development, as well as the Town of Norlina and the Town of Warrenton, two of the three incorporated towns in our county. All have expressed interest in this initiative because of its potential to generate community-driven economic development, and all three have provided Letters of Support, which are part of Appendix A.

Applicant Evidence :



Maureen Joy LOS for ...

Uploaded on **4/26/2024**
by **Jenni Rogan**



LOS from CPSC.pdf

Uploaded on **4/26/2024**
by **Jenni Rogan**




Q119. Attach Appendix A: Evidence of Community/Parent Support.

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

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

Applicant Evidence :


Warren YES - Append...

Uploaded on **4/25/2024**
by **Jenni Rogan**

9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



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

For everyone in the Warren YES school community to feel “inspired to reach their full potential” (Warren YES mission statement), our teachers must feel supported and ready not only to take on instructional challenges but also to serve as an inspiration for other public and charter schools nearby. Through extensive professional development workdays, as well as teachers’ individual Professional Development Plans (PDPs, described in more detail elsewhere in this application), teachers will feel supported to creatively plan and deliver instruction that meets the needs of all students. Professional Development Plans might include projects such as research opportunities, curriculum design, grant writing, conferences, site visits, and more. Having strong, capable, and fulfilled teachers will also increase Warren YES’ overall leadership capacity and accountability.

Hold schools accountable for meeting measurable student achievement results.

As a school that is designed to operate in partnership with the families and community it serves, accountability is integral to the design of Warren YES. Accountability for results begins by engaging stakeholders in defining the metrics that matter to them. Two members of the Warren YES planning team have PhDs in community-based social science research; they will lead the design of a participatory process for identifying and measuring the school’s progress. We anticipate that this process will yield achievement metrics that reflect the school’s holistic approach to student success; these will be reported alongside state-mandated measures of student achievement. We will develop pre/post evaluation instruments to measure whole child wellbeing, including attributes such as confidence and self-expression.

Warren YES will model an organizational design and processes that ensure transparency and straightforward communication. We will have known goals, measurement/monitoring systems in place, and adequate/supportive structures and capacity for tracking, analyzing, understanding, and adapting based on results. We will build an effective, mission-focused organization that earns the confidence of our community and illustrates principles of deliberative democracy, collaboration, and active listening, and response.

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

Providing a new choice for parents and students is inherent to the purpose of Warren YES. Our school’s proposed educational approach, centered on the Four Pillars, is unavailable within the local public school system. Several of the charter schools in adjoining counties have adopted a discipline-focused approach, with a primary focus on getting children to apply for and get accepted to college. Other charter schools in adjoining counties espouse a more child-focused approach but have not integrated it fully into their ethos and practices. Indeed, the public school with the most aligned educational philosophy—Durham’s Central Park School for Children—is located an hour away.



Our place-based approach to education is unique in our region; at Warren YES, the curriculum will be customized to reflect the assets, needs, and possible futures of Warren County. Our hands-on agricultural education and arts programs, which will be fully integrated into the school's curriculum, are also not available through public schools in the area. In Warren County's public schools, agricultural and arts courses have either been eliminated or relegated to intermittent time slots. Our emphasis on the health of our students, community, and planet is similarly distinct from existing public school options.

Our educational approach, as well as providing another option for families in Warren County, was deemed one of the most exciting elements of our school plan by respondents to our interest survey. For more information, please see Appendix A.

Improving student learning.

"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats

At Warren YES, our goal is for students to learn how to be healthy, confident, conscientious members of society. This requires successful mastery of academic subjects, but it also requires social-emotional development—gaining an understanding of how to navigate the world with a healthy regard for self and others. We aim to model this approach through the design of our school, which will embed the learning process within a context of whole-child care. We believe that a child who is cared for and nurtured at school will be best prepared to learn, contribute to our school community, and reach their full potential.

We regard students as co-creators of knowledge, not just passive recipients. From the beginning of their educational journey, we will challenge students not only to understand the subject matter of their courses, but to take ownership of it and demonstrate an ability to articulate it in their own words.

Finally, we recognize that different students learn in different ways; thus, our holistic educational approach will acknowledge and celebrate the different forms that learning can take. At Warren YES, creative/artistic expression and applied skills will be fully recognized as manifestations of the learning process. Supporting this approach will be our hands-on, place-based, and outdoor education curricula; by grounding instruction in place-specific activities that are relevant to students' lived experiences, we will make learning accessible to students who may not have thrived in a decontextualized academic setting. Research has demonstrated that outdoor and hands-on educational programming is particularly effective in helping at-risk students to learn (Johnson et. al 2020).

Our frequent monitoring systems for student's academic progress will also help improve student learning. These monitoring systems will include activities such as reading portfolios for students, informal assessments on platforms such as Raz Kids and Moby Max, as well as more qualitative



assessments through teacher observation. These are described in more detail in our Education Plan.

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

As Warren County has been designated an economically distressed, Tier-1 county, Warren YES will provide a crucial alternative school choice to the educationally disadvantaged and otherwise at-risk students who call Warren County home. Through the use of weighted lottery, as well as targeted outreach, underserved and underrepresented students will be a major demographic target for Warren YES. Additionally, our research-based and child-centered approach will utilize the best available information and resources to improve educational outcomes. Gifted students are often insufficiently served by our local education agency; to combat this issue, Warren YES is committed to providing learning opportunities and strengthening community partnerships with area organizations and businesses to give students opportunities to engage in growth.

Encourage the use of different and innovative teaching methods.

Teaching at Warren YES will be based on the recognition that different students learn in different ways, and thus diverse pedagogical approaches will better serve the entire student body. Innovative, experiential teaching at Warren YES will reflect the school's Four Pillars as well as our instructional methods, as described below.

Place-based learning. Warren County and the surrounding region are environmentally and culturally unique; accordingly, our curriculum will be uniquely designed to educate students about—and engage them with—their community. Teachers will invite community members into the classroom to share their expertise and local perspectives. Frequent field trips will expose students directly to area sites. Mini-fellowships to integrate community-rooted work into teaching/learning will also be utilized.

Warren County has historically been marginalized with negative narratives—both internal and external—reinforcing a view of the county as a place lacking in opportunity. Our place-based teaching approach will actively counter those narratives, replacing them with *narratives of possibility* (Cumming and Holland 2013) that instill students' pride in, and dedication to, their homeplace.

Outdoor and agricultural education. Much of the teaching at Warren YES will take place outdoors such as in our outdoor learning lab and farm and on field trips. Research has shown that outdoor education is particularly effective in reaching at-risk students. Rather than an “extra” subject, the school farm will be a central educational setting at Warren YES; core subjects such as mathematics and language arts will be taught using the farm as subject matter. From Kindergarten through 12th grade, students will also participate in exploratory classes or electives that center agricultural and outdoor education.

We reject the traditional instructional model that separates abstract/academic/college-track learning from applied/practical/vocational learning. Nor do we think that hands-on learning is in any way



inferior to “book learning.” Instead, we believe that hands-on, experiential training should be part of every child’s education.

Holistic health: Warren YES will prioritize the individual health (physical, emotional, mental) of each student, along with the health of our community and planet. Students will be provided a locally sourced, seasonally-oriented meal for breakfast, lunch, and afternoon snacks each day. Our focus on social emotional learning across all age ranges will also help to establish a school culture of holistic health and wellness. Through their exploratories, electives, and core content instructions, students also will gain a sophisticated understanding of how agriculture intersects with the economy, the environment, and human health.

Creative expression. Art and creative expression will be a core component of education at Warren YES, as we regard it as a vital learning medium for children. Arts projects will be integrated into all classes, and students from Kindergarten through 12th grade will also take creative expression as an exploratory or elective. Across all subject areas, students will also engage in hands-on learning that provides opportunities to think through problems in new ways.

Beginning in 5th grade, students will also be expected to undergo a specialization in one of our Pillars, which will culminate in a Senior Capstone course and project in 12th grade.

Instructional methods:

Paideia pedagogy: Drawing upon the Paideia approach, Warren YES classrooms will be “student-centered” environments aimed at developing “active independent learners” (Roberts and Billings 1999: 12, 9) teachers will encourage students to explore a multifaceted topic rather than simply arriving at a predefined answer to a question. In this way, we aim to stimulate students’ curiosities to encourage them to become independent learners. We will employ Paideia’s three “complementary teaching techniques or ‘columns’: didactic instruction of factual information, academic coaching of intellectual skills, and seminar discussion of values and ideas” (6).

Academic coaching will take the form of mixed-method instruction through which students apply concepts to address a real-world problem—often a problem actually facing the Warren County community--through an integration of a variety of core subjects. Project outputs will be shared not only in the classroom but also with the broader community. Seminars will be structured discussions centered on a key text, in which the teacher prompts students to answer open-ended questions. The Paideia seminar methodology will also be used in faculty development and community involvement settings.

Pillar-Aligned Portfolios: Throughout their time at Warren YES, students will build a Portfolio where they gather work related to their passions and strengths, which—if they matriculate through Warren YES—will culminate with their Senior Capstone project.

Integrated learning: All of our academic areas will flow into one another and complement each other.



Students will bring their prior knowledge and experiences to support their new learning and experiences.

Flexible learning environments: Students will not be restricted to a traditional chair and desk. Teachers will create an environment conducive to learning for each child and allow them to work in spaces that are comfortable to them (for example, some students may work better standing, laying on the floor, sitting near a window/away from a window).

9.3. Goals for the Proposed Charter School

Q122. 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.



Operations

- 100% of teachers rate our school as a great place to work each year, as measured by an annual Teacher Working Conditions survey.
- Each day, 80% of students eat healthy meals served by the school, which will be offered free to all students through the National School Lunch Program (NSLP).
- Each year, 75% of students' parents/guardians participate in at least one school activity (classroom visit, evening program, field trip, etc.).
- By the end of Year 2, both the Student Advisory Council and the Parent-Teacher-Community organization will have co-chairs, and will have developed a calendar of regularly scheduled meetings.

Academics

- By Year 2, our End of Grade scores exceed that of the local district for all relevant grades
- 100% of students each year will gain first-hand exposure to college, career and livelihood paths that are relevant to our community
- By Year 5, the school will have partnerships in place with a minimum of 10 community organizations; these partnerships will form the basis of field trips, class visits, class projects, and other opportunities.

Finance:

- By year 5, we will set aside at least 5% of our annual revenue in an unrestricted/operating contingency fund, and will plan to include in each annual budget an amount sufficient to reach and maintain this goal.
- Each year, we will receive an unqualified ("clean") audit report, and will consistently operate under fiscal standards necessary to maintain successful audit results.
- Each year, we will adopt and administer an annual budget designed to fund the operations of the school effectively and to meet all standards of the Charter School Financial Performance Framework.
- By Year 3, staff (not director/principal) and students lead a 'public budgeting' planning process that includes students, all staff, and families, and results in knowledge and leadership gains as measured by a survey instrument

Governance:

- Across all board meetings annually, member attendance averages 80% or more, indicating a strong commitment and attention to the needs of the organization.
- All board members participate in at least four training sessions offered as part of the Ready to Start year, with 90% attendance across all workshops.
- By Year 5, 75% percent of new board members have served on a committee prior to joining the board.
- By Year 3, Warren YES earned a Guidestar Gold Seal rating, which is the world's largest source of information on nonprofit organizations.

Progress toward these goals will be reported to the governing board quarterly and to all stakeholders



annually.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

As the primary governing body for Warren YES, the work of the governing Board of Directors is to ensure that the school is attaining its mission statement, while exhibiting the duties of care, loyalty and obedience. To ensure that the school's operations and the behavior of its community members are in line with the mission, the governing Board of Directors will conduct a holistic annual assessment of several elements of our operation, including:

- our educational strategies and integrated curriculum, to ensure that we are continually implementing a child-centered and place-based approach to learning;
- our teacher retention rate and the relevancy and response to our professional development programming; and
- Progress towards the goals outlined in our current strategic plan, including assessment the accomplishment of that year's action items

This annual assessment will be supplemented throughout the school year by informal reports from the Head of School during monthly Board of Director meetings. Finally, to ensure that Warren YES is attaining its mission with regards to the "building a healthy future for themselves, the community, and the planet," the Board will gather periodic evaluative data in the form of surveys, interviews, and other engagement opportunities with students, parents, and community members to assess how the school environment equips them to take on challenges relating to this aspect of the mission statement.



10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



Warren County Young Explorers School (YES) instructional program will draw heavily on the child-focused approach at Central Park School for Children (CPSC) in Durham, NC. CPSC, which was itself modeled on the Duke school, has been successfully implementing child-focused pedagogy for more than 20 years and was recently voted Durham's top elementary school. We are confident that this model will be readily applicable in Warren County, and indeed highly beneficial, because it brings attention to psychological, physical, and social development of children that is lacking among existing local school options.

Warren YES will adapt the Central Park instructional model to reflect the particular needs and assets of our rural community and center our Four Pillars of place-based education, outdoor and agricultural education, holistic health, and creative expression. In addition to our Four Pillars, teachers across all grade levels will use the Paideia Seminar (National Paideia Center) as a pedagogical method to deepen student's critical thinking and reasoning skills. Our curriculum goals are also consistent with the North Carolina Standard Course of Study. Key components of our instructional program are described below.

1. Our instructional program will be child-focused, developmentally appropriate, and integrated.

Child-focused:

Most importantly, everything about Warren YES will be child-focused—a hallmark of our Paideia-based approach. Child-focused means that we place trust and confidence in children to be the authors of their own educational experience in partnership with their teachers. A child-centered school regards “the child as full of life, power, and confidence, rather than full of need” (CPSC). We see this approach as vital in Warren County, an economically disadvantaged place that is frequently described (both internally and externally) in terms of its needs or deficits. Our county's children have too often been viewed in the same terms, assumed to need to be tightly managed in order to prevent failure. By contrast, Warren YES places trust and confidence in all children, with the expectation that they will thrive and become “active independent learners” (Roberts and Billings 1999: 9)

Developmentally appropriate:

Following from our child focused approach, instruction at Warren YES will be developmentally appropriate: Learning activities at each grade level will be designed to align with children's physical, social, emotional, and cognitive development. This research-based approach recognizes that different teaching strategies are appropriate at different ages, but also that each child will learn and represent knowledge in a distinct way. We recognize that children learn through firsthand physical and social experiences, so we will provide hands-on and interactive experiences as part of daily classes. We further recognize that play is not just a break from learning but is developmentally important.

Undergirding our child-centered, developmentally appropriate educational plan is a recognition that



“children learn best in the context of a community in which they are safe and valued, their physical needs are met, and they feel psychologically secure” (CPSC). This is not a trivial consideration in Warren County, where poverty, food insecurity, and family breakdown affect too many children. We recognize that for some students, school may be their best source of security, confidence, and nourishment. Accordingly, we take the responsibility to provide such an environment very seriously.

Integrated:

At Warren YES, we will take an integrated approach to teaching core disciplines like reading, writing, math, science, and social science: subject matter will be taught across all disciplines at once. In many cases, the subject matter will be selected based on what is meaningful to the children involved. To teach reading and writing, we learn about students’ interests and then equip them with the skills to read and write on those topics. Students’ writing may take many forms—from stories and poems to lists and recipes—as long as it is helping them to communicate effectively. Both mathematics and science are introduced as ways that students can expand their understanding of the world around them and solve real problems. Math and science activities will frequently be driven by open-ended questions—as are used in the Paideia Seminar format—that prompt exploration and discovery, rather than pre-defined worksheets. Social studies instruction will focus on helping children understand the social world and their role within it. This includes learning how to relate to others within the class as well as gaining an understanding of the community and society of which they are a part.

Our integrated, locally-relevant approach to teaching core disciplines will meet the needs of our targeted student population because children in our historically marginalized community may not see themselves represented in standardized courses of instruction. We want to instill an understanding that the subjects being taught in school are not separate from, but instead can be a valuable part of, students’ lived experience here in Warren County.

2. We will incorporate the Paideia Seminar model into all subject areas at Warren YES.

The Paideia Seminar model (National Paideia Center), which informs our child-focused, interdisciplinary pedagogy, revolves around three complementary techniques: didactic instruction, coaching in intellectual skills, and structured discussion of ideas and values (known as the Paideia Seminar). All three of these techniques will be incorporated into instructional time across the Warren YES curriculum.

In accordance with the Paideia philosophy, didactic instruction (i.e. passive learning of core information) will be kept to a minimum; the majority of classroom time will be devoted to active learning: seminars and coaching. In seminars, students will take the lead in answering open-ended questions about a key text. Coaching, meanwhile, will primarily take the form of “a formal product-oriented classroom project” that students work on together, with teacher guidance—for example, a book, structure, or theater production. These projects will frequently focus on a real-world problem in the Warren County community, consistent with our emphasis on place-based education. Major



student projects will be high quality and relevant enough to local concerns that they will be able to be presented to community audiences.

3. When appropriate and useful, we will use existing instructional programs and informal assessment tools to supplement teacher-developed curriculum.

Although much of our curriculum will be teacher-designed – to incorporate our Four Pillars and student interests – we do plan to integrate several curriculums and software tools. For our math curriculum, as one example, we will use Illustrative Mathematics, which all teachers will be trained on during their professional development and planning sessions prior to the start of the school year. For more information on Illustrative Mathematics, please see Appendix B. In English/Language Arts, particularly in elementary school, teachers will also incorporate Raz A-Z and Moby Max as informal assessment tools, and will use the Science of Reading-aligned Foundations A-Z for Phonics instruction.

The use of all of these tools will help to support our educational objectives, while helping us to maintain our individualized instructional model.

4. Our teaching strategy will incorporate hands-on learning in a variety of settings, including Warren County itself.

At Warren YES, we recognize that different settings can facilitate learning in different ways. In order to promote hands-on learning, we will provide varied interactive educational settings, both within and beyond the classroom.

In our classrooms, there will be plenty of manipulative materials for examining, comparing, and measuring. Activity stations, such as in-class “stores” where students can buy, sell, and exchange goods, provide numerous opportunities for hands-on learning. The school’s farm, workshop, and surrounding outdoor environment will all provide ample material for teaching core subjects. Students may learn math by measuring out garden beds or weighing harvested vegetables, or they might learn science by conducting an experiment comparing animals’ consumption of two different types of feed. Writing and art activities will draw inspiration from the natural bounty.

As the place where we anticipate the majority of our student body – and many of staff – live, Warren County community itself will be the subject and context of much learning, especially as part of the social studies curriculum. Students will venture beyond the school on frequent local field trips, and community members will also be invited into the school to talk about their lives and livelihoods. We want our school to be fully and richly embedded in the community.

Within our first year budget, we have budgeted \$9,000 to support field trips, growing to \$20,000 by Year 5. In addition, we have included \$12,500 in our five year budget for Illustrative Math manipulatives, and \$37,000 for other creative learning tools (musical instruments, art supplies, workshop supplies, and other materials).



5. As an evaluative and assessment tool, students will develop a Pillar-aligned Portfolio of work each year, culminating in their Senior Capstone.

We are motivated to meet the needs and inspire learning for each child at our school. Throughout each year, students will contribute to their Portfolio, which will showcase their work across all subject areas and be guided by their emerging and evolving interests. Teachers and school counselors (for older grades) will work with students to identify the best work to include in their Portfolios, and will use this work as the basis for parent-teacher conferences. Beginning in second grade, students will also host at least one student-led parent-teacher conference, in which they will be able to showcase their Portfolio work and describe their successes and challenges.

From 5th-8th grade, students' Portfolios will begin to more thoroughly incorporate their work from the Pillars elective course as they move towards choosing a Pillars specialization in high school. The Pillars electives in middle school will be year-long courses centered around one of our four pillars: *place-based learning, outdoor and agricultural education, creative expression, and holistic health and wellness*. In 8th grade, students will work with their Pillars teachers, the core subject teachers, and their school counselor to identify their Pillars specialization, which will be a three courses (9th-11th grade) focused on one of Warren YES' Pillars. In their senior year of high school, students will develop a Senior Capstone project that centers their Pillar specialization, as well as relevant takeaways from their other courses.

For all grades, their Portfolios, informal assessments – including reading records and data collected from tools like Moby Max and Raz Kids—and teacher observation will be used to identify core content areas in need of potential intervention or acceleration. At a minimum, students at Warren YES will demonstrate a year of academic growth for each year of instruction as assessed by their individual education plan and benchmarks, which align with the North Carolina Standard Course of Study. The more encompassing goal will be for each student and his/her care-giver to believe, and be able to demonstrate, that he or she is developing intellect, character, talent and ambition.

A note on standardized testing:

Our instructional program will address the NC Standard Course of Study, including the administration of state-required EOGs (end-of-grade tests). We plan to share the results of these state-mandated tests accompanied by student-made materials, narrative reports, etc. so that test scores are not presented in isolation. We believe it is important for parents and the broader community to see the full range of the work our school and our students are doing.



Q125. Will the proposed charter school serve a single-sex student population?

☐ Yes

☒ No

Q129. **Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Warren YES will ultimately serve students in Kindergarten through 12th grade. Below, we describe the learning environments for early elementary (Kindergarten through second grade), upper elementary (third and fourth grade), middle school (fifth - eighth grade), and high school (ninth through twelfth).

Classrooms will be vibrant, hands-on places of learning where children think deeply. They will be organized by grade-level. Students in early elementary will do much of their learning through play and learning centers. Classroom environments will be set up for students to be independent; all learning materials will be on shelves and tables they can reach and access. They will use manipulatives to grasp and understand abstract concepts. Upper elementary students, middle schoolers, and high schoolers will do labs and collaborative work and will have opportunities for independent studies within our community. High schoolers will have additional opportunities to learn from small business owners in the community through internships and other cooperative learning models.

Students in all grade spans will have flexible seating options. Classrooms will be developmentally appropriate; lower elementary classrooms will have more concrete learning objects and more space to play and learn while middle school classrooms will have spaces setup for labs and collaborative work. Each classroom will have a meeting space (such as a rug, for younger students) or table arrangement conducive to collaborative work and classroom meetings, such as Paideia Seminars or Morning Meeting.

A high proportion of student learning at Warren YES will take place outside the classroom. Consistent with our school's focus on outdoor and agricultural education, the school's campus will feature an array of outdoor learning environments. The school farm will be a working, small-scale sustainable farm where students can cultivate produce and care for animals. The farm will offer innumerable opportunities for students to apply concepts that they are learning in all core disciplines, under the guidance of our Outdoor Education & Agriculture Manager. They will also be able to prepare farm products in the school kitchen and sell them as fundraisers (for example, jellies made from berries they grow), thus gaining both culinary and business skills. There will also be outdoor classroom spaces and centers for self-guided learning and play.

See the table below for more details on the proposed structure.

Grades	Class size	Basic Structure



Early elementary (Kindergarten through 2nd grade)	18	Classrooms with learning centers and manipulatives, where the environment supports movement and collaboration, with quiet/peaceful spots for kids who need a break. Outdoor classrooms and learning environments will also include instructional space and centers with developmentally appropriate learning materials, including manipulatives made from natural materials—so not only recess happens outdoors, but also classroom instruction and independent learning.
Upper elementary (3rd and 4th)	20	Classrooms and outdoor learning environments, promoting interaction and movement, working together in shared workspaces, building/lab spaces, table arrangement for Morning Meeting and Paideia Seminar.
Middle school (5th - 8th grade)	20	Building/labs spaces, classrooms and outdoor learning environments, collaborative learning stations, reading nooks, opportunities to work with younger kids/mentor, student-led seminars
High school (9th-12th)	10-15 (40 across entire grade level)	Building/labs spaces, classrooms and outdoor learning environments, collaborative learning stations, reading nooks, opportunities to work with younger kids/mentor, student-led seminars; independent work stations for seniors working on Senior Capstone

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



The Warren YES curriculum directly responds to our mission, which characterizes the school as a “child-focused, place-based learning environment.” In doing so, we trust our teachers to curate their curriculum and teaching to be developmentally-appropriate, and to fully integrate the needs and interests of the students in their class. Being place-based is also integral to our curriculum’s design: We are planning a learning experience that is unique to Warren County, reflective of our community’s particular assets and needs. Following directly from this approach, our curriculum heeds our mission’s call for students “to be purposeful, creative, ethical, and compassionate leaders, while building a healthy future for themselves, their community, and the planet.” By rooting our curriculum in Warren County, we will inspire our students to feel pride in, and a sense of responsibility for, the county. This will set them on the path to being our community’s next generation of leaders, who take pride in where they live and see a place for themselves here. At the same time, our curriculum reflects the value that our mission places on creativity.

Our educational approach has been successful with student populations comparable to our own, including rural and low-income students. The effectiveness of place-based education in rural communities has been documented—this approach makes rural places visible within the curriculum, thus building student confidence and empowerment. It can encourage students who otherwise might leave the community upon graduation to dedicate themselves to it. Research has shown that place-based education can improve academic achievement and close achievement gaps (Johnson et al 2020).

Outdoor education has proven effective with under-resourced and low-income students, helping them to perform measurably better in school. The myriad academic benefits of this approach include increased performance in all core subjects, reduced dropout rates, improved behavior, and improved test results (Coyle 2010).

Our instructional approach and child-focused learning environment will provide students with the foundational skills, experiences, and confidence necessary to understand, adapt to, and excel in a diversity of future pursuits, including careers, small business ownership, college, or other paths. Our curriculum will be in line with the NC Standard Course of Study, and we will measure performance through all indicators required by North Carolina’s school accountability framework, including state assessments and year-to-year growth. As our school grows, we will set and reach ambitious goals for improving performance gaps across race and class that typify other area schools.

Q131. 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.



To align with our child-centered, developmentally appropriate curriculum model, all teachers at Warren YES will be expected to master the following instructional strategies, through professional development opportunities, peer learning, and individual research and education.

Interactive, Hands-On Learning: Teachers will incorporate several strategies to create classroom environments where students are actively engaged in their learning process and are learning through multiple methods.

1.

Cooperative learning (as part of MTSS): Teachers will need to know how to intentionally place students into groups to maximize student learning at their appropriate level (for example, mixed-ability groups where students from a range of academic abilities work together to achieve a goal).

2.

Paideia Seminar: All teachers will participate in professional development prior to the start of school led by the National Paideia Center, which will prepare them to integrate Paideia Seminars into their instruction; this will be critical in advancing student's academic achievement as it relates to critical thinking and reasoning skills, as well as public speaking skills.

3.

Place-Based Learning: At least one teacher will participate in Teton Science School's Learning in Place professional development training, after which time they will work to train other teachers on best practices of place-based learning; this will advance student's academic achievement by deepening their understanding on how what they learn in school is deeply connected to the place they live.

4.

Hands-on learning/play based learning: Everything taught to students (especially in math) is first presented in concrete form and students are given manipulatives and concrete objects to develop number sense/problem solving. Students are able to play and explore to learn and teachers know how to set up an environment that is conducive to this type of learning (objects and manipulatives on shelves within reach, the classroom is student-friendly and students know how to find everything they may need).

5.

Discovery learning: Teachers know how to guide their students in research and when they find a topic of interest, support them in discovering more.

Social Emotional Learning: Teachers will learn how to integrate the following social-emotional learning strategies to create classroom environments that emphasize holistic health and wellness.

1.

Positive reinforcement: All teachers will know how to encourage their students and frame things positively.



1.

Example pedagogy: "The first secret is that you must figure out what you're good at and stick with it. In school, a lot of emphasis is put on identifying your weaknesses and then improving them. That's important if your weaknesses are holding you back, but it's not the path to greatness. Greatness happens when you find your unique strengths and build upon them. Building up a weakness just makes you less disabled. Building strength can take you to the top of the world." (Robison 2012).

2.

Many schools focus on what students "struggle with" and how to improve; our school will focus on strengths while also attending to areas of challenge. Teachers need to know how to find their students strengths and build upon them.

2.

Flexible seating: Teachers must understand flexible seating and recognize that students learn when they are comfortable and that this is different for each student.

3.

Growth mindset: Teachers need to embrace a growth mindset when it comes to their students and realize that intelligence is not a fixed trait; students need to know their teachers believe in them and believe they can succeed (The Growth Mindset, n.d)

4.

Reinforcement of character traits:

1.

A teacher's job is not only to help their students with academics but also to build their character: "It's not like some kids are good and some kids are bad. Some kids have good habits and some kids have bad habits. Kids understand it when you put it that way, because they know that habits might be hard to change, but they're not impossible to change." (Tough 2014)

2.

Teachers should be comfortable with the language used in The 7 Habits of Happy Kids (Covey 2011) and be able to reinforce it when they see their students displaying great character: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw

In addition to what's described above, middle and high school teachers will be expected to master:

1.

Integrating community partnerships into instruction: Students will be expected to understand how to engage with community members, small businesses, and other institutions located with Warren County, which means that teachers must be able to assist students in navigating building these relationships



2.

Mentorship and Learning by Teaching: Teachers will guide students as they deepen their understanding of material by teaching others, including younger students at Warren YES.

Q132. 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.

Warren YES' proposed instructional plan is aligned with the North Carolina Standard Course of Study, which maps out a basic trajectory whereby knowledge and skills acquired in earlier grades form a base for new and more complex understanding as students grow. Warren YES' instructional plan will also be reviewed annually for evaluation by the Executive Director and other school leadership to ensure that they promote student readiness. As described elsewhere in this application, teachers and administrators will use a variety of assessment methods to identify student readiness and mastery of material, and identify places of intervention and/or acceleration. If students are in need of intervention, teachers will work swiftly to implement an MTSS strategy to get students back on track for grade promotion, and will be transparent with parents and guardians about areas where more attention is needed as soon as interventions may be needed.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Warren YES will follow a traditional school calendar, based on community feedback and Board interest. Utilizing a traditional school calendar aligns with our mission and education plan for three reasons: 1. It better aligns with other schools in the area, which will help parents with children in multiple schools coordinate their time as a family; 2. It allows for teachers and administrators to have a longer period to recharge, which in turn will allow them to continue to grow and improve; and 3. It will allow us to better serve the community as a whole, through our extracurricular and summer programming.

In utilizing this schedule, Warren YES will achieve its value of supporting the *holistic health* of our students by encouraging them to stay active during school breaks.

During breaks from school, teachers and staff will be provided with genuine time off from professional development and other commitments so that they may recharge. To encourage students to stay connected, however, interested staff and community partners will provide educational enrichment opportunities for both students and other children who live in Warren County. These track-out camps will utilize the educational strategies present in the Warren YES' classroom, but will be focused on centering outdoor and creative learning activities. The school farm, in particular, will need tending even when school is out—animals always need to be fed, and crops need to be harvested! Farm-based activities will therefore provide ample opportunities for interested students to engage in extended learning during breaks.

Q134. 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.



A sample daily and weekly schedule for all grades can be found in Appendix E. Each student will have a total of 5 hours and 45 minutes of instructional hours each day (and 1 hour for lunch and recess/recharge for all grade levels). Across the 181 days of school, this totals to 1040 hours of instructional time over the school year.

The minimum instructional hours at the elementary level in core subjects are as follows:

1. English Language Arts: 2.5 hours
2. Mathematics: 1.5 hours
3. Science (integrated): 1 hour
4. Social Studies (integrated): 1 hour

The minimum instructional hours at the middle school level in core subjects are as follows:

1. English Language Arts & Social Studies (integrated): 90 minutes
2. Mathematics & Science (integrated): 90 minutes

The minimum instructional hours at the high school level in core subjects (students will take eight courses of the course of the year) are as follows:

1. English: 90 minutes
2. Social Studies: 90 minutes
3. Science: 90 minutes
4. Math: 90 minutes

These timeframes are only minimums, because these core subjects will be frequently combined through integrated projects that draw upon multiple disciplines. In line with our values, students will engage in *outdoor and agricultural education* and through *creative expression* during core subject instruction whenever possible. This may include projects such as conducting scientific experiments on the school farm or crafting personal narratives that incorporate multi-media art projects.

Drop-off for all grade levels will begin at 8 am, with the official start time of 8:30. We may provide paid or subsidized early drop off care, based on family interest and need. Students of all grade levels will also take a lunch and recharge (or recess, for younger students) break from 11:30-12:30. All-school dismissal will take place at 3:15 pm. Standardizing the schedule across all grade levels will make drop-off and pick-up easier for families, who may have children in multiple grades. After-school enrichment, extracurriculars, and clubs may take place until 6 pm, to align with the needs of working parents and guardians.

The structure of the school day is optimal for student learning because they will allow students to explore a topic of interest through several lenses throughout the day, while still being encouraged to take breaks.



Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



For Students: During Year 1, students will start their day with an optional, healthy breakfast at school and reading in the classroom. Once every student arrives by the start time of 8:30, elementary students will come together in their group classroom space—perhaps on a rug, or even beginning their day outside—for **Morning Meeting (Responsive Classroom)**. This will be a time for students to welcome each other to the classroom and to share what they are excited about for the day. Beginning at 8:30, 5th and 6th graders will dive right into their first CORE Block of the day, with a short brain break between COREs.

Elementary students will then transition to either math, exploratory, or language arts. In a second grade classroom, for example, this may begin with their teacher conducting the **daily read-aloud** (on this day, they are reading Karen Hesse's *Out of the Dust* together) before students transition to working on their poems about their independent gardening project, occasionally being called away for their **daily individual instruction** that meets the language arts gaps identified by their teaching in their reading running records. After spending much of the morning working on language arts—with a brief break for their art exploratory, where the students continued working on their book cover projects, it's time for all-school lunch and recharge break! During this time, all elementary students will eat a 20 minute lunch with a 40 minute recess. The 5th and 6th graders will eat their lunch, enjoy a recharge, and have time for independent work or MTSS as needed.

Once everyone returns to their classrooms, it may be time for Kindergarten students to head outside again to use their bodies in an interactive math lesson to practice number basics and experiment with addition. After the 6th graders finish their music exploratory, it's time for a guided walk through town as part of their Pillars course, which this year focuses on place-based learning. Once the 6th graders return to campus, each student can choose where they would like to conduct their independent work block: the media center/Imaginatorium room, a comfy chair in their classroom, or outside in the outdoor classroom.

The end of the day is nearing, so students take a moment to settle in themselves through a brief **meditation**, before moving onto their **Glows and Grows** of the day. It's suddenly time for school dismissal, where students will either head home or participate in one of the school's **rotating afterschool programs**, such as kickball, farm work, a Student Advisory Council meeting, or chalk art.

For teachers: Teachers arrive at school around 7:45 to have time to prepare for the day ahead of students' arrival, which can be as early as 8 am. Based on their classroom agreements, however, students know that they are supposed to finish breakfast and free play before 8:30, so teachers can



greet students by their door and chat with their neighbor teacher about coordinating brain breaks outside.

Once 8:30 rolls around, students assemble around their teacher in their group classroom space—a class rug, or perhaps outside—where their teacher will facilitate class greetings, a short activity, and pose a question for the class to ponder over the course of the day during the daily **Morning Meeting**, which the teachers feel prepared to conduct after their professional development training on the **Responsive Classroom**. After the morning meeting, teachers will intersperse the whole group, small group, and individual instruction across all core subject areas. Instruction may include facilitating small group discussions, redirecting students, or observing students' individual work, as well as helping students prepare for their upcoming Paideia seminar, one of the four they will conduct this semester.

Once students head to their exploratory subject, teachers will have time to **conduct individual work**, such as student assessments or correspondence with parents, or meet with fellow teachers for **collaborative instructional design**. At lunch and recess, teachers rotate who monitors which activity to ensure that all teachers have a **protected lunch break** of at least 25 minutes. After lunch, teachers will return to a variety of instructional models—with **frequent outdoor breaks**—before closing the day out with **Glows and Grows**. Once per week, teachers will attend **faculty meetings**, and may help to facilitate **after-school enrichment programs**.

Q136. Will this proposed school include a high school?

☒ Yes

☐ No

Q137. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.

Warren Young Explorers (Warren YES) will meet the required Future-Ready Core requirements in North Carolina through its recommended course of study for high school (visually represented elsewhere in this application). Our instructional plan, proposed budget, and overall design include adding a grade level every year until we become a Pre K - 12 school. Although we will not have students enrolled for high school until the 2029-30 school year, our instructional plan is developed to transition smoothly into the 9-12 grade span. As described in more detail in the next question, our required elective courses – including our Pillar Specialization series – will also help students meet the Future-Ready Core requirements, as outlined by the North Carolina Department of Instruction.

Q138. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective



courses will be offered.



Earning credit hours:

Students must earn at least 28 credit hours to graduate from Warren YES. Each year, they will take a full load of courses (8). They will be enrolled in four courses in the fall semester and four courses in the spring semester. Students whose schedules include online classes will have a designated period during their schedule to work on those courses at school. Juniors and seniors with an online class may work at home or at another site of interest (such as a place of employment) with administrative and parental permission.

Successful course completion:

Students must complete courses with a final average grade of 60 or higher to earn credit for the course. Averages will be calculated with the final exam or EOC (Math I, Math III, Biology, English II) factored as 20% of the final grade. A student who misses over 16 days of an individual year-long class or over 8 days of a one semester class will be in jeopardy of not receiving academic credit for that class. If a student misses over 8 days in a specific class, an attendance waiver must be completed and turned in to the principal.

Exams:

All high school courses will include a final exam or EOC, as required by the NC Department of Public Instruction.

Grade point averages:

Students' grades will be calculated from a 4.0 scale. We will use the NC State Standard option of being weighted based on the number of hours in the course, with advanced level courses receiving additional weight. Credit will be earned based on the successful completion of a grade level course and a passing grade based on the state-mandated 10 point scale. The grading scale and points for grade point averages in standard academic courses are:

A 90-100 4 grade points

B 80-89 3 grade points

C 70-79 2 grade points

D 60-69 1 grade point

F Below 60 0 grade points

Courses designated as honors courses have an additional 0.5 grade point added for grade point calculation. AP and dual enrollment community college courses have an additional 1.0 grade point added for grade point calculation. The total GPA will be calculated by dividing their total grade points across all the classes they have taken thus far by the total number of credit hours they have received



as a high school student.

Information on Transcripts:

All transcripts will include Warren Young Explorers School, the student's name, their class rank, their overall GPA, and other relevant information about the student. For each course the student has taken, the transcript will include the course name, instructor, and both the letter grade and the grade point received. If a student has taken a required course for graduation prior to 9th grade (i.e. taking Math I as an 8th grader) that course and its corresponding grade will be shown on their transcript. Transcripts will be updated each semester.

Elective Courses Offered:

High school students will have a wide range of elective courses offered, the majority of which will be Pillar-aligned. As students will take eight courses each year, a student will have up to 14 elective courses over the course of their high school career. Electives will fall into three categories: Required Electives (of which there will be one each year); Community Electives; and Pillars Specialization.

All students will be required to take the following four elective courses: Holistic Health (which include CPR training); Writing Composition (which will utilize Warren County as its thematic topic, to emphasize place-based learning); Creative Expression; and Agriculture & Food Systems. These electives will be taught by Warren YES' staff, and continue to build on the Pillars courses students will take in middle school. These courses will also help students build connections between the rest of the coursework.

Students will also be able to take one Community Elective each year (with room for up to two community electives in their junior and senior year). Community electives will be offered based on Warren YES' staff interest and availability; community leader interest and availability; and what is offered at nearby institutions, including Vance Granville Community College (through the College and Career Promise program). Internships or co-operative working models may also serve as a Community Elective, with approval from the High School Principal. Potential courses offered may include Public Speaking, Sociology, Computer Science, Health Occupations, and Early Childhood Education.

Finally, students will select a Pillars Specialization in 8th grade (or at the beginning of the school year, if they enter Warren YES after 8th grade), which will include three courses that will lean on student direction and design, and culminate in a Senior Capstone. The Pillar Specializations are as follows: *place-based learning*, where students will learn from vocational or professional trade from a community leader; *outdoor and agricultural education*, where students will learn best practices in agriculture and take a leadership role in maintaining Warren YES' School Farm; *creative expression*, where students will focus on a form of expression (be it visual art, theater, or music) they are most interested in; or *holistic health*, where students will dive into understanding physical, emotional, and community health. Courses in a student's Pillar Specialization may be taken with Warren YES' staff, at



Vance-Granville Community College, or taught by community leaders (with the approval of the High School Principal) with expertise in the student's topic of interest.

Q139. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

To graduate from Warren YES, students will have to pass the following courses (or an equivalent course, such as an AP or community college course) with a minimum grade of D (61 points):

- Math 1 (*this may be completed in 8th grade*), 2, 3, and 4
- English I, II, III, and IV
- Environmental Science, Biology, Physics, **and** a fourth natural or social science course (of a student's choosing)
- World History, Civic Literacy, American History, Economics and Personal Finance
- Spanish 1 (*this may be completed in 8th grade*) and 2
- Pillars 1, 2, and 3
- Senior Capstone
- Holistic Health (with CPR)
- Writing Composition
- Creative Expression
- Agriculture & Food Systems

Students must also complete 40 hours of community service over the course of their high school career.

This diverse set of graduation requirements, with a strong mixture of vocational and college-preparatory courses, will thoroughly prepare students for whatever career path they choose, be it attending community college to advance their workforce training, a traditional four-year academic institution, or to go into the workforce. With the help of their counselors and teachers, students will be encouraged often to think about their intended post-graduation path, and choose courses accordingly.

Q140. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



Starting at the middle school level, Warren YES will use a model of support and intervention that includes High Impact Tutoring, which has been shown to help students gain academic ground quickly and efficiently. According to the National Student Support Accelerator at Stanford University, students are less likely to be absent and perform at higher academic rates when they have a scheduled tutoring support session(s). This evidence is clear that one-on-one or small group tutoring at any age helps students gain and retain knowledge and when aimed at a specific goal or objective done in a timely fashion, high impact tutoring is an instructional key to success. Using the MTSS three-tiered model will be a crucial step; however, early intervention in coursework will be the key for high school students. Helping students early on by providing foundational knowledge and concepts as well as peer tutoring and collaboration will be implemented to help students succeed. Our instructional model itself not only encourages but expects teachers to use hand-on approaches and Paideia principles of didactic instruction, coaching, and seminar discussion which lead to increased understanding and participatory learning thereby addressing different learning modalities.

High quality, effective teaching is the key component to student success and enjoyment of schooling. It is clear that differentiation with clear goals and objectives as well as continual adjustments in instruction to meet the needs of learners must be implemented with fidelity. Following the multi-tiered support system to meet each student's academic and behavioral needs is imperative as we assure student progress with family involvement and community support.

Our counselor will strategically monitor students as they proceed through high school and, due to our relatively small school size, interventions with families will be put into place early as at-risk behaviors are noted. As each student progresses, our school monitoring practices will focus on alleviating situations that lead to frustrations and cause difficulties in reaching academic and behavioral goals and dreams of our students.

A shared vision of this support system will be crucial in our school's vision and success. As students develop Portfolios as a routine feature of Warren YES, they will also become more self-directed and responsible for their own learning and progress. We plan for high school students especially to not only be provided focused, high impact tutoring but also to learn to advocate for themselves, so that as they meet the inevitable challenges of post secondary education and career decisions. This advocacy will be buttressed by developing the skills outlined in the NC DPI's "Portrait of a Graduate", which includes critical thinking, communication, and collaboration. Developing these skills will create lifelong learners and contributors to society, who are empathetic and personally responsible.


Q141. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Please see attachment.



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Applicant Evidence :



Warren YES - Append...

Uploaded on **4/25/2024**
by **Jenni Rogan**

Q142. 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.

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Applicant Evidence :



Warren YES - Append...

Uploaded on **4/25/2024**
by **Jenni Rogan**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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Applicant Evidence :


Warren YES - Append...

Uploaded on **4/25/2024**
by **Jenni Rogan**

Q144. 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.

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Applicant Evidence :



Warren YES - Append...

Uploaded on **4/25/2024**

by **Jenni Rogan**

10.2. Special Populations and “At-Risk” Students

Q145. 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.

Research has shown that students of color, Multilingual learners, and students from economically disadvantaged families are at a heightened risk of academic failure. Our approach of utilizing developmentally-appropriate and individualized education will help to ensure that students at risk of academic failure are identified and assisted as early as possible. For students at risk of performing below grade level, teachers will utilize an MTSS framework to provide them individualized attention. For elementary school, MTSS will take place during core curriculum blocks; for middle school and beyond, teachers and students will have a minimum of 60 protected minutes each day for MTSS, scheduled High Impact tutoring, and other strategies to ensure all students perform at or above grade level (for more information, see Appendix E for the Daily Schedule).

Students who are at risk of academic failure often need support to increase their self-efficacy and motivation to learn and to develop positive attitudes towards learning. This will be fostered through the nurturing and positive environment students will be surrounded by on a daily basis, from encouragement by classmates to individualized positive reinforcement from teachers. They will be provided manageable and achievable tasks at their level and the difficulty level of the task will be increased as they accomplish more. Furthermore, by providing focus on their strengths, as discussed earlier in our Education Plan, we are emphasizing that students are not defined by their challenges.

Our use of multi-tiered systems of support (MTSS) will be crucial to ensuring students have their needs met. Strategies of support may include: additional one-on-one time with their teacher (or a member of the academic support staff) to provide additional materials and novel instructional strategies, peer-to-peer tutoring or group-based work; facilitated dialogues with family members to increase access to material outside of school hours, and other strategies as identified in a student's Intervention Plan. At all levels, students will also be guided in peer-to-peer instruction and small group work.

Q146. 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.

Erin Riggan was an Exceptional Children's teacher from 2012-2018. She taught in both self-contained and resource settings. Her self-contained classroom ranged from 8-10 students who had autism, developmental delays, and intellectual disabilities. Her resource case-load ranged from 20-30 students. She was responsible for writing students' IEPs each year, developing individualized lessons based on their goals, reporting on their progress, and managing all IEP meetings. She was the IEP chair at her school and handled all student referrals.

Danylu Hundley was a teacher, assistant principal and principal for 30+ years and served in many capacities working with as well as leading schools with a wide range of children with exceptionalities. Those experiences ranged from differentiating in her regular education classroom, serving on EC committees, attending numerous EC meetings as well as delving deeply into EC records for compliance purposes. For a number of years, she served as principal of the only elementary school that served students bussed from across the county for self-contained Intellectually Disabled - Moderate (TMH) and Intellectually Disabled Severe Profound classes for exceptional children's services. She has attended many conferences and trainings related to exceptional children and serving students with learning differences. She has also been on several countywide teams formed to monitor EC records prior to state audits. Danylu Hundley has experience observing and evaluating teachers at all levels as they work to provide differentiation and a system of support for students in all areas of the curriculum Pre-K-12.

Carla Norwood does not have professional experience working with special populations, but does have parenting experience that is relevant. Her three children have all been identified as gifted, while one is also diagnosed with ADHD and one with autism. She brings to Warren YES her experience as a parent advocate for her children, and a motivation to create easy-to-navigate and supportive systems that can effectively meet the needs of special populations.

Q147. 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.



Methods for identifying ML students (and avoiding misidentification).

Prior to starting at Warren YES, all parents will be required to fill out a Home Language Survey describing their native languages and any other primary language(s) that are spoken in their homes. The survey will be used by Warren YES teachers and administration to assess whether there are non-English languages spoken at the home and thus whether the student would be a potential Multilingual Learner (ML). If the survey indicates that a language other than English is spoken in the home, the WIDA Access Placement Test (W-APT) will be provided within the first 30 days of school or the first 30 days of enrollment. The WIDA score will determine the student's eligibility for ESL services. Alongside the Home Language survey and W-APT, the student's cumulative/historic folder will also be reviewed by Warren YES teachers and administration in order to reveal any prior ESL support provided or related programming on proficiency. All potential ML students will be screened by a trained ML Screener to further determine their eligibility for services. These steps will both help ensure the efficacy of the ML identification process as well as inform the implementation of appropriate academic support.

Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.

All ML students will be provided with instruction that supports both their language acquisition and content comprehension. In Year 1, this instruction will be provided by our World Language teacher; if there is need, we will expand our ESL teaching team in future years of operation. ESL instruction will build on our Education Plan's model of instruction in its incorporation of the NC Standard Course of Study, but will also be informed by the WIDA English Language Development (ELD) Standards. Similar to Warren YES' strategy regarding MTSS, ESL services will primarily be offered through periods of individualized instruction, and may include being pulled out during core instruction for individual or small group work. Tutoring sessions before or during school may also be incorporated into an ML's student learning plan.

Students' test scores and teacher recommendations, among other factors, will determine their placement in specific classes, with this placement flexible and re-evaluated annually or as-recommended by the teacher. Alongside ESL services, all MLs will receive any necessary accommodations to ensure their success in general education courses as well. Warren YES teachers will be required to cater their instruction, as needed, for MLs, and will utilize best practices in instructional strategies. The ESL teacher(s) will support classroom teachers in identifying best practices they can utilize in their classrooms– both to help with instruction and assessment of ML students. Supplemental educational resources provided to support ML students may include Web-based programs (ex. bilingual dictionaries), grammar tools, audio support, and supplementary coursework in hard copy. Finally, we plan to communicate with parents in their primary language to help ensure that all state/federal guidelines for EL students are followed and to ensure that any additional information is properly disseminated.



Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services:

The ELLevations Program will be used to monitor and track ML students and to develop their ELL plans. The ELL plans target direct instruction activities that supplement the core curriculum. ML students will also be given the ACCESS test each year, and must receive scores of 4 or higher in each area (including reading, listening, speaking, and writing). Even if students exit the ESL Program, they will still be monitored by an ESL Teacher for two years to ensure that they are staying on target. These students are monitored four times per year during these two years, with their performance across all classes assessed. Additionally, a Multi-Tiered System of Support (MTSS) will be used to provide additional support for MLs– a framework that helps educators cater unique instruction to students requiring extra support.

Means for providing qualified staffing for EL students:

During our first year of operation, we will hire a qualified and certified World Language teacher to provide ESL services, and assess the need at the end of the year for a larger ESL staff. All ESL teachers must be qualified and certified in order to be hired onto the team at Warren YES. The number of ESL program staff will appropriately reflect the number and needs of Warren YES students. All teachers instructing MLs as well as administrators will partake in professional development opportunities as needed to ensure they are providing the best support to MLs in the program.

Q148. 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.



While we do not intend to pull out gifted students from core instruction, our individualized, child-centered, and developmentally appropriate model of instruction will allow gifted students to engage in academic enrichment daily that will enhance their potential. Through our Four Pillars, particularly creative expression, we also anticipate that students that are gifted in non-traditional areas—such as arts—will be identified, and provided with additional enrichment by their exploratory teacher. If requested by a student’s guardian, Warren YES’ Exceptional Children Coordinator may use a universal screener such as the Cognitive Abilities Test (CogAT) to identify gifted students, but will primarily rely on a student’s coursework, contributions to their Portfolio (including from their Exploratory courses), reading records, and teacher observations.

Student progress will be measured on an ongoing basis through data gathered through testing, their Portfolios, and anecdotal evidence from teachers. This data will also be used to inform a student’s placement in small group work and identify needs for additional assignments or activities. In later years, gifted students may be placed on an accelerated pathway regarding core instruction, such as taking Math I as an eighth grader.

Students may also be gifted in one area, and identified as in need of intervention in another. Given their professional development training in providing cooperative learning opportunities and individualized instructions, core subject teachers will be well equipped to develop plans, assignments, and activities that meet the needs of all students to achieve their full potential.

In the higher grade levels, Warren YES may partner with local and state-wide organizations through our place-based learning Pillar to provide additional opportunities for gifted students to participate in programs and experiences, such as North Carolina Governor’s School for high school students, that help them develop their potential.

10.3. 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.*

Q149. **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.

The general enrollment form filled out by each student's parents will include questions on past provision of special education services and protection under Section 504 of the Rehabilitation Act. Additionally, our Exceptional Children Coordinator, alongside other members of Warren YES' leadership team, will verbally check in with the students' previous school, or verify on platforms such as ECATS and PowerSchool, to confirm whether or not they received services. We will request the student's current IEP, any historical IEP records, and additional relevant information on the student. For the students coming from public or charter schools in North Carolina, this information will also be available in Every Child Accountability & Tracking System (ECATS) and PowerSchool. Warren YES will also have internal systems for prevention and intervention, including an informal assessment at the start of each school year to identify where each student is academically. These will also include compliance monitoring systems, including checklists to ensure that all IEPs remain in compliance.

Q150. 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.



Warren YES will follow the policies outlined in NC DPI's Policies Governing Services for Children with Disabilities (<https://www.dpi.nc.gov/policies-governing-students-children-disabilities/download>) to guide its identification, evaluation, and assessment of special education students. Children will be able to be referred by their parents or school staff– all of whom will be provided training and resources for identifying EC children through brochures, posters, and letters provided by NC DPI's Project Child Find website.

With assistance from the Exceptional Children Coordinator, a student's core teacher (who will receive professional development training on MTSS and IEP practices prior to the start of the year) will set up a strong IEP Team– that includes the student's guardians–as soon as a child has been identified as a student in need of additional services. The student's IEP team will facilitate the evaluation of the student, develop the Intervention Plan and core instruction models needed, and oversee the implementation plan. Team members will document student data collected and monitor the results of its research-based interventions and make data-based decisions. Warren YES will rely on NCDPI forms to document student evaluations and IEPs. With intervention data collected throughout, if it appears the student is not progressing, the Intervention Plan will be modified. Warren YES will rely on MTSS' three-tiered approach to implement the majority of student's IEPs, with Tier 1 being instruction through a core program, Tier 2 supplemental and extended instruction, and Tier 3 an intense individualized program. When students master a given skill, a new intervention will be put into place.

Teachers will keep data-driven records that will be used to inform the need for evaluations. Parents or guardians will request an evaluation in writing, and the IEP team will evaluate the data to determine if further evaluation is needed. If evaluations require additional contracted personnel, Warren YES will use its budget line for additional EC services (in year one, this budget line is \$15,000). Evaluations may indicate that a child meets the definition of a disability, but the disability will need to impact their educational performance and require specially designed instruction above and beyond that of the classroom teacher in order for the child to be eligible for services.

Finally, in accordance with confidentiality requirements, all records will be held in a locked cabinet in a locked room– accessed only by designated school personnel such as the Exceptional Children Coordinator. Anyone looking to access records of their student will need to provide written documentation.

Q151. 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)

Each student's cumulative records will be requested when they enroll at Warren YES. The Exceptional Children Coordinator will be responsible for reviewing the records to see what pieces are missing, per policy. At a minimum, the initial placement and/or most recent reevaluation with complete testing will be needed for eligibility, along with copies of all evaluation reports for the current area of identification. Records will be kept in a locked cabinet of a locked room, only accessible to those with permission to access the files. While teachers and parents of Warren YES students will be able to review files at any time, it will only be done so in the presence of another person at the school who is qualified to explain and interpret the IEP. On-site record reviews will occur after each meeting and for the entire caseload at least annually through an internal review. Reviews by NC DPI will occur according to the state developed monitoring system/schedule.

Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Students with mild, moderate, and severe disabilities will be integrated with their non-disabled peers to allow for the least restrictive environment (LRE) possible. We believe that students cannot learn age-appropriate academic and functional behaviors if they are not integrated with their typically developing peers. Additionally, our individualized and child-centered instructional model is well suited to providing EC children with the support they need in their primary classroom whenever this is feasible.

All placement decisions will be made in alignment with a student's IEP. Student's IEPs will be written by their IEP team, including their core content teacher, their parents or guardians, and our Exceptional Children Coordinator.

Q153. 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?



Warren YES is committed to providing a full continuum of services for all students with disabilities. In year one, we will hire one full time Exceptional Children Coordinator, and grow our EC team as needed depending on school enrollment and student need, to ensure the continuum of services required. We also anticipate that at least some of our core content teachers will also have experience, training, or even certifications related to EC instruction.

In providing services, we will use students IEPs (which will dictate the Least Restrictive Environment necessary to student success). In the event of disciplinary action, we have outlined our strategy to ensure that all local, state, and federal laws are followed in ensuring students get access to free and appropriate public education. All staff will be educated as to the contents and implications of these laws through continuous professional development opportunities.

We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education that is aligned with Warren YES' curriculum and education plan, and allows them to become "purposeful, creative, ethical and compassionate leaders" (Warren YES mission statement).

Implementing Students IEPs as a key educational program and strategy:

The Exceptional Children Coordinator, in collaboration with a student's core teacher, will be responsible for implementing IEPs and monitoring student progress.

The Least Restrictive Environment is the instructional setting (placement) in which special education will be provided for any student with a disability. Once an IEP Team has developed goals and objectives for an individual student, the IEP Team will determine the best environment where that student will receive the needed services. IEPs will include research-based practices that center social-emotional learning alongside core subject instruction.

At least once per year, parents or guardians, the Exceptional Children Coordinator, one core content teacher, a school Executive Director, and an individual who can interpret any evaluation data such as our Data Manager will meet to review the student's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

Students will receive quarterly IEP progress reports from their IEP team. These progress reports will also be stored in each student's IEP folder to ensure compliance and assist in future decision making. The IEP Team will meet at least once a year for each EC student to conduct an annual review meeting to update each student's IEP based on specific data and input from all IEP team members. Additional meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

Discipline of EC Students:



It is important to work with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process in order to ensure the continuum of services. All EC students will also receive the same level of social-emotional learning that non-EC students receive, with additional strategies implemented as needed. If disciplinary action is required, it will be guided by Warren YES' conflict-resolution based approach, outlined later in this application and will be codified into the Student Handbook.

Repeated problematic behavior will be addressed early through the IEP process; as needed, IEP teams will analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals. For all Warren YES students, suspension will be a last resort and used sparingly; as it rarely improves behavior. If exclusion from school is required, students will be suspended for no more than 10 days without a Manifestation Determination. A student cannot be suspended on account of an issue related to their disability. Throughout this process, a student's IEP team will meet to determine the best appropriate steps that also follow all local, state, and federal laws.

Manifestation Determination:

The Manifestation Determination will be completed by the student's IEP Team and must occur within 10 school days of removal when there has been a change of placement.

After reviewing all relevant information in the student's file (IEP, observations, parent information), the team must decide if the behavior was a manifestation of the disability by determining:

- If the conduct was caused by the child's disability
- If the conduct was the result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies

Day 11 Requirements:

Starting with the 11th day of removal, we will:

- Resume services;
- Determine if change of placement is for disciplinary reasons. If this is true, we will follow our procedures outlined in our Student Handbook related to EC children, including conducting a Manifestation Determination;
- Develop or modify a student's Behavioral Intervention Plan (BIP).

Weapons/Drugs/Serious Bodily Injury:

If the offense involves weapons, drugs, or serious bodily injury, proceed using 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the Manifestation Determination shows a relationship between the behavior and the disability, the Executive Director may remove the student to an alternative setting



for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases, MD, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA):

Functional Behavior Assessments are to be completed on all students with special needs with behavior difficulties. They are required if there is a change of placement for disciplinary reasons. If an FBA has already been developed, review and modify it as necessary to address the behavior.

For students with behavioral difficulties, we will be proactive in performing an FBA before the student accumulates the 10th day of removal. If there is a disciplinary change of placement and an FBA has already been completed, a new FBA is not required for each removal; however, the FBA needs to be reviewed regularly.

Behavioral Intervention Plans (BIP) :

We will develop Behavioral Intervention Plans for all EC students with behavior difficulties. They are required if there is a change of placement for disciplinary reasons. If a BIP has already been developed, we will review and modify it as necessary to address the behavior.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Warren YES' special education and related services described in this section will provide the resources needed to ensure all students with disabilities have access to a Free and Appropriate Education, in accordance with federal law. Warren YES also will follow other relevant federal and state laws and regulations related to the education of students with disabilities. This will ensure students receive the best education possible, where they can "aspire to reach their full potential" (Warren YES mission statement) through a child-centered approach to instruction. Finally, professional development of all staff will provide them with the necessary content and implications of these laws.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



All students who have an IEP will receive regular updates on the implementation of their IEP alongside other student assessments, described elsewhere in this application. At a minimum, students, their parents, and relevant staff will receive quarterly IEP progress reports. These progress reports will also be stored in each student's IEP folder to ensure compliance and assist in future decision making.

If the IEP team determines that a more frequent report of progress is needed, a student's teachers will ensure that reporting follows the set standard timeline. An IEP team will be required to meet at least annually to review a student's IEP and make adjustments as needed. The implementation of the IEP will be overseen by Warren YES' Exceptional Children Coordinator.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Related services may include speech, counseling, occupational therapy, and physical therapy. These services will be necessary to help a child make progress on their IEP goals. Given Warren YES's relatively small enrollment in its early years, we have one full-time EC Coordinator starting in Year 1, with additional funds for additional contract if needed: for our first year's budget, we have allocated \$15,000 to cover these expenses, which will grow to \$30,000 in later years.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



We will align our instruction with the North Carolina Standard Course of Study, which provides a clear set of learning standards regarding what students are expected to know and are able to do by the end of each school year or course. From our SMART goals, we plan to meet the following student performance standards:

- By Year 2, our End of Grade scores exceed that of the local district for all relevant grades
- 100% of students each year will gain first-hand exposure to college, career and livelihood paths that are relevant to our community
- By Year 5, the school will have partnerships in place with a minimum of 10 community organizations; these partnerships will form the basis of field trips, class visits, class projects, and other opportunities.

Further, our mission directs us to acknowledge, relate to, and guide the individual strengths, capabilities, curiosities, and joys that children naturally have. Across our school, we expect the following:

- Honesty and integrity
- Everyone should challenge themselves to be their best
- Mutual respect and taking responsibility for actions
- Staying focused on the mission
- Recognizing our connections to each other, our community, and the natural world
- Contributing to a nurturing learning environment

Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



We are motivated to meet the needs and inspire learning for each child at our school. Teachers will frequently assess students in a variety of ways to determine if they are meeting instructional standards, and will be prepared to complete their federally mandated tests. Given the interactive nature of our educational plan, teachers will be able to informally assess student's mastery of material through Paideia Seminars, small group work, and submissions to their Portfolio. At the elementary level, we will also incorporate software-based assessment tools, such as MobyMax and RAZ Kids.

In middle school and beyond, teachers will incorporate more traditional testing to assess student's engagement with material, but test and quiz scores will be de-emphasized in determining student's final grade. Other forms of evaluation, such as participation in Paideia Seminars, submission of written and visual work, and a student's own self-assessment of how effectively they have mastered the material will play a significant role in determining a student's grade. When needed, we will use data-driven decision making to identify areas where children can explore more complex topics as well as areas where they might need more support.

In addition to state required EOGs (described below) we will use third-party tests, N.C. Check Ins 2.0, and teacher assessments to ensure students are progressing towards standards and prepared to transition from grade to grade. Teachers and staff will also produce brief narrative reports on each child, twice yearly, that reflect a holistic commitment to child development and well-being. Such assessments will rely, for example, on reading running records (where teachers will listen to students reading for accuracy and fluency using leveled assessment passages) and examples from Portfolios.

Standardized testing

Our instructional program will address the NC Standard Course of Study, including the administration of state-required EOGs (end-of-grade tests). We plan to share the results of these state-mandated tests accompanied by student-made materials, narrative reports, etc. so that test scores are not presented in isolation. We believe it is important for parents and the broader community to see the full range of the work our school and our students are doing.

Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



Warren YES will make data-driven decisions to determine a child's readiness to be promoted. This will be based on teacher observations, participation in interactive class activities, and Portfolios, which will include self-assessment. Student promotion is at the recommendation of the teacher for the subject in question (or, for elementary school, their primary teacher). Students with special needs will be promoted according to the protocols established in the IEPs.

A student's academic grades, mental ability, age, physical maturity, emotional and social development, national, state, and local assessment results, and teacher recommendation are all considered when making retention decisions. Every effort will be made to work with the student and guardians to remediate the student's difficulties before he/she is retained. Students must successfully complete a majority of the required academic subjects in order to be promoted. Retention decisions will be made by recommendation of the homeroom teacher and approved by the Executive Director.

These policies will also be codified in the Student Handbook, which will be made available to all students and families before the start of each school year.

Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



When Warren YES has completed its planned growth by Year 7, the school will serve students in grades K-12. We will successfully prepare all of our students for further education and/or careers by providing hands-on, relevant learning environments that excite students and give them the opportunity to experiment with and build capacity across the multiple intelligences we discussed elsewhere in this application. As well-rounded students who feel comfortable engaging in different forms of learning, we believe they will be able to make informed choices about the paths they will pursue thereafter.

To graduate from Warren YES' High School, students will need to complete a minimum of 28 course credits (including core coursework and electives), along with at least 40 hours of service learning. We will utilize the vertical alignment of content areas and subject standards as set forth from the North Carolina Department of Instruction in order to set minimum standards for graduation. Students at risk of dropping out will receive intervention through MTSS and High Impact Tutoring, as described in more depth elsewhere in this application.

Over and above the state standards, students will be expected to demonstrate attributes of a well-rounded lifelong learner and citizen, consistent with our school's Four Pillars: place-based learning, outdoor and agricultural education, holistic health, and creative expression.

Place-based learning: Warren YES will graduate proud citizens of the Warren County region. Our students will be aware of our community's strengths and committed to helping address its challenges.

Outdoor agricultural education: Warren YES graduates will be comfortable and competent learners and workers in outdoor settings. They will understand the natural environment and display a commitment to its stewardship.

Holistic health: Warren YES graduates will be physically confident and will understand how to maintain their physical and mental health.

Creative expression: Warren YES graduates will understand how creative expression can help communicate ideas in new ways, and be used to develop a well-rounded appreciation for the different ways in which people move through the world.

10.5. School Culture and Discipline

Q161. 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.



Internally, our school culture will be child-focused; the entire school environment will be oriented toward the needs of our students. Furthermore, each child will be seen and acknowledged as an individual. Each student's educational experience will be approached as a partnership among the student, parents/guardians, the student's teachers, and the counselor. This partnership will be responsible for understanding the student's needs, learning style and strengths; these insights, in turn, will guide the student's particular academic journey. The result will be the simultaneous intellectual and social development of Warren YES students.

Externally, our school culture will be community-focused. The establishment and operation of Warren YES is fundamentally a way of contributing to our home community of Warren County. The school will be embedded in the community, and the community will be a vital source of subject matter for our place-based curriculum. Warren YES students will frequently be out in the community on field trips and doing projects; community members will also be regularly present on campus, contributing their knowledge. Our aim is to produce the next generation of community leaders at Warren YES: young people who are dedicated to Warren County, who understand its value, who recognize its challenges, and who are ready to make their own contributions to its future.

Q162. 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.



During our Planning Year to the first day of classes and every day forward, school culture and living our mission will be a top priority for Warren YES. We will create opportunities for collaboration on programs that engage people across the school and community in working together: parent volunteers for classrooms who provide support for teachers; encouraging a healthy work-life balance; allowing for personalized professional development for staff and personalized learning plans for students.

Administrators will model best practices with staff and will ensure that during the hiring process teachers and other faculty are aware of the cultural mission of the school. Administrators will seek to hire staff members who value school culture and fully understand the growth mindset and the natural curiosity and joy of students as they learn and grow. Training for teachers and staff that supports integration of key instructional and cultural elements. Classroom teachers will integrate our mission and values into teaching, which will take place not only in classrooms, but also outside, in labs, in the community, and on the school farm.

When students and families enter the school, they will be oriented to the school culture. Ample information will be provided to everyone regarding all opportunities that Warren YES provides, including both academic and nonacademic. We will build strong relationships through clear and consistent communication, including:

- Parent Teacher Home Visit Project (informal home visits);
- Having teachers meet the expectation that they make contact with students before the start of the school year (either through phone call, letter, or home visit);
- Keeping an updated website with current calendar of events;
- Consistently updated handbook that has policies clearly stated;
- Inviting families and community members to school events and showcases; and
- Hosting all-school events such as cookouts, hikes, or other volunteer activities.

Through these opportunities, students will be encouraged to become believers in their own growth and the potential of their academic success. When students enter the school mid-year or at another time after the other students have already become acculturated and acclimated, they will be paired with another student or a small group of students who will support their entry into the school in a comfortable and supportive way.

Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or**



expulsion of students.

3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



"Punishment can disconnect people from empathy and lead them to focus on whether they got caught, or on shame, rather than on the feelings and needs of the people they have harmed" (Nora Samaran, *Turn This World Inside Out* pg. 4).

Using a conflict-resolution and positive reinforcement model of social-emotional learning, our student conduct policies will be focused on through facilitated mediation. During professional development, teachers will be trained on conflict-resolution, effective communication, and other best practices in encouraging students to resolve conflicts among themselves first. Our use of Paideia Seminars, which have been shown to improve student behavior by increasing student's confidence, will also help to create a school-wide environment of open communication and transparency. In later years of operation, Warren YES may contract with a mediation-focused professional development program, such as Peaceful Schools North Carolina. The Student Advisory Council—discussed in more depth in the Governance and Capacity section of this application—will also share best practices in conflict resolution through their peer to peer mentorship program.

Warren YES students will also be situated within a larger community that emphasizes open communication, including between teachers and students, teachers and parents, and the Executive Director and the broader Warren County community. Through investment in creating effective and regular communication with parents—for more information, see the application responses related to Marketing—and clear communication with students from the first day of school, teachers will emphasize that students are learning how to govern themselves and one another in ways that are compassionate and purposeful while fostering a sense of mutual respect. Mutual respect will also be fostered through opportunities for input and co-creation from our larger school community through engagement activities such as the Parent-Teacher-Community Organization.

Although research (Samaran, *Turn This World Inside Out*) would suggest that an ethos of mutual respect and conflict resolution through mediation lessens the need for punitive measures such as suspension and expulsion, Warren YES recognizes that some conflicts may require further action. In this instance, a student will first speak with a school counselor/social worker in a conversation that will include any relevant parties such as teachers, other impacted students, or school leadership. In this conversation, the student will be asked to describe the action they took, their motivation for this action, and identify who was harmed in the process of taking this action. The student will then identify a series of next steps they believe to be appropriately matched to the action. These next steps will then be reviewed by the group as a whole to ensure that the next steps directly address the harm caused and provide insight into how to avoid this action in the future. These next steps may include suspension or expulsion if the action is substantially severe or if the action included engaging in an illegal activity. Actions that would immediately go through this elevated process include: bringing a weapon or illegal substance to school; violence that leads to physical harm of another member of the school community; hate speech, including sexual harassment; or other illegal activity.

During the Ready to Open planning period, we will develop a detailed student and family handbook



that will integrate this approach to resolving student conflict through mediation in alignment with state requirements. For example, all policies and procedures will take into account the rights of students with disabilities.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q165. Explanation (optional):

As with all sections of this application, this section has been adapted from Warren YES' first application, which the Founding Board submitted in 2023. In this section, the essence of our instructional plan, including our Four Pillars, our strategies and activities relating to Special Populations and school culture, and our understanding of our school performance standards have remained the same. In making updates to our application, we have expanded our school to be a K-12 school, incorporated Paideia Seminars into our pedagogy, and provided additional details regarding our curriculum design and coursework, including how the pillars will be integrated.



11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

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

As we do not have a location for our school, we do not have an official street address.


11.2. 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.


Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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

Resources


Initial Members of th...

Applicant Evidence :


2024 Initial Members...

Uploaded on **4/26/2024**
by **Jenni Rogan**

Q168. 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.



Our board will be composed of no fewer than five and no more than twelve members, as stated in our By-Laws. We will have a Chair, a Vice Chair, a Secretary, and a Treasurer, with the remaining members being at-large voting positions. We will ensure our board membership is balanced with the necessary skills, background, and diversity to make sound, effective decisions to drive the organization towards its vision and goals. Also, we will ensure that board members believe in our mission and trust children, families and teachers to be agents of positive change, joy, and inspiration.

The Board of Directors does not carry out management responsibilities; that is the responsibility of the Executive Director and his or her leadership team. Our main responsibilities are to ensure (1) the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and, (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent professional staff.

Our duties as board members revolve around the values of care, loyalty, and obedience. As stewards of the organization, we must exercise reasonable care when making decisions, understand the finances, participate in its governance, attend all board meetings, committee meetings, participate in decision-making, and policy setting, while actively participating in risk assessment and strategic planning. Our duty of Loyalty means we will never use information obtained as a member for personal gain and will always act in the best interest of the organization by being aware of our conflict of interest policy, avoiding transactions which may result in personal financial gain. Finally, our duty of Obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we will ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.

During the Ready to Open Planning year, our core responsibilities will include: hiring an effective Executive Director, identifying families who are committed to submitting an application and providing them assistance as needed, and securing a safe, accessible facility that aligns to the schools mission, vision and education model. We have identified several potential locations, including a former school property, which is described in more detail in the facility section. Should that location prove not to be viable for reasons out of our control, we have already made progress on securing backup locations that would be appropriate for a first year, when we intend to enroll only 204 students.

The Board will also begin recruiting potential staff, developing strategic partnerships, establishing committees, and engaging in fundraising to support the school. Once the school opens, we will shift from a founding board to a governing board, and we expect at least a few members of the founding board to complete their service at that time (including some to staff positions at the school). Our overall roles are to set the overall student outcomes, establish policy that is fair to all constituents and creates operational boundaries, evaluate our Executive Director, approve substantial third party agreements and staff contracts, set the organization's vision and goals, evaluate the effectiveness of the school's plan, develop a sustainable governance model that recruits effective leaders, oversee the



school's finances, and grow as a team.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



Warren YES' Founding Board of Directors consists of 9 members, all of whom are motivated by a long-standing commitment to improving community well-being and quality of life in our rural community. We are a multiracial team that reflects the diversity of our community. Four of us grew up in Warren County, graduating from Warren County High School; one additional member grew up in a nearby county. Collectively, our areas of expertise include K-12 education (in classroom teaching, social work and school counseling, school administration and leadership), early childhood education, non-profit management, healthy school meals, medicine, mental health, real estate and tax law, and community engagement. We represent a diverse range of community perspectives with deep knowledge of the educational opportunities currently available: our current board consists of multiple graduates of Warren County Schools, as well as current parents of both children who attend Warren County Schools and who have opted to place their child in charter schools in neighboring counties. We anticipate some members of our founding board transitioning to act in other ways once the school opens, and foresee expanding the board to upwards of 12 members as needed.

The Board of Directors will lead the organization while exercising duties of care, loyalty and obedience, as described more fully above. We will oversee the school and always act with the best interests of our students, our staff, and our community in mind. We exercise our power by voting at meetings; each board member has one vote. The board chair will vote to make or break a tie. No single board member or committee has more power than another. We will exercise the Board's power by making decisions by vote and speaking with one voice based on that decision. The board will focus its decision making on the mission, vision, goals, head of school evaluation and supervision, and development of policy. The Board will have final vote on the recommendations made by management on budgets, education planning, hiring, and student enrollment growth.

In leading the organization, we will work through a committee structure that includes academics, finance, community outreach, and governance, as described below.

- **Academics Committee:** This committee's responsibilities will include approving academic calendars and educational plans, and discussing teacher retention and professional development.
- **Finances & Operations Committee:** This committee's responsibilities will include approving the annual budget, monitoring the implementation of the budget, and overseeing any additional funding sources and irregular spending projects such as capital improvements.
- **Community Outreach Committee:** This committee's responsibilities will include coordinating with Paideia and Engagement Coordinator on staff to determine what Warren YES community needs may require Board attention.
- **Governance Committee:** This committee's responsibilities will include approving strategic plans, undertaking the annual review of our Executive Director, and coordinating the training (including orientation for new board members) of Board Members.

As we grow, we will aim to recruit members who reflect the diversity of our community, offer valuable skills, and share a passion for our mission and our community.



Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



Warren YES' founding board members have excellent qualifications for successful implementation in school design. Together, our Board represents a diverse range of areas of expertise that will provide a strong foundation for the future of the school. These areas of expertise, described in more detail for each board member below, include not only experience with in-classroom teaching and education administration, but experience in small business and nonprofit leadership for community-oriented organizations in Warren County and its neighboring communities. Our founding board also represents the diverse racial and age demographics within not only our community, but also the intended demographics for Warren YES: our Board is made up of three members that identify as Black, one that identifies as Native American, and five that identify as White.

Name	School leadership, administration, governance	Curriculum, instruction and assessment	Performance management	Parent and Community engagement	Organizational administration and governance (not specifically school)
Aimee Cooper	Yes			Yes	Yes
Tonya Hall	Yes	Yes	Yes	Yes	Yes
Caroline Hundley		Yes	Yes	Yes	Yes
Carla Norwood, PhD			Yes	Yes	Yes
Danylu Hundley	Yes	Yes	Yes	Yes	Yes
Steve Pelfrey		Yes	Yes	Yes	Yes



Jenni Rogan			Yes	Yes
Demaurea Russell		Yes	Yes	Yes
Erin Riggan	Yes	Yes	Yes	

Q171. Explain how this governance structure and composition will help ensure that

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

Our Board of Directors, alongside our Parent-Teacher-Community Organization (hereafter, PTC) and Student Advisory Council (hereafter, SAC), will ensure the success of our school in several ways. Our collaborative governing structure will incorporate the voices of all who play a role in making Warren YES a child-focused, place-based learning environment. We will achieve this in the following ways:

- The Board of Directors will ensure Warren YES is an educational and operational success through careful development of our educational strategies and goals—as discussed in the educational plan of this charter application. The implementation of these strategies and goals will be monitored and assessed by the Academics Committee. These may include assessing the EOG scores of students and identifying areas of growth for teachers to ensure students are meeting the necessary standards. The Finances & Operations Committee within the Board of Directors will also ensure the operational success of Warren YES through monitoring institutional cash flow.
- We will evaluate the success of Warren YES and the Head of School through several measures. At the conclusion of each school year, the Governance Committee of the Board of Directors will undergo an annual performance review for the Executive Director, including conversations regarding student performance and wellness, teacher retention, and implementation of action items within the strategic plan. Informal evaluations will take place on a regular basis through conversations and surveys with students, parents, and teachers. These evaluations will be collected by the Executive Director with the assistance of our two advisory councils, the PTC and SAC.
- Given the expertise in stakeholder engagement on our Founding Board, continued engagement with all relevant stakeholders will be a guiding principle in ensuring the success of Warren YES. Engagement opportunities will be overseen by the Board of Directors' Community Outreach committee and may include a variety of engagement strategies such as the distribution of surveys, time for open comment during monthly board meetings, Board Member and Executive Director Office Hours, and more informal and community-oriented school functions that celebrate our successes and model the ways we give back to the community.



Q172.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 idea for Warren YES first emerged from a conversation over coffee with four members of what is now the founding board: Caroline, Erin, Carla, and Jenni. After that initial conversation, these four individuals began to have conversations with other active community members who represented a diverse range of skill-sets and expertise. In determining potential community members to join the founding board, the group would come to a consensus through deliberation as to what role a potential board member could serve, and whether they would provide a needed perspective. Once a community member was identified, one founding Board member would volunteer to have an initial conversation with that community member, and report back the outcome of that conversation during the Board's next planning meeting. The founding Board would then come to a consensus as to whether that community member (if they had expressed interest in joining the Board) would be a good fit. If so, that person would then be invited to the Board's next meeting. As the founding board grew, the process of identifying valuable members became iterative, returning to missing skill-sets or demographic interests and discussing potential candidates who might serve that gap. Throughout the process of identifying and recruiting founding board members, all members remained dedicated to having a diversity of thought and experience present on our Board.

As a founding Board of Directors, we also understand that some founding members may not be interested in remaining on the Board once Warren YES begins operation. In this instance, we have the following plan in place to recruit new members to the board: In the event of a vacancy, a Nominating Committee will be established to identify the gaps that will be present due to the vacancy—including areas of expertise, community ties, and demographics—and identify together potential community members to whom we can reach out. A member of the Nominating Committee will then have an initial conversation to discuss the roles and responsibilities of being on the Board with the identified community member. In most instances, this conversation will take place between the community member and the Chair of the Nominating Committee; however, if a current Board member has close ties with the community member, they may be asked to have the initial conversation. If the community member is interested, they will have a conversation with the Head of School and the Nominating Committee. The Chair of the Nominating Committee will then bring this new member up for a vote at the next Board of Directors meeting. We anticipate, in the event it runs smoothly, that this process—from the first conversation among the Board members of potential candidates to voting in a new Board member—will take no longer than three Board meeting cycles.

Q173.Describe the group's ties to and/or knowledge of the target community.



Our founding Board of Directors has both a lived and academically-oriented knowledge of the children and their families living in Warren County and its neighboring communities. Our founding Board includes a number of graduates of Warren County Schools, all of whom left Warren County for post-secondary education before returning to Warren County to serve the community. All but one of the Board members live in Warren County. As a result, we have deep connections with neighbors and potential parents of students. Additionally, half of our Founding Board own and lead community-serving organizations: HOPE Medical Clinic (founded and led by Demaura Russell); Connecting Communities and Counseling Agency (founded and led by Aimee Cooper); Sugar N Spice Preschool (Tonya Hall); and Working Landscapes, a community-development organization (co-founded and led by Carla Norwood).

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

As outlined in our by-laws, the Board of Directors will host 10 meetings over the course of the calendar year, totaling to one meeting per month during the school year calendar. In accordance with the N.C. Open Meetings Law, all Board meetings will be open to the public, with a meeting agenda and meeting minutes posted for public notice. In addition to the Board's monthly meetings, the Board of Directors will also meet for an Annual Board Meeting in June to ensure the plans for the upcoming school year align with the current strategic plan and budget. Committees will meet as needed.

Q175. 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.



Board members will receive the Board Handbook (to be developed during the Planning Year), as well as several other documents. These documents will include the charter school's application, the charter agreement with the state, the Board's By-Laws and Conflict of Interest policy, a copy of the Open Meetings Law, and a calendar of monthly scheduled meetings. The Board Handbook will provide information on the school's history, its updated policies, the expectations of a Board member—including how the Board member should interact with other members of the Warren YES community. Most importantly, they will get an overview of the Board's goals, successes, and current challenges. The Founding Board's hope is that future Board members will have been involved in the Warren YES school community through engagement activities or through participating on a committee. New Board members will also be provided best practices literature and training materials for effective governance.

In terms of ongoing professional development, Board members will receive four hours of formal governance training during the Board's Annual Meeting in June. During this meeting, Board members will examine the current strategic plan, and identify gaps, as well as set goals and priorities for the upcoming school year. Board members will also be invited to several opportunities to continue developing governance skills throughout the school year. These additional training may include incorporating feedback from experts through audits, state provided sessions, education on legal matters, and opportunities to engage in nonprofit leadership cohorts. During each Board meeting, the Head of School will also begin the meeting by describing takeaways from key members of staff to inform of the nuances of Warren YES' operation, including educational strategies, student discipline practices, hiring procedures, professional development, and exceptional children, among other things.

Our Board is already benefiting from mentorship from an existing charter school staff and board. Central Park School for Children and Maureen Joy Charter School, both in Durham, will provide support to our founding governing structure as well as business office development to promote responsible fiduciary management and governance.

Q176. 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 is committed to integrity, transparency, and ethical behavior. Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. Our COI policy, which has been formally adopted by our Board, is attached to this application. It describes our commitment to ethical behavior and our standards for upholding the laws and policies that are specific to our mission and bylaws while also ensuring compliance with legal requirements.

In summary, our Conflict of Interest Policy requires each board member to disclose any potential conflict of interest to the Board and provides procedures for ensuring that no private inurement occurs. During the June Annual Board Meeting, the current Board of Directors will be asked to review the Conflict of Interest Policy, including signing a statement that states that they a) Have received a copy of the Conflict of Interest Policy; b) have read and understood the Conflict of Interest Policy; and c) have agreed to comply with the Conflict of Interest Policy.

Given that we are in a small community and our founding Board comes to Warren YES with an interest in contributing resources to ensure the success of our school, there are several potential conflicts of interest.

These include:

1. the planned establishment of a preschool on the planned school premises by a Board member;
2. Existing professional relationships between Board members;
3. Purchasing of school meals from Working Landscapes, a community-based nonprofit which is led by a Board member; and
4. Paid contractual work with Working Landscapes to design or facilitate complementary community programs, which would likely be grant funded.

In these cases, should these circumstances come to pass, each board member will recuse themselves from any votes regarding areas where there is a real or perceived conflict of interest.

Applicant Evidence :



Warren YES - Conflict...

Uploaded on **4/26/2024**

by **Jenni Rogan**

Q177.Explain the decision-making processes the board will use to develop school policies.



Although the Board of Directors will utilize a hierarchical structure—including the establishment of a Chair, Vice Chair, Treasurer, Secretary, and Committee Chairs—the Board will model the collaboration and democratic practices embodied in the pedagogy of Warren YES through using a decision-making structure that fosters discussion and deliberation. All members of the Board of Directors, as well as the Executive Director, will be able to bring a policy to the Board for discussion, but will require a vote by the Board as outlined in our By-Laws.

New school policies will utilize best practices and will be aligned with Warren YES' mission, vision, and strategic plan. When determining whether to implement new school policies, the Board of Directors may seek input from the PTC n as well as the SAC.

We plan to utilize the Ready to Open workshops and timeframe to develop and write strong policies that reflect our ethos while drawing on established best practices. Because these policies will shape how the organization will operate, we do not aim to create policies that create rigidity for the operations team. Therefore, our process to develop policies will involve those affected by the policies, in the collaborative ways described above.

Our policies will be value-oriented and product driven, legal, and will not deny any constitutional rights. The policies will be adopted with the full authority of the Board. In developing school policies, initial recommendations will come from committees, the Executive Director, and stakeholders such as parents based on whether our policies are meeting our desired lawful purpose.

Q178. 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.



In addition to the Board of Directors' four committees, which will assist in advancing specific aspects of the school's mission and operations, decisions made by the Board will also be informed by two advisory bodies: the Parent-Teacher-Community Organization (PTC) and the Student Advisory Council (SAC). Contingent on interest, the PTC will be established during Warren YES' planning year, with new members added during the first and subsequent years of Warren YES' operation; and the Student Advisory Council will be established during years 2-5 of Warren YES' operation.

PTC's responsibilities will include discussing Warren YES' vision and direction from the perspective of parents, teachers, and community members. PTC will also be responsible for coordinating public outreach events of the school, and advising on complementary extracurricular programming, including potential programming for parents and adult community members. The Paideia and Engagement Coordinator will serve as the primary staff liaison for this group, and will report to the Community Outreach Committee on a regular basis regarding relevant findings.

The Student Advisory Council's responsibilities will include providing student feedback on curriculum and school operations. The Paideia and Engagement Coordinator will serve as the primary staff liaison for this group, and will report to the Community Outreach Committee on a quarterly basis regarding relevant findings. There will be lower elementary, upper elementary, middle school, and high school SAC groups, who occasionally come together as a whole-school team. These councils will be mentored either by interested teachers, parents or community members, and will receive training in how to plan, how to organize meetings, and how to uphold deliberative and democratic principles.

Q179. Discuss the school's grievance process for parents and staff members.



Our hope is to build and sustain a school community built around trust and mutual respect among all members of the school's community, including students, families, and staff members. Through the daily embodiment of our values, we believe that most conflicts that arise between members of our school community can be resolved before a formal grievance policy is needed. Nevertheless, we have outlined our grievance process as follows. Any individual with a grievance is first advised to have an honest conversation with those primarily involved. If the grievance cannot be resolved between the two parties, an interested party will be asked to notify the Executive Director in writing about outlining the grievance so that the Executive Director may outline other members of the Leadership team who may need to be in attendance for the meeting. Both aggrieved parties—as well as any pertinent leadership—will then meet with the Executive Director to discuss the grievance and determine initial next steps together. These next steps will be codified in writing within five (5) days of the meeting and held in the school's records for five (5) years. If any party is dissatisfied with the resolution, an interested party may opt to submit a statement that identifies all previous action related to the grievance to the Secretary of the Board of Directors for review. The Secretary will then review the statement to determine if a resolution can be identified through existing school policies. In the event it requires additional deliberation, the Board of Directors will then schedule a meeting within ten (10) school days of reception of the statement to listen to all parties—including any new parties identified as relevant by the Board—and then vote on a resolution. The decision made by the Board of Directors regarding the grievance will be final.

Q180. **Attach as Appendix G Organizational Chart**

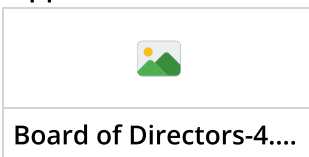
- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as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

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Applicant Comments :

Note: You may need to zoom in to see all titles.

Applicant Evidence :



Uploaded on **4/26/2024**

by **Jenni Rogan**




Q181. **Attach as Appendix H Charter School Board Member Information Form and Resume**

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

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Resources


2024 Charter School ...



Applicant Evidence :

			
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Q182. Attach Appendix I For Each Board Member

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

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

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



individual.

- Background check must include a completed county level check for any county returned in the Social Security Trace.
- Background check must include a completed nationwide check.

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Resources



2024 Charter School ...



Applicant Evidence :

 V2252278 - STEPHEN ...	 Charter School Board...	 V2252228 - DANYLU ...	 Charter School Board...
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 V2252206 - CARLA M....	 Charter School Board...		
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Q183. 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.

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Applicant Evidence :



Warren YES - By Laws...

Uploaded on **4/26/2024**
by **Jenni Rogan**

Q184. 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.

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Applicant Comments :

Note: One of the incorporators, Tracy Neal, was on our Founding Board from February 2023 until August 2023, when she resigned from the Board.

Applicant Evidence :



Warren YES filed Arti...

Uploaded on **4/26/2024**
by **Jenni Rogan**

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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Resources



Staffing Chart Templ...



Applicant Evidence :



Warren YES - Project...

Uploaded on **4/26/2024**

by **Jenni Rogan**

Q186.**Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



At Warren YES, we recognize that happy and supported teachers lead to happy and successful kids. Hiring and retaining effective educators will be an ongoing priority, and several educators in our community have already reached out to the founding Board expressing interest in future employment opportunities at Warren YES. Our best recruiting tools will be our reputation in the region and our track record as the highest performing public school in Warren County. We will do what it takes to become a great place to work, with a working environment that recruits for itself. We are prioritizing teacher and teacher assistant positions in our budget to illustrate our commitment to great teaching!

Warren YES will provide benefits and implement practices that teachers value. Teachers will be offered a strong benefits package, and they will be paid commensurate with their experience. At this time, the school plans to offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer match of up to 3% of employee salary, which may be adjusted in the future. We will forgo the state retirement plan based on the climbing costs and budgetary constraints. Full-time employees will also receive health insurance through the State Health plan, with employee coverage paid in substantial part by the school. Of course, mandatory unemployment and worker's compensation insurance will be incurred by the school. Teachers will also benefit from instruction support, an internal mentoring system, and thoughtful, long-term professional development planning and resources.

To attract top-quality educators to Warren YES, we will provide a variety of entry routes for teachers, including both licensed and lateral entry options. We will utilize multiple platforms (Indeed, NC Teacher Match, school web page, LinkedIn, and others) to build and maintain an ongoing list of resumes. We will partner with employment agencies to recruit candidates. We will attend and potentially host job fairs in and around the region. Also, we will form partnerships with colleges and universities that have education programs. Twice a year, we will invite the best candidates to campus to experience our culture. We will also host field experiences and internships for potential future teachers.

To retain top teachers, we will rely on the following two key strategies:

1) Making sure teachers are part of the school decision making process. One of the complaints we hear most frequently from teachers is not having a say in school or district decisions. To address this concern, our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. This will be done both through the Parent-Teacher-Community Association, as well as strategic committees formed by the Executive Director and leadership team on key issues. We will provide the opportunity to be part of a learning organization that is tangibly serving our community and committed to acting with love and integrity. We aim to build the capacity of our institution and all the people who are part of it to work collaboratively, implement less hierarchical, more sociocratic decision-making, and constantly challenge each other to do better.



2) Offering opportunities for ongoing professional growth. We know that a key to our short-and-long-term success will be to provide high-quality professional development as well as put our professionals in an environment that fosters personal growth and provides opportunities for each employee to reach their personal and professional goals. Each teacher will develop their own unique Professional Development Plan (PDP), which might include projects such as independent research, curriculum design, grant writing, conferences, or site visits. Other opportunities for professional development will include 1-2 week-long summer 'fellowships' in collaboration with partner organizations to engage in community-based work and learn new things, as well as participation in programming offered by the North Carolina Center for the Advancement of Teaching (NCCAT).

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

We do not have a candidate identified at this time, given that our school will not open until Fall 2026. Nevertheless, the Board of Directors plans to conduct a full candidate search to ensure that all potential candidates have the opportunity to provide insight into how they could implement the Board's vision for Warren YES' daily operations. Top candidates will include those with 1) extensive school leadership experience, particularly in schools that utilize hands-on, child-centered learning and/or integrated curriculums, 2) actionable and realistic goals and strategies for developing mission-aligned protocols and policies, including a robust staff development plan; 3) a deep commitment to Warren YES' mission, vision, and values and tangible evidence that they will embody this vision in their daily work at the school.

As evidenced in our budget, we plan to hire both an Executive Director and an Elementary Principal to start full-time in our first year. This is an intentional choice so that our Lower School Principal can focus on implementing our education plan and providing teacher support to the fullest extent possible, while our Executive Director works to ensure our operations, financial management, and recruitment of new students runs smoothly. By our fourth year of operation, when we have 9th graders, we will also plan to hire a Middle & High School Principal.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Warren YES Board of Directors will hire an Executive Director (ED) who will lead all school operations, including staff, financing, and general operations. Once grant funds and/or private donations have been secured, we plan to hire this individual on an hourly basis as early as Fall 2025, so that the ED will be part of school design and implementation design. The ED, with assistance and direction from this application and the Board, will take the lead in running the school based on our core values, mission, and vision. Once Warren YES is operating, the ED will be required to report to the Board monthly on school updates – including school finances, progress towards the goals outlined in the application, and academic and operational happenings. The Board and ED relationship will require regular communication, trust, alignment in values, and opportunities to learn and grow together through professional development and visits to other effective charter schools.

The ED will also be responsible for all communication with charter school employees. Because of this, there will be no direct lines of communication from staff to the Board unless previously authorized by the full Board. One notable exception will be communication between the Board's Community Outreach committee, which will be a committee made up of Board members and non-Board members, and the Paideia and Community Engagement Coordinator, who will provide the committee updates from the PTC and the SAC as needed. The Community Outreach committee will then report any relevant updates to the rest of the Board during the next Board meeting.

If issues arise between employees that require the Board's attention, the Board will ensure proper procedures as outlined in the employee grievance policy are followed, and that each employee has an opportunity to be heard in hopes of a professional resolution.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The Board will adopt a policy that all employees of Warren YES must meet specific requirements in regard to certifications, licensure, and background checks. The policy will be broad enough to allow the Executive Director to take advantage of the autonomy and flexibility of the charter school laws.

We anticipate the school's administrative team creating a multi-step hiring process that includes interviews with staff, mock-teaching lessons, and impromptu exercises. We aim to foster innovation and collaboration within our school community focused on our core values; therefore, our hiring process will need to include practices to understand how each employee will support and enhance our school's Four Pillars. In addition, we will want our teachers to be coachable, hungry to learn, and deeply committed to our community.

We will recruit staff that embraces our mission to foster student learning and achievement and inspire students to become independent thinkers, effective communicators, and contributing citizens of an interconnected, fragile society.

Our required applications may contain transcripts, background checks, writing samples, letters of reference, and teaching portfolios. Our hiring process will likely include:

- Initial screening interview;
- Teaching observation (to observe the ability to engage, educate, and communicate);
- Formal interviews; and
- Participation in one or more school events (to determine how the candidate interacts with others).

Dismissal:

We understand that Warren YES' may need to dismiss staff members based on their actions. Our Executive Director will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help all staff to grow. An employee may be placed on an action plan prior to recommendation for dismissal; however, no one person is more important than the overall culture of the school.

The Executive Director will be the final individual responsible for all hiring and firing decisions, but will receive recommendations from an individual's direct supervisor to assist in this decision-making process. A person's direct supervisor must be informed if a person under their supervision will be fired.

The Board of Directors will retain the right to hire and fire the Executive Director.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



Salary Ranges:

- Executive Director - \$65,000 - \$85,000
- Principals (Upper and Lower School) – \$60,000 - \$70,000
- Senior Leadership (operations director, development director, communications/marketing, technology, curriculum and testing, Paideia/community engagement, health and wellness coordinator) - \$45,000 - \$65,000
- Full Time Core Teachers - \$38,000 - \$65,000
- Exploratory/Specialty Teachers - \$39,000 - \$55,000
- Counselor / Nurse - \$40,000 - \$60,000
- Receptionist/Data Manager - \$30,000 - \$42,000
- Teacher Assistants - \$24,000 - \$34,000
- Exceptional Children's Coordinator and teachers - \$40,000 - \$60,000
- Child Nutrition and Transportation staff – \$18 to \$24 per hour

These salary numbers draw on published pay scales from the NC Department of Public Instruction for 10-month appointments. We intend to contribute to health insurance plans for employees working more than 25 hours per week (currently, we have budgeted for the state health plan), as well as paid time off, funds for professional development, and other perks, such as access to community-based exploratory fellowships where teachers and staff can get hands-on experience with community organizations to develop place-based lessons. Our current budget also includes a 3% retirement match which can go into a 401k or similar program. We will survey staff about other benefits that would be of interest, such as subsidized access to CSA produce boxes, subsidized access to a gym, or similar programs.

Q192. Provide the procedures for handling employee grievances and/or termination.



Warren YES retains the discretion at all times to immediately terminate employment or to decide what level or type of discipline is warranted, if any. All employees of Warren YES are at-will employees whose employment can be terminated at any time, without first implementing any other type of disciplinary action. We are not required to use any of the following steps of discipline, or to apply them in any particular order, but retain the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, Warren YES will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

- Verbal Warning
- Written Warning
- Counseling Document/Improvement Plan
- Suspension, with or without pay
- Final Warning and/or Probation

Warren YES retains the discretion to determine if the circumstances of a particular case warrants termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, attitude, or demeanor becomes unsatisfactory or unacceptable in the judgment of the school, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.

In our initial years of operation, several of our employees may serve dual positions. We anticipate our funding for 95% of our positions will come from state funding, local funding, or exceptional children's funding.

Positions with multiple roles and responsibilities may include:

- Executive Director (may be called upon to play many roles)
- Lower School and Upper School Principals (assist in operations as needed, coordinate curriculum efforts)
- Receptionist will serve as Data Manager
- Teacher Leaders (could serve as Mentor/PD Leader/Digital Learning Support)
- EC Coordinator (could be EC teacher)
- Language teacher will also serve as ESL/MLL teacher
- School nurse and counselor (may play multiple roles as needed)



Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Utilizing strong recruitment strategies, we will ensure that we hire an Exceptional Children Coordinator who is experienced and holds a degree in Special Education. We have budgeted for a self-contained EC classroom teacher beginning in Year 5, plus an additional half-time EC teaching position starting in Year 4. If these positions are needed earlier, we will make necessary adjustments in order to meet regulatory requirements ensuring a fair and adequate public education. We anticipate having up to 13% of our initial population needing specially designed instruction, which is reflected in our budget (Appendix N). If we have needs we cannot staff, we will utilize independent contractors as needed. In year one, our flexible funding to meet the needs of EC children is \$15,000, which will grow to \$30,000 over the first five years of operations. We will ensure the individuals educating our children and helping to close academic and skill gaps are highly qualified to fill their role. We also anticipate some of our core teachers may have experience, training, or even certifications in working with EC children.

In our first year, we also will hire a part-time world language teacher who has the necessary training and certification to assist any children identified as Multilingual Learners (ML). Prior to the start of the year, we will also provide all teachers with the proper training needed to understand how to address the needs and capabilities of all special populations.

Q195. 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).



All of our staff will be held to high quality standards that align to our mission every day. We are building the school culture that we want and need in our community, and each staff person has an important role to play in making this a reality. All staff members are expected to communicate professionally and with clarity regarding expectations and goals; uphold all legal, professional, and ethical requirements of the profession, and create an environment conducive to learning.

It should be noted that Warren YES' Board of Directors will only directly hire the Executive Director, who will then hire all other staff positions with Board approval. The expectations and qualifications for the Executive Director, senior leadership, and members of the teaching team are outlined below:

Executive Director:

- Hold a Master's Degree in Education Administration (or related field) and must have five years of administrative experience;
- Ensure that the school's learning standards are being met, and that our all staff understands and embodies our mission;
- Supervise and manage administrative staff, and report on the school's overall operation to the Board of Directors every month;
- Responsible for handling student and staff conduct in accordance with relevant policies;
- Will be active in coordinating professional development plans; and
- Ensure the school operates within the budget and be responsible for all fiduciary requirements.
- Embody a deep commitment to Warren YES' mission, vision, and values

Elementary & Middle/High School Principals:

- Have a Bachelor's degree or higher (top candidates will hold a Masters in Education Administration, or related field)
- Coordinate and maintain instructional strategies for all relevant grade levels;
- Have two years or more of school leadership at the elementary (Lower School) and/or middle (Upper School) level
- Assist in coordinating and implementing staff Professional Development Plans
- Supervise teachers and teaching assistants, including exploratory and elective teachers
- Report to the Executive Director; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Director of Operations:

- Hold an Bachelor's degree or higher (top candidates will hold a Masters in Education Administration);
- Have at least five years experience in administration and organization (top candidates will have previous experience in school administration specifically);
- At full-capacity, supervise Technology & Data Coordinator, Communications & Marketing Manager, School Receptionist and finance assistants.
- Coordinate with our financial management consultant, Goodall Consulting (in later years, this may



be done by the finance assistant), and conduct any in-house financial management efforts

- Manage any contracts related to transportation or other operations needs as they emerge
- Coordinate Warren YES' front office and manage all duties encompassed therein;
- Assist the Executive Director as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Technology Coordinator:

- Hold an Bachelor's degree or higher (top candidates will have a Masters in a related field);
- Have at least five years experience in institutional technology management (top candidates will have previous experience in school technology specifically);
- Assist the Director of Operations and the Executive Director as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Receptionist & Data Manager:

- Hold an Associate's degree or higher (top candidates may have a Bachelor's) OR significant (10+ years) of school front office experience;
- Act as the friendly, welcoming face of the school;
- Assist the Director of Operations and Executive Director as the need arises;
- Manage school data and records;
- Ensure Warren YES' adheres to top standards regarding data privacy and protection; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Communications & Marketing Manager:

- Hold an Bachelor's degree or higher (top candidates will have a Masters in a related field);
- Have at least five years experience in communications and marketing
- Create and implement communication plan that keeps students, staff, families, and community members aware of activities and updates in a timely manner;
- Distribute materials related to upcoming events through multiple channels (phone, email, calendar invitations);
- Engage in recruitment efforts as needed, including providing strategic recommendations;
- Assist the Executive Director as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Paideia & Community Engagement Coordinator:

- Hold an Bachelor's degree or higher (top candidates will have a Masters in a related field);
- Have at least five years experience in community engagement and/or educational enrichment
- Design and oversee implementation of Warren YES' academic enrichment and community engagement programming;
- Coordinate with High School Principal and Teachers about integrating community partnerships into student course work;
- Manage the Student-Advisory Council and Parent-Teacher-Community Associations, including reporting to the Executive Director and the Board's Community Outreach Committee on



recommendations;

- Assist the Executive Director as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Holistic Health & Wellness Coordinator:

- Hold a Master's degree in school counseling (or related field);
- Develop and maintain plan for holistic health and wellness programming, including overseeing school counseling, physical wellness, and school lunch program;
- Provide support to school counselor, nurse, and child nutrition coordinator as needed;
- Maintain current and appropriate resources for educators and parents;
- Assist the Executive Director as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Exceptional Children's Coordinator:

- Hold a Bachelor's degree in special education (top candidates will have a Master's);
- Coordinate with core teachers on forming IEP teams for EC children;
- Oversee the implementation of student's IEPs, including keeping parents and guardians informed;
- Lead professional development training related to meeting EC children's needs for all staff;
- Assist with EC instruction as needed; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Core Knowledge, Exceptional Children, and Exploratory (music, art, physical education, agriculture) Teachers:

- Hold a Bachelor's degree; we prefer the EC teacher to hold a Master's degree;
- Teach in alignment with the Common Core State Standards and NC Essential Standards;
- Create a classroom climate conducive to learning;
- Create open lines of communication with parents;
- Offer tutoring and enrichment activities to students as needs arise;
- Communicate clear expectations, goals, and grading requirements to both parents and students;
- Differentiate lesson plans to fit the needs of individual students, participate in home visits, and provide narrative feedback on each student;
- Teachers in core subject areas will meet Highly Qualified standards;
- Maintain and keep current records on all students, including Portfolio work and grades; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Teaching Assistants/After-School Teachers:

- Hold an Associate's degree or significant experience in child-care;
- Work with students both in small groups and one-on-one;
- Support classroom teachers through tutoring, small group instruction, and any other needs that may arise;
- Implement mission-relevant after-school enrichment activities; and



- Be trained in Core Knowledge and embody a deep commitment to Warren YES' mission, vision, and values

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Executive Director will ultimately be responsible for maintaining teacher licensure requirements and professional development. In addition, we will have a part-time Curriculum & Testing Specialist, who will grow to full time by year 3. Once this individual is full time, we anticipate they will take more leadership on maintaining teacher licensure and identifying the top curriculum-related needs for professional development. Staff members, such as teachers with content expertise, may also be called upon to assist in professional development efforts.

Q197. 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.



A primary goal of the first few years of operation will be to build a healthy organization that will foster a welcoming culture necessary to recruit, hire, and retain teachers that live and breathe the organization's mission. All beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan lessons, and grow their classroom management strategies. The mentor teachers will also observe and provide feedback to their developing teachers at least four times a year. We anticipate a strong mentoring program will ensure that teachers are adequately supported.

Evaluation of staff will in many ways mirror evaluation of students. We aim to go beyond numbers in isolation, and name and assess the many factors that are needed for great performance. We will use NCESS, but evaluators will look for components of our mission, vision, and core values during the observation process (i.e. use of outdoor learning environment, high quality hands-on experiential learning, connection to place based principles, integrated learning). Additionally, evaluators and peers will draft narrative assessments that will incorporate feedback from parents and students about ways the staff member glows and could grow (including, but not limited to: preparation, warmth, engagement with parents, engagement with community, ability to integrate multiple ways of learning, in-school leadership, etc.). Warren YES' Board of Directors plans to assess the NCESS tool after two years of operation to determine if it is the best tool for achieving the school's mission. If not, Warren YES may develop an appropriately evaluated teacher evaluation tool.

We will work closely with NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. Upon being hired, with the teacher's consent, we will obtain the teacher's license from DPI. We will also assist teachers in keeping their licensure and certifications in line with the requirements from NCDPI and the SBE policies.

An annual whole-school internal assessment will be utilized to bring people together across roles to discuss and plan for improvements and also to celebrate successes. We understand evaluative processes to be woven into daily operations, not things that happen at just one point in a cycle. This enables us to learn and adapt over time.

The Executive Director will evaluate administrative and support staff twice a year using a rubric developed by the staff in conjunction with the school's adopted goals, charter application and their job description.

Q198. 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.



A staff member's Professional Development Plan at Warren YES will be derived from classroom observations, teacher-stated needs, as well as new research related to the school. Teachers will complete a self-assessment at the beginning of each school year where they rate themselves and their skill levels in various areas. They will use this assessment in meetings with their mentors and in creating their professional development plan with the Principal and Executive Director. This will show what their goals are based on their current awareness of themselves as teachers within the Warren YES model. Mentors can then use the aggregated data to propose and/or create valuable PD options for staff throughout the year.

We will not presuppose to know what teachers need but will base PD decisions on helping teachers exceed expectations for all students. The core components of our professional development plan will be personalized professional development plans for each teacher, external uniform professional development opportunities, and peer-to-peer teacher mentoring. Additionally, we will provide funds and resources for our faculty members to develop collaborative partnerships and mentoring programs with other schools, communities, businesses, and industries, and each faculty member will have an active membership in the relevant organization for their field of expertise. In our first year budget, we have allocated an average of \$800 per staff person towards professional development.

The Executive Director will approve personalized Professional Development Plans for each teacher to meet the needs of all staff members and their specific areas of need. These plans will be an outgrowth of each teacher's evaluation that occurs throughout the year.

The Executive Director will manage school-wide professional development about the curriculum being taught and the strategies being used to ensure high student academic success. In our first year, we have budgeted for the following external professional development opportunities: Paideia Seminar from the National Paideia Center (\$10,000 for the whole school), integrated curriculum building and Illustrative Math Instruction (\$8,000 for the whole school), place-based learning from Teton Science Schools (\$200 per person), as well as specific training offered by The Office of the Charter School and the NC Department of Public Instruction that would meet the current needs of our school. For much of our professional development training, we will utilize a "Hands-On Peer Learning" model by encouraging staff members to engage deeply with instructional strategies they feel passionate about, and then take responsibility for teaching other staff members.

In future years, we anticipate potentially contracting with additional social-emotional learning training programs, such as Responsive Classroom and Peaceful Schools North Carolina.

Ongoing training on integrated learning—a focus for Warren YES—will be aligned to the standard course of study so that our curriculum addresses the NCSCOS throughout our hands-on instruction. We believe that nothing stands alone and that all programs and initiatives should be integrated in order to benefit students and staff at every level.

The Executive Director will utilize as much as possible the skill set of the employed staff to train other



staff members (Hands-on Peer Learning). It can be said that teachers learn more from other teachers than they do from otherwise-designed staff development. Teacher-to-teacher training will lead to learning together rather than one-and-done professional development. Once a week, teachers will also meet as a grade-level team to discuss any pressing issues and learn from one another. Teachers will also be given time, if requested, to visit exemplary teachers in other settings to further gain understanding of best classroom practices in terms of instruction and management (site visits). Peer-to-peer observations where one teacher observes another within the school to both provide feedback on a specific focus area as well as to learn a new strategy or skill will be a main focus. Teachers will be provided rolling coverage (where everyone covers for someone else in a rotation) for this to be a possibility. These opportunities to further develop teachers will yield dividends in students' growth in academics as well as character.

Q199. 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.



In the months leading up to Warren YES' opening, we will work closely with teachers, other staff and the Executive Director to propose an overall school staff development plan. It is important to us that the teachers or teaching leads (grade level chairs) help to create this plan. Our goal is to develop multi-year staff development plans (evaluated at least yearly) that are crafted to build teacher and staff capacity to own and enact our school's mission.

New and returning teachers and staff will come together in the two weeks before school begins to meet, collaborate, connect with mentors, and participate in engaging and helpful professional learning opportunities to prepare them for the upcoming school year.

All faculty and staff will participate in the Opening of School workshops, which include the following areas of development:

- School Mission & Vision: All personnel will participate in a school-wide mission and vision discussion, to deepen understanding and buy-in of the school's program and philosophy;
- Integrated learning: Best practices for planning and executing well-designed lessons across parts of the day and across multiple days/weeks of school;
- Place-based learning: How to develop projects on your own or in collaboration with community organizations or small businesses; including field trips to local sites of interest;
- Paideia Seminar: How to facilitate a Seminar, and how to build curriculum around a Seminar
- Responsive Classroom: Teachers will learn the fundamentals of using this strategy in the classroom on a daily basis;
- Curriculum Implementation by Subject/Specialty: Teachers will participate in individual department trainings related to curriculum implementation, NC Standards, and Statewide assessment implementation, with special emphasis on incorporating digital resources;
- Spending time with your mentor teacher;
- Teacher-led sessions on topics of particular interest or expertise;
- Data-Driven Decision-Making: Administrators and staff will collaborate to analyze, extrapolate, and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student success and joy;
- Documenting and learning as an organization: We aim to document and analyze the whole experience of creating and growing this school, so that we can share our journey and what we have learned and accomplished with many other communities;
- Plan book: Teachers will be guided through the creation of lesson plans and they will review what needs to be included such as the objective/topic, strategies, learner accommodations, etc.;
- Conflict-resolution, discipline and grievance: School-wide strategies and plans will be discussed and practiced; and
- MTSS & Special Populations Support: The faculty and staff related to student support will provide guidance and step-by-step procedures on the following topics:
 - Exceptional Student Education: Teachers will be guided through the IEPs of their students and teachers will be made aware of the accommodations required to address the needs of each learner.
 - Multilingual Learners: Teachers will be provided with guidance and resources to help address the unique academic and social needs of these students.



- Crisis: Teachers will be guided through the steps to take with students that are in crisis.
- MTSS Framework: Staff will learn to initiate and address the MTSS model to meet the academic and behavioral needs of all students.

Other Non-academic Training:

- Bloodborne Pathogens and other Health Requirements Orientation and Benefits Technology Systems Training
- Procedures and policies
- Emergency Plans Teacher Development
- Teacher Feedback Protocol
- Employee Expectations and Evaluation systems/processes
- Safety and Security: Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- Finance and Activities: The activities director will review the procedures for the planning of activities and corresponding financial documentation required for the varied activities

At least one Wednesday per month will also be designated an Early Release Day for all students, which will allow time in the afternoon for additional professional development. Weekly all-staff meetings may also incorporate professional development trainings as needed.

Q200. 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.



Warren YES will provide staff with multiple professional development opportunities throughout the school year that address individual needs and areas of interest identified in each staff member's multi-year Professional Development Plan (PDP).

Warren YES is committed to providing professional development that relates to the types of instructional strategies we describe in our education plan, as well as topics of interest that emerge from staff. Prior to the start of the year, teachers will participate in a before-school orientation and immersion that will lay the groundwork for a successful school year.

During the school year, we will aim to provide at least 40 hours to each employee to thoughtfully contribute to their professional growth. We anticipate a professional development model that combines the following:

1. Scheduled face-to-face professional development in the areas of curriculum, classroom management, communication, collaboration, student mastery;
2. Ongoing employee feedback through weekly classroom observations;
3. Conferences;
4. Opportunities to pursue individual interests that benefit teaching, learning and culture at Warren Yes.

This will not only help the faculty and staff gain a better understanding of the curricula and support programs, they will also have the opportunity to create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted time to plan together both horizontally and vertically, learn together as a cohesive staff, and thoughtfully provide feedback to parents on their children's progress.

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special



population the school seeks to serve: (G.S.115C-218.45(e)).



We understand that to be successful as a charter school, we must reach full enrollment of students in our first year. Research has found that most charter schools only fill 70% to 85% of their first year's projected enrollment, but based on the community interest we received in preparing this application, as well as our established ties in the community, the founding Board is confident that interest in Warren YES will be very strong, and will reflect the racial and demographic diversity of Warren County.

Target population:

Our target demographic will be families living in Warren County who are interested in better school options. These families may come directly from the low-performing local school district, from homeschool, or from other charter or private schools in neighboring counties (a significant number of school children who live in Warren County currently choose options outside of the LEA). Families living in neighboring counties may also be interested in our school because of its unique educational approach. From our interest survey, we have already identified at least 181 children who will be in K-6 grade in the 2026-27 school year (88.7% of our first year enrollment goal) in families interested in attending Warren YES.

Building on community connections:

Our founding board is racially diverse, and we have strong community ties across the county, which we will draw on as we market to and recruit students for our school. Among our board members are community leaders who have founded and led respected, community-serving organizations, including a health clinic, a counseling service, and a community development organization. All of these organizations serve and work with residents who reflect the racial and socioeconomic diversity of our community.

Outreach and marketing strategies:

In order to reach beyond the Founding Board's existing ties to families in the area, we will continue to engage the Warren County community in the following ways:

- Participate in community events (tabling, promotions)
- Visit preschools and childcare centers to share information
- Promote the school through our website, [www.WarrenYES.org](http://www.warrenyes.org/) (<http://www.warrenyes.org/>), and our Facebook page
- Promote the school via local news outlets (i.e. Warren Record, Warrenist, a digital platform)
- Distribute visually appealing print materials
- Host monthly open houses beginning in Winter 2025-26, in which Founding Board members, our Executive Director, and community volunteers will be available to speak with interested parents. We will introduce Warren YES' concept, answer questions, and discuss initial opportunities for parent involvement
- Door-to-door promotions in the community surrounding the final school location
- Provide promotional information through other community organizations that are in direct contact



with low-income families, such as the food pantry and church food relief programs

- Deepen relationships with parents who expressed interest in volunteering as we work to start Warren YES to expand our capacity for marketing and community engagement.
- Host one-day to week-long camps that illustrate the pedagogical approach Warren YES will take. These camps will be open to registration for children who will be of-age to attend Warren YES in its opening year. Camps will operate on a sliding scale (recommended donation of \$40/child/day), and scholarship funds will be available for families that need them. In the spring, once the lottery has opened, marketing efforts to promote registration will be targeted towards families from under-represented demographics.

Q202. Describe how parents and other members of the community will be informed about the school.

Prior to the school opening, community and parent outreach will be the primary responsibility of the Board of Directors' Community Outreach Committee. Once the school opens, our Communications & Marketing Manager and our Paideia & Community Engagement Coordinator, will take over this role, with ongoing support from the Community Outreach Committee.

Parents and community members will be kept up to date on school events, successes/adaptations, and plans for the future in several ways, including:

- On a monthly basis, parents/guardians will receive a newsletter sent home with their students that will cover upcoming school events, a letter from the Executive Director, Board meeting highlights from that month, and learnings/successes.
- Parents and community members will also be encouraged to attend monthly Board meetings, as well as participate in either Board Committees or on the Parent-Teacher-Community Organization.
- Parents will be invited to participate in public budgeting sessions yearly, in which up to \$10,000 of the school's operational budget will be made available for projects/expenses designated through the process (students, staff and families will be invited to participate)
- Warren YES (along with relevant community partners) will also host public and seasonally-appropriate "School Celebration Days" throughout the year, for example a Fall Harvest Celebration to celebrate the changing of the season and to prepare the outdoor learning lab for winter, and an Earth Day Celebration on April 22 to celebrate planetary wellness (for more information on the dates of these all-school community events, please see Appendix D)

Our ethos of community engagement and participation will also manifest in students being present throughout the community through our commitment to place-based learning, volunteering with and learning from local small businesses and organizations, and participating in community events. Finally, the school will also host an annual deliberative public meeting that welcomes school stakeholders and community members to share ideas for better engagement and how to strengthen community ties between Warren YES and the greater Warren County community.



Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Based on the community interest we received in preparing this application, as well as our established ties in the community, the founding Board is confident that interest in Warren YES is very strong, and will reflect the racial and demographic diversity of Warren County. Our board is racially diverse, and we have strong community ties across the county, which we will draw on as we market to and recruit students for our school. Among our board members are people who have founded and led respected, community-serving organizations, including a health clinic, a counseling service, and a community development organization. All of these organizations serve and work with residents who reflect the racial and socioeconomic diversity of our community.

Our community interest survey, as described in Appendix A, also shows that we currently have an estimated 183 children (89.7% of our projected enrollment in Year 1) from families currently interested in Warren YES.

Nevertheless, we have outlined the following benchmarks to ensure suitable recruitment and enrollment practices:

By September 2025, grow our email listserv by 100 people, to at least 250 individuals (our email listserv, as of April 2024, currently has 155 members), engage at least 90 children through summer and spring break camps;

By December 2025, grow our listserv as needed to include at least 180 families with children eligible for the lottery

By January 2026: release Warren YES application

By March 2026: announce students who will be attending Warren YES, through lottery if needed

By June 2026: complete enrollment process (through Enrollease) for all families, identify any additional openings and offer spots to children on waitlist or through targeted outreach

By July 2026: host School Preview Days to prepare for Warren YES opening

The most effective way we will be able to recruit families to Warren YES is through word of mouth. From April 2024 until we announce those who have been selected to attend Warren YES in March 2026, we will host frequent open houses, community meetings, as well as conduct targeted enrollment at sites of interest. By utilizing these methods, we will ensure that enough students are recruited to reach maximum enrollment capacity.



Q204. 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.

We will serve students in Warren County, which is a racially diverse community with high rates of poverty. We are committed to building an application base that will reflect the diversity of the community, and we will do targeted outreach to ensure that we reach underserved populations who may experience barriers to applying, such as a lack of reliable internet service. To ensure our school community reflects our home community, we will also be incorporating a weighted lottery that prioritizes educationally disadvantaged students.

We will rely on our board's local knowledge and expertise in community engagement to create opportunities to learn about the school that feel safe and welcoming, even for people who are not used to feeling comfortable in or welcomed in school settings. We will provide online and print applications and also provide applications in Spanish. We will distribute print applications in subsidized housing units and post fliers on the Department of Social Services and WIC office community boards. If a family needs help completing an application for enrollment, we will provide one-on-one support.

We will also seek to reduce barriers to engagement by being as transparent and clear as possible about our planning year and the opportunities for engagement as we further develop our plans for the school.



Q205. What established community organizations would you target for marketing and recruitment?

We anticipate working with the following organizations to support our recruitment goals:

1. Childcare centers in Warren County and Halifax-Warren Smart Start;
2. Warren County Parks and Recreation outreach events;
3. Warren County Memorial Library outreach events;
4. Working Landscapes: a nonprofit that provides healthy food assistance throughout the community to families who are food insecure;
5. Other small businesses in the area as needed;
6. North Carolina Coalition for Charter Schools;
7. North Carolina Association of Public Charter Schools;

Warren YES Early Learning Center (a subsidiary of Sugar N Spice Preschool in Henderson) will be a non-profit, high quality child care center in Warren County that will serve ages birth through five. Once this Learning Center opens, we will also work with it to market and recruit for Warren YES.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Warren YES understands that the success of the school will not be possible without the support and trust of parents and community members. The Founding Board also plans to encourage open and transparent communication with parents, and encourage all parents to become a part of our school community. By the time the Office of Charter Schools determines Warren YES is “Ready to Open”, potential parents will have had multiple engagement opportunities to learn about the school concept, mission, and plans. These opportunities will include:

- Monthly open houses where people can learn about the school, ask questions, and have discussion with board members and other supporters
- Outreach to daycares, churches, and other child-related centers
- Tabling at community events
- Public notice of Board meetings on our website and an open invitation for parents/interested parties to speak during designated times
- Email communications through our listserv
- General media and website communications
- Email messages for people who have signed up for our interest list

After approval, we will use local media to promote our forthcoming opening, potentially holding a press event. Parents will also have opportunities to engage through parent information sessions regarding the school and the admissions lottery process prior to the admissions lottery deadline; we will host these in different parts of the county to reduce barriers to participation.

Once the admission lottery and wait list process is complete, parents and community members will be engaged through School Preview Days, which will take place during school breaks beginning in Summer 2025. Parents and community members will also be encouraged to join the Parent-Teacher-Community Organization and Board Committees, both of which will be established during the planning year depending on interest. By engaging parents early and frequently in the school year, and creating a welcoming environment, we hope to foster volunteerism and support families in playing an active role in their child's education. Across school programs, we aim to develop programs, communications, and opportunities for collaboration that bridge the gap between home life and school.

Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



Given that community building through active participation is a central tenet of Warren YES' mission and vision, we anticipate that parents and community members will become deeply engaged over the life of the charter school. As we state in our SMART goals, we plan to have at least 75% of parents/guardians participate in at least one-school related event each year, be it helping in a classroom, supervising a field trip, or attending an evening parent-learning session.

This will include:

- participating in select in-classroom activities
- joining the Parent-Teacher-Community Organization
- helping to plan quarterly community outreach events
- serving as a speaker or guest in student classes
- leading parent- or community member-led practicums after school or during camps
- serving as a 'class parent' to help out teachers on a weekly basis
- contribute to community service projects, field trips, and school farm/outdoor lab activities
- Serving as Family Ambassadors who can speak to community members about their experience with the school and help new families get to know the school community
- Participation in our yearly Public Budgeting exercise

Warren YES is also excited by the possibilities of incorporating parent and community education workshops into our larger programming offerings. These may include workshops on topics like getting involved in a student's reading and education life outside of school or learning more about sustainability and environmental best practices. Workshops will be developed in partnership with established community organizations or experts, and we will provide childcare. We are also interested in organizing community service projects that bring students, faculty, and families together to help give back to and connect with the community.

Q208.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.



Warren YES will be a hub of activity in our community, not just during the school day, but after school, weekends, and on school breaks. We intend to offer educational and enrichment camps on school breaks and summer break that will be open to all students residing in the region—not just those who attend Warren YES. These camps will build on our place-based, outdoor learning and Paideia approach to engage students in a variety of learning experiences.

During the summer, enrichment camps may also highlight the agricultural sector and help students develop a deeper connection to the natural world of Warren County. Payment for these camps will be offered on a sliding pay scale based on a family's financial resources, with supplemental funding from foundations. For example, the Triangle North Healthcare Foundation sponsors similar programs in neighboring counties, and two of Warren YES' board members have received grants from that foundation in the past. Our Start Up Plan and Budget include revenue and expenses related to these camps beginning in 2025, one year prior to our opening as a school.

Our after-school enrichment programs will focus on both physical and mental wellness, including sports and extracurricular clubs. We anticipate partnering with Warren County Parks and Recreation, as well as other community partners, to help implement after-school programming. After-school enrichment—when possible—will also emphasize outdoor activities and civic engagement.

We also anticipate developing programming for parents and adult community members—with provided childcare—that address community needs such as guidance on helping students with reading and education outside of school; budgeting and financial planning; development of professional skills and studying for professional certifications; and deepening one's knowledge of and commitment to participate in democratic processes within our community.

11.7. Admissions Policy

Q209. 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

Q210. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Warren YES aims to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical and compassionate leaders, while building a healthy future for themselves, their community, and the planet. We are committed to increasing educational choice and opportunity in our home community of Warren County, which is a high-poverty community where many students are educationally disadvantaged.

In an effort to increase access to Warren YES and ensure the school represents the community demographics, we will institute a weighted lottery prior to the general lottery, in which we allocate at least 36.5% of the seats to Educationally Disadvantaged students (this percentage is the percentage of low-income youth in Warren County). Warren YES will not discriminate on the basis of their race, religion, ethnicity, gender, or disability, and are excited by having a diverse study body that represents a wide range of experiences. However, we believe a weighted lottery will help us to intentionally serve the low-income and otherwise educationally disadvantaged student populations within our community.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



In each open application period, school leadership will work to identify the number of Educationally Disadvantaged (ED) seats available in each program, class, grade level, or building in order to balance students admitted across total seats available and school resources with an overall school target ED enrollment of 36.5% of available seats per grade level.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they will be asked to provide information such as their family's annual income and their participation in government programs such as SNAP. In a process that will be codified in our lottery policy, to be developed during our planning year, we will determine if a student is eligible for ED status. This supplemental form will ask applicants to consent to the verification of eligibility by Warren YES staff and will request no additional information other than that information required to establish eligibility status. The information provided will not be retained for any purpose other than to ensure the integrity of the lottery, should we be required to produce evidence for an audit.

Once a family has been determined as eligible, they will be entered in our weighted lottery, which will be effectuated prior to the general lottery. Once the students have been selected through our weighted lottery, these seats will be held through the general lottery, at which point all students who have been admitted to Warren YES will be announced simultaneously. If needed, ED students will be put on a weighted-lottery specific waiting list; these students will also be entered into the lottery. If an ED student chooses not to enroll in Warren YES after being accepted, we will work down the ED waiting list before moving to the general waiting list.

Both our weighted lottery and our general lottery will be managed by Enrollease. During our initial years of operation, our Executive Director will oversee the lottery process; in later years, this will be done by our Director of Operations.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

We are requesting a weighted lottery because the Board of Directors believe in removing barriers for Educationally Disadvantaged Students, which includes students from families who may face barriers in comparison to community members who are not Educationally Disadvantaged. Some of these barriers may include learning about the school, feeling comfortable filling out the application, or simply having the internet connection or devices on which to apply to be part of the school. Research supports the fact that greater student diversity makes for a better learning community for everyone, and Warren YES seeks this diversity because of the academic, social, and community benefits for all of our students.

Q213. 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.



Applications for enrollment for the 2026-27 school year will open no later than January 5, 2026, and remain open for at least 60 days. Parents and guardians will be notified of the date and time of the lottery in a variety of ways, including through communications on our website, email list, and by notice in the local paper. We will apply this same general calendar and approach in subsequent years, making adjustments as needed to improve our processes. The lottery application will be available both digitally and as a paper form upon request. The lottery will be open to the public and names will be decided by a computerized randomization system, as outlined in the policies set forth by the North Carolina Charter Schools Act and by the State Board of Education. We have budgeted for Lotterase and Enrollease to help us conduct our lottery in a randomized manner.

As set forth in NCGS 115C-238.29F(g)(5a), Warren YES will abide by the following:

- For every year of operation, children or grandchildren of the active Board Members and full-time staff members will receive priority admission, up to 15% of the total enrollment;
- Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission;
- After the first year of operation, siblings of current students will receive priority admission. Legacy preference will also be granted to students whose siblings have graduated from Warren YES; and
- Weighted lottery for Educational Disadvantaged students, to be conducted prior to the general lottery.

If the number of applicants exceeds the intended enrollment numbers for a grade level during the 2026-27 application cycle, Warren YES will host a lottery one week after the application portal closes. If applicant numbers do not exceed intended enrollment numbers for a grade level, all students will be eligible for enrollment. Once invited to enroll, families will have ten (10) business days to complete enrollment. Families will be notified of their students eligibility to enroll through email and a phone call in the order of the application submission.

Any students who are entered into the lottery and do not receive an invitation to enroll will be added to a wait list. Wait lists will be updated at least weekly based on enrollment numbers. If a student withdraws, the next name on the waitlist will be offered a seat. That student's family or guardian will have three (3) business days to complete the enrollment process. This timeline will allow for families to make the most suitable choice for their needs, while also recognizing that other families may be waiting to learn of their child's acceptance. The Executive Director will develop a process to maintain effective student records and transfer documentation in a timely manner.

Families invited to enroll will be provided with any assistance needed to ensure their enrollment is successful. We intend to utilize Enrollease to help with this process, and the cost is included in our budget.

In future years of operation, current families will be asked in January about their plans to re-enroll. All students will be automatically re-enrolled at Warren YES unless their family indicates they plan to withdraw their student. Additional information regarding withdrawal, transfer, and re-enrollment will



be available in the forthcoming Student/Family Handbook.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q215. Explanation (optional):

As with all sections of this application, this section has been adapted from Warren YES' first application, which the Founding Board submitted in 2023. In this section, our school governance structure, including how parents and community members will be informed of school activities and involved in decision-making processes has remained the same. In making updates to our application, we have added additional details to our professional development plans for staff, and expanded our methods of marketing and recruitment to ensure all families in Warren County have the opportunity to attend Warren YES.



12. Operations

12.1. Transportation Plan

Q216. 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



Warren YES intends to enroll 204 elementary students in our opening year, growing to 504 by Year 7, when we reach K-12 and full enrollment. We are committed to addressing the transportation needs of our students and families through a variety of approaches, including walking, biking, carpooling and our own buses.

We will encourage walking (safe routes to schools) for those within walking distance, and will help to facilitate car pools among parents and community volunteers (our budget includes gas cards to incentive ride sharing). One of our board members directs a nonprofit with expertise in food distribution and logistics, and we intend to leverage this perspective to ensure that car riders are picked up and dropped off as efficiently as possible.

We anticipate that, in Year 1, roughly 100 students will want or need transportation to and from school via buses, to reduce the transportation burden on families. We have researched options for contracting with a transportation service provider, but have not been able to find appropriate solutions. Therefore, we intend to manage transportation internally. We plan to purchase two used buses in Year 1, and have included funds to replace them in Year 4 if necessary. These used buses, which will seat 36 kids, will make a limited number of cluster stops around Warren County. This is a method used by other charter schools in the area, and appears to be successful. Exact routes will be based on the spatial distribution of children enrolled in the school; we have budgeted for five cluster stops across the county, in the morning and in the afternoon.

This budget includes funds that can be used for special transportation needs, as required. If additional funds are required to transport children with special needs, we will draw upon anticipated surpluses within our operating budget. We will comply with all federal and state regulations.

Also, during our planning year, we will develop a standardized system for assessing student transportation needs and ensuring the resources to provide those services. Based on our knowledge of the community, we imagine that a variety of factors will be important, including parents' work schedules, socioeconomic status, and location in the community. As the school grows, our goal is to purchase more vans or buses as needed, while also encouraging carpooling.

In the first year, our transportation budget, excluding staff, is \$27,592 (see breakdown below). Insurance is included in the overall insurance quote provided in Appendix L.

Transportation Budget Breakdown (not including staff)

Purchase 2 used buses (\$5,500 each)	\$7,500
Gas (est 2775 gallons at \$3.50 per gallon)	\$13,092



oil, tires, maintenance	\$5,000
emergency transportation, transportation for special needs, gas cards	\$2,000
Total	\$27,592

Staffing costs for drivers are included in our personnel budget. School bus drivers are required to have CDLs. In Year 1, we anticipate 1.25 FTEs as bus drivers, who will be paid at least \$18/hour, which equals approximately \$32,500 per year for these positions, not including fringe.

12.2. School Lunch Plan

Q217. 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.



Our goal is to provide a healthy, free lunch for all students who want to participate in our meal program. We understand how important access to healthy, high quality food is for students.

To help us achieve these goals, we intend to participate in the National School Lunch Program, and take advantage of the Community Eligibility Provision (CEP). Ours is a high poverty community, and our local LEA has adopted the Community Eligibility Provision; thus, we anticipate being eligible for this program.

During our ready to open year, we expect to enroll successfully in these programs; however, we have *not* included any revenue from these programs in our budget in Year 1, reflecting the time that it may take to get completely enrolled in the program. Instead, we have currently budgeted, as an expense, the full cost of providing free meals to participating students, or \$173,857 in Year 1. By Year 2, we hope to be fully enrolled in the NSLP and receive reimbursements for our expenditures on meals.

By including the full cost of meals in Year 1, but not any reimbursement from the NSLP, we are demonstrating a conservative approach to our budget. In addition, staffing costs are contained in the staffing budget, and represent additional funds needed for a successful meals program.

For Years 2-4, we anticipate that we will receive reimbursement from the NSLP, but have budgeted at least \$40,000 per year in expenses towards the meals program because we have learned from talking to other schools that the NSLP does not often cover the whole cost of providing meals.

	Yr1	Yr2	Yr3	Yr4	Yr5
% Participation in Breakfast	0.45	0.45	0.45	0.45	0.45
# participating	92	119	155	173	191
Total	\$45,361	\$58,703	\$76,491	\$85,386	\$94,280
% Participation in Lunch	0.8	0.8	0.8	0.8	0.8



# participating	163	211	275	307	339
Total	\$128,496	\$166,288	\$216,679	\$241,874	\$267,069
Total breakfast plus lunch	\$173,857	\$224,991	\$293,170	\$327,260	\$361,349

Our first-choice facility has an already-inspected and functional commercial kitchen. We have budgeted for staff to prepare breakfast and lunch (3 positions, one of which is full-time and 2 of which are part-time), which will be served in the cafeteria. Families who want to bring their lunch will be allowed to do so.

If we are not able to utilize a facility that has a commercial kitchen, or otherwise run into challenges in preparing meals, we are committed to exploring other options. One option would be contracting with a local organization to provide catered meals. Working Landscapes, which is a 14 year old nonprofit directed by our Board Chair, currently provides healthy, prepared meals to agencies in our community, such as the senior center. If we determine that catered meals would best meet our needs, we will explore other options, and any such contract will be negotiated following our Conflict of Interest Policy.

Furthermore, with our focus on holistic health and wellness, and the background in food security that two of our board members bring, we are excited to integrate the school meals program into the curriculum and mission of the school, and build mutually reinforcing relationships and experiences between classroom, outdoor learning lab, and cafeteria.

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


Q218. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

Resources


Insurance Coverage ...

Applicant Evidence :


Warren YES - Liability...


Uploaded on **4/26/2024**
by **Jenni Rogan**

Q219. Attach Appendix L: Insurance Quotes

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

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

Applicant Evidence :


Warren YES - Append...

Uploaded on **4/26/2024**
by **Jenni Rogan**

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.

Q220. 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

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Warren YES Start-up Plan

[Facilities plan covered separately below]

Each start-up task is assigned to a committee of the board of directors (or to the full board); the responsible committee identified in italics by each item.

August 2023

- *Finance*: Open bank account
- *Community outreach (Full BOD present for meeting)*: Host initial community meeting, introducing Warren YES mission, vision, and plan

December 2023

- *Community outreach*: Establish social media presence; distribute Family Interest Survey

February 2024

- *Community outreach (Full BOD present for meeting)*: Host community meeting (outcomes described in Appendix A)

March 2024

- *Finance*: Submit Form 1023 for 501c3 application; implement board dues policy
- *Governance*: Update by-laws and conflict of interest policy
- *Community outreach (Full BOD present for meeting)*: Host community meeting (outcomes described in Appendix A)

April 2024

- *Community outreach*: Participate in Eastern Bluebird Festival (Warrenton) to promote Warren YES; offer children's activities
- *All Board*: Submit our application to the Office of the Charter Schools

June 2024

- *Community outreach*: Hold introductory community meeting, initiating conversations about how families can become more involved and help prepare for Warren YES to open

September 2024

- *Full BOD*: NC DPI governance workshop

October 2024

- *Full BOD*: NC DPI finance workshop



- *Community outreach:* Host follow-up community meeting after approval from charter school board; participate in Warrenton's Harvest Festival

November 2024

- *Full BOD:* NC DPI operations and accountability workshop; submit Progress Report 1
- *Finance:* Begin applying for grants to fund start-up costs; apply for SAM and DUNS number
- *Governance:* Draft board handbook, procurement policies

December 2024

- *Full BOD:* NC DPI workshop on meeting student needs

January 2025

- *Full BOD:* NC DPI *What's Next* workshop
- *Governance:* Draft safety plan; draft employee handbook; draft school enrollment policy

February 2025

- *Full BOD:* Submit Progress Report 2
- *Academics:* Prepare ready-to-open job descriptions
- *Governance:* Draft financial policies

March 2025

- *Finance:* Submit at least two grant proposals by this month

April 2025

- *Governance:* Draft student/parent handbook; draft test score security policy
- *Community outreach:* Participate in Eastern Bluebird Festival (Warrenton) to promote Warren YES; "Sample Days" (see Marketing Plan)

May 2025

- *Full BOD:* Submit Progress Report 3
- *Finance:* Submit 2024 Form 990
- *Academics:* Begin search for Executive Director, who will start part-time in Fall 2025

June 2025

- *Full BOD:* New Charter School Leaders Institute
- *Finance:* Apply for at least three other grants by this month



- *Community outreach:* "Sample Days"/summer camp (see Marketing Plan)

July 2025

- *Community outreach:* "Sample Days"/summer camp (see Marketing Plan)

August 2025

- *Academics:* Hire Executive Director on a part-time basis
- *Community outreach:* "Sample Days"/summer camp (see Marketing Plan); Coffee with Warren YES Executive Director/Community Events

September 2025

- *Finance:* Host community-wide fundraising event
- *Community outreach:* Coffee with Warren YES Executive Director/Community Events

October 2025

- *Finance:* Apply for at least three additional grants by this month
- *Community outreach:* Coffee with Warren YES Executive Director/Community Events

November 2025

- *Academics:* Develop remaining job descriptions for all staff; develop scopes of work for any contracted work
- *Community outreach:* Coffee with Warren YES Executive Director/Community Events

December 2025

- *Finance:* Contract accounting firm to complete Form 990 for 2025 tax year
- *Governance:* Formally adopt school calendar; complete Evaluation Tool for Head of School and Board of Directors; update Current Board member List and contact information; draft Testing Calendar; complete policies regarding school enrollment; complete Employee Agreements; draft Safety Plan; complete all lottery policies
- *Community outreach:* Coffee with Warren YES Executive Director/Community Events; "Sample Days" (see Marketing Plan)

January 2026

- *Finance:* Procure facility and liability insurance
- *Academics:* Begin recruitment for all positions
- *Community outreach:* Coffee with Warren YES Executive Director/Community Events; open lottery application



March 2026

- *Academics:* Develop summer orientation schedule and connect with potential trainers/service providers
- *Community outreach:* "Sample Days" (see Marketing Plan); run lottery (if needed)

April 2026

- *Finance:* Finalize contract with Goodall Consulting for LINQ system; host a community fundraising event

May 2026

- *Academics:* 75% of staff have been identified for hire; draft Beginning Teacher Support Program Plan; draft Licensure Renewal Plan
- *Community outreach:* Enrollment is sufficient for financial viability; if not, undertake further recruitment efforts aimed at target populations

June 2026

- *Community outreach:* Summer Preview Camp, open to the public

July 2026

- *Academics:* All staff hired; prepare for August start of professional development
- *Community outreach:* Conduct family and student orientation activities; provide school policy information, invitations to be part of the Parent-Teacher-Community organization; finalize enrollment numbers; hold optional School Preview/Prep Day

August 2026

- School opens!

Facilities start-up plan

Time Period	Key Activities
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April 2023 to Fall 2024	<ul style="list-style-type: none">• Visit other charter schools to learn about their facilities and how they financed them• Develop an initial plan for Warren YES school facility needs• Research available properties in Warren County that would be suitable for Warren YES• Discuss facility needs with town/county leaders and community development organizations• Have initial conversations with relevant property owners• Discuss facility needs with potential lenders, including USDA Rural Development and Self Help Credit Union
Fall 2024	<ul style="list-style-type: none">• Charter School Board approves Warren YES' plan to open in Fall 2026• With formal approval in hand, begin due diligence for first-choice facility, including structural assessments, and conversations with the Warren County zoning office to understand all state and local requirements a school facility has to meet.
Winter 2024-2025	<ul style="list-style-type: none">• Determine if this facility is suitable, and what degree of rehabilitation, if any, is required (estimates from engineers, contractor)• If this facility is deemed infeasible, pursue alternate options. (the remaining timeline assumes our first-choice facility will meet our needs and be available)
Spring 2025	<ul style="list-style-type: none">• Begin formal negotiations with property owner of our first-choice facility regarding a lease agreement• OR• A separate group of investors purchases this facility with intent to lease upfit and lease to Warren YES
Summer - Fall 2025	<ul style="list-style-type: none">• Finalize lease arrangements (or purchase by others), to begin no later than January 2026• Seek input on school facility needs and outdoor amenities from school stakeholders as appropriate, possibly through a Charette process• Begin and complete any upfits that owner is responsible for (these are expected to be relatively minor: upgrading lighting and plumbing fixtures, reglazing windows and adding storm windows, replacing carpet, fixing some water damage on the second floor, upgrading entry/exit doors, upgrading entry to cafeteria, etc.)



Winter 2025- Spring 2026	<ul style="list-style-type: none">• Begin upfits that Warren YES is responsible for (expected to include deep cleaning, painting, signage, built-in shelving/desks, upgrades for internet connectivity, etc)• Obtain Educational Certificate of Occupancy, Fire Marshall inspection and Environmental Health inspection for kitchen• Begin landscaping/site work as needed
Spring 2026- Summer 2026	<ul style="list-style-type: none">• Complete site work, landscaping, outdoor learning lab• Exterior mural painting• Plant shrubs, trees, flowers, etc. to beautify campus• Furniture, decorating, office and classroom set-up
August 2026	<ul style="list-style-type: none">• Final interior set-up• School opens!

Q222.Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



We are located in a small community, and we know that starting a charter school here will be seen by some as unwanted competition for the local school district. There may be some people or groups in the community who challenge us publicly or even seek to undermine our efforts. We will counter any such challenges by focusing on our vision, centering the experiences of children, always communicating professionally, and upholding a commitment to transparency and integrity. We will develop effective communications so that all interested parties can understand what our plans are, how we are progressing, and how decisions will be made. We do not expect everyone to agree with all of our decisions, but we do intend to provide the public with the means to understand them.

Practically speaking, we know that locating and readying a facility to serve as our school is a huge task. While we have a target facility in mind, we know that this process will evolve and require buy-in and trust from our community, partners, potential lenders/investors and a design and construction team. Once we have purchased or entered into a lease agreement with any facility, there will be some renovations to prepare for school; the extent of these will depend on which facility we are able to obtain. We anticipate relying on a good amount of volunteer labor for cleaning, painting, minor repairs, landscaping and the like.

Another challenge will be building trust and a culture that uplifts our values and fully engages students, families, teachers, and staff. This will be a nonlinear process that requires integrity, persistence, optimism, humor and recalibration as we work with the humans that join us on this journey. Also, we are introducing new pedagogical approaches in our community and region, and it will take work to make sure that we are moving together towards our ambitious goals.

One particular challenge may be our plan to institute a weighted lottery, which will give preference to educationally disadvantaged students. Again, our response to any potential misunderstandings will be to provide clear, legible, trustworthy information to everyone, and to genuinely give every interested family the opportunity to apply and be a part of our school. In an ideal world, we would fill our seats without needing a lottery, but we anticipate there will be more interest in our school than we are able to accommodate.

Applicant Evidence :



Appendix O - Start U...

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by **Jenni Rogan**

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.

Q223.What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



Our board is confident that we will obtain a facility to house Warren YES that will be ready for our opening in August 2026. This section explains our plans, and is organized as follows: 1) general goals and anticipated costs, 2) first-choice facility, 3) alternative sites, and 4) timeline.

1. General goals and anticipated costs. Our goal is to lease a school facility during the first five years of operation, and then purchase it by obtaining a low-interest USDA Rural Development loan. We have included rental costs of \$12,000 per month in both our start-up budget (beginning in April 2026) and operational budget (beginning August 2026). As a result, this plan does not include any major rehabilitation work managed and paid for by Warren YES; any such work that is required will need to be completed by the owner of the facility. Furthermore, our plan does not include taking out loans for purchase or rehabilitation work.

2. First-choice facility and ownership/lease arrangements. Our first-choice facility is a former high school located on an 8 acre campus in downtown Norlina, NC. This beautiful, historic facility boasts more than 31,000 sf and ample outdoor space, including a ball field, parking lot, and shaded lawns. This facility served as a private school until the 2017-18 school year, and remains zoned as a school. Please see the attached information with photos of the facility.

It is currently owned by a single-owner LLC. We have been in discussions with the owner for more than a year about leasing the facility for our school. He has expressed interest in selling or leasing the property to us.

Alternatively, a group of community investors could form a separate LLC that could purchase the property from the current owner, and then upfit and lease the facility to Warren YES. This model has been used with other charter schools, including Central Park School for Children in Durham. We believe there is appetite for this approach among Warren YES supporters, and plan to explore this option more fully upon approval of our application.

1. Alternative sites. If our first-choice facility is not available, alternative sites and approaches are discussed in more depth later in this section.

2. Timeline. The timeline presented below is built around our first-choice facility. However, many of the steps identified below would be the same for our alternate locations.

Time Period	Key Activities
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April 2023 to Fall 2024	<ul style="list-style-type: none">• Visit other charter schools to learn about their facilities and how they financed them• Develop an initial plan for Warren YES school facility needs• Research available properties in Warren County that would be suitable for Warren YES• Discuss facility needs with town/county leaders and community development organizations• Have initial conversations with relevant property owners• Discuss facility needs with potential lenders, including USDA Rural Development and Self Help Credit Union
Fall 2024	<ul style="list-style-type: none">• Charter School Board approves Warren YES' plan to open in Fall 2026• With formal approval in hand, begin due diligence for first-choice facility, including structural assessments, and conversations with the Warren County zoning office to understand all state and local requirements a school facility has to meet.
Winter 2024-2025	<ul style="list-style-type: none">• Determine if this facility is suitable, and what degree of rehabilitation, if any, is required (estimates from engineers, contractor)• If this facility is deemed infeasible, pursue alternate options. (the remaining timeline assumes our first-choice facility will meet our needs and be available)
Spring 2025	<ul style="list-style-type: none">• Begin formal negotiations with property owner of our first-choice facility regarding a lease agreement <p>OR</p> <ul style="list-style-type: none">• A separate group of investors purchases this facility with intent to lease upfit and lease to Warren YES



Summer - Fall 2025	<ul style="list-style-type: none">• Finalize lease arrangements (or purchase by others), to begin no later than January 2026• Seek input on school facility needs and outdoor amenities from school stakeholders as appropriate, possibly through a Charette process• Begin and complete any upfits that owner is responsible for (these are expected to be relatively minor: upgrading lighting and plumbing fixtures, reglazing windows and adding storm windows, replacing carpet, fixing some water damage on the second floor, upgrading entry/exit doors, upgrading entry to cafeteria, etc.)
Winter 2025-Spring 2026	<ul style="list-style-type: none">• Begin upfits that Warren YES is responsible for (expected to include deep cleaning, painting, signage, built-in shelving/desks, upgrades for internet connectivity, etc)• Obtain Educational Certificate of Occupancy, Fire Marshall inspection and Environmental Health inspection for kitchen• Begin landscaping/site work as needed
Spring 2026- Summer 2026	<ul style="list-style-type: none">• Begin upfits that Warren YES is responsible for (expected to include deep cleaning, painting, signage, built-in shelving/desks, upgrades for internet connectivity, etc)• Obtain Educational Certificate of Occupancy, Fire Marshall inspection and Environmental Health inspection for kitchen• Begin landscaping/site work as needed• Complete site work, landscaping, outdoor learning lab• Exterior mural painting• Plant shrubs, trees, flowers, etc. to beautify campus• Furniture, decorating, office and classroom set-up
August 2026	<ul style="list-style-type: none">• Final interior set-up• School opens!

Applicant Evidence :



First choice facility 3...

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by **Jenni Rogan**



Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



As a rule, the design of the school will be a minimum of 60 square feet per student, or just over 30,000 sf for 504 students. Our target facility has just over 31,000 sf. The average classroom size will be 600 sf. With a projected 204 students and 11 classes in Year 1, the estimated square feet needed for classrooms in year one will be 6600 sf, with up to 9000 sf for all uses. In addition to 11 homeroom classrooms in Year 1, Warren YES will need 3-4 elective/exploratory rooms, outdoor classroom space, 3 to 4 administrative offices, a cafeteria and commercial kitchen, and a teacher's break room.

Eventual classroom space breakdown will be as follows: The total student capacity at each grade will eventually be 36-40 students (two classrooms of 18-20 students) for each grade, K-12. At full enrollment (K-12, which we will reach in Year 7), we will need 26 homeroom classrooms, 5-6 specials/exploratory spaces (including library and gym), 2 flexible space rooms, a nurse station, a counselor's office, a faculty break room, outdoor learning lab/school farm, storage space, a playground and a small turf field.

Our intended location is a former high school campus that has sufficient space for all of these uses, and some additional space for storage and additional growth if needed. The property, with proper design, will have capacity for our full stabilized enrollment of 504 students. This facility has 20 large (600-700 sf) classrooms in the main school building, plus additional spaces for specials (exploratory classes), break rooms, library, storage and outdoor learning lab. The facility also includes a separate gym, cafeteria and kitchen as well as two additional buildings totaling about 9000 sf. As we grow, we plan to upfit these two existing auxiliary buildings on campus into classroom space, which should accommodate our growth to full capacity.

If we were building a facility from scratch, in today's market, we would expect costs of approximately \$175/sf for new construction, or approximately \$6 million. However, our first choice property is currently on the market for sale for just under \$2 million, and is also available for lease.

In our Start Up and Operational Budgets (Appendix O and N), we have included a monthly lease payment of \$12,000, starting in January 2026 and continuing throughout the five years covered by the budget (please see attachments).

We have estimated this figure in the following ways:

1. a) based on commercial rental rates of similar facilities in the region (which range from \$5/sf/yr to \$12/sf/yr). See question #146, below, for details of how this amount was derived.
2. b) This amount also roughly corresponds to what we would expect to pay on a mortgage of \$2 million (if we were to purchase the facility ourselves and complete necessary renovations, including professional and financing fees).

This results in a facility/mortgage expense of just over 6% of yearly expenses in the first year (and declines thereafter). For a typical school starting its first year, it is recommended that rents be less than 15% of the operating budget.



Q225. 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.

We will provide students with the following additional spaces, to implement Warren YES' Four Pillars:

Place-based education can—and will—take place in every learning environment and off-campus as well. However, one space that will be valuable to supporting a place-based learning program will be the Imaginatorium (formerly a library) of 1500 sq. ft., whose collection will include a variety of information about our community and region for students to consult and eventually contribute to through original documentation and research of their own. In addition, documentary equipment, maker supplies, and other tools of exploration and discovery will be available here.

Outdoor and agricultural education: much of the learning at Warren YES will happen outside. To support this, we will establish an array of outdoor learning environments, including an outdoor learning lab, small farm, and outdoor classroom space. These will be developed on the school's campus.

Holistic health will be supported by an array of spaces at Warren, including a nurses station and counselors office, a large Gymnasium with lockers, as well as outdoor spaces for both athletics and play. Core content classrooms will also incorporate welcoming areas for students to recenter themselves, including offering several seating options throughout the classroom.

Creative expression: Warren YES will support students' creative pursuits through a Creative Expression classroom for visual arts and dance, a music/band room. In addition, the gym boasts a stage for performances. The Imaginatorium offers materials of all types for making and experimenting, while the outdoor spaces will lend themselves to contemplation, observation and connection with the pulse of the natural world.

For the school staff, there will be general offices, offices for the Director, and Principals, and a welcoming office for the Receptionist, who will be one of the main public faces of the school. This room will boast fresh flowers, natural light, and an uncluttered aesthetic. In addition, there will be teacher work rooms, a commercial kitchen for meal preparation, storage rooms, and a meeting room.

Q226. 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.



In our community and region, it can be difficult to identify comparable pricing due to a general lack of development pressure and a lack of available, comparable properties. After we receive approval to open our school, we will conduct due diligence on any property we are considering to house our school, including review of comparable properties/prices.

From a purchase perspective, the current asking price for 301 Walker Avenue, which contains 31,080 sf across four buildings, is \$1,999,999. At this price, the cost per square foot overall would be \$64.35/sf.

Q227. 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.

We have a facility contingency plan, and sufficient time to ensure that we have a wonderful school facility prior to opening in August 2026. Based on our board's experience with facilities and construction projects, we have developed a nested set of options for the initial location of Warren YES. If we are unable to move forward with our first choice facility by Spring 2025, we have identified another location that is walkable to one of our main towns that could work for our school. It is a 6 acre site in the center of downtown Warrenton. Initial conversations with the owners indicate that they are very interested in our school, and would **"love to build and lease"** a school facility to Warren YES. There is another walkable option adjacent to downtown Warrenton, a 28 acre site of a former textile mill. This site is privately owned, and we have had an initial discussion with the owner: there is green space for building new, or the potential for renovating parts of a historic mill property.

If for some reason these options above do not work out, we are confident that we can identify other spaces in Warren County that can serve the needs of the school. Given the economic challenges in Warren County, there are a number of open spaces and vacant lots that would be available to build a new building on. We have also been researching modular units in case we need them.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



Our Board Chair has led two commercial rehabilitation and expansion projects in Warren County, and has been involved in site identification, design, budgeting, and development, including qualifying for Historic Tax Credits. She can make and modify pro formas, and has experience working with private lenders, such as Truist Bank and Natural Capital Investment Fund (now Partner Capital). She has an existing relationship with an experienced and well-qualified local builder, as well as with local architects and engineers.

Our Board Vice Chair has the experience of owning and operating a five-star preschool. She has experience with hiring a strong team in addition to managing the finances and formulating a yearly budget. Our Vice Chair has a strong passion for building relationships with the community and the families that she serves daily. She also manages a real-estate company that purchases commercial buildings and in a few projects, has totally renovated properties to fit the needs of the tenant and or the community.

If needed, we can seek support from either the Kerr Tar Council of Governments or the UNC School of Governments Development Finance Initiative.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q230. Explanation (optional):

As with all sections of this application, this section has been adapted from Warren YES' first application, which the Founding Board submitted in 2023. In this section, our top choice facility and the core tenets of our school lunch plan have remained the same. We have provided additional details to our transportation plan, expanded our start up plan, and expanded our facility contingency plans in making updates to our application.



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.

Q231. If applicable, attach as **Appendix M: Revenue Assurances**. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q232. Attach as **Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/2024-budget-template/download?attachment\)](https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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

Applicant Evidence :



Warren YES - Append...

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by **Jenni Rogan**

13.2. Budget Narrative

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

Q233. How was the student enrollment number projected?



The table below illustrates the number of classrooms per year by grade, along with the number of students per class that we anticipated when developing our enrollment numbers and budget. (Exception: at the high school level, we have projected total enrollment by grade, not by classroom.)

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	2 (18)	2 (18)	2 (18)	2 (18)	2 (18)
1	2 (18)	2 (18)	2 (18)	2 (18)	2 (18)
2	2 (18)	2 (18)	2 (18)	2 (18)	2 (18)
3	2 (18)	2 (18)	2 (18)	2 (18)	2 (18)
4	1 (20)	2 (20)	2 (20)	2 (20)	2 (20)
5	1 (20)	1 (20)	2 (20)	2 (20)	2 (20)
6	1 (20)	1 (20)	2 (20)	2 (20)	2 (20)
7		2 (20)	2 (20)	2 (20)	2 (20)
8			2 (20)	2 (20)	2 (20)
9				40 students	40 students
10					40 students
Total Students In Year:	204	264	344	384	424

Q234. Provide an explanation as to why you believe there is a demand for the school that



will meet this enrollment projection.

Our projected numbers are based on the urgently expressed desire for more and higher quality educational options in our community, as documented in Appendix A. Two hundred families responded to our online and print survey, and dozens more attended one of four community meetings held in the last 7 months. Among families with children who will be eligible to attend Warren YES (i.e., families whose children will be in the right age range when we open in 2026 or subsequent years), 84% of respondents indicated a strong interest in our school.

This survey documented at least 181 children who will be in K-6 grade in the 2026-27 school year (88.7% of our first year enrollment goal) from families who said they would be interested in having their children attend Warren YES!

Our survey results are reinforced by other educational trends in the community. Parents are actively seeking educational alternatives. Many have pulled their children from the under-performing LEA. Recent data shows that the LEA experienced the largest drop in enrollment in the state over the course of the 2023-24 school year (6.8%). A recent review of publicly available lottery outcomes for charter schools in our area revealed that as of this April, 1,250 students are on the waiting list at one of four area charter schools. At those same schools, 301 students were accepted, and 202 of those were Kindergarten. At one of these schools, the only openings were in Kindergarten.

Further, our board is composed of trusted community leaders with strong local ties and a track record of tangible results. Our board's reputation in the community will contribute to our ability to attract not only families, but teachers, staff, partnerships and community support. We aim to retain initial families and grow over time by holding ourselves and everyone associated with the school to high standards of transparency and integrity, while providing documented educational and community value.

Q235. Provide the break-even point of student enrollment.

BREAK-EVEN POINT for 2026-27

- Projected # of Students in year one: 204
- Projected Total Income: \$2,611,654
- Total Expenses: \$2,398,120
- Enrollment Required for Break-Even: 187 students, or 91.6% of our target enrollment (if we do not meet enrollment projections, we will reduce teachers and staff accordingly, as well as making other adjustments to expenditures as warranted)

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



As a public school, Warren YES will primarily depend upon state and local funding to support its operations. The school intends to build up an operating contingency in the event we experience revenue shortfalls or delays in receiving revenues, drawing on net revenue as illustrated in our budget.

In addition, we have budgeted for a separate Facility Maintenance Fund to address needed capital expenditures (minimum of \$20,000 per year), and an overall contingency for office operations of at least \$10,000. The Board will have a financial goal to ensure that the school will obtain and maintain this level of contingency planning throughout the school's existence. The Board believes that strong financial planning and impeccable financial operations are critical to achieving our mission.

In Year 1, our budget does not depend on receiving USDA reimbursements for the Free and Reduced-Price Lunch Program. In other words, we have included as an expense the full amount of providing meals to our students in Year One (\$173,857). This demonstrates financial conservatism because we are very likely to qualify for and receive meal reimbursements, given the low-income community we are committed to serving. We intend to apply for the Free and Reduced-Price Lunch program, and we hope it will support us in providing healthy food for our students. We also aim to apply for the Community Eligibility Provision (we anticipate that more than 40% of our students will meet the requirement for CEP consideration).

Additional contingency strategies:

- Operate from cash flow projections, and pay close attention to budget vs. actual expenditures and revenues
- Understand that first year charter schools do not typically meet projected enrollment;
- Budget conservatively; and
- If short enrollment, reduce personnel and postpone new investments.

Beyond revenue from state, federal and local sources, the Board has a track record of successful fundraising, especially with government and foundation grants. We will draw on this expertise in support of our school's mission, pursuing grant funding to supplement and expand our ability to serve our community.

Q237. 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.



Our operations budget (Appendix N) does not include other sources of funding.

Our start-up budget (Appendix O) does include projected revenue from private donations and foundations, but none of these projected funds have yet been committed. Several individuals on our board have extensive experience and success in fundraising, so we are confident that we can raise these funds. For example, our Board Chair Carla Norwood has written, implemented and successfully managed more than \$8 million of federal and private foundation grants in the last decade as Executive Director of Working Landscapes.

Q238. Provide the student to teacher ratio that the budget is built on.

The student to teacher ratio on which the budget is built is 18:1 for lower elementary, 20:1 for upper elementary and middle school, and 10:1 for high school. This student-teacher ratio does not account for exploratory or elective teachers. Additionally, in Year 1, each grade K-3 shares a teacher assistant. By Year 2, we intend for every K-3 classroom to have a full-time teacher assistant.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



Collectively, our board members are well-versed in financial planning and financial management. We will work through the specified board structures to ensure the budgets for the school are realistic, obtainable, and kept in balance. Furthermore, we will contract with Goodall Consulting to perform some financial management tasks, providing our board with expert guidance.

Caroline Hundley: As Project Director at the Center for Environmental Farming Systems (CEFS) at NC State since 2016, Caroline operates an annual non-profit budget of \$500,000. This includes budgeting for personnel and salaries, professional development, equipment, supplies, and contractors. CEFS receives federal grants, charitable donations, and grants from private foundations, and all funds must be managed and distributed by the Project Director in accordance with state government guidelines, as we are a non-profit organization within the state system.

Carla Norwood, PhD: As co-founder and Executive Director of Working Landscapes, Carla is responsible for a budget that has grown from \$0 to \$2.6 million over the last 14 years. She develops the yearly organizational budget in collaboration with her board, oversees reporting to funders (including federal and state grant programs), and manages contracts. She supervises others in handling payroll, bookkeeping, and program execution. She is also experienced in historic building renovation/expansion projects, including completing a downtown commercial renovation that qualified for Historic Tax Credits.

Jenni Rogan: As the Climate and Community Coordinator of Working Landscapes, Jenni has assisted in writing successful grant proposals with budgets of up to \$5 million and has drafted grant progress and final reports for several private and federal programs. Jenni has also volunteered for several years to assist in fundraising and stewardship for her undergraduate institution, Carleton College, and serves as a Board Member of the Alumni Annual Fund Board of Directors, which oversaw approximately \$10.5 million in donations in fiscal year 2023. This volunteer work has included approving donor and monetary annual goals, maintaining donor relations, and overseeing stewardship activities.

Latonya Carter Hall: As the owner and Director of Sugar N Spice Preschool, Latonya is responsible for serving over 100 families daily and overseeing 16 staff. She currently manages and operates Sugar N Spice Preschool and has for 17 years. She has transformed the preschool from a three-star center when purchased to one of the three five-star, privately-owned child care facilities in Vance County. She operates her annual budget in addition to managing grant budgets over \$1 million in the past 10 years. In addition to her task of providing quality care for preschool families, she also manages a commercial real-estate company. Latonya also serves on various committees within the community. Two that are dear to her heart are the kindergarten transition committee through our local Franklin Granville Vance Smart Start and the advisory board for Keep Pressing Aim High that provides health and nutrition guidance to our local citizens of the tri-county area.

Steve Pelfrey: Steve Pelfrey has run a law practice with multiple employees, two separate offices, and contract paralegals, where the majority of work for approximately ten years was real estate



transactions. Each transaction involved the detailed review of receipts and disbursements, typically involving hundreds of thousands of dollars. This office handled hundreds of these transactions, with Steve personally reviewing and providing oversight for each of them. Steve also currently serves on the Warren County ABC Board, and oversight of the systemwide budget of approximately \$3.4 million is an important function of the five-member board. The Board works closely with the General Manager to develop and monitor the budget, including any amendments that might be needed, all in order to ensure the growth and profitability of the system in a fiscally responsible manner.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

We have included funds in our budget for a salaried EC Coordinator and an additional \$15,000 for EC contracts, in Year 1; the contract amount in our budget grows each year. Our budget also has sufficient net income each year that can be drawn on if student needs exceed these budgeted amounts. Given our location within a high-poverty community, we may be able to draw on additional Title I and Federal EC dollars that are not currently represented in our budget. Additionally, our Board is committed to ensuring the school remains financially viable. In the event it is necessary and appropriate, we will apply for state reserve funding to support eligible students and their unique needs.

Q241. 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.

We are committed to starting our school off right with expertise and accountability related to financial management. We have signed a contract with Goodall Consulting to manage our LINQ and Powerschool (Infinite Campus) accounts. This decision was based on recommendations from other schools that we spoke with during our research over the last year. We understand that Goodall Consulting offers more encompassing services, such as support with facilities: during our Ready to Open year, we will investigate whether additional services from Goodall Consulting would provide a good value for our school.

During the Ready to Open year, we will develop a procurement policy (which is noted on our Start-Up Plan) to guide any additional contracts. This policy will include specific ways in which school leadership and the board evaluate the effectiveness/success of contracts.

Other financial contracts are expected to include payroll, completion of our annual Form 990 and yearly financial audit. Because our board has individuals with a strong background in fundraising, we do not anticipate contracting out any fundraising efforts.



Q242. 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.

Yes, we intend to contract for some services. We have entered into a contract with Goodall Consulting to manage PowerSchool (see Appendix N). We also intend to contract out a number of other services, including:

- Lotterease and Enrollease for running the lottery and managing the enrollment process
- Legal support
- Professional development for teachers on specific curricula
- Grounds maintenance and custodial services
- Some IT services, including website maintenance, office computers, copiers, printers and IT upkeep.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The budget aligns to our mission, curricular offerings, transportation plans and facility needs as explained below.

Our commitment to our mission and curricular goals are evident throughout our budget. We are committed to providing a child-centered learning by providing for low student:teacher ratios (18:1 and 20:1 in elementary/middle school, and as low as 10:1 in high school), investing in staff to engage and educate students through multiple intelligences (art, outdoor education, physical education, music, etc. in addition to core classroom teachers). We have allocated 68% of staff funding in Year 1 for teachers, teacher assistants, exploratory/elective teachers, and student support personnel. By Year 5, this percentage grows to nearly 74% of total staff funding.

We are supporting learning not just for traditional academic subjects (for example, training and supplies to accompany Illustrative Math), but also exploratory courses that provide hands-on experience and provide multiple ways for students to engage and learn, along with budgets for tools and materials for those courses. We have also budgeted for school-wide positions to support holistic health and community-engaged learning, while supporting teachers in implementing Paideia seminars.

In addition, we have budget lines that include field trips (\$9,000 in Year 1, growing to \$15,000 in subsequent years) and mini-fellowships that encourage teachers to engage with community organizations (\$5,000 in Year 1, growing to \$15,000 per year).

Regarding transportation, we understand that being in a rural community we will need to budget towards the transportation needs of our anticipated student population. Based on the county population and location of the school we anticipate close to one-half of our population needing transportation to ensure their daily attendance. We are budgeting \$27,592 to cover the costs of two buses, maintenance and gas, and emergency gas cards in year one; the buses will pick up students at four cluster stops around the county. Our budget also includes bus drivers (1.25 FTEs in Year 1 and 1.5 FTEs in later years).

We have also budgeted over \$173,857 in food costs to pay for students who will need breakfast and lunch daily, in addition to 3 FTEs for food service employees in Year 1, which grows to 4 in later years. Please see #137 for more information about our school lunch plan.

Regarding facility needs, we anticipate leasing a facility in our start-up years, and we have included \$12,000 per month for this cost, plus utilities, a custodial/grounds contract, and funding for an outdoor learning lab.

Finally, we have included in our budget a contract with Goodall Consulting to manage PowerSchool and LINQ, which will help ensure that we are managing operations effectively and efficiently. This aligns with our mission and values by providing support in upholding high administrative standards.



Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Our budget (Appendix N) reflects net revenue each year (starting with \$213,533 in Year 1 and growing to roughly double that in Year 5). Net funds from the local district, plus any remaining revenue from private donations and grants, will be designated for a General Fund Balance. By Year 3, we expect this fund to grow to at least two months of expenses. This fund is in addition to an operating contingency (at least \$10,000 per year) and facility maintenance fund (up to \$25,000 per year), which are also included in our budget.

If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. It will be the responsibility of the Executive Director and the finance committee to analyze spending by quarter to be sure we are on track to build our projected reserves.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

We do not currently plan to finance anything in the first five years; we intend to lease a facility and use operating revenue or proceeds from fundraising to purchase all necessary items. In later years, once we are in good standing to be approved for a USDA Rural Development loan, we will explore options to purchase a facility using such financing.

Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

No, we do not currently have any assets from other sources. Initial funding is included in our start up year budget (Appendix O) and operating budget (Appendix N).

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



The Board (led by the Finance Committee) and school leadership will develop comprehensive financial policies that will ensure sound financial management for our organization. These internal financial controls and bookkeeping practices will provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The Board will receive a monthly financial report that will consist of:

- Income Statement (revenue and expenses) with budget comparison.
- Balance Sheet showing financial position at the previous month end.
- Asset Status Report listing asset acquisitions, disposals and needed repairs/maintenance.
- Enrollment Report.
- Fundraising status report.
- General ledger summary report with detail available.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes:

- Are accounting records kept up-to-date and balanced monthly? Is a standard chart of accounts with descriptive titles in use?
- Are adequate and timely reports prepared to ensure control of operations? How do monthly financial statements (Balance Sheet, Income Statement) compare to the operational budget?
- Are personal expenses kept separate from business expenses? Are monthly bank reconciliations reviewed by key administrators?
- Is the separation of duties adequate to prevent financial abuse?
- Are governmental reporting requirements being complied with in a timely manner?
- Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

In addition, we will develop practical and effective systems for managing payroll, accounts payable/receivable, donations and fundraisers, travel, and credit card usage.

Any Board-approved vendor and all third-party contracts will be evaluated annually to ensure we are receiving the best return on investment and that we are building systems with integrity.

Further, we are devoting a portion of our yearly budget to a student-led and teacher-led 'public budgeting' process, which would provide an opportunity to build greater understanding of finances and budgets, while also placing control of some school resources into the hands of students and teachers.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).



As of the writing of this application, there are no related party transactions. Possible related party transactions in the future may include:

Relationships	Description of Transaction	Estimated Dollars Involved
Warren YES and Warren YES Early Learning Center (led by Board Vice Chair, Tonya Hall)	Planned establishment of a preschool on the premises; the Early Learning Center would pay Warren YES rent	Approximately \$2,000/month rental of space on school property
Warren YES and Working Landscapes (led by Board Chair, Carla Norwood, Secretary Jenni Rogan also works there)	Potential contractual work by Working Landscapes to design and facilitate after school programs, summer camps, or place-based educational efforts; potential procurement of local food from Working Landscapes' food hub	Estimated \$20,000-25,000 value yearly; fundraising will be done jointly but programming may be done by Working Landscapes staff in order to bolster Warren YES' capacity

Q249. 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.

Rebekah Barr, CPA, PC

1520 Nash Street N

Wilson, NC 27893

(252) 294-6920

contact@rbarrcpa.com

13.4. Certify

Q250. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes



☐ No

Q251.Explanation (optional):

As with all sections of this application, this section has been adapted from Warren YES' first application, which the Founding Board submitted in 2023. In updating this application, our financial plan has substantially changed as we have grown our school's opening year size, identified more specific curriculum and professional development needs, and adjusted our facility plans to accommodate for our 2026 opening year.



14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources



Charter School Requi...

Applicant Evidence :



Warren YES - Board C...

Uploaded on **4/26/2024**
by **Jenni Rogan**



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

Goodall Consulting

Q255. Fees provided to the third-party person or group:

\$1500, or \$150/hour for 10 hours of work to review our application.



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 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, 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.

Q256.*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, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools
6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand

Resources



2024 Payment Form....



17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Signature Page.docx

Applicant Evidence :



Warren YES - Signatu...

Uploaded on **4/26/2024**

by **Jenni Rogan**

Q258. Board chair, please digitally sign your application here.
Signature

Carl H. S.

Final Status



☐ Reject ☐ Approve

Approver Comments

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Carla Norwood	Board Chair	252-431-5164	carla.m.norwood@gmail.com	Warren	director of nonprofit organization;		
Latonya Hall	Vice Chair	252-432-6364	lhall@sugarnspicepreschool.org	Granville	small business owner	none	none
Jenni Rogan	Secretary	404-824-3309	rogan.l.jenni@gmail.com	Warren	childcare center director	Early Childhood Admin Credentials	none
Aimee Cooper	Treasurer	919-514-9640	aimeeanderson@hotmail.com	Warren	nonprofit program director	none	none
Danylu Hundley	Board member	252-213-1795	danyluhundley@hotmail.com	Warren	mental health counselor	LCMHC - Licensed Clinical Mental Health C	none
Caroline Hundley	Board member	336-287-1620	carolinehundley1@gmail.com	Warren	retired educator	Principal's License/NC	none
Steve Pelfrey	Board member	252-532-7082	spelfrey@gmail.com	Warren	nonprofit program director	none	none
Erin Riggan	Board member	413-454-8063	esimons@wellesley.edu	Warren	attorney	NC State Bar license	none
Demaure Russell	Board member	252-204-1331	demaureah@gmail.com	Warren	stay at home mom	Special Education & Elementary teacher	none
					physician	family medicine board certified	none

Warren YES Enrollment Summary Table

Academic School Year	Grade Levels	Total Projected Students
Year 1	K, 1, 2, 3, 4, 5, 6	204
Year 2	K, 1, 2, 3, 4, 5, 6, 7	264
Year 3	K, 1, 2, 3, 4, 5, 6, 7, 8	344
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8, 9	384
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	424
Full Enrollment	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	504

***Note:** we do not intend to enroll any students virtually

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	26	5%
Asian	2	0%
Black or African American	246	49%
Hispanic (note, some individuals may identify as Hispanic and another race)	14	3%
Native HI or Pacific Islander	0	0%
Two or More Races	20	4%
White	196	39%
Total number of students:	504	
EDS Subgroups		0%
Economically Disadvantaged Students	184	37%
Students with Disabilities	65	13%
English Language Learners	10	2%
Students Experiencing Homelessness	1	0%

STAFF SUMMARY

	Year1 (K-6)	Yr2 (K-7)	Yr 3 (K-8)	Yr 4 (K-9)	Yr5 (K-10)
Administration					
Lead Administrator (Executive	1	1	1	1	1
Principals (Lower & Upper grades)	1	1	1	2	2
Clerical (Receptionist and Data	1	1	1	1	1
Additional Leadership	1.25	1.75	4.5	4.5	4.5
Finance and Business Assistant	0.5	0.5	0.5	0.75	0.75
School operations support staff	4.25	4.5	5.5	5.5	5.5
Student & Teaching Support					
Counselor	0.25	0.5	1	1	1
Nurse	0.5	0.5	1	1	1
Instructional Personnel					
Core Content Teachers	11	14	18	22	25
Exploratory/Specials Teachers	2	2.75	5	7	7.75
Exceptional Children Teachers	1	1	1	1.5	2.5
Teaching Assistants	4	9	9	9	9
Other specialized positions (MLL, I	0.75	2.25	2.75	3	3
Substitutes	0.45	0.6	0.8	1	1.2
Total	28.95	40.35	52.05	60.25	65.2



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

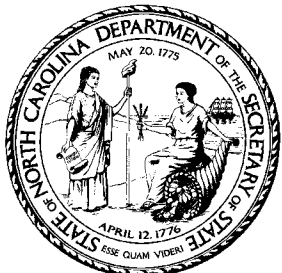
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

WARREN YOUNG EXPLORERS SCHOOL

the original of which was filed in this office on the 28th day of March, 2023.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 28th day of March, 2023.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Warren Young Explorers School.

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: Carla M Norwood.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 164 Norwood Ln

City: Manson State: NC Zip Code: 27553-9601 County: Warren

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
<u>Carla M Norwood</u>	<u>164 Norwood Ln Manson NC, 27553-9601 United States</u>
<u>Tracy Neal</u>	<u>432 Eaton Ave Warrenton NC, 27589-2129 United States</u>
<u>Aimee A Cooper</u>	<u>461 Falkner Quarter Rd Warrenton NC, 27589-8670 United</u>

6. (Check either "a" or "b" below.)

a. ☐ The corporation will have members.

b. ☒ The corporation will not have members.

7. ☒ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☒ Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (252) 431-5164

Number and Street: 164 Norwood Ln

City: Manson State: NC Zip Code: 27553-9601 County: Warren

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:

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(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.

14. These articles will be effective upon filing, unless a future time and/or date is specified:

This is the 28th day of March, 2023.

Incorporator Business Entity Name

Carla M Norwood

Signature of Incorporator

Carla M Norwood Incorporator

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.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☒ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

The Dissolution Clause

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.

The Limitation of Activities Clause

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 set forth in these Articles. 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.

By Laws of
Warren Young Explorers School
(YES)

A North Carolina Non-Profit Corporation

**Bylaws
Of
A North Carolina Non-Profit Corporation**

**Article I
Offices**

Section 1. Principal Office. *The principal office of Warren Young Explorers School (YES) , A North Carolina non-profit corporation (the "Corporation") shall be in Warren County, North Carolina. The Corporation may have such other offices either within or without the State of North Carolina as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.*

Section 2. Registered Office. *The corporation shall have and continuously maintain in the state of North Carolina a registered office and a registered agent whose office is identical with such registered office. The registered office may be but need not be identical with the principal office, and the address of the registered office may be changed from time to time by the Board of Directors.*

**Article II
Purpose**

The purpose of the Corporation shall be to (a) operate as a charter school in Warren County County, North Carolina in accordance with the pursuant to the Charter Schools Act of 1996, Chapter 731, House Bill 955, 115C-238.29A et seq. Of North Carolina General Statutes (herein the "Act") and (b) to engage in activities related to the operation of such charter school that are permitted to be carried on by non-profit corporation pursuant to Chapter 55A of the North Carolina General Statutes, consistent with those portions of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, relating to educational organizations, the provisions of the Act, and other applicable laws.

**Article III
Board of Directors**

Section 1. General Powers. *The Governing Board Members and such committees as it may establish, subject to the overall supervisory authority granted to the Executive Board of Directors to review, ratify and or approve in its sole discretion actions promulgated by the Governing Board Membership pursuant to these Bylaws, shall have full power and authority to set policy and procedures and to govern the affairs of the corporation.*

- (a) Governing Board Members: *The Governing Board Members of the Corporation shall include not less than five (5) no more than twelve (12) members, the exact number of*

which shall be determined from time-to-time by the Executive Board of Directors. One such member of the Governing Board shall at all times be the Chairperson of the Governing Board. Until otherwise determined by the Executive Board of Directors, the initial Governing Board membership shall consist of eight (8) Directors. In order to provide continuity of Governing Board Members, the terms of the Governing Board Members shall be staggered so that an appropriate number of Members are elected each year. Once the school is in operation, the term of office for non-Founding Board Members shall be two (2) years and Members may serve up to three consecutive terms, totaling no more than six (6) years, and then must take a break from being on the board for a minimum of two (2) years.

Section 2. Election of Governing Board Members. *The Governing Board Members shall be elected at the annual meeting as determined by Article V, Section 1 in these bylaws.*

- (a) Election of Members: *The then current Governing Board Members shall elect the Members who shall serve for a period of (2) years or until their successors have been duly elected and qualified. Those persons who receive the highest number of votes at such regular meeting shall be elected Members subject to the approval of the Executive board of Directors of the Corporation.*
- (b) Vacancies: *In the event any Governing Board Member shall resign, die, or be removed As herein provided, his or her successor shall be appointed by the Chairperson and shall serve the remainder of the unexpired term subject to the approval of the Executive Board of Directors of the Corporation.*

Section 3. Qualifications and Responsibilities. *The Corporation shall seek membership to its Governing Board Members properly qualified individuals. An objective shall be for each Director, through the appropriate use of knowledge and experience, to contribute effectively in helping the Corporation achieve its stated purpose. Directors must be at least 18 years of age.*

Section 4. Removal. *Any Governing Board Member may be removed from the Board with or without cause by the affirmative vote of two-thirds of the entire Governing Board (excluding the Member sought to be removed). If any member is so removed, a replacement Member may be appointed at the same meeting in accordance with Article III, Section 3 above.*

Section 5. Compensation. *Executive Board of Directors members and Governing Board Members shall serve without compensation but will be eligible for reimbursement of reasonable expenses incurred in fulfilling their responsibilities of Board membership.*

Section 6. Chairperson. *The Chairperson of the Governing Board Members of the Corporation shall preside at all meetings of the Governing Board and perform such other duties as may be directed by the Executive Board of Directors.*

Section 7. Board Dues *All Board members shall contribute \$250 per year in dues. Dues may be paid in one payment or payment plan may be offered as needed. Full payment must be made by December 31 of the current fiscal year. Board member service is contingent on paying dues on time.*

Article IV **Meetings of Governing Board Members**

Section 1. Regular Meetings. *Meetings of the Governing Board of Directors shall be held 10 times over the course of the year. The Governing Board Members shall establish the time and place of the meetings. The Secretary shall send notice of the time and place of the quarterly meetings to all directors in good standing. Notice must be sent at least seven (7) days in advance of the meeting.*

Section 2. Special Meetings. *Special meetings of the Governing Board Members may be called at any time by the Chairperson or on the written petition of a majority of the Governing Board Members or by the Executive Board of Directors.*

Section 3. Conduct of Meetings. *At any regular or special meetings of the Governing Board Members the Chairperson, as determined under Article III, Section 6 of these Bylaws, shall preside over the meeting. A secretary shall be appointed by the Chairperson, subject to the approval of the Governing Board for each regular or special meetings for purposes of preparing the minutes of the meeting and filing the same in the Corporation's corporate records.*

The Governing Board may permit any or all Governing Board Members to participate in a regular or special meeting by, or conduct the meeting through the use of any means of communication by which all members participating may simultaneously hear each other during the meeting. A Governing Board Member participating in a meeting by this means is deemed to be present and in person at the meeting.

Section 4. Notice of Meetings. *Notice of the special meetings shall be given by mail, telephone, electronic or facsimile transmission to each Director no less than three (3) days prior to such meeting.*

Section 5. Action Without a Meeting. *Action taken by a majority of the Governing Board or members of a committee without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Governing Board Members and filed within the minutes of the proceedings of the Board, whether done before or after the action so taken.*

Section 6. Member Non-Attendance. *If any Member is absent for any four (4) regular meetings during any school year of Warren Young Explores School (YES), the Governing Board Members shall, at any regular meeting upon due notice and hearing, determine the reasonableness of such absences and may declare a vacancy for such Board Member seat as determined under Article VI, Section 1 of these bylaws.*

Section 7. Open Meetings Law. *Once in operation, meetings will abide by NC Open Meetings Law, as codified in Article 33C of General Statutes Chapter 143, beginning at G.S. 143-318.9.*

Article V

Annual Meeting

The annual meeting will be held during the month of June. During this meeting, a slate of officers is presented, and directors are elected.

Article VI

Quorum

Section 1. Quorum. *A quorum shall consist of a simple majority (51%) of the Members of the Governing Board and the affirmative vote of the majority of those Members present shall decide all matters, except as otherwise provided herein. However, a vote of two-thirds (2/3) of the entire Board of Directors shall be required for: (a) dissolution of the Corporation, (b) amendments to these bylaws, (c) removal of a director or officer, or (d) release of outward-facing materials.*

Article VII

Voting

Section 1. Voting Methods. *At all meetings, except for the election of officers and directors, all votes shall be by voice. For election of officers and directors, election may be by anonymous ballot. At any regular or special meeting, if the board shall require, any question may be voted on by anonymous ballot. Outside of in-person meetings, votes may be called over email or zoom. If votes are called for over email, a text will be sent to alert the Board of the email vote needed.*

Section 2. Private Ballot Special Requirements. *At all votes by ballot, the chairman shall appoint a committee who shall act as "Inspectors of Election" and who shall, at the conclusion of the vote, certify in writing to the Chairman the results of the vote, and the certified copy shall be attached to the official minutes of the meeting.*

Section 3. Number of Votes. *Each director shall have one vote. Voting by proxy shall not be permitted.*

Article VIII

Committees

Section 1. Standing Committees. *The Governing Board Members, by resolution adopted by a majority of Governing Board, may designate one or more standing committees, consisting of*

one (1) or more Members, to address various issues relating to the operation of the Corporation. Except as otherwise provided below, such standing committees shall meet as necessary and shall report their recommendations to the Governing Board Members for approval. Standing committees may independently request insight and feedback from consultants without Executive Board approval. Any new standing committee members must be added with Executive Board approval via motion of standing committee chair.

Section 2. Executive Committee. *The Executive Committee shall be a standing Committee and shall consist of no more than five (5) members appointed by the Head of School and the Chairperson of the Governing Board Members jointly. The Executive Committee shall consist of the Head of School, the Chairperson of the Governing Board Members and such other Chairpersons of standing committees or Members of the Corporation as appointed. The Executive Committee shall be authorized to act for the Governing Board Members when in judgment of the Head of School and the Chairperson of the Governing Board of affairs of the corporation can be best and most expeditiously handled by the Executive Committee. Actions taken by the Executive Committee shall be reported to the Executive and Governing Boards respectively.*

Section 3. Vacancies. *Any vacancy occurring in a committee shall be filled by a vote of the majority of the whole Governing Board at a regular or special meeting of the Governing Board excepting vacancies within the Executive Committee.*

Section 4. Removal. *Any member of the committee may be removed by a quorum of Governing Board Members, as determined under Article VI, Section 1 of these bylaws.*

Section 5. Minutes. *All committees shall keep regular minutes of their proceedings and report the same to the Governing Board Members at the next succeeding regular or special meeting if the board. The provisions of Article IV that govern conduct of meetings, notice, quorum, voting rights, and action without a meeting of the Governing Board shall apply to committees and their members in the same manner.*

Section 6. Reversal of Committee by the Board. *Any action of a committee may be reversed, amended or nullified by the Executive Board of Directors or by vote of a majority of all Governing Board Members then holding office at any regular or special meetings of the Governing Board; provided, however, that no rights of third parties shall be affected by such revision or amendment or nullifications.*

Article IX

Officers

Section 1. Officers. *The officers of the Corporation shall be a Chairperson, one or more Vice-Chairs, and such other officers with such other titles and duties as the Executive Board of Directors may designate from time to time. The office of the Head of School and the*

Chairperson of the Board of Directors cannot be held by the same person. And at its discretion, the Executive Board of Directors may change the duties of the officers specified herein.

Section 2. Election and Term of Office. *Each of the officers of the Corporation will be elected and appointed annually by their respective governing bodies at the regular meeting of the Executive or Governing Board during the fourth quarter of each calendar year. The term of each officer will commence on July 1 of the calendar year following the officer's election and each officer shall serve their respective term until death, resignation, or removal, or until a successor to such office has been elected and qualified. An individual may hold an office for as many consecutive terms as he or she is elected or qualified.*

Section 3. Chairperson. *The Chairperson or its designee shall preside at all meetings of the Governing Board Members of the Corporation and subject to the control of the Governing Board and Executive Board, shall in general supervise and control the business and affairs of the Governing Board.*

Section 4. Head of School. *The Head of School shall have charge and custody of all funds of the corporation, shall have authority to open bank accounts in the name of the corporation and together with such person or persons as may be designated by the Executive Board of Directors to sign checks and drafts and other papers requiring payment of money; shall cause all debts and obligations of the corporation to be paid upon verification by the person or persons authorizing the indebtedness; shall keep an accounting of all receipts and disbursements which shall be open for inspection by the Executive Directors and auditors at all times; shall give a report of accounts at such meetings as the Executive Board of Directors may designate; shall furnish an annual statement of all receipts and disbursements of the Corporation and shall perform such other duties as may be authorized and directed by the Executive Board of Directors.*

Article X

Fiscal Matters

Section 1. Fiscal Year. *The fiscal year of the Corporation shall be July 1 through June 30.*

Section 2. Funds. *All funds and property received by or coming into the custody of the Corporation belong to and are funds and property of the Corporation to be expended only for the purposes authorized and in accordance with regulations prescribed by the Corporation.*

Section 3. Annual Audit. *The accounts of the Corporation shall be audited on an annual basis by an independent, duly licensed certified public accountant and the report shall be submitted to the Executive and Governing Board of Directors.*

Article VIII

Indemnification

The Corporation shall indemnify its officers, directors, employees, and agents arising out of their status as officers, directors, employees or agents of the Corporation, or their activities in any of the foregoing capacities in accordance with and to the fullest extent allowable under the provisions of the North Carolina Nonprofit Corporation Act, as same may be amended from time to time, and the Act.

Article XI Dissolution

In event of dissolution of the Corporation all assets shall be in accordance with Warren Young Explorer's School Dissolution Clause.

Article XII Conflict of Interest Policy

The Board shall follow the Warren Young Explorer's School [Conflict of Interest Policy](#).

Article XIII Parliamentary Authority

Robert's Rules of Order, Revised shall constitute the ruling authority in all cases in which they are not inconsistent with these bylaws or with any statute of the State of North Carolina.

Article XIV Non- Discrimination

This Corporation shall operate entirely on a non-discriminatory basis with the respect to age, sex, race, religion, national origin, or disability. This policy shall apply to boards, committees, staff and services.

Article XV Amendments

Except as otherwise provided herein, these bylaws may be amended or replaced, and new bylaws may be adopted by the affirmative vote of two-thirds of the Executive Board and Governing Board Members then holding office at any regular or special meeting of the Board of Directors.

I have read the Warren YES By-Laws, approved on March 6, 2024, and commit to abiding by them.

Board Chair: Carla Hall

Board Vice-Chair: Sammy C Hall

Board Treasurer: Finley A. Cooper

Board Secretary: Finley B.

Board Member: J. J.

Board Member: Danyle T. Handley

Board Member: Shelly

Board Member: _____

Board Member: _____

**Warren Young Explorers School
(YES)**

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's Warren Young Explorers School (YES) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that aren't insubstantial. A financial interest isn't necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III

Procedures

1. 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 be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. 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, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement isn't reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest,

any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and doesn't engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and don't result in inurement, impermissible private benefit, or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



Warren

Young Explorers School

July '26						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '26						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '24						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '27						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '27						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April '27						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	Holiday--No School for Students and Staff
	Early Release Day for Students, Teacher PD in afternoon
	No School for Students, Teacher PD Day/Conferences
	Vacation Day for Student and Staff
	School Preview/Celebration Days
	First Days, Last Day of School for Students
	Professional Development/Work Days for Teachers
TOTAL INSTRUCTION DAYS: 181	
TOTAL INSTRUCTION HOURS: = 1040	



Warren

Young Explorers School

	K-2nd Grade (1st Grade shown here)	3-4th Grade (3rd shown here)	5th, 7th Grade	6th, 8th Grade	High School (10th grade shown here)
8:10 AM	Students arrive in classrooms, morning routine				
8:30 AM	Morning Meeting	Morning Meeting	CORE 1 (MATH & SCIENCE)	CORE 1 (ELA & SOCIAL STUDIES)	1st Period: English II (8:30 - 9:45 am)
9:00 AM	ELA, Literary Centers, Paideia	Exploratory			
9:30 AM					
10:00 AM		Math & Math Centers	CORE 2 (ELA & SOCIAL STUDIES)	CORE 2 (MATH & SCIENCE)	2nd Period: Pillars (9:55 - 11:10)
10:30 AM					
11:00 AM					
11:30 AM	Lunch (11:30 - 11:50)	Recess (11:30 - 12:10)	Recharge for 5th & 6th (11:30 - 11:50)	MTSS & Independent Work for 7th & 8th (11:30 - 11:50)	Lunch (11:10 - 11:30)
11:50 AM	Recess (11:50 - 12:30)		Lunch (11:50 - 12:10)	Lunch (11:50 - 12:10)	MTSS, Independent Work, Recharge (11:30 - 12:30)
12:00 PM			Lunch (12:10 - 12:30)	MTSS & Independent Work for 5th & 6th (12:10 - 12:30)	
12:10 PM					
12:30 PM	Math & Math Centers	ELA & Literary Centers (Paideia)	Pillars	Rotating Exploratory	3rd Period: Math II (12:30 - 1:45)
1:00 PM			Rotating Exploratory	Pillars	
1:15 PM					
1:30 PM	Exploratory		Independent Projects, MTSS	Independent Projects, MTSS	4th Period: Civic Literacy (1:50 - 3:05)
2:00 PM					
2:30 PM					
3:00 PM	Glows & Grows	Glows & Grows	Glows & Grows	Glows & Grows	Independent Work
3:15 PM	All School Dismissal				
3:30 PM	Optional: After School Enrichment, Clubs, Sports				
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM					



Warren

Young Explorers School

	3rd Grade (9-9:50 AM)	4th Grade (9-9:50 AM)	2nd Grade (10:40-11:30 AM)	6th Grade (12:30-1:20 PM)
Monday	Creative Expression	Imaginatorium	Imaginatorium	Creative Expression
Tuesday	Music	Creative Expression	Creative Expression	Music
Wednesday	Outdoor Learning Lab	Music	Music	Outdoor Learning Lab
Thursday	PE/Healthy Living	Outdoor Learning Lab	Outdoor Learning Lab	PE/Healthy Living
Friday	Imaginatorium	PE/Healthy Living	PE/Healthy Living	Imaginatorium



Warren

Young Explorers School

8th Grade (12:30 PM - 1:20 PM)

Imagatorium
Creative Expression
Music
Outdoor Learning Lab
PE/Healthy Living

5th Grade (1:20 - 2:10 PM)

Creative Expression
Music
Outdoor Learning Lab
PE/Healthy Living
Imagatorium

7th Grade (1:20 - 2:10 PM)

Imagatorium
Creative Expression
Music
Outdoor Learning Lab
PE/Healthy Living

1st Grade (2:10 - 3:00 PM)

Creative Expression
Music
Outdoor Learning Lab
PE/Healthy Living
Imagatorium

Kindergarten (2:10 - 3 PM)

Imagatorium
Creative Expression
Music
Outdoor Learning Lab
PE/Healthy Living



Core Subject	Freshman	Sophomore	Junior	Senior
English/Language Arts	English I*	English II*	English III*	English IV*
Mathematics	Math I/Math II* (if completed Math I in 8th grade)	Math II*/Math III*	Math III*/Math IV*	Math IV*/Statistics or Calculus
Science	Environmental Science*	Physical Science*	Biology*	Chemistry (or another natural or social science course)*
Social Studies	World History*	Civic Literacy (Founding Principles of the US)*	American History*	Economics & Personal Finance*
Required Elective:	Holistic Health (Including CPR)*	Writing Composition*	Creative Expression*	Agriculture & Food Systems*
Pillar Specialization*	Pillars 1	Pillars 2	Pillars 3	Senior Capstone
World Language	Spanish 1*	Spanish 2*	Spanish 3	Spanish 4
Community Electives (based on student interest)	Computer Science	Health Occupations	Public Speaking	Internship

Required to meet graduation requirements

From: notification@pay.gov
Subject: Pay.gov Payment Confirmation: Form 1023
Date: March 14, 2024 at 3:24 PM
To: jenni@workinglandscapesnc.org

N



An official email of the United States government



You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 27B0NIG8
Agency Tracking ID: 76663439425
Transaction Type: Sale
Transaction Date: 03/14/2024 03:23:05 PM EDT
Account Holder Name: Carla Norwood
Transaction Amount: \$600.00
Card Type: Visa
Card Number: *****2688

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Appendix F:

As shown in the additional upload, we applied for tax-exempt status on March 14, 2024. Due to projected processing times, we anticipate we will hear about the status of our application between September and December of 2024. We will plan to update the Office of the Charter Schools, and the Charter School Review Board accordingly.

Appendix A

The following Appendix provides evidence of the overwhelming parent and community support we have received for Warren YES so far.

We include:

1. our interest survey we distributed to parents and community members;
2. quantitative and qualitative analysis of our 200 survey responses, including optional written responses,
3. Two articles published in the local newspaper, the Warren Record, which helped to promote our three community meetings that we hosted in spring 2024; and
4. Letters of Support from:
 - a. The Town of Warrenton, Warren County's county-seat and second largest town
 - b. The Town of Norlina, Warren County's largest town and site of first choice facility
 - c. Warren County Community & Economic Development
 - d. Warren County Farm Bureau, the local branch of the national farm organization
 - e. Working Landscapes, a local community development non-profit organization

Warren YES Family Interest Survey

We are looking to gauge interest in a public charter school in Warren County, NC called Warren Young Explorers School, or Warren YES! Warren YES may open as early as Fall 2025.

We intend to open as a K-6 school, adding a new grade each year. Our mission is *to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical, and compassionate leaders, while building a healthy future for themselves, their community, and the planet.* For more information on our vision, please visit our website: warrenyes.org.

Your individual answers will not be shared publicly. Please complete only one survey per household. Thank you for your feedback.

1. What is your home zip code?

- | | |
|-----------------------------|------------------------------------|
| <input type="radio"/> 27551 | <input type="radio"/> 27570 |
| <input type="radio"/> 27553 | <input type="radio"/> 27586 |
| <input type="radio"/> 27589 | <input type="radio"/> 27594 |
| <input type="radio"/> 27563 | <input type="radio"/> Other: _____ |

2. What is your race/ethnicity (please mark all that apply)?

- ☐ Black/African American
- ☐ White
- ☐ American Indian
- ☐ Hispanic
- ☐ Asian
- ☐ Multiracial
- ☐ Other: _____

3. What grades will your child(ren) be in during the 2025-26 school year? Please mark all that apply.

- | | |
|--|---|
| <input type="radio"/> Not yet preschool aged (under 3) | <input type="radio"/> 4 th grade |
| <input type="radio"/> Preschool (3-4 years old) | <input type="radio"/> 5 th grade |
| <input type="radio"/> Kindergarten | <input type="radio"/> 6 th grade |
| <input type="radio"/> 1 st grade | <input type="radio"/> 7 th grade or higher |
| <input type="radio"/> 2 nd grade | <input type="radio"/> I do not have children |
| <input type="radio"/> 3 rd grade | |

over >>>>>

4. If you have children, what school options have you chosen?

	Currently	In the past	Never
Warren County Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charter School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeschooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other public schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How much are you satisfied with Warren County Schools?

1 Not at all satisfied 2 3 4 5 Very satisfied

6. Please rate your interest in the following attributes of a school:

	Not interested	Neutral	Interested
Connections between school and the broader community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of other services (i.e. preschool, break camps, before/after school care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters life-long learning & thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor & agricultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate your interest in sending your child(ren) to this proposed school (please circle):

1 Not at all interested 2 3 4 5 Very interested

8. If you would like to be kept in the loop about Warren YES, please print your email below:

[illegible]

Thank you for sharing your thoughts!

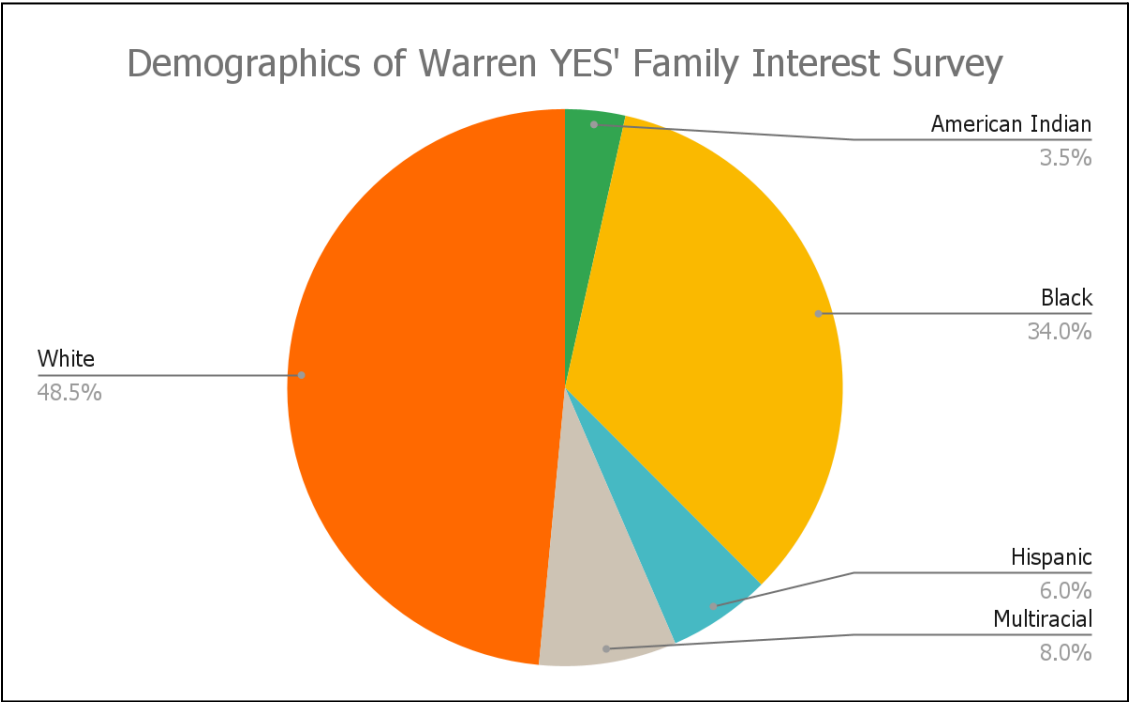
Surveys may be returned to the top mailbox at 108C South Main Street, Warrenton, NC 27589.

(252) 517-9317 warrenyesnc@gmail.com warrenyes.org

Survey Collection & Analysis:

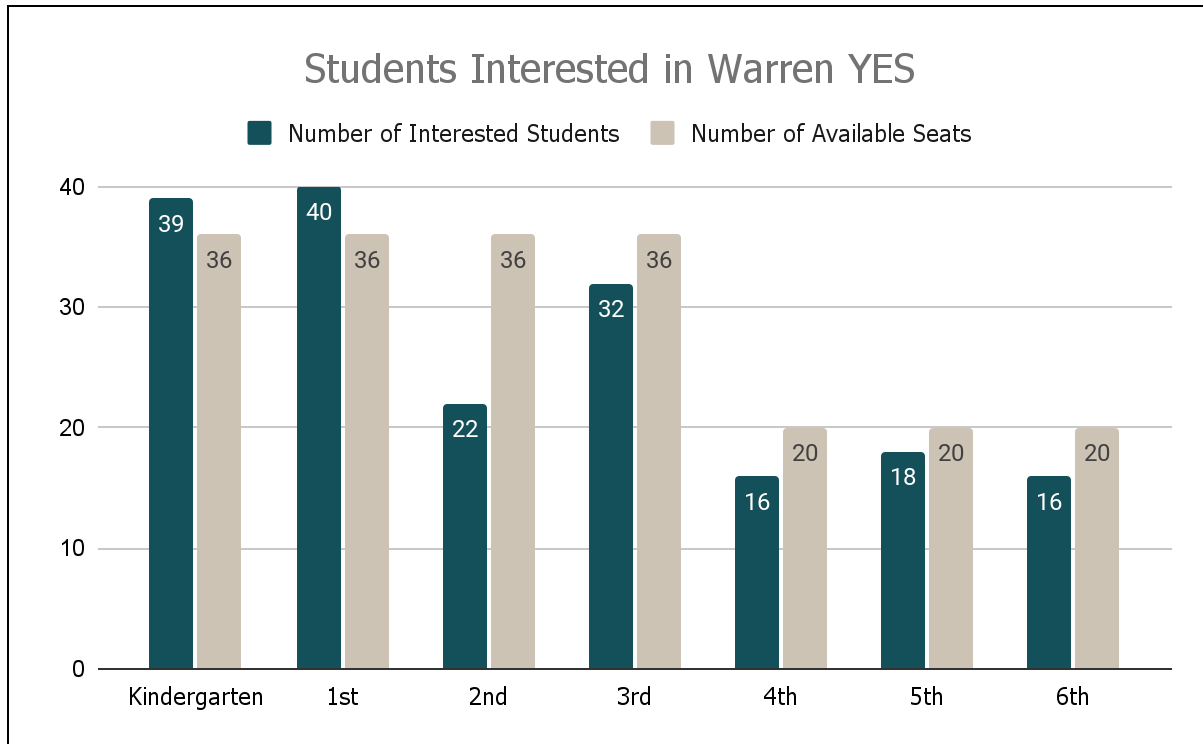
We promoted our digital survey through our social media (Facebook), our website, and at our spring community meetings. We also distributed physical surveys – including a survey that had been translated into Spanish – at community events, churches and other faith groups, and at Parks and Recreation activities.

We received 200 responses, with the following racial breakdown:



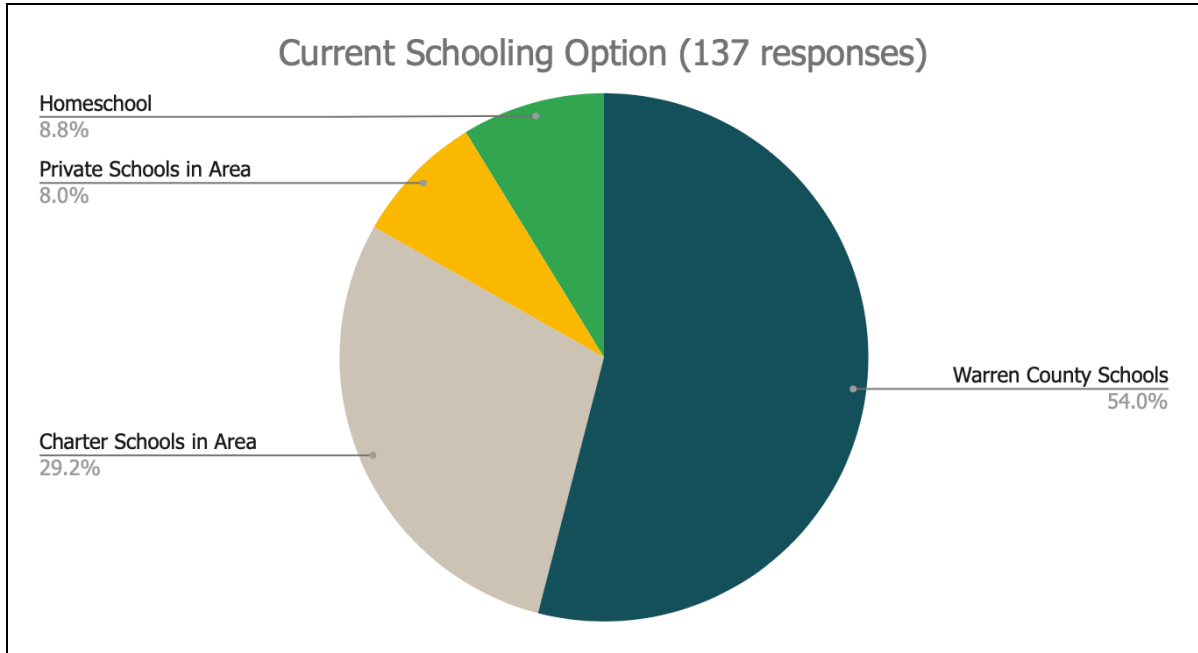
The vast majority (179, 89%) of respondents were from Warren County zip codes; other respondents were from surrounding counties, such as Vance, Granville, Franklin, and Halifax.

We also asked families and community members to provide what grade their children will be in during the 2026-27 school year. The table below describes the number of interested students for each grade level, and the corresponding percentage of our projected enrollment for that grade.



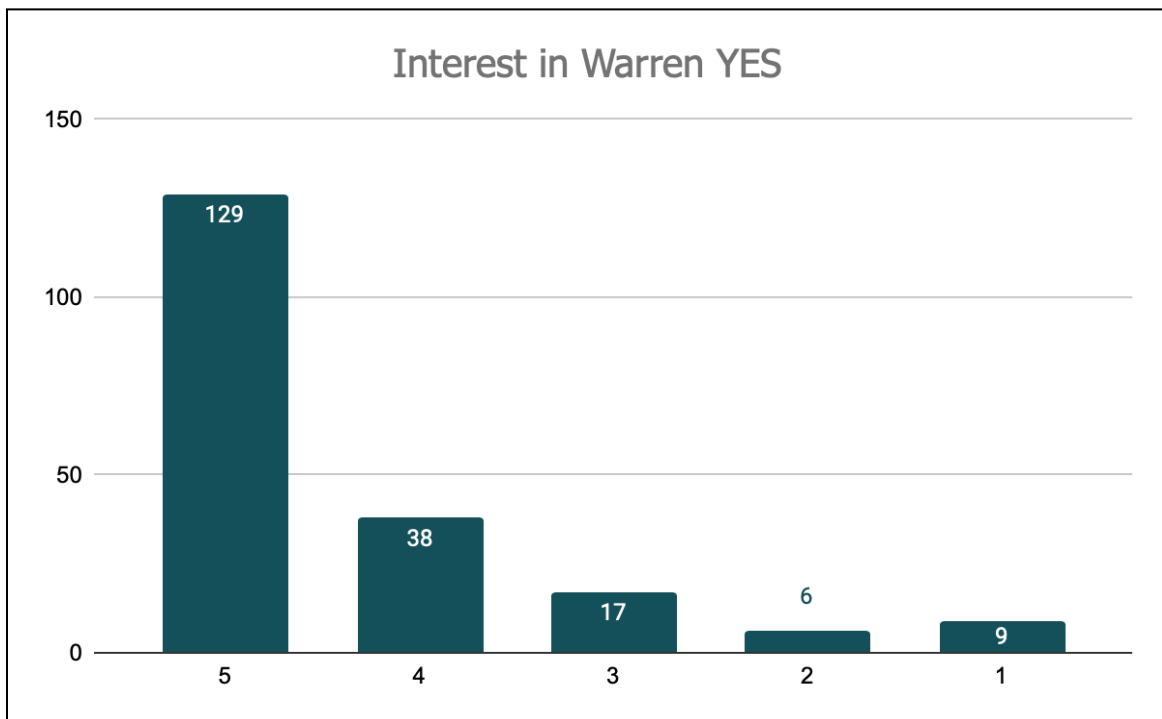
26 families that responded also have children that will be Pre-K age or younger during our opening year, making us confident that we will be able to continue to recruit a new class of Kindergarteners each year. There was also strong community interest from respondents who do not have children, or who have children who are older than our opening grade levels.

We also asked respondents to share whether their children have attended Warren County Schools, either currently or in the past. Of respondents with school-aged children (137 of respondents), 70% of those who shared where their children have attended are either currently enrolled (74 respondents) or were previously enrolled (18 respondents) in Warren County Schools. Currently, students are enrolled in the following types of schools:



4 respondents have children enrolled in both Warren County Schools and charter schools in the area.

We also asked respondents to rate their interest in sending their children to Warren YES on a scale of 1-5.



Of those that were not interested (rating of 1-2), many plan to homeschool, live outside of Warren County, or have children who are too old to attend Warren YES.

Analysis of Optional, Written Feedback:

In our interest survey, we also provided respondents three opportunities to provide feedback on the schooling options currently available to them, as well as their interest in our vision. All written responses were optional, but nevertheless responses covered a wide range of excitement and reasons for interest in Warren YES.

The primary themes that emerged from these optional written responses were the current lack of educational options in Warren County; potential for Warren YES to strengthen our community; and excitement about Warren YES' mission and values.

Limited Educational Options:

At least 10% of all 200 respondents specifically noted the limited educational options in Warren County, with one respondent saying "We love living in Warrenton but wish there were more school options in town or nearby." Another respondent called the options in the county "impossible." Many respondents described that they take their child to a school 40+ minutes (one way) away, or wish they had the resources to do that but cannot due to their work schedule. Several respondents also pointed to the low performance of Warren County Schools, and several respondents mentioned it has declined since they graduated from the district.

As we distributed promotional materials of Warren YES, we also had a parent that became quite emotional, saying she couldn't put her children on a bus to a school so far away and outside of the county, but couldn't afford a private school. She and her children ***needed something different***, that would make them feel happy and motivated again.

For many parents, Warren YES appears as a great alternative education options that excites and inspires:

Resources are limited in Warren County. I have the option to move to another county, but ***because this is home and where my village is I chose to come back to support community efforts***. Unfortunately, there aren't many educational options for children in the community. I've been ***doing my best as a parent to increase the quality of education at home*** to fill the gaps of what's not being properly taught within the school walls. To see a group of individuals advocating and creating an initiative for educational resources in Warren County truly makes my heart happy!

It can be done and I'm wishing you all the best. ***Thank you for providing me with HOPE for our county!***

Strengthening our Community:

Given Warren YES' commitment to be based in Warren County - likely in one of our small towns - respondents were eager to see this as a potential way to strengthen community ties. Several respondents noted that, despite not having school-aged children, they are eager "to help in any way possible." Of the 200 respondents to our interest survey, in fact, 48 do not have children, but are excited by the potential for this to change our community.

Parents of school-aged children are also excited by the strong incorporation of parent involvement, with one parent saying that "I would love to ***dedicate all of my spare time*** helping at my children's school." Several respondents responded by mentioning the ways this will increase their family's time together, as the school will be closer and affordable than private schooling.

One respondent also mentioned that they have been hesitant to purchase a house in Warren County, despite loving to live here, so establishing Warren YES may be "***an impetus for us to finally put down roots.***" Respondents were also excited by the rootedness of our Founding Board, describing that they love that Warren YES is a "***school created by the community, for the community!***"

Several community members who work in the education field have also expressed interest in future employment at Warren YES; one survey respondent even asked "Will you be looking to ***hire teachers?***".

In addition to Warren YES' location within the county, one respondent noted that Warren YES' mission and vision will also help to promote a mindset that many in our county share:

It's a great opportunity that is currently lacking in the county! Not all parents can homeschool, but ***are at the mercy of our failing school system because they don't have better options.*** The options y'all are offering are great for this area, much more useful than what is offered right now. There is nothing wrong with ***preserving a lot of what it is now: agricultural and small.*** We can make what is better without feeling like it must grow out of proportion. ***This school could be an opportunity to raise kids into the adults who stay, not just adults who leave to find "better."***

Warren YES' Mission and Values:

Several respondents highlighted Warren YES' *hands-on learning*, focus on *agricultural education* and *creativity*, and commitment to building a *diverse student body* of lifelong learners as elements of our mission and vision they feel the most excited about.

Respondents also spotlighted the one-on-one attention that will be given to students, knowing that "they would be *loved* and *supported* and *encouraged* to do their best." Another respondent mentioned that "everything about this entire plan that I've read so far is something I've dreamed about for years...*this school would be a beautiful thing.*"

In other words, as one respondent described, "**Warren County needs [Warren YES]...we need this...our kids need this.**"

https://www.warrenrecord.com/news/article_ab3fded6-c5bd-11ee-abd6-130dcc20343a.html

Community interest meetings planned Founding Board of Directors of Warren YES to apply for charter school here

Feb 7, 2024

By April 26, the Founding Board of Directors of Warren Young Explorers School (Warren YES) will submit an application to the North Carolina Department of Public Instruction's Office of the Charter Schools to open a K-12 public charter school in Warren County.

The mission of Warren YES is to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical and compassionate leaders, while building a healthy future for themselves, their community, and the planet. Warren YES will use the Paideia method of instruction using guided, open-ended questioning strategies about the text or topic of that lesson. The Founding Board of Directors stated that this method encourages students to develop critical thinking and reasoning skills, and has been shown to improve student achievement scores in reading and writing (National Paideia Center, <https://www.paideia.org/>).

Warren YES is also guided by four pillars, which will inform the Paideia teaching approach, as well as the campus design and feel. The four pillars are: place-based learning, outdoor and agricultural education, holistic health and wellness, and creative expression.

The Founding Board of Directors will be providing more information about Warren YES, as well as gathering feedback from interested community members, at three identical community meetings this spring. These community interest meetings will all take place at the Warren County Memorial Library, located at 119 S. Front St., Warrenton. The meeting dates are as follows:

- Tuesday, Feb. 13, from 5:30-6:30 p.m.
- Tuesday, March 12, from 5:30-6:30 p.m.
- Saturday, March 16, from noon-1 p.m.

For more information, visit warrenyes.org, email warrenyesnc@gmail.com, or call 252-517-9317.

https://www.warrenrecord.com/news/article_d3f76aa4-d0be-11ee-9a8d-bf1b6173592b.html

FEATURED

Warren Young Explorers School holds first community meeting

Some raise concerns about its impact on traditional public schools

By Luci Weldon
Feb 21, 2024



LUCI WELDON/The Warren Record

Warren Young Explorers School's founding board members include, from the left, Dr. Carla Norwood, Dr. Demaura Russell, Steve Pelfrey, Caroline Hundley, Jenni Rogan, Erin Riggan and Danylu Hundley. Not pictured: Founding Board Members Aimee Cooper and Latonya Hall.

Warren Young Explorers School's founding board of directors formally introduced their plans to develop a charter school in Warren County during the first of three community interest meetings on Feb. 13. Currently, the only charter school in Warren County is Haliwa-Saponi Tribal School, located in Hollister.

The school charter application is due in March. If the charter is approved, plans call for Warren YES to open in August 2026 with kindergarten through sixth grade. One grade would be added each year after that until the school offers kindergarten through grade 12.

According to the North Carolina Department of Public Instruction, charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. DPI also notes that state and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions,

associate with any religion or religious group, or charge-tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the state assessment and accountability system.

Plans for Warren YES

The founding board indicated that Warren YES will be modeled about the Central Park School for Children in Durham, which, according to its website, has a child-centered approach to learning that integrates outdoor, project based, social emotional and integrated arts learning.

Warren YES will follow the Paideia model. According to its website, the National Paideia Center was founded in 1988 at the University of North Carolina by philosopher Mortimer Adler and then University President William Friday. This program sprang from the publication of The Paideia Proposal in 1982, written by Adler and members of the original Paideia Group. This book promoted the Paideia Program, a new relationship between three types of teaching: didactic instruction, intellectual coaching, and seminar discussion, which would in turn lead to enhanced critical thinking skills for all students.

The Warren YES founding board described typical instructional time as beginning with three central questions presented by the teacher. Students would acquire knowledge from their teacher. However, they would spend most of their time working in small groups. While teachers would serve as coaches for these groups, students would lead these discussions. The board noted that the Paideia Program is designed to: increase student confidence and improve behavior, enable students to learn from one another, and focus on learning by critical thinking.

Warren YES would operate on four educational pillars:

- Place-Based Learning: Helping students connect to the place where they live by learning the importance of rural places, taking a look at the values of a rural place and what makes rural places different from large urban places

- Outdoor & Agricultural Education: Learning through a number of activities such as growing a school garden, taking a closer look at nearby woods and studying sites of interest
- Creative Expression: Building upon the idea that children are naturally creative; would involve various forms of creativity, such as visual art and music, and would allow students to work with their hands
- Holistic Health & Wellness: Including all-school recess; would allow students to consider what a healthy community and a healthy planet would look like; also includes a focus on a positive school environment and healthy meals

Board members indicated that the Warren YES curriculum would be aligned to state standards and would incorporate elements from Leader in Me, Seven Habits of Happy Kids and Seven Habits of Highly Effective Teens; include Illustrative Math; and involve partnership plans with Teton Science Schools, the Warren County Farm Bureau (Ag in the Classroom program) and the North Carolina Healthy School Initiative.

The founding board is seeking and considering potential sites for Warren YES with the goal of identifying a site this fall if the charter is approved.

Founding board of directors

The following are members of the founding board of directors for Warren YES:

- Aimee Cooper, former school counselor. She is a mental health counselor and owner of Connecting Communities and Counseling Agency in Warrenton.
- Latonya Hall, with a background in early childhood education, and business and nonprofit administration. The director and owner of Sugar N Spice Preschool in Henderson, she plans to open a preschool in the local community that will share the Warren YES campus.
- Caroline Hundley, director of NC State University's Farm to Early Care and Education Initiative. Her background includes experience in Farm to School and Farm to Childcare programs.
- Danylu Hundley, retired longtime educator with Warren County Schools whose career included work as a teacher, mentor, teacher observer, and Pre-K-12 principal.
- Dr. Carla Norwood, commercial property developer, small farmer, and co-founder and director of the nonprofit Working Landscapes.
- Steve Pelfrey, an attorney with experience in education that includes teaching middle school math and science.
- Erin Riggan, Special Education and elementary teacher.
- Jenni Rogan, with a background in environmental education and community engagement. She is Working Landscapes' Climate & Community coordinator.
- Dr. Demaura Russell, family physician who operates H.O.P.E. Regional Medical Clinic.

Community questions

Several members of the community asked for more information about a school calendar and how many students would be in each class. Board members indicated that planning continues to determine what calendar Warren YES will follow. However, board members noted that if a year-round calendar is selected, activities will be provided during the weeks that students are out of school. In addition, the board will be developing plans for extra-curricular activities. Board members added that they hope to begin the school with at least 130 students with individual class sizes to be determined.

However, others questioned whether Warren YES would harm the traditional public schools in Warren County, and whether the board members considered using their experience to benefit those schools through initiatives such as after-school programs.

Norwood replied that Warren YES would like to partner with Warren County Schools with educational approaches that could benefit students at both the charter school and traditional public schools. Norwood said that Warren YES would like to attract parents who are currently sending their children to charter and private schools outside Warren County to bring them back.

Hundley said that has been proud of Warren County Schools, working in the local school system for more than 30 years, and that she was "sad to see it coming to this." She said that she has received calls from parents about to pull their children from Warren County Schools with some talking about the decision of whether to drive a long distance or keep their children in traditional public schools.

Russell said that the goal of Warren YES is not to eliminate Warren County Schools, but to provide another option for parents who already send their children to schools outside the county. She added the board of directors wants these students to return home and "develop a love of Warren County."

Several board members said that they had partnered with Warren County Schools with such programs as farm to school education and through other means of support, including methods of engaging community involvement. However, they said they found it difficult to partner with the school system and easier to develop other education-related partnerships.

Additional community interest meetings are planned as follows:

- *Tuesday, March 12, 5:30-6:30 p.m., Warren County Memorial Library, 119 S. Front St., Warrenton*
- *Saturday, March 16, noon-1 p.m., Warren County Memorial Library, 119 S. Front St., Warrenton*



Walter M. Gardner, Jr. – Mayor
Robert F. Davie, Jr. – Town Administrator

P.O. Box 281
Warrenton, NC 27589-0281
(252) 257-1122 Fax (252) 257-9219
www.warrenton.nc.gov

April 22, 2024

Dear Charter School Board:

I am writing to express my enthusiastic support of Warren Young Explorers School (YES), a proposed Charter School to be located in our rural county.

As Town Administrator for the past twelve years and heavily involved in the economic development of Warrenton, I can confidently say that the need for a Charter School is clear, critical and urgent. With a background in business development in the private sector before becoming involved in local government, I can confidently assert that no significant economic development will occur without a Charter School.

Warren YES will positively impact our community. As a small rural town such as Warrenton competes with larger urban areas, one of the more important competitive factors is having a quality school. Without it, Warrenton will remain handicapped and unable to attract new families with children, a key determinant for growth. Currently, existing families drive their children to schools in neighboring counties, where they then buy gas, meals, and other essentials. As a result, Warrenton is negatively impacted further by losses in business, tax revenue, and a sense of community.

Warren YES's educational approach will be unique in our region and demonstrate a compelling incentive to remain in the area as well as draw new families. Combining place-based education with a Paideia approach, Warren YES will provide a valuable new educational choice in our community.

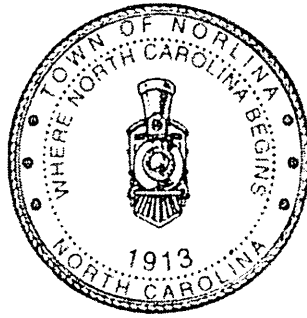
We would be interested in having Warren YES located in our town, if possible, as this would support new economic activity and a vibrant downtown. However, no matter where in the county Warren YES locates, we support it as it will be a significant benefit to our town.

Again, the Town of Warrenton stands in full support of the Warren Yes and humbly request your consideration and approval. Please feel free to reach out to me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Robert Davie".

Robert Davie
Town Administrator
PO Box 281, Warrenton, NC 27589



4-22-24

To Whom it May Concern,

I am writing to express my enthusiastic support of Warren Young Explorers School (Warren YES!), a proposed Charter School to be located in our rural county.

Norlina was a town founded by Virginia settlers in the early 1900's. It was chartered and incorporated as one square mile in 1913 and known as Railroad town. US Highway No. 1 runs through Norlina and as the use of automobiles picked up through the 30's-40's Norlina grew. CSX railroad had a turntable in Norlina that it used to turn the locomotives and send them to Richmond, Seaboard, and Raleigh. In the 60's and 70's as Interstate 85 was being built Norlina was a booming place with bus stops, bowling alleys, theaters, diners, retail shops and filling stations. However, once I-85 was complete and the Railroad dried up in the 80's Norlina started to see its town dry up as well just like many others have with Interstates and bypasses.

In 2013, 100 years later we annexed for the first time and are showing growth and prosperity. Retail stores are now being built here in town, new restaurants have been opening, and with the completion of one and the proposal of two other large projects in our community we are excited to see our town grow. With the help of engineers working on the new S-line rail project we have come up with a new downtown design and are excited to see this new railway which is proposing a rail hub here in Norlina. A proposed housing development has the potential to double our population once it's completed and with the Kenyan Christian Fellowship of America (KCFA) retreat and cultural center project progressing we potentially will see an increase of up to 5000 patrons during conferences and festivals.

Again, Norlina is located along old US Hwy 1 just over 7 miles south of the North Carolina Virginia State Line. It is only natural that Norlina would use the symbol of a locomotive on its town seal as the very existence of its community was the result of the Raleigh & Gaston and Seaboard & Roanoke Railroads.

Norlina is the largest town in Warren County with a population of 1,108.

Warren YES will positively impact our community's economic development. Glen Raven of Norlina is a manufacturing facility located on US Highway 1 South just outside of the Downtown Area of Norlina. Glen Raven is the largest employer in the Norlina Area and just recently added to their existing 200,000 square foot building transforming it into an impressive 500,000 square foot manufacturing facility . The proposed project was estimated to be a \$82 million dollar expansion and upgrade. Glen Raven is proposing to increase its facility production by 1 ½ times while adding over 200 more jobs. The additional jobs means more families dependent on our community for work and importantly a quality education for their children.

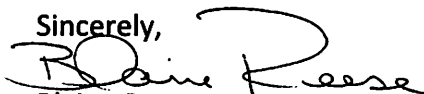
Many of our families currently send their children to out-of-county schools, and do their shopping there, which drains dollars and energy out of our community.

Warren YES will provide a new option for educating students in the community: their Board Chair has discussed with me the hands-on, child-centered educational approach that they will take. I appreciate that they will incorporate agriculture and other skills relevant to our small, rural community. Warren YES promises to be a draw for families to stay in the county during the school and workday and may help to attract new families to the community.

We are very interested in the possibility of having Warren YES located in our town if possible, I understand that the Warren YES board has had conversations about locating at the former Norlina High School property, and I think this would be a great location.

I support the approval of this Charter School in Warren County, which will help to support the continued growth of the Town of Norlina. Please do not hesitate to reach out with any questions.

Sincerely,

A handwritten signature in black ink that reads "Blaine Reese". The signature is written in a cursive style with a large, looping "B" and "R".

Blaine Reese

Town of Norlina

Director of Operations

blaine@townofnorlina.com



22 April 2023

To Whom it May Concern,

As we work to develop Warren County, our staff at Warren County Community and Economic Development look comprehensively at the many elements of our community's wellbeing. These social determinants of our community's health of course include education. We work with partners in K-12 and our community colleges across the region, and we are looking to grow our focus on birth to pre-K as well as it has been limited in the past. We know that our residents are educated regionally; many of our K-12 residents are homeschooled and attend charter schools and private schools outside of the county. Because our residents are in a position to make choices about which schools their children attend, we have taken a position to work with as many educational providers as possible. Bottom line- if you're educating our children and our future and existing workforce, we need to be in an ongoing and consistent dialogue. For years, we have heard our residents express deep concern about the educational opportunities for our young people within our county.

I am writing to express my support of quality, holistic educational opportunities that encourage our students to find their purpose and lead healthy, happy, purpose-driven lives. Warren Young Explorers School (YES), a proposed K-12 Charter School to be located in our rural county, has a mission is to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical, and compassionate leaders, while building a healthy future for themselves, their community, and the planet. This mission is in line with our department's values and the work that we are doing and that we want to see in Warren County. If we can ensure that our families have these opportunities within Warren County and do not have to seek opportunities outside of Warren County, we are in support of that.

We believe that quality education will make a transformational impact on our community now and in the future. We are excited by the economic and community development that could spurred by the presence of Warren YES.

Sincerely,

Charla Duncan, Director
Warren County Community and Economic Development

Warren County Farm Bureau
822 US Highway 158
Warrenton, NC 27589

April 26, 2024

Office of the Charter Schools
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601

Dear Office of the Charter Schools:

Warren County Farm Bureau is writing to express our enthusiastic support for the opening of Warren Young Explorers School (YES), which aims to incorporate agriculture into its curriculum and use Farm Bureau's Ag in the Classroom materials and lesson plans to do so. As the premier agricultural organization in Warren County, we appreciate the initiative taken to start an institute of learning that will incorporate such an important and vital industry into their curriculum.

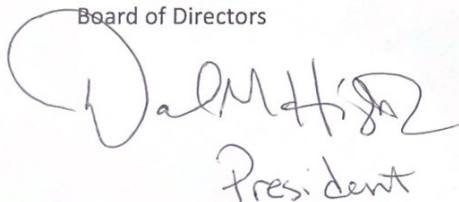
Warren County Farm Bureau is a part of North Carolina Farm Bureau, formed in 1936 as a non-profit general farm organization to serve farmers and provide a unified voice for the interests and needs of the farming community. Ag in the Classroom (AITC) is a unique educational program affiliated with North Carolina Farm Bureau (NCFB). The educational program is dedicated to fostering an understanding for the importance of agriculture in North Carolina. Agriculture continues to be the number one industry in North Carolina; therefore, it is vital that young people acquire an appreciation and valid understanding for its purpose. AITC enables teachers to meet the educational needs of their students through; North Carolina Standard Course of Study-based curricula, workshops for inservice and pre-service teachers, grants, Ag Literacy books, and county Farm Bureau support.

We believe that Warren YES strong focus on agriculture will help instill values such as responsibility, teamwork, and hard work in students as they learn what is required to succeed in the agriculture industry. Agriculture is a vital industry and most recently reached a milestone of \$103.2 billion in economic impact. We support and commend them for their commitment in the new opening. We are confident this school will have a positive impact on the students, the community, and the future of agriculture in Warren County and North Carolina.

Sincerely,

Warren County Farm Bureau

Board of Directors



President



April 19, 2024

To whom it may concern:

I am writing to express my enthusiastic endorsement for the opening of Warren Young Explorers School (YES) in the Warren County community. I am the Co-Founder and Associate Director of Working Landscapes, a community-based non-profit organization based in Warrenton, North Carolina, and a parent of three children, all of whom currently attend Warren County Schools. Working Landscapes' improves health and quality of life for people in the Warren County region through stewardship of natural and cultural assets. We are deeply rooted in Warren County, and have grown to a staff of 21, many of whom have intergenerational ties to this community. Our work primarily takes three forms, all of which align with the goals and educational objectives of Warren YES: operating a food hub called ByWay Foods, where we purchase from local farmers to sell to larger, institutional markets; education on topics such as seasonality and climate-smart agriculture; and asset-based community development work.

ByWay Foods is the only food hub in North Carolina with a focus on value-added products, such as prepared meals and diced vegetables. Through this subsidiary, we have engaged with child nutrition staff across the state, and have developed strong working relationships with the North Carolina Department of Agriculture's Farm to School program staff. We have also built relationships with area farmers, aggregate food from multiple farms, process/add value to the food, and then market/distribute it to institutional buyers across the region, including schools.

We also have worked with schools to design school gardens and implement knowledge of local food systems and healthy eating into their curriculum. Our staff has taught a year-long healthy food curriculum called What's Growing On in elementary schools in Warren, Halifax, and Granville counties, and have trained teachers in Durham and Bertie counties on the curriculum.

Our community development work, like the mission of Warren YES, is inherently place-based and environmentally focused, given our emphasis on the region's natural and cultural assets. Our organization's leadership also has over 37 years of combined experience in stakeholder engagement and participatory planning efforts. Because of this, we would be excited to partner on place-based learning and community engagement opportunities for students and staff.

We are confident that Warren YES can make a great contribution to our community.

Sincerely,

Gabriel Cumming, PhD
Associate Director

Appendix B:

The following Appendix provides the year-long curriculum overview for the math curriculum we intend to use at this stage of our opening process, Kendall Hunt Illustrative Mathematics, as well as several sample curriculums for Paideia seminars across all grade levels.

Paideia Seminars included in this Appendix, with intended grade span:

1. ELA, Kindergarten – Second Grade: “Stone Soup”
2. Social Studies, Third – Fifth Grade: “NC Waterways Map”
3. Science, Fifth – Eighth Grade: “Two Food Pyramids”
4. ELA, Seventh – Tenth Grade: “Thank You, Ma’am”
5. Mathematics, Tenth-Twelfth Grade: “The Sacrament of the Last Supper”
6. Science, Eleventh-Twelfth Grade: “The Obligation to Endure”

A Note About Other Curriculums:

In ELA for Kindergarten through sixth grade, we will utilize teacher-designed curriculums that incorporate informal assessment tools such as Moby Max, Raz Kids, and Foundations A-Z for Phonics instruction. From seventh grade onward, English/ELA will also utilize teacher-designed curriculum. For Kindergarten through eighth grade, social studies and science will be integrated into ELA and Math instruction.

For all high school courses, teachers will design curriculum that aligns to NC DPI standards and meets the assessment needs of required EOG tests.



Kindergarten	First Grade	Second Grade	Third Grade
Math in our World	Adding, Subtracting, and Working with Data	Adding, Subtracting, and Working with Data	Introducing Multiplication
Numbers 1-10	Addition & Subtraction Story Problems	Adding and Subtracting Within 100	Area and Multiplication
Flat Shapes All Around Us	Adding and Subtracting Within 20	Measuring Length	Wrapping Up Addition & Subtraction Within 1000
Understanding Addition & Subtraction	Numbers to 99	Adding and Subtracting on the Number Line	Fractions as Numbers
Composing & Decomposing Numbers to 10	Adding Within 100	Numbers to 1000	Measuring Length, Time, Liquid, Volume, Weight
Numbers 0-20	Length Measurements 120 Units	Geometry, Time & Money	Two-dimensional Shapes & Perimeter
Solid Shapes All Around Us	Geometry and Time	Adding and Subtracting Within 100	
		Equal Groups	

We plan to use Kendall Hunt Illustrative Math curriculum, which is what is described here



Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
Factors and Multiples	Finding volume	Area and Surface Areas	Scale Drawings
Fraction Equivalence and Comparison	Fractions as Quotients & Fraction Multiplication	Introducing Ratios	Introducing Proportional Relationships
Extending Operations to Fractions	Multiplying and Dividing Fractions	Unit Rates and Percentages	Measuring Circles
From Hundreths to Hundred-thousands	Wrapping Up Multi-digit multiplication and Divison	Dividing Fractions	Proportional Relationships and Percentages
Multiplicative Comparison and Measurement	More decimal and Fraction operations	Arithmetic in Base 10	Rational Number Arithmetic
Multiplying and Dividing Multi-digit Numbers	Shapes on the Coordinante Plant	Expressions and Equations	Expressions, Equations, and Inequalities
Angles and Angle Measurement		Rational Numbers	Angles, Triangles, and Prisms
Properties of Two-dimensional shapes		Data Sets and Distribution	Probability and Sampling

We plan to use Kendall Hunt Illustrative Math curriculum, which is what is described here



	High School (9-12)		
Eighth Grade	Algebra 1	Geometry	Algebra 2
Rigid Transformations and Congruence	One-variable statistics	Constructions and Rigid Transformations	Sequences and Functions
Dilations, Similarity, and Introducing Slope	Linear equations, Inequalities, and Systems	Congruence	Polynomials and Rational Functoins
Linear Relationships	Two-variable statistics	Similarity	Complex Numbers and Rational Exponents
Linear Equations and Linear Systems	Functions	Right Triangle Trigonometry	Exponential Functions and Equations
Functions and Volume	Introduction to Exponential Functions	Solid Geometry	Transformation of Functions
Associations in Data	Introduction to Quadratic Functions	Coordinate Geometry	Trigonometric Functions
Exponents and Scientific Notation	Quadratic Equations	Circles	Statistical Inferences
Pythagorean Theorem and Irrational Numbers		Conditional Probability	
We plan to use Kendall Hunt Illustrative Math curriculum, which is what is described here			

"Stone Soup"¹
Ann McGovern

Ideas and Values: community, truth vs. fiction, sharing, trust

PRE-SEMINAR

Content - *(Present relevant background information. Prepare participants to discuss selected text.):*

List the Ingredients and divide up so students can bring in the ingredients for stone soup. (The teacher provides the stone.)

Process - *(Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].):*

See Appendix A for appropriate pre-seminar process activities.

SEMINAR

Opening - *(Identify main ideas from the text.):*

What is the single most important ingredient in "stone soup"? (round-robin) Why? (spontaneous)

Core - *(Focus/ analyze textual details.):*

- Did the young man treat the old woman fairly? Why or why not?
- Did the old woman treat the young man fairly? Why or why not?
- How were the ways they treated each other alike?
- How were the ways they treated each other different?

Closing - *(Personalize and apply the textual ideas.):*

What does this story teach us about how we treat others?

POST-SEMINAR

Process - *(Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.):*

See Appendix C for appropriate post-seminar process activities.

Content - *(Extend application of textual and discussion ideas; continue pre-seminar discussion.):*

MAKE AND EAT THE SOUP USING THE INGREDIENTS PROVIDED BY THE TEACHER AND THE CHILDREN.

¹ "Stone Soup" is a folk legend retold in a number of versions. See especially the book by Ann McGovern, illustrated by Winslow Pels. New York: Scholastic Reissue, 1987.

N C Waterways Map

Ideas and Values: geography, interdependence of land and water, perspective

PRE-SEMINAR

Content - (Present relevant background information. Prepare participants to discuss selected text.):

[Note a similar map of another state or region can easily be substituted.]

Background on map. Background/personal experience with rivers and lakes depicted on the map.

Process - (Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].):

See Appendix A for appropriate pre-seminar process activities.

SEMINAR

Opening - (Identify main ideas from the text.):

What is one thing this map tells us?

Core - (Focus/ analyze textual details.):

- What does this map show us about the direction of most rivers in NC?
- What patterns do you notice about the rivers?
- What can you tell about the relationships between lakes and rivers from this map?

Closing - (Personalize and apply the textual ideas.):

What river on this map do you think is most important? Why?

POST-SEMINAR

Process - (Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.):

See Appendix C for appropriate post-seminar process activities.

Content - (Extend application of textual and discussion ideas; continue pre-seminar discussion.):

Using a blank, outline map, write or sketch in as much information about water in the area as you know as a result of the seminar.

NORTH CAROLINA MAJOR RIVERS AND WATERWAYS



SCIENCES**Two Food Pyramids**

Ideas and Values: balance, constitution, temperance, relation

PRE-SEMINAR

Content - (*Present relevant background information. Prepare participants to discuss selected text.*):

Background information: Walter Willett is a Harvard professor and top national nutritional researcher. In his book, *Eat, Drink, and Be Healthy: The Harvard Medical School Guide to Healthy Eating*, Willett proposes the replacement of the U.S. Department of Agriculture's Food Pyramid with a version that reflects current research in the field of nutrition.

Studying the Texts: Allow time for students to examine both food pyramids and then complete a comparison/contrast graphic organizer. (See page 3 of plan.)

Process - (*Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].*):

See Appendix A for appropriate pre-seminar process activities.

Opening - (*Identify main ideas from the text.*):

What is the most surprising difference between the two food pyramids?

Core - (*Focus/analyze textual details.*):

- What would be an example of a healthy dinner according to the USDA? According to Willett?
- What do the food groupings used in Willett's pyramid suggest about current nutritional research?

Closing - (*Personalize and apply the textual ideas.*):

What are some of the most important changes that would have to be made if our cafeteria began to subscribe to the nutritional ideas presented in Willett's pyramid?

POST-SEMINAR

Process - (*Assess individual and group participation in seminar discussion.*

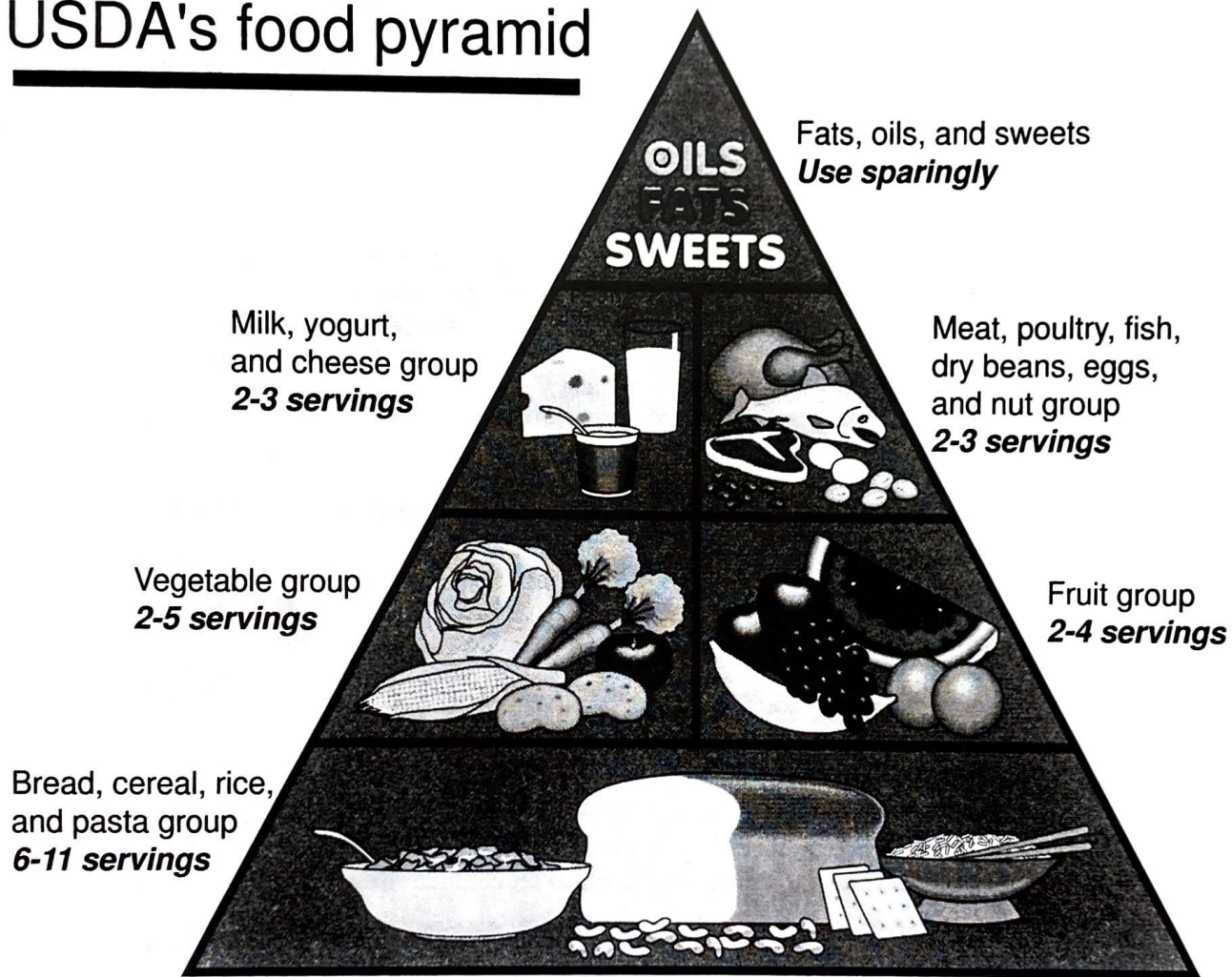
Refer to recent past as well as future seminar discussions.):

See Appendix C for appropriate post-seminar process activities.

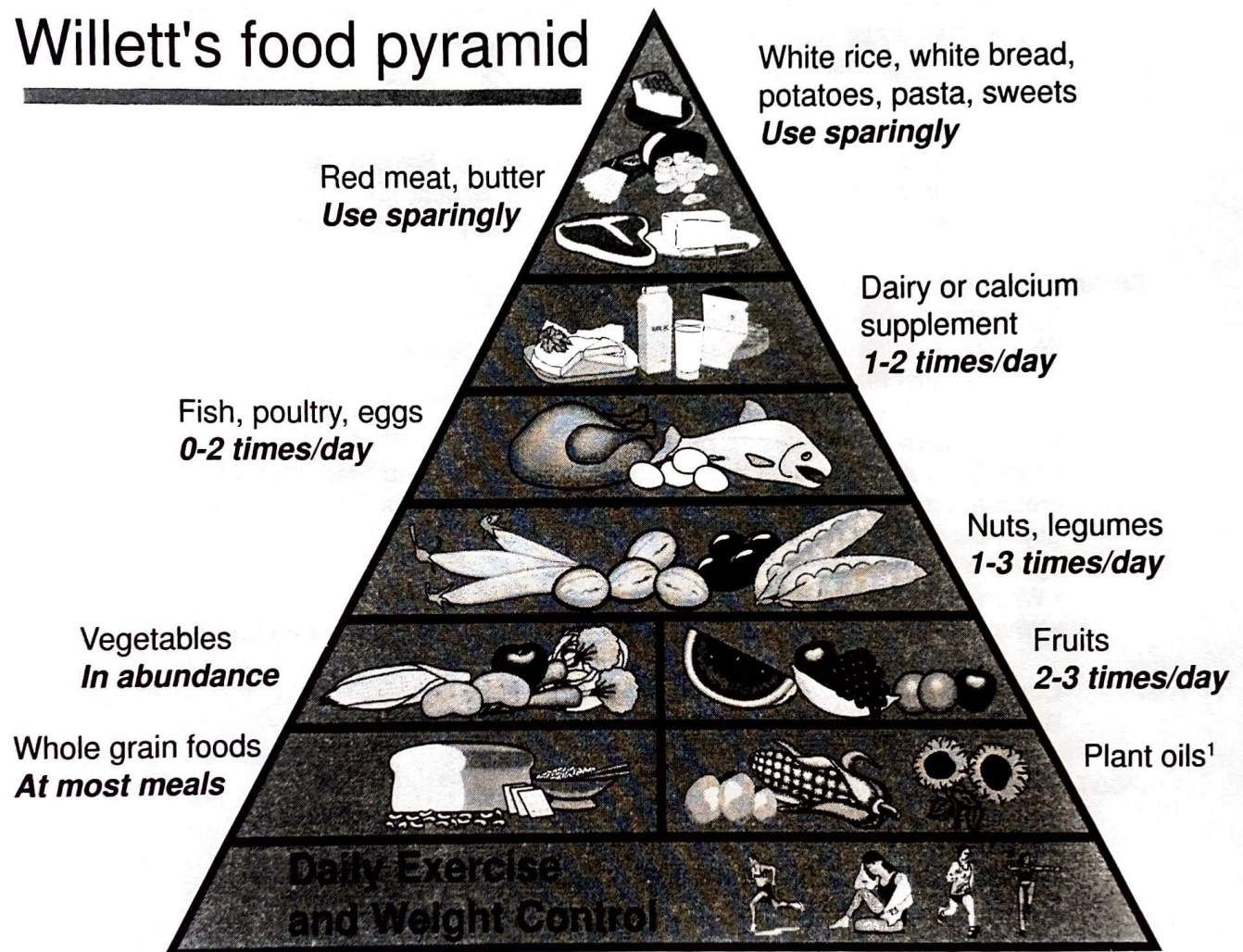
Content - (*Extend application of textual and discussion ideas; continuation of pre-seminar.*):

- Using the food pyramid that you are inclined to follow, establish a weekly menu of meals, the nutritional value of which will support the personal fitness plan you are developing. Write a two-page essay justifying the nutritional value of the menu you designed.
- Read the Full Text of the July 26, 2001, *USA Today* article, "Rebuilding the food pyramid." (Teachers will need to remove the top 2 paragraphs, the Abstract, before copying.) With a partner, write a summary of the article on one half of a sheet of paper; on the other half, students should write a personal response to the text and its ideas. Compare student-written summaries to the Abstract written by the *USA Today* staff.

USDA's food pyramid



Willett's food pyramid



1. Plant oils: Olive, canola, soy, corn, sunflower, peanut, and other vegetable oils.

Reprinted with the permission of Simon & Schuster from *Eat, Drink And Be Healthy* by Dr. Walter C. Willett. Copyright 2001 by Harvard University. President and fellows of Harvard College.

"Thank You, Ma'am"¹
Langston Hughes

Ideas and Values: experience, wisdom, judgment, principle, emotion

PRE-SEMINAR

Content - (*Present relevant background information. Prepare participants to discuss selected text.*):

Select one of the following writing topics. Share with a partner.

- Describe a situation in which you or someone you know was able to show compassion to one who wronged you/him/her.
- Describe an occasion when you really needed compassion and someone extended help to you.

Read the story at least once and discuss any background information.

Process - (*Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].*):

See Appendix A for appropriate pre-seminar process activities.

SEMINAR

Opening - (*Identify main ideas from the text.*):

What adjective would you use to describe Mrs. Jones OR Roger? (Have a student keep a chart on the board, then categorize each adjective as positive or negative.) Why did you choose that adjective? (spontaneous)

Core - (*Focus/ analyze textual details.*):

- What did Roger or Mrs. Jones gain in this incident? Cite the text.
- Look at page __: Roger thought he "did not trust the woman not to trust him." What does he mean by this statement?
- What motivates Mrs. Jones to be kind to someone who would rob her?
- At what point do you as a reader begin to sense that Mrs. Jones feels something for the boy other than anger?
- Why does Roger ask Mrs. Jones if she needs someone to go to the store?

Closing - (*Personalize and apply the textual ideas.*):

What did you learn from the impact that Mrs. Jones' actions had on Roger?

POST-SEMINAR

Process - (*Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.*):

Ask the group to comment on this seminar and privately reflect on personal goals and contributions.

¹ "Thank You, Ma'am" is a widely anthologized short story. See *The Short Stories of Langston Hughes*. New York: Hill and Wang, 1997.

Also see Appendix C for appropriate post-seminar process activities.

Content - (*Extend application of textual and discussion ideas; continue pre-seminar discussion.*):

Select one of the following options:

- Write Roger's thank you letter to Mrs. Jones. Write the words he could not say.
- If compassion were withheld in this story, what might have happened?
(Be sure to integrate ideas from the text and discussion.)

**"The Sacrament of the Last Supper"¹
Painting by Salvadore Dali**

Ideas and Values: eternity, geometry, shape, line, light, symmetry

PRE-SEMINAR

Content - (*Present relevant background information. Prepare participants to discuss selected text.*):

- Discuss in advance the elements of art (line, shape, form, color, light) and principles of design (balance, variety, proportion, emphasis, unity) as needed to establish consistent vocabulary. Correlate these terms with geometric vocabulary: point, line, plane, shapes, etc.
- While in the seminar circle, just prior to discussion, give each pair of students one copy of the print. Have each pair cover the print with a page of tracing paper. Find the center of the composition by drawing a vertical and horizontal axis. Then trace the dominant points, lines, and shapes in the print.

Process - (*Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].*):

See Appendix A for appropriate pre-seminar process activities.

SEMINAR

Opening - (*Identify main ideas from the text.*):

"What is the single most important line or geometric shape in the print?"
(round-robin) "Why did you choose the line or shape you chose?"
(spontaneous)

Core - (*Focus/ analyze textual details.*):

- How does Dali use line and shape to give structure to his painting?
- What other elements of art (form, color, light) does Dali use to focus your attention within the painting? Where does he focus your attention?
- How does Dali use the principle of balance or symmetry in the painting?
- How does Dali use the rectangle formed by the frame of the painting to give the image meaning?
- Based on our discussion thus far, what ideas has Dali embedded in the painting?

Closing - (*Personalize and apply the textual ideas.*):

Does all art contain elements of mathematics? Why or why not?

POST-SEMINAR

Process - (*Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.*):

See Appendix C for appropriate post-seminar process activities.

Content - (*Extend application of textual and discussion ideas; continue pre-seminar discussion.*):

Have each seminar pair draw a sketch of a part of the room where the seminar took place. Stress that they must identify and use as many geometric shapes as possible in the sketch.

¹ A print of this painting is available from The National Gallery of Art in Washington, DC (www.nga.gov).

**Chapter 2 from *Silent Spring*:
"The Obligation to Endure"¹
Rachel Carson**

Ideas and Values: nature, history, environment, species, ecology

PRE-SEMINAR

Content - (*Present relevant background information. Prepare participants to discuss selected text.*):

See Appendix B for appropriate pre-seminar content activities.

Process - (*Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].*):

See Appendix A for appropriate pre-seminar process activities.

SEMINAR

Opening - (*Identify main ideas from the text.*):

What is the single most disturbing sentence in this chapter? (round-robin) Why? (spontaneous)

Core - (*Focus/ analyze textual details.*):

- What changes in recent human history (last 200 years) have contributed to invasions by dangerous insects? How?
- Why at the end of the fourth paragraph does Carson write that "time is the essential ingredient [for ecological balance]; but in the modern world there is not time"?
- What are the implications of Carson's argument that "only within the moment of time represented by the present century has one species—man—acquired significant power to alter the nature of his world"? What is the nature of the "power" she refers to? How is it being used?

Closing - (*Personalize and apply the textual ideas.*):

Is there any factor that can bring the "power" that Carson describes under control? What is *our* obligation with regards to the "contamination of air, earth, river, and sea with dangerous even lethal materials"?

POST-SEMINAR

Process - (*Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.*):

See Appendix C for appropriate post-seminar process activities.

Content - (*Extend application of textual and discussion ideas; continue pre-seminar discussion.*):

On a trip to the local grocery store, each student should identify five products that contain potentially dangerous chemicals and five products that are marketed as free of contamination.

Also see Appendix D for appropriate post-seminar content activities.

¹ "The Obligation to Endure" can be found on pages 16-23 of *Silent Spring* (Greenwich, CT: Fawcett, 1962).

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Stephen W. Kaseley,

certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature

Date

4-16-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature

Date

Charter School Board Member Background Check Form

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- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Danya Hundley, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Danya L. Hundley Date 4/16/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

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- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Erin Riggan, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Erin Riggan Date April 16, 2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

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- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Caroline Hundley, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Caroline Hundley Date 4-16-2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Latanja C Hall, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Latanja C Hall Date 4-16-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Aimee A. Cooper,

certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature

Aimee A. Cooper Date 4-16-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature

Date

Charter School Board Member Background Check Form

Board Member Background Check

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- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Dennise H. Russell, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 04/14/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Laura Regan, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 04/16/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Carla Norwood,

certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature

Carla Norwood

Date

4-16-24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature

Date



4/25/2024

To Whom It May Concern,

On behalf of Maureen Joy Charter School, I am thrilled to express our wholehearted support for Warren Young Explorers School (Warren YES!), a proposed charter school set to be established in Warren County. Warren Young Explorers School's mission is to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical, and compassionate leaders while building a healthy future for themselves, their community, and the planet.

Founded in 1997, Maureen Joy Charter School stands as one of the pioneering charter schools in North Carolina, boasting a rich history of academic excellence and innovation. Situated in the heart of East Durham, we remain steadfast in our commitment to providing a top-tier learning experience to our young people. With a student body of 620 and a tight-knit family of supportive parents and community partners, Joy has truly become a home for many.

Before stepping into my role as Executive Director at Maureen Joy, I was deeply involved in the educational landscape of North Carolina, particularly in rural communities. My journey began as an Executive Director in Edgecombe County, where I spearheaded initiatives aimed at redesigning schools to better prepare young people for the evolving demands of the future. Prior to that, I served as a principal at North Edgecombe High School, where, under my leadership, we consistently surpassed academic growth targets year after year and reimagine the traditional school experience.

Driven by a passion for school redesign and a commitment to innovation, I was drawn to Maureen Joy Charter School. Here, I see an opportunity to leverage the flexibility of charter schools to reimagine the possibilities for learning outcomes and create an expanded definition of success. Our model prioritizes not just academic achievement, but also equipping young people with the skills and mindset needed to pursue their boldest aspirations.

In North Carolina, where access to quality education can be limited, the need for innovation and improved school options is more pressing than ever. Maureen Joy Charter School stands at the forefront of this movement, serving as a beacon of hope and opportunity for students and families alike. Together, we are shaping the future of education, one bold idea at a time. And I have a deep belief that young people deserve schools like Warren YES and Joy to make it happen across communities.



In addition to my professional journey, I've had the privilege of collaborating with remarkable educators who share my passion for transforming the lives of young people. One such individual is Erin Riggan, whom I first met through Teach For America in 2012, and who serves as a board member and founder of Warren YES. Since then, I've witnessed Erin's unwavering dedication and talent in creating extraordinary learning experiences for students. Her commitment to educational excellence and her ability to inspire both young people and colleagues alike have always left me in awe. Our shared experiences in the education sector have allowed me to appreciate the depth of knowledge and perspective that the Warren YES Board brings to its ambitious mission.

I have full confidence that Erin and the esteemed members of the Warren YES Board will leverage their collective expertise to realize their ambitious vision. Their dedication to providing innovative learning opportunities mirrors my own commitment to redefining what's possible in education. Together, we can continue to make a profound impact on the lives of young people and communities.

On behalf of the Board and staff at Maureen Joy, we have been pleased to provide insight into what it takes to lead a successful charter school and look forward to continuing to serve as an advisor to Warren YES as it moves forward.

I support the approval of Warren YES, and look forward to working with them as they make great things happen for children in Warren County. Please do not hesitate to reach out to me with any questions.

Sincerely,

Dr. Donnell Cannon
Executive Director



April 19, 2024

To Whom it May Concern,

I am writing on behalf of Central Park School for Children to express my enthusiastic support of Warren Young Explorers School (Warren YES!), a proposed Charter School to be located in Warren County directly to our north.

Central Park School for Children is a 600 student charter school in Downtown Durham that is both child centered and diverse by design seeking high achievement for all. Our mission is All Children Thrive and we do all we can to use the best learning science to guide our instruction and learning. We were the initial public school in North Carolina whose main pedagogy was Project Based Learning. Our students' imagination and critical thinking build their joy for learning that lasts a lifetime.

I have known Warren YES's founding board chair, Carla Norwood, since 2014, when her daughter Juniper joined our school community as a first grader. Ultimately, the hour-long drive from their home to Durham proved too high a barrier, but she and I have continued to be in touch around her vision to bring a child-centered, holistic education option to her rural and economically marginalized community.

On behalf of the Board and staff at Central Park, we have been pleased to be able to offer guidance as they developed their application, hosted them on four tours and discussion sessions and look forward to serving in an advisory capacity to Warren YES as they move forward. We look forward to partnering in Warren YES's professional development that implements the best learning science for play based learning that combines outdoor learning and arts integration. Additionally, we will partner to support their founding governing structure as well as business office development to have both responsible and sustainable fiduciary management and governance.

I support the approval of Warren YES, and look forward to working with them as they make great things happen for children in Warren County. Please do not hesitate to reach out to me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Heffernan", written in a cursive style.

John Heffernan
CPSC Foundation Executive Director

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	11,859
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	1800
Property Insurance	\$1,000,000.00/occurrence	10000
Automobile Liability	\$1,000,000.00/occurrence	3000
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00	500
Worker's Compensation	\$500,000.00	6,480
Educators Legal Liability	1,000,000	3000
Total Cost		<hr/> \$36,639.00

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Warren Young Explorers School (YES)

2. Full name: Aimee Anderson Cooper

Home Address: 461 Falkner Quarter Road, Warrenton, NC 27589

Business Name and Address: Connecting Communities and Counseling Agency, PLLC, 203 West Franklin Street, Warrenton, NC 27589

Telephone No.: 919 514 9640

E-mail address: aimeeanderson@hotmail.com

3. Brief educational and employment history.

I earned my Bachelor of Science in Computer Science in 1994 from Johnson C. Smith University in Charlotte, NC. After working for a few years in the computer industry, I changed career paths and began working in the social services industry. I obtained my Masters in School Counseling from UNC at Charlotte in December 2008. I worked as a School Counselor at elementary, middle, and high schools. I began working as a Mental Health Counselor in January 2018. I became a licensed mental health counselor in 2021 and opened my own counseling agency, Connecting Communities and Counseling Agency, PLLC in November 2022.

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

No: ☐

Yes: ☒

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

Carla Norwood invited me to join a meeting in January 2023 with other community members who were interested in starting a charter school in Warren County.

I wish to serve on the board for the proposed charter school to assist Warren County families with having a better choice for educating their children. I was born and raised in Warren County, and I have a strong desire to see my hometown develop well rounded educated students. I worked as a school counselor in Warren Early College High School in Warren County for 4 years and have served as an elementary school volunteer. I currently serve Warren County families as a mental health counselor. Being in all these roles, I have seen the current educational choices Warren County families have. I want to assist with developing and supporting a school to take education in Warren County to a higher level.

6. What is your understanding of the appropriate role of a public charter school board member? Public charter school board members are responsible for supporting and guiding the charter school to ensure the school offers appropriate educational opportunities for children and families that are aligned with the school's mission, vision, and established goals. School board members should promote the school in the community and serve as a public representative of the school.

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

I have not served on of a charter school. I feel my desire to assist Warren County families provides a good foundation for being an effective board member. My experience working in a Warren County school as a school counselor allowed me to see some of the needs of the students and families which will help me to make good decisions regarding the educational needs of students. My current position as a Mental Health Counselor in Warren County allows me to see additional needs of students that affects their academics.

8. Describe the specific knowledge and experience that you would bring to the board. My experience of Warren County Schools as a former employee (High School Counselor) and my experience of working as a Mental Health Counselor with Warren County students and families. As a counselor, I understand the importance of a holistic education. I understand how mental health can affect a student's academic performance.

School Mission and Program

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

I understand that Warren YES plans to offer an education that centers around the needs of the child. We plan to create leaders that will experience creative and purposeful educational opportunities. We will focus on the overall well-being and health of students. We will strive to produce productive and responsible citizens.

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

Warren YES will provide a safe, happy, and nurturing environment for students to assist them in learning and developing academically, socially, and emotionally.

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

A successful school meets students where they are and helps them to grow using techniques that are best for students instead of expecting all students to learn the same. A successful school welcomes family and community members to partner with the school to assist in educating and supporting the students. A successful school provides a holistic education for their students. Students who attend a successful school are excited about learning and growing. They feel safe, happy, supported by their school.

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

I will know that Warren YES is succeeding in its mission if students and families report they are feeling supported, safe, and happy, if students are learning and growing, and if families continue to enroll their children in the school.

Governance

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

- Hire and evaluate the head of the school
- Build effective relationships between the school and community
- Help to develop policies and procedures
- Assist with developing annual budget
- Support school fundraising activities

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

I will know if Warren YES is successful at the end of the first year if families report their children have grown academically, socially, and emotionally. If families are willing to return the next school year and have recruited other families to attend Warren YES. The school will be successful if community partnerships increase, and teachers and staff are happy working at the school. Most importantly if the school's mission and vision are being fulfilled.

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

Warren YES will be successful if the school continues to grow with families, students, teachers, staff, community partnerships. If the families and students are invested and support the school's mission and vision. If funding has increased and students are showing significant growth academically, socially, and emotionally.

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

- Secure funds
- Develop a strong strategic plan
- Develop sound policies and procedures
- Create supportive community partnerships
- Effectively support school staff

- Serve as a positive representative of the school in the community
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Follow the Conflict of Interest Policy, which I have reviewed and signed

*Please include the following with your Information Form

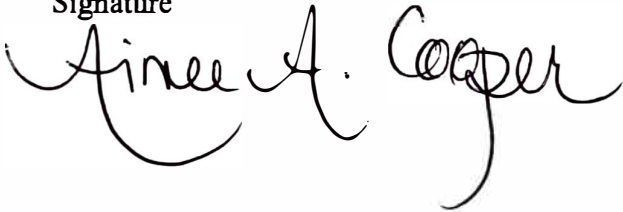
- a **one page** resume

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

Certification

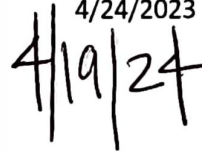
I, Aimee A. Cooper, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Warren YES Charter School is true and correct in every respect.

Signature



Date

4/24/2023



updated and signed on date above

Aimee A. Cooper
(919) 514-9640
461 Falkner Quarter Road, Warrenton, NC 27589
aimeeanderson@hotmail.com

Profile

Seeking a position that will allow me to utilize my education, professional skills, and work experiences to make a significant contribution in my community.

Education

M.A. in School Counseling, *University of North Carolina at Charlotte*, Charlotte, NC, 12/08
B.S. in Computer Science, *Johnson C. Smith University*, Charlotte, NC, 5/94

Professional License

Licensed Clinical Mental Health Counselor

Professional Experience

Connecting Communities and Counseling Agency, PLLC, Warrenton, NC **11/22 – present**
Owner/Outpatient Therapist

- Manage day to day operations of the counseling agency
- Provide professional individual and group mental health counseling sessions
- Collaborate with various local entities to provide professional counseling services in the community

Therapeutic Specialties of North Carolina, PLLC, Henderson, NC **7/18 – 11/22**
Outpatient Therapist

- Provide individual and family counseling using professional counseling skills
- Maintain confidentiality and appropriate relationships with clients
- Collaborate with community agencies and schools to assist clients with personal and academic growth

Wake Technical Community College, Raleigh, NC **11/16 – 12/19**
Adjunct Instructor, Student Success Strategies – (1/18 – 12/19)

- Provided effective instruction to support the success of students while establishing appropriate relationships with students
- Kept attendance using Web Attendance Tracking, setting up and maintaining material on Blackboard
- Referred students to various campus resources

Academic Advisor - (11/16 – 12/17)

- Advised students with selecting educational program and courses, assisted in developing an academic plan
- Provided students with academic success strategies, general knowledge of college and program requirements, fostered retention, and promoted completion of college credentials
- Participated in the development and presentation of workshops and other activities focused on student success

The Warren Record, Warrenton, NC **10/15 – 10/16**
Office Assistant

- Provided customer service via phone, online and face-to-face
- Assisted with weekly publication of newspaper
- Assisted with maintaining newspaper customer subscriptions

Warren County Schools, Warrenton, NC **7/11 – 6/15**
Warren Early College High School
School Counselor

- Assisted students with successfully completing high school and college courses
- Provided students with support for social development and career exploration
- Served as the liaison for students, parents, school staff and community members

References Available Upon Request

205 Frazier Rd.
Warrenton, NC 27589

Erin Riggan

esimons@wellesley.edu
(413) 454-8063

EDUCATION

Wellesley College, Wellesley, MA

Bachelor's Degree in May 2012; major in Psychology; GPA: 3.63 .

Member of Psi Chi, National Honors Society in Psychology; AmeriCorps Member; Tanner Conference Presenter 2010.

Study Abroad: Spring 2011 at University College Cork, Ireland

WORK EXPERIENCE

Fall 2018-Spring 2022

Second Grade Teacher

Aycock Elementary, Henderson NC

Plan and teach math, language arts, social studies, and science lessons for second grade students.

Summer 2016

Supervisor of Summer Feeding Program, AME Oak Chapel Church, Warrenton NC

Organize and plan activities for twenty children ranging from one to eighteen years old; delegate tasks to parent and teenage volunteers; maintain accurate paperwork

Fall 2012-Spring 2018

Special Education Teacher, Teach for America, Eastern North Carolina

Plan and teach math, language arts, social studies, and science lessons for 8 self-contained special education students. Students' disabilities include: autism, intellectual disabilities, and developmental delays.

Summer 2013

Research Assistant Aide, Baystate Medical Center, Springfield MA

Assisted the R.A. in a nephrology study; entered and coded data, sorted through paperwork, and interacted with doctors.

Summer 2012

Teach for America Corps Member, Houston, TX

Selected from competitive pool to join national teacher corps of recent college graduates and professionals who commit two years to teach in urban and rural public schools; participate in intensive summer training program to develop the skills and knowledge needed to achieve significant gains in student achievement; simultaneously teach in summer school program run by Teach For America for students in Texas public schools under the supervision of a faculty of experienced teachers; engage in a full schedule of professional development activities, including seminars in instructional planning, classroom management, learning theory, literacy, and diversity training.

Summer 2011

Intern at Wediko Children's Services, Windsor, NH

Cared for children with severe behavioral, emotional, and developmental disorders in an intensive summer therapeutic setting; headed the program's fishing activity; collaborated with eight other staff to care for nine 16-18 year old girls with diagnoses ranging from ADHD to depression.

Summer 2010

Child Care Worker Intern at The Walker School and Home, Needham, MA

Supervised and cared for children with severe behavioral and emotional disorders between the ages 5 and 10; orientation for this internship involved therapeutic crisis intervention training.

LEADERSHIP EXPERIENCE

2015-2016

Warren County Schools Teacher of the Year, Warren County, Macon NC

District winner of Teacher of the Year competition; complete portfolio and participate in North Carolina state Teacher of the Year competition.

Fall 2015

NEA Foundation Grant Recipient and Supervisor of Parent Teacher Home Visit Project

Applied for and used grant funds to bring the Parent Teacher Home Visit Project to Vaughan Elementary school; budgeted funds; supervised teachers' home visits; documented visits.

2008-2011

Varsity Soccer Captain, Wellesley College

Interact and collaborate with teammates and coaches; 20-30 hour a week time commitment; served as captain for two seasons (junior and senior year); lead captain's practices; foster team community building.

Charter School Board Member Information Form

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

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

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

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

Background

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

Warren Young Explorers School (YES)

2. Full name: Erin Riggan

Home Address: 205 Frazier Rd. Warrenton NC 27589

Business Name and Address: N/A

Telephone No.: (413) 454-8063

E-mail address: esimons@wellesley.edu

3. Brief educational and employment history.

I completed my Bachelors of Art at Wellesley College in Wellesley, Massachusetts with a major in Psychology. I began teaching Special Education through Teach for America and taught in both self-contained and resource settings at Vaughan Elementary School in Warren County. I've taught fourth grade math and taught second grade at Aycock Elementary School in Vance County until the end of the 2021-2022 school year.

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

No: X

Yes: ☐

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

My colleague Carla Norwood and I have been discussing educational opportunities in Warren County. We share a love for Warren County but are both disheartened by the amount of teachers and students leaving the county in search for better educational opportunities. As parents and residents of Warren County we felt compelled to take action. We started having conversations with other community members and parents and noticed many people shared our concerns. I think Warren YES provides a solution we are looking for. This school would provide hands-on learning opportunities and create relevant and meaningful learning experiences for children living in our rural community. I am so excited to have a place to send my three children. I know my kids and all future students will be loved and supported by this school and Warren YES will help all learners reach their full potential.

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

As a member of a public charter school board, it is my responsibility to make sure the school upholds its mission and vision and puts students first when making decisions. As a school member I will help make sure Warren YES upholds a quality program and uses its funds appropriately. I think board members have a reputation among the community to uphold in order for the school to be held in a high regard. Board members should continually evaluate what is or what is not going well at the school and come together to find solutions to ensure the school's success.

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

My educational background and vocational experience as a special education and general education classroom teacher will allow me to help make decisions that keep students' and teachers' interests in mind. During the 2015-2016 school year, I was selected as Warren County's District Teacher of the Year, which speaks to my leadership capabilities and commitment to education. In the classroom, I learned what it means to be a teacher and what teachers need to be supported. I know the importance of quality teachers and leaders; they play a huge role in a school environment and creation of a school culture. I feel that my teaching background will really help me support the school leaders and teachers. As a teacher, I prioritized relationships and created strong relationships with my coworkers, students, and their families. I received a grant when I taught at Vaughan Elementary for all of our teachers to be trained by the *Parent Teacher Home Visit Project*. We learned the value of informal home visits and built connections with our students and their families. Building relationships with our community and further engaging interested stakeholders will be an important part of my role on the school board.

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

I am well-versed in writing IEPs and conducting IEP meetings from working as a Special Education teacher. This will be important in working with our students with special needs. Warren County is a rural community, with a very low-income population, and in such communities, schools are limited in terms of access to resources and funding. Building close relationships with community members is therefore an important process for a school in such a setting. After living and working in this community for over a decade, I have learned how to build meaningful relationships. Building such relationships—between students, their families, and the community—will be one of my priorities as a board member. Thanks to my teaching experience, I am familiar with the North Carolina Standards and can help ensure Warren YES is upholding high standards and ensuring their project-based lessons are aligned with our state’s curriculum.

School Mission and Program

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

Warren YES aims to educate the “whole” child with a place-based and hands-on learning experience. This school will provide what is best for children; every child will have an individualized learning path, will be treated like an individual, and will have strong relationships with their teachers. Students will be loved and supported so that they feel comfortable to take risks and have fun while learning and reaching their full potential.

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

Warren YES’ educational program is focused on hands-on and project-based learning experiences. Classroom lessons would be relevant and engaging and often led by students. Teachers would develop strong relationships with their students, allowing for deep learning and engagement. Students would be recognized as leaders and be accountable for their learning experiences.

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

I think a successful school prioritizes relationships between students, teachers, and families and recognizes that a child is much more than a test score. Children learn differently and need to be valued for who they are instead of who they are expected to be. A successful school also engages with the community; students should be learning outside and be provided with opportunities to visit and work within the community. Warren County is a rich environment for agriculture and horticulture, for example, which provides an excellent natural resource for immersing students in project- and place-based learning. A school should provide a safe and supportive environment; when a student is comfortable and feels loved, they are able to reach their full potential.

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

If students continue to enroll in Warren YES and the lottery expands each year, I will know the school is succeeding. I would also hope to see a high teacher retention rate, reflecting a positive workplace environment. The community will regard Warren YES as a practical alternative to the current options and families will be proud to send their students to YES.

Governance

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

The board will search and hire our head of our school. They will support and guide YES with policies and procedures. They will help uphold a positive reputation among the community and meet with stakeholders. The board will make sure all school staff are upholding the charter's mission and vision. Generally, the board will make sure Warren County YES is upholding all terms of its charter and see to the school's ongoing success.

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

I will know YES is successful if they have a positive reputation among the community and families and students are excited to come back the following year. I would expect families to recruit their friends to join YES and teachers to be satisfied working at YES.

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

At the end of five years, I expect to see some qualitative and quantitative data representative of high student growth in academic areas. Parent involvement will be high and YES will have a positive reputation among the community. I would expect to see a high volume of students in the lottery and YES would continually grow and expand their programs each year. Within five years, I would hope to see less migration out of Warren County for school-related reasons, and maybe even an influx of job applications and therefore increased competitive nature of its faculty.

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

The board will need to visit Warren YES regularly to make sure the school is upholding their charter. The board would need to talk to the head of school and to its teachers to make sure the working environment is positive and aligning with the mission and vision. I think the board should have regular conversations with students and families to listen to their feedback. The board must hold regular meetings open to the community. I think the board needs to be understanding and flexible because although we can make plans for the future, unforeseen events happen and we need to be able to adapt and make responsible decisions.

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

While I'm confident the members of our board would act ethically and keep the best interests of the school in mind, I would bring the situation up to our board and we would refer to our Conflict of Interest policy; the policy would be followed and enforced.

*Please include the following with your Information Form

- a **one page** resume

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

Certification

I, Erin Riggan, 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 Warren County Young Explorers Charter School is true and correct in every respect.

Signature

Date

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Warren Young Explorers School.

2. Full name: Latonya Carter Hall

Home Address: 6067 Tabbs Creek Road

Business Name and Address: Sugar N Spice Preschool

Telephone No.: 252-432-6364

E-mail address: lhall@sugarnspicepreschool.org

3. Brief educational and employment history. I am a graduate of Shaw University's class of 2003 with a degree in Liberal Studies with a concentration in Birth through Kindergarten and Elementary Education. I am currently the Director and Owner of Sugar N Spice Preschool located in Henderson, NC for 17 years. We are one of the two privately owned five star centers located in our area.

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

No: ☐ Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by one of the co-founders for my expertise in the early childhood field. I wish to serve on Warren Yes board because of my

expertise in the early childhood field and bring an array of knowledge to enhance the early care program that we will propose.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of a charter school board member is to attend meetings, attend conferences, and workshops to improve the quality of education within the school. The board's roles and responsibilities should focus on the high level strategy, oversight, and accountability of the organization. The governing board should ensure effective organizational planning, provide sufficient resources, make sure the organization fulfills legal obligations, provide proper financial oversight, and select and evaluate the Executive Director.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on several boards and committees. I have served as board chair of a committee where I led meetings and events and was responsible for being the liaison between the committee and the president of the organization.
I have also served on several non profit boards and carried out several fundraising events for the boards as well.
8. Describe the specific knowledge and experience that you would bring to the board. The knowledge and experience that I will bring is over 25 years of early childhood experience, 17 years of administration experience and a vast amount of knowledge that I have learned over the years with being responsible for serving over 100 families and 16 staff daily.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Warren YES creates a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical and compassionate leaders, while building a healthy future for themselves, their community, and the planet.
2. What is your understanding of the school's proposed educational program?
We will use Paideia seminars and an integrated curriculum to provide a high-quality, hands-on education that is aligned with our pillars.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school should include a clear focus, effective leadership, collaboration with the community, a curriculum that's aligned with the state standards and a school that's secure and organized.
4. How will you know that the school is succeeding (or not) in its mission?
I will know if the school is succeeding in its mission by attending board meetings regularly. Reading and analyzing reports at the meetings and being involved in the school's community outreach projects or programs.

Governance

1. Describe the role that the board will play in the school's operation.
The role that the board will play in the school is to build positive relationships with the community, monitor progress and data of the school, set goals and outcomes for the school and some board members may take a more active role in the school to build closer relations with teachers and staff.
2. How will you know if the school is successful at the end of the first year of operation?
I will know if the school is successful by the end of the year because we would have had board meetings to go over outcomes and data that was presented throughout the year.
3. How will you know at the end of five years if the school is successful?
I will know if the school is successful at the end of five years by compiling year to year data with board members and we meet on where the school started, how it is going and what we need to change moving forward if the outcomes are not what's expected.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The specific steps the charter school will need to take to ensure that the school is successful is to one be sure we are financially stable and hire an accountant to help us stay on track with the financials. I believe most schools fail because of the money management piece. Second hire or put together a legal team to ensure we are following all rules and regulations of the law. Have an Executive Director that believes in the school's mission and vision whole-heartdly.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? We will refer back to our bylaws and follow any conflict of interest or any other rules that are put into place to handle these situations.

*Please include the following with your Information Form

- a **one page** resume

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

Certification

I, Latonya Carter Hall, 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 Warren Young Explorers School Charter School is true and correct in every respect.

Signature  E838D34FB283412...

Date: 4/19/2024

LaTonya Carter Hall

6067 Tabbs Creek Road
Oxford, NC 27565

(252) 432 6364

lcarter03@yahoo.com

OBJECTIVE:

To provide children with developmental instruction/education to enhance their developmental capacity and facilitate developmental progress.

EMPLOYMENT HISTORY**Sugar n Spice Preschool - Director/Owner**

Henderson, NC 27536

12/2006-

Current

- **Supervises the total operation and maintenance of the preschool program**
- Plans, organizes, and establishes the type of physical facility necessary to meet licensure requirements.
- Supervises, monitors, and evaluates performance of program staff members,
- Prepares, maintains, and submits budgets.
- Oversees the program's special operations such as food and maintenance of inventory to maximize efficiency and effectiveness.
- Attend meetings and trainings to serve as a liaison between the community and the preschool.
- Attend meetings with contracted therapist to discuss services that will be rendered to children that attend the preschool.
- Conduct developmental assessments.
- Assist children in the areas of cognitive, communication, social/emotional, adaptive, and physical development.
- Provides families with family support

Franklin/Granville/Vance Smart Start - Vance County Outreach Specialist

Henderson, NC 27536

04/2006 -

11/2006

- Educated parents on choosing quality childcare.
- Assisted potential providers in the process of opening a child care home or center
- Provided childcare workers and public pre-k with ongoing state required training hours
- Attend NAEYC, and Smart Start trainings to educate future clients

Pediatric Services of America (PSA) Tender Healthcare - Lead Teacher

Raleigh, NC 27601

07/2005-

04/2006

- Created individual lesson plans for children with disabilities
- Worked along with the therapist to develop and implement service plan objectives and activities for the child's Individualized Family Service Plan.
- Provided direct hands-on treatment with the child, paired with collaboration with the family and caregivers.
- Provided instruction and teaching intervention strategies to family members, and other team members.
- Provided families with support and advocacy
- Conveyed child and Family Team meetings
- Assessed the outcome of the services and supports

The Jordan Family Enrichment Center - Age Level Coordinator

Raleigh, NC 27601

01/2003-

04/2005

- Supervised staff through coaching and modeling and provide ongoing support and feedback, while facilitating teamwork to accomplish the mission and goals of early childhood services of the Methodist Home for Children.
- Participated in annual evaluations and assist in the development of annual Staff Development Plans.
- Created and maintained a child centered educational environment in accordance with the philosophy and policies of the program.
- Maintained accurate classroom and children's record
- Worked with the therapist to ensure IEP's and IFSP's were carried out.

EDUCATION

August 1999 – May 2003

B.A. Degree in Liberal Arts with a concentration in Elementary Education and Birth through Kindergarten

CARLA NORWOOD, PHD

(252) 431-5164

carla@workinglandscapesnc.org

EDUCATION

PhD in ECOLOGY, August 2009

Curriculum in Ecology, University of North Carolina-Chapel Hill, Chapel Hill, NC

Dissertation title: Making maps that matter? The role of geospatial information in addressing rural landscape change; *Advisor:* Flora Lu

Contributed to the development of the UNC American Indian Center, which connects university resources to tribal communities in North Carolina

MASTER OF ENVIRONMENTAL MANAGEMENT, September 2001

Nicholas School of the Environment and Earth Sciences, Duke University, Durham, NC

BACHELOR OF ARTS, *magna cum laude*, December 1996

Trinity College of Arts and Sciences, Duke University, Durham, NC

PROFESSIONAL EXPERIENCE

Co-founder and Executive Director, Working Landscapes, Warrenton, NC. 2010 to present.

Direct entrepreneurial nonprofit organization dedicated to revitalizing rural northeastern North Carolina through sustainable resource management and asset-based economic development. Design and implement regional food system assessment and planning initiatives. Lead development of a food hub that connects small farmers to new markets, including schools, thanks to development of a state-of-the-art food processing facility. Lead regional climate change response initiatives that engage farmers, landowners, nonprofits, and governments. Collaborate with food supply chain stakeholders, build capacity among farmers and food entrepreneurs, and engage teachers and students in garden programming and seasonal, healthy eating. Responsible for financial management, fundraising and reporting for a yearly budget of approximately \$2.6 million, which includes federal grant awards, as well as program design and oversight.

Director of Research, Community Voice Consulting, Warrenton, NC. 2009 to present.

Assist agencies and communities in developing research-based policies and programs for managing their natural resources—including agricultural, landscape and fisheries resources. Significant research contributions assessing local food systems. Conduct stakeholder interviews, analyze qualitative data, produce films that summarize research results, and develop geospatial analyses that respond to stakeholder concerns. Clients have included the Marine Conservation Society (UK), The Conservation Fund, and the Southwestern North Carolina Planning & Economic Development Commission.

Previous Experience:

Member-Manager, 108 South Main Street, LLC, Warrenton, NC. 2008 to present. Redeveloped historic downtown commercial property into Warrenton's first and only mixed use development. Project approved for Historic Tax Credits. Managed complex financing for 6000sf project.

Provost's Postdoctoral Fellow, Nicholas School of the Environment, Duke University, Durham, NC. 2009-11.

Executive Director, Little Tennessee Watershed Association, Franklin, NC. 2002-2003.

Maintenance Assistant, Duke Forest, Duke University. 1999-2000.

Environmental Project Assistant, NC WARN, Durham, NC. 1999.

Field Studies Coordinator, Duke Talent Identification Program, Durham, NC. 1994-1997.

SELECTED PUBLICATIONS

Norwood, C. and G. Cumming. 2022. Bringing food back home: The view from Warren County. In *Edible North Carolina: A journey across a state of flavor*, ed. M. Ferris. Chapel Hill: University of North Carolina Press.

Cumming, G., C. Norwood, L. Campbell, S. Ranger, and P. Richardson. 2021. Putting stakeholder participation in its place: the Community Voice Method. *GeoJournal*.

Cumming, G., Kelmenson, S. and Norwood, C. 2019. Local motivations, regional implications: scaling from local to regional food systems in northeastern North Carolina. *Journal of Agriculture, Food Systems and Community Development*.

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Background

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

Warren Young Explorers School

2. Full name: **Carla Michele Norwood**

Home Address: **164 Norwood Ln, Manson, NC 27553**

Business Name and Address: **Working Landscapes, 108 S Main St, Warrenton, NC 27589**

Telephone No.: **252-431-5164**

E-mail address: **carla.m.norwood@gmail.com**

3. Brief educational and employment history.

I graduated at the top of my class from Warren County High School in 1993, and earned a place at Duke University on scholarship. I eventually earned a Masters of Environmental Management from Duke (2002) and a PhD in Ecology from UNC-Chapel Hill (2009).

For more than a decade, I have worked through this position to grow community-based food systems, support small farms, increase access to healthy food, and promote a high quality of life in my home community. In this role, I also led the redevelopment and expansion of Working Landscapes' food hub in downtown Warrenton. We completed a \$1 million expansion in Fall 2021, which was the result of four years of planning and fundraising.

My experience with project development, facilities and finance has even deeper roots. I led the complete historic renovation of a downtown commercial property, located in the center

of downtown Warrenton, which was completed in 2012. This building is approximately 6500 square feet, and had been vacant for many years when my husband and I bought it in 2007. We turned it into Warren County's first and only mixed use development. The project qualified for Historic Tax Credits, a complex and lengthy process that I oversaw.

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

No: ☐ Yes: ☒

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

I am proud to have been part of the initial conversations with other hopeful community members that have led to this application.

I am motivated to serve on this board because I believe that all children in our community deserve to thrive, and that a nurturing school can be a critical source of support, love and confidence. My daughter, now in 10th grade, had the great fortune of attending Central Park School for Children in Durham for several years during her elementary education. There, I gained firsthand knowledge of and appreciation for how much better a child-focused, developmentally appropriate educational environment can be, compared to standard, test-obsessed schools. We were so dedicated to providing this sort of education for my daughter that my husband and I drove her to school (a 55 minute one-way drive) for 3.5 years (aided significantly from the help of dear friends in Durham and my mother, who also helped with the travel logistics), but eventually the time, money and logistics became too much.

Since then, my family has struggled with the local school district in attempts to provide our children with a quality and developmentally appropriate education. We also have twin boys, 9 years old. All of our children are currently enrolled in Warren County Schools. I believe that the district fundamentally distrusts children and families, and that is to the severe detriment of young people, families, school spirit and the entire community.

Since my daughter's experience at Central Park, I have wanted to be part of starting and growing a similar school in Warren County. After many conversations with parents, students, community leaders and school officials (including authoring multiple proposals at the request of local school district leaders, only to have those proposals completely ignored), I truly believe that chartering is the only way to improve the educational environment in a meaningful way in my home community.

I am so excited to have found my fellow board members, whom I believe all have the best interests of the community at heart and will work humbly and tirelessly to achieve our vision.

6. What is your understanding of the appropriate role of a public charter school board member?
- The appropriate role of a board member is to support and steward the school to achieve its mission, while exercising a duty of loyalty, a duty of care and a duty of obedience to pertinent laws and policies. A board member is ultimately responsible for the financial health of the school, for ensuring appropriate governance, and for holding the Director/management accountable for advancing the mission. The board hires and fires the Director, and sets policies that the school will abide by, such as Conflict of Interest policy, a Financial Policy, or a Community Engagement policy. The board does not manage the operations.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the founding board of two organizations, Friends of the Greenway in Franklin, NC (2003), and Working Landscapes (2010-2012; in 2013, I began working for the organization in a paid capacity, and stepped down from the board). For both, I helped to write the 501c3 applications, set up financial accounts, and supported the broad range of initial tasks needed to move from ideas to reality.

As Executive Director of Working Landscapes, I interact with our Board of Directors on a regular basis. I also work extensively with other organizations, ranging from grassroots to national.

8. Describe the specific knowledge and experience that you would bring to the board.
- My expertise includes:
- a) bold vision and sincere curiosity about how we can work together to make the world a better place
 - b) founding and start-up of organizations (nonprofits and businesses)
 - c) real estate transactions, financing redevelopment/expansion projects, working with architects/engineers/contractors to complete complex projects, like my historic downtown commercial property and Working Landscapes' state of the art vegetable processing facility
 - d) farm-to-school programming and child nutrition program experience
 - e) stakeholder engagement and community planning
 - f) qualitative research and evaluation methods
 - g) grant writing and grant management (Working Landscapes can serve as a fiscal sponsor for Warren YES, should that be helpful). I have experience managing multi-year federal grants.

School Mission and Program

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

The mission of Warren YES is to create a child-focused, place-based learning environment that motivates students to be purposeful, creative, ethical and compassionate leaders, while building a healthy future for themselves, their community, and the planet. Our guiding beliefs are that children are naturally curious, full of life, and want to learn about the world around them, and that we can work with children and families to advance our mission by providing hands-on, child-focused learning environments. The whole school community is needed to create the learning environment, and we aim to create a warm, collaborative atmosphere that values staff, students, families and the broader community.

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

Our educational program is child-centered and place-based, drawing on the pedagogy of Central Park School for Children. We have four pillars: outdoor and agricultural education, creative expression, holistic health and wellness, and place-based learning. We are also excited to be the first Paideia school in the region: Paideia focuses on critical thinking skills, careful consideration of texts, and group discussion. We will also build opportunities for relevant, hands-on learning that engages parents and the broader community.

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

A successful school is one that creates a culture that brings out the best in everyone. A successful school creates a collaborative environment where everyone understands that they have something special to contribute to the mission, and know how to do so and are expected to perform at a high level. Students feel safe, supported and happy; so do staff. Great communication, honesty, integrity, and a willingness to learn as we go is critical.

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

I will know that the school is succeeding in its mission if most of the following are true (if very few of them are true, we will not be succeeding in our mission)

- 1) students play, explore and learn outside of the classroom daily, with enthusiastic and engaged teachers
- 2) we provide high quality school meals to all children and give ample opportunity for physical activity throughout the day
- 3) teachers utilize the community as a learning lab and draw subject matter for class lessons from our county
- 4) the interconnections (social, cultural, and ecological) on which we rely are woven into the teaching and learning, and basic ecological concepts are understood by everyone at the school
- 5) teachers create opportunities to involve children in purposeful work, not busy work
- 6) families from across the socioeconomic spectrum participate in school events and parent workshops, and provide positive feedback on the experiences
- 7) the school is building partnerships with community organizations that will enhance learning

Governance

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

The board is not involved in the school's day-to-day management and operations. We are responsible for policy development, financial viability, and meeting legal obligations. We hire, evaluate, and if necessary, fire the Head of School.

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

I will know that the school is successful at the end of the first year of operation if the following things are true (if most of them are not true, we will not be successful):

- a. all staff understand the mission and vision of our school, and are proud to be a part of it
- b. we have a full roster of students apply for Year 2, including meeting goals for enrolling students who match the county demographics
- c. we have acted with integrity and honesty in all that we have done
- d. students advance on either educational journey, meeting academic goals while benefiting from a variety of ways to engage in learning (arts, agriculture, music, PE, reading, math, science, imagination, etc)
- e. our Parent-Teacher-Community organization and Student Advisory Councils are growing in their functionality, and finding their voice
- f. families from across the socioeconomic spectrum participate in school events, parent workshops, and our Parent-Teacher-Community organization
- g. we have developed reliable administrative capacity and the Board is actively engaged in its duties
- h. we have an Executive Director who leads with love, integrity and high expectations.

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

In five years, our school will be successful if we are embodying our mission on a daily basis, serving our students and community in ways that are tangible, relevant and inspiring. We have built robust relationships with community organizations who expand our capacity and support our programs with resources that they help to identify. Warren YES evokes pride among our families, our staff, and community leaders—t-shirts with our logo on it are in evidence across the community, and our name rings out. We have been accumulating data and documentation about our journey and process, and can now couple that with significant results as measured both by typical academic performance measures and the more holistic set of characteristics and traits that we track at our school. Our students are showing significant performance improvements compared to the LEA, and the LEA itself has decided to adopt many of our educational approaches.

Children who attend our school are healthier, more confident, and less likely to need medication than students who attend other area schools. Teacher turnover rate is very low, and we consistently are able to fill all of our seats at our school. The Board provides strong and

consistent leadership, but is adept at providing the space for the Head of School to adapt and lead at the operational level. Teachers have meaningful professional development plans and funds to support their professional growth. We have identified several board members who will step in to fill slots that will open up at the next annual meeting, when some of the founders' terms end. We have revitalized a historic school property: it is bustling with life, the grounds are full of sculpture and art, and our school farm is well-cared for and vibrant. People know that when they come in our front door, they will be greeted with a warm smile!

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

The board will need to pay special attention to the culture that we are seeking to create, and devote sufficient time to the 'softer' side of the institution and infrastructure we are building. This may involve spending time together talking through ideas or working alongside our advisor school, Central Park School for Children, to identify specific cultural elements that we can foster through design and policy. We will seek guidance from other successful charter schools as well, including Maureen Joy in Durham.

We will need to pay close attention to the budget, especially in the first couple of years. This will involve the attention of the Finance Committee, as well as fundraising from foundations or private donors. The school will need to be 100% on top of financial affairs.

We will need to ensure transparency of our operations, including great communication, so that our mission is clear to our community. We particularly need to pay attention to how we communicate about the weighted lottery so there is no confusion.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
- If I believed the situation to be a matter of a conflict of interest, I would refer to our Conflict of Interest policy, and talk to another board member to confirm my understanding of the policy and the issue. If the behavior was unethical but not necessarily a conflict of interest, I would write a note to the person to ask for clarification about the matter. If the forthcoming response did not resolve my concerns, I would share the information with another board member. In both cases, if needed, I would seek guidance from a professional (an HR person, a lawyer, or the NC Center for Nonprofit Management).

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Carla Norwood, 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 Warren Young Explorers School Charter School is true and correct in every respect.

Signature



Date 4/24/2024

Stephen W. Pelfrey

(252) 532-7082

spelfrey@gmail.com

Education

Antonin Scalia Law School at George Mason University, Arlington, Virginia

J.D., May, 1994. Managing Editor, *The Docket* Student Newspaper. As a contractor for Mead Data Systems, instructed students and school staff in use of LEXIS/NEXIS computer-based research databases.

University of Mary Washington, Fredericksburg, Virginia

B.S., Business Administration, August, 1994. Student Senate Representative.

Professional Certifications and Training:

Admitted to North Carolina Bar, 1994 (license remains active). Certified as a senior instructor for the International Association of Assessing Officers (IAAO), teaching adult learners approximately five weeks per year across the state, frequently in conjunction with the UNC-Chapel Hill School of Government. Assessment Administration Specialist (AAS) professional designation, IAAO.

Professional Experience

General Counsel, North Carolina Department of Revenue Local Government Division (2017-present):

Appointed as Secretary to the North Carolina Property Tax Commission, the duties for which include the drafting of all orders and decisions of the Commission. Designated Administrative Rulemaking Coordinator on behalf of both the Property Tax Commission and the Local Government Division with the North Carolina Office of Administrative Hearings. Analyze decisions of the North Carolina Court of Appeals and Supreme Court to develop appeal process guidelines and best practices for all 100 North Carolina counties, Division staff, and members of the public. Draft policy documents, legal opinions, and Division advisory memos regarding pending and enacted legislation.

Deputy Assessor, Durham County, North Carolina (2014-2017):

Planned, coordinated and managed the activities and training for various divisions of a 72-employee department divisions, serving as primary supervisor for as many as 28 individual staff members. Analyzed and implemented process improvements for efficiently managing more than 7,000 total appeals in the years leading up to, including, and following a county-wide reappraisal of approximately 112,000 properties. Assisted with preparation of department reappraisal budget and supporting documents. Developed forms, notices, and website improvements as a part of an overall public relations campaign in connection with the 2016 countywide reappraisal; these improvements led to Durham County's winning a statewide jurisdictional award for improvements to the appeal process and experience for citizens.

Property Valuation Specialist, North Carolina Department of Revenue (2010-2014):

Supervisor for the Local Government Division's Information Unit, which collects and publishes various data from North Carolina counties and municipalities for a variety of users and purposes. Extensive interaction with taxpayers and other property owners to assist in resolving valuation, exemption, and other property tax disputes. Original primary author of "Tax Administration in North Carolina," a week-long assessor certification course currently conducted by NCDOR and required of all 100 county assessors.

Warren County Tax Appraiser (2007-2010):

Coordinated and reviewed work of contractor for successful completion of 2009 reappraisal. Provided orientation and training for new employees. Supervised and directed activities of data entry staff.

Served as contact for local media and citizen groups for information relating to reappraisal and general property tax procedures. Developed procedures for improving efficiency in use of appraisal and collections software. Responsible for maintenance of computer hardware and software for appraisal and collections.

Proprietor, Pelfrey Law Offices (1994-2007):

Organized and managed high-volume, multi-office law practice, with initial emphasis on real property transactions, and later transition to District Court-oriented practice. Organized and directed the activities of multiple paralegals, contract staff, and other high-performing support personnel in successfully completing annual transactions totaling more than \$100 million. Court-appointed Civil Arbitrator. Conducted Home Ownership workshops in conjunction with local nonprofit.

Charter School Board Member Information Form

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

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

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

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

Background

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

Warren Young Explorers School (Warren YES)

2. Full name:

Stephen Walter Pelfrey

Home Address: 370 Robinson Ferry Rd., Macon, NC 27551

Business Name and Address: North Carolina Department of Revenue, P.O. Box 871, Raleigh, NC 27602

Telephone No.: 252-532-7082

E-mail address: spelfrey@gmail.com

3. Brief educational and employment history.

I am originally from Virginia, and graduated from state universities there with a B.S. in Business Administration, followed by a J.D. I moved to Warren County shortly after graduating from law school, and have continuously been a North Carolina-licensed attorney since 1994. I opened a law office in Warren County, focusing initially on real estate law, and later expanded my practice to include another location in Warren County, along with additional services. I eventually had the opportunity to transition to the property tax profession, and have combined my legal and real estate backgrounds to become a nationally-certified instructor in this field.

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

No: X

Yes: ☐

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

I have known one of the other Board members for at least 20 years, and was asked whether I'd be interested in helping start a charter school in Warren County. We have always loved Warren County, but the right educational experience was a challenge to find locally for our own children, and I recognize that this remains a concern for anyone wanting to raise children in Warren County. I want to serve on this board to help remove what I believe is an obstacle to young families wishing to move, stay, or return to Warren County.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that the charter school achieves its academic mission in a financially sound and sustainable manner.

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

I have been appointed to, and currently serve on, three Warren County boards. As a member of the county Fire Commission, I help ensure that our county volunteer fire departments have sufficient funding to meet the county's fire protection needs. As a member of the Local Emergency Planning Committee, I am a part of the team charged with planning for natural disasters and other significant local events that could have widespread impact on our citizens. The county's ABC Board, of which I am a member, is responsible for the oversight and management of the county's retail ABC system, including the planning and adoption of a \$3.4 million annual budget plan. I have previously served in other similar capacities, including as the chairman of the Board of Trustees for a local church and as a trained volunteer Scoutmaster and Troop Committee member for the local BSA chapter.

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

For almost 30 years, I have managed, both individually and as a part of a larger team, the business operations of a variety of private and public organizations. As an attorney and instructor, I have developed the skills both to analyze a variety of legal and financial scenarios, and to communicate my analysis effectively to others. I believe our Board is very strong in the educational experience of its members, and that my knowledge and experience will enhance the Board's effectiveness through my unique perspective.

School Mission and Program

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

To connect each individual child with their community in a holistic way. That is, to help each child understand how their unique gifts can become their personal contribution to

their community. The school will facilitate these connections through intentional activities designed to help children better understand themselves and their community.

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

The Paideia approach encourages children to learn to think independently and to contribute actively. The teacher not only serves as an instructor, but also as a mentor and coach to assist children in thoughtful consideration of the classroom material. Overall, the approach equips students with tools enabling them to learn how to understand, and not merely to repeat what they have heard.

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

A place that provides not only relevant educational content, but also an environment conducive to learning. A place where children know that they are safe, respected, heard, and a part of a greater community. A place where children and teachers are inspired and motivated to learn and to grow and to make personal contributions. A place that builds confidence and the ability to think for one's self.

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

Certainly, test scores and financial stability can be indicators of success, but I believe that a broader measure of success will be the number of new students whose families are drawn to Warren County, in part by the educational opportunity offered by Warren YES.

Governance

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

The board provides the support framework for the operation of the school, ensuring that the school has the facilities and finances necessary to carry out the school's mission. The board is not directly involved in the everyday functioning of the school.

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

One gauge of success would be that all or nearly all teachers and students will want to return the next year, and to encourage others to teach in and attend the schools. Similarly, I would like to see that the community has generally embraced the school through the active support of parents, as well as local businesses and other community institutions.

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

By achieving the projected growth in student and faculty, as well as by continued success and growth in student performance.

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

The board will need to continually and actively seek to build community connections, and will also need to support families in their efforts to be active participants in their students' success.

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

As a board member, I am obligated to use my voice and my vote to express my belief, whether to an individual or to the board as a whole, as appropriate. I also owe the board (or board member) my explanation for my belief. If the board majority ultimately disagrees with my position, I have to at least consider that my position might be in error, and I'd also consider seeking an outside opinion, such as from the board attorney or even an appropriate third party.


*Please include the following with your Information Form

- a one page resume

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

Certification

I, Steve Pelfrey, 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 Warren Young Explorers Charter School is true and correct in every respect.


Signature:

4-16-20
Date:

Caroline (Stover) Hundley

379 Yancey Road
Norlina, NC 27563

(336) 287-1620

caroline.stover@gmail.com

RELEVANT EXPERIENCE

The Center for Environmental Farming Systems (CEFS)

NC Farm to Early Care and Education (ECE) Initiative, NC State University, Raleigh, NC

Project Director, 2016-Present

- Lead a team of 4 to accomplish Farm to Early Care and Education Initiative project goals – creating Farm to ECE models and systems level change in North Carolina as a model for the nation
- Collaborate with CEFS Local Foods Initiatives and NC Cooperative Extension
- Solicited, received and currently manage \$993,825 USDA Agricultural Marketing Service's Regional Food Systems Partnership Grant to test Farm to ECE procurement strategies in North Carolina child care centers and disseminate successful models
- Solicited, received and managed \$1.8 Million of funding from the W.K. Kellogg Foundation over 5 years, managing 4 Work Groups and Project Leadership Team to meet and report on grant deliverables. Project summary can be found here on [Kellogg's Every Child Thrives Website](#).
- Share lessons learned and resources developed via national webinars with National Farm to ECE Community of Practice – for both WK Kellogg funded states and other CDC funded states
- Steer the NC Farm to Preschool Network with 14 partners and 1500 network members
- Managed 2021 Farm to Preschool Network Mini-grant Program – developing communication materials, promoting the grant opportunity, developing selection criteria, reviewing and compiling scoring and feedback of over 300 applicants and notifying 50 awardees
- Chair the Network's Systems Change Work Group - interpreting existing policies, educating state agency leads on Farm to ECE, and informing child care providers about consultants' accurate interpretation of licensing and Children's Environmental Health policies relevant to Farm to ECE
- Lead efforts to develop a statewide voluntary recognition program for child care providers (REACH – Recognizing ECE's Advancing Children's Healthy Habits) that engage in Farm to ECE, working to integrate local food procurement activities and the NC state licensing program, NC QRIS

FoodCorps

North Carolina FoodCorps State Fellow, 2014 – 2016

- Recruited and managed a team of 14 service members throughout North Carolina to conduct garden-based nutrition education in public schools and connect school cafeterias to local farmers for procurement purposes and educational events
- Supported statewide cohort of service members with essential guidance, technical assistance, and professional development opportunities to successfully implement Farm to School programs
- Managed FoodCorps North Carolina Professional Development budget

FoodCorps Service Member, Warrenton, NC, 2012 – 2014

2014 AmeriCorps Local Leader Award

- Promoted local food to K-12 students through school gardens, nutrition education, and lunchroom activities
- Led high school 4-H Garden Club in successfully developing a farm safety plan, GAP certifying their school garden

EDUCATION

University of North Carolina at Chapel Hill, Chapel Hill, NC

B.A. in Political Science, May 2009

Public Service Scholar

Appalachian State University, Boone, NC

B.S. in Child Development, Birth – Kindergarten (coursework complete), December 2020

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.

Background

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

Warren Young Explorers School (Warren YES)

2. Full name: Caroline Marie Hundley

Home Address: 379 Yancey Road Norlina, NC 27563

Business Name and Address: Center for Environmental Farming Systems, NC State University 2721 Sullivan Drive Raleigh NC 27695

Telephone No.: (336) 287-1620

E-mail address: CarolineHundley1@gmail.com

3. Brief educational and employment history.

I have a BA in Political Science from UNC-Chapel Hill, and have completed all coursework for a Birth-Kindergarten Child Development degree at Appalachian State University (degree complete save student teaching). I have 10 years of experience in non-profit management, and 11 years experience in outdoor, garden and nutrition education in public schools K-12 and Early Care and Education centers, birth-6. I have trained technical assistants across the state in how local food and nutrition programming can benefit children's holistic health.

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

No: X

Yes: ☐

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

As a new mom, I and several other moms (total about 10 children) were getting together and discussing the current educational system available to us, and looking for ways to help reform it so it could be more health-focused and have more competitive educational programming for our soon-to-be students. When that approach yielded little forward movement, we decided to see if others were interested in starting a charter school to instead build a new model that more closely matched the type of educational program we wanted for our children - a school like Warren YES. As a result of that outreach our group grew and grew with the leadership of our Board Chair, Carla Norwood. Because of my extensive background in outdoor education, early childhood health, and non-profit management, I decided to join the Board to have a more hands-on approach in building the school and to lend my expertise.

I am enthusiastically joining this Board of Directors because I want the absolute best education for my son and his future siblings. I also want him educated in Warren County because I want to be rooted in this community we call home, and because it is more convenient for our family. My husband and I both work in the county and want our children's friends and community to be here as well. At this point, a lot of our church and friendship network send their children out of the county to school to find the best educational options, and this school would bring those children back to the county, as the attached letters of support demonstrate. I am serving on this Board to make sure our charter school is one that best serves Warren County children.

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

As a Warren YES school board member, I will both support and guide the school. I can help fundraise and promote the school to the public. I will help search for and conduct hiring for the head of school, and maintain regular communication with them in order to ensure our school continues to stick to its founding mission vision and values and that we are meeting the educational needs of students.

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

I have 10 years of non-profit management experience. I report regularly to our board, communicating our program's successes and seeking guidance and support, so I am familiar with Board structure and guidelines. Additionally my extensive experience in education and child health and wellness will be an asset to the board.

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

As a non-profit leader in the state that seeks to advance early childhood health, wellness, and outdoor education, I am passionate about the mission of this school and its core values. Our school seeks to advance holistic health for children, and I have spent my career advancing the Farm to School movement which advocates for more outdoor education, healthy living education, physical activity and greater emphasis on social and emotional wellness in the school day.

School Mission and Program

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

Our school will focus on educating the whole child. We are concerned with holistic health - a child's mental, physical, and emotional health will all be addressed and nurtured at Warren YES, while emphasizing the importance of citizenship and fostering authentic connections with our rural yet vibrant community.

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

Our school will teach the NC Standard Course of Study, while doing so through creative expression, integrated learning, and outdoor education, with a focus on health and wellness. We will use Paideia seminar and place based curriculum to meet learning objectives.

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

The success of our school hinges on children being safe, happy, joyful, and attending a school with a warm, nurturing environment. Our relationships between staff, school board, children and families will be trusting and full of communication, centering on praise and high standards of educational excellence.

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

A successful Warren YES is one where children hone their mental faculties - becoming independent, creative and deep thinkers, with the guidance of nurturing, positive and creative adults. Successful test scores are an important measurement, as is attendance, teacher retention, and community involvement.

Governance

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

Our Board of Directors will hire the head of school, and support and advise them. We will also build community support, develop and make sure policies and procedures are adhered to, and oversee finances and the annual budget. Our Board will also help fundraise for the school.

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

Low staff turnover, a balanced budget, a full lottery and positive feedback from the community.

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

If test scores are competitive, admissions remain full, staff turnover remains low, and student feedback reflects that they feel connected to their community and heard by their teachers and school leaders.

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

Our board will need to secure funds, develop and follow strategic plans, thoughtful policies and procedures, and create well defined expectations to guide us.

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

I would follow Board of Directors Conflict of Interest Policy.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Caroline Marie Hundley, 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 Warren Young Explorers Charter School is true and correct in every respect.

Signature

Caroline Hundley

Date 3-19-2024

DEMAURA HAWKINS RUSSELL, MD

120 Ridgeshore Ct

Macon, NC 27551

(252) 257-2695 (H)

(252) 204-1331 (C)

Email: demaurah@gmail.com

EDUCATION:

August 1998 – July 2002 Hampton University, Hampton, VA
Bachelor of Science – Biology --- honors include: summa cum laude,
member of Honor's College, member of pre-medicine club

July 2002 – May 2010 Wake Forest University School of Medicine
Medical Doctorate

EMPLOYMENT:

August 1998 – August 2000 Vance Family Medicine
Certified Nursing Assistant – worked in the capacity as a certified nursing
assistant for the summers, after high school and during my first two years
of college. I was responsible for obtaining vitals, running some labs, and
checking in patients.

July 2010 – June 2013 Cabarrus Family Medicine Residency Program
Family Medicine Resident – duties included excellent patient care,
continuing with independent as well as group learning, and supervising
junior residents; moonlighting liaison during last year of residency.

September 2013 – February 2018 Vance Family Medicine
Physician - duties include excellent patient care in clinic; inpatient care
provider at Maria Parham Health and Granville Medical center; obstetrical
care provider - including deliveries; nursing home care provider.

December 2017 – present Impact Primary and Urgent Care
Supervising physician – duties include supervising mid- level providers

February 2018 – August 2022 Person Family Medical and Dental Center
Physician (part time) – duties include outpatient patient care; medical
director and administrative duties.

September 2019 – present H.O.P.E. Regional Medical Clinic
Physician/Owner - duties include outpatient patient care; medical director
and administrative duties.

Charter School Board Member Information Form

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

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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.

Background

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

Warren Young Explorers School (YES)

2. Full name: Demaura H. Russell, MD

Home Address: 120 Ridgeshore Ct.; Macon, NC 27551

Business Name and Address: H.O.P.E. Regional Medical Clinic

Telephone No.: 252-204-1331

E-mail address: demaurah@gmail.com

3. Brief educational and employment history. Graduated from Hampton University with a Bachelor of Science Degree in Biology in 2002. Graduated from Wake Forest University School of Medicine in 2010. Graduated from Cabarrus Family Medicine Residency Program in 2013.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: ☐

Yes: ☒

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Was recruited due to being business owner in the community as well as an alumnus of the public school system of Warren County, NC. I want to serve on the board to assist with providing another public school option for the area.
6. What is your understanding of the appropriate role of a public charter school board member? The role is to support and guide the charter in providing new opportunities for members of the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on a non-profit organization's board as CEO of H.O.P.E. Regional Medical Center for the past 4 years.
8. Describe the specific knowledge and experience that you would bring to the board. I will assist with any health-related educational opportunities that will be offered to the students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission of the school is to aid in helping build a child centered environment to aid in molding successful, well-rounded individuals for the betterment of the community.
2. What is your understanding of the school's proposed educational program? The proposed educational program is a nurturing, wholistic environment where children can thrive.
3. What do you believe to be the characteristics of a successful school? A growing school population with notably happy children.
4. How will you know that the school is succeeding (or not) in its mission? I will know that the school is succeeding if the population continues to grow and the children are thriving.

Governance

1. Describe the role that the board will play in the school's operation. The board will be a supportive team that will guide the school in policy.
2. How will you know if the school is successful at the end of the first year of operation? I will know if the school is successful if the population is growing and the children are excelling academically.
3. How will you know at the end of five years if the school is successful? If we are able to expand to more grades as planned. Also if the children appear happy and are academically successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will need to help fund raise to support the needs of the school. Will need to put in place supportive policies that best reflect the goals of the program.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would follow the Conflict of Interest Policy which has been reviewed and signed.


*Please include the following with your Information Form

- a **one page** resume

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

Certification

I, Demaura H. Russell, 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 Warren Young Explorers School Charter School is true and correct in every respect.

Signature  DocuSigned by:
Dr. Demaura Russell
E3916029C91D478...

Date 4/25/2023

DANYLU PALMER HUNDLEY

393 Yancey Road
Norlina, North Carolina 27563
Cell: (252) 213-1795 danyluhundley@hotmail.com

EXPERIENCE:

2011 – 2019 **COUNTYWIDE TEACHER MENTOR AND READING TUTOR**, (after retiring in July 2010) Warren and Vance County Schools, Warrenton, North Carolina.

1994 – 2010 **PRINCIPAL**, Warren County Schools, Warrenton, North Carolina. Served as a Pre-K through High School principal at various schools throughout the county to provide leadership and to challenge teachers to bring change and success for students of Warren County.

1989 - 1994 **ASSISTANT PRINCIPAL**, Warren County Schools, Warrenton, North Carolina. Assisted principals/staff with educational needs in schools. Chaired SACS committees, coordinated volunteer efforts, directed and monitored student incentive programs, observed teachers, and supported curricular improvement goals.

1987 - 1989 **OBSERVER/EVALUATOR**, Outside Evaluator Project/SDPI, Warren County Schools, Warrenton, North Carolina. Observed/evaluated teachers in all subject areas from Pre-K through 12th grade.

RECRUITER - Recruited Teachers and Paraprofessionals.

COORDINATOR/INSTRUCTOR - Provided the following instruction: Effective Teacher Training, Substitute Teaching Training, Teacher Assistants Workshop, and Administrative Staff Development.

1981 - 1987 **TEACHER**, Warren County Schools, Warrenton, North Carolina. Taught grades 5 and 6 in the area of communication skills

EDUCATION:

June 2023 **COMPLETED 80 HOURS IN EDUCATIONAL LEADERSHIP, DIGITAL LEARNING, AND GENERAL EDUCATION - NC LIFETIME EDUCATOR LICENSE**

April 2023 **COMPLETED REQUIREMENTS AND OBTAINED A VIRGINIA TEACHER/ADMINISTRATOR LICENSE**

December 1989 **CERTIFICATION: SCHOOL ADMINISTRATOR, PRINCIPAL**

May 1989 **MASTER OF ARTS DEGREE IN EDUCATION** - Summa Cum Laude, North Carolina Central University, Durham, North Carolina. Areas: Early Childhood (K-4), Intermediate (4-6), Middle Grades (6-9), and Mentor.

May 1981 **BACHELOR OF ARTS DEGREE IN EDUCATION**, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina.

May 1979 **ASSOCIATE OF ARTS DEGREE** - Summa Cum Laude, Louisburg College, Louisburg, North Carolina.

PROFESSIONAL SKILL DEVELOPMENT:

Presenter: New Schools Project Staff Development, Effective Teacher, Teacher Performance Appraisal System, Professional Development Plans, Mentor/Support Team, Substitute Teacher, The Writing Process, Cooperative Learning, Special Education - Serving Children With Learning Differences, Paideia School implementation and Teacher Expectations & Student Achievement Workshop

HONORS: Warren Woman of the Year in Education, 2010, Principal of the Year, 2008, Graduated Summa Cum Laude, UNC-CH, 1989, UNC-CH Outstanding Student Teacher of the Year, 1981, Brantley Award (4.0 GPA), Louisburg College, 1977-1979, Valedictorian, Norlina High School, 1977

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Warren Young Explorers School**

2. Full name: Danylu P. Hundley
Home Address: 393 Yancey Road
Business Name and Address: N/A
Telephone No: 252-213-1795
E-mail address: danyluhundley@hotmail.com

3. Brief educational and employment history.

Norlina High School – 1977

Louisburg College - AA – 1979

UNC-Chapel Hill - BA Education – 1981

NCCU - Masters Elementary Education (K-6) – 1989

NCCU - Principal/Administrator - Master's Add-On Licensure -1989

Warren County Schools - Teacher/Observer-Evaluator/Mentor Assistant Principal/Pre-K - 12
Principal - 30+ Years

Certified in North Carolina and Virginia - K-8, Administrator/Principal/Certified Mentor

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

No: X Yes

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

Recruitment was by the board members for my educational background and curriculum knowledge. I wish to serve on the board because of my deep, unwavering desire to impact the educational lives of children and to challenge the community to reach and meet different and greater outcomes for our children.

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

The role is to support the school's programs, guide in policy making and decision making, hold the school accountable for being fiscally responsible and build relationships among parties through transparency and accountability.

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

After serving on boards in church and the community as well as holding many leadership and committee positions throughout my career, I feel competent to serve on this board.

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

I feel that I would bring understanding of the community since I have lived here since childhood, a broad knowledge of education on all levels having worked in many facets of education Pre-K - high school, and insight into what makes a school culture thrive. I have a keen sense of quality in the classroom and throughout the school. It has been my life's work and passion.

School Mission and Program

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

Warren YES is committed to providing a child-centered educational design that incorporates Paideia and focuses on place-based learning, outdoor learning, holistic health and creative expression while meeting high standards of academic performance. We believe that a diverse blend of people, high quality teaching strategies and healthy living focus will create a school where children succeed and thrive.

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

I understand that the school's program is a blend of problem-based, hands-on, integrated learning goals for creating thinkers and doers while creating a culture of care for and pride of the place they live, their community.

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

I believe a successful school is characterized by staff and students who enjoy teaching and learning. They work together collaboratively with high levels of thinking and questioning. The curriculum is an outgrowth of not only the NCSCOS but also student interest, needs, and dreams.

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

When I walk in a classroom or school, the "vibe" and culture, the children's work and the passion of the staff is clear. Reaching the measurement goals as stated in the application are but one way to measure school success. Testing and rubrics are another. However, progress of each child toward the mission is my greatest method of measurement.

Governance

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

The role is to support the school's programs, guide in policy making and decision making, hold the school accountable for being fiscally responsible and build relationships among parties through transparency and accountability.

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

Student and staff return rate, surveys conducted for students, staff, parents/guardians, etc. and gaining community pride in our school success.

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

We expand at our expected rate, meet educational goals set by the state and be known as an innovative, challenging, creative place of learning and growing as healthy children.

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

We will need to meet regularly as specified in the application, stay involved in the school's financial status, support innovation, and actively involve the community while supporting school leadership.

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

I would follow our school's ethics policy regarding board member's "standing" and if needed cast my vote accordingly.

Certification:

I, Danylu Hundley, 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 Warren Young Explorers School is true and correct in every respect.

Signature:

Danylu Hundley

Date:

4/18/24

ACADEMIC EXPERIENCE

The University of Virginia

Degree Awarded: May 2023

Master's in Urban and Environmental Planning, GPA: 3.97

- Completed Master's thesis, title: *From consulting to communities: Understanding and addressing the barriers to rural climate adaptation planning in Eastern North Carolina*
- Coursework focused on community-engaged and equitable climate adaptation planning

Carleton College

Degree Awarded: June 2019

Bachelor of Arts, major: Biology (Honors in Major), GPA: 3.69

- Received honors on Senior Thesis, title: *Trophic dynamics, evolutionary maintenance, and predator cognitive patterns in two anti-predator adaptations*
- Informal concentration in environmental studies, with a focus in history and anthropology
- Completed two Off-Campus Studies programs: Ecology and Human Origins in Tanzania (Fall 2017) and Wilderness Studies in the Grand Canyon (Spring 2018)
- Supported research for three professors across the departments of biology, history, and geology in qualitative research of social media platforms, conducting and coding interviews; and data visualization

RELEVANT WORK EXPERIENCE

Climate and Community Coordinator, *Working Landscapes*, Warrenton, NC

May 2022—Present

- Began as *Climate Justice Intern* in Summer of 2022, returned full-time in May of 2023
- Lead project manager on contracted work with two regional governments to engage member governments in disaster resilience project prioritization and capacity building efforts
- Develop, implement, and manage community-engagement and education programs around climate action and regenerative economies
- Draft materials to promote awareness of Working Landscapes' climate action work, in both writing for academic and public audiences and visual materials (maps, infographics)
- Assist in fundraising efforts through grant research, writing, and reporting

Student Research Assistant, *The Equity Center*, Charlottesville, VA

January 2023-May 2023

- Community engagement research assistant for the Eastern Shore, VA Climate Equity Project
- Assisted with public workshops through in-person dialogues and coding of participant responses
- Conducted interviews with project leadership on project model to draft narratives for future publication

Student Assistant, *UVA School of Architecture Foundation*, Charlottesville, VA

August 2021—May 2023

- Connected current students with alumni through innovative career development and networking opportunities
- Assisted in strategic planning research on climate resilience research centers for the Dean of the Architecture School, culminating in a formal presentation to the Dean's Executive team (Feb. 2022)

Senior Camp Counselor, *Trees Atlanta*, Atlanta, GA

May 2021—July 2021

- Day camp for rising 1st-6th graders focused on environmental stewardship and conservation
- Worked as a Camp Counselor in the summers of 2017 & 2018, returned as Senior Camp Counselor in 2021
- In senior role, responsibilities included developing curriculum for second half of the summer camp and assisting in professional development initiatives for other staff members
- Coordinated camp activities, including nature-based crafts, educational games, and camper stewardship

Virtual School Pod Leader, Atlanta, GA

August 2020—May 2021

- Supervised five elementary school students in virtual learning and after-school enrichment during the COVID-19 pandemic, including acting as the primary instructor one day per week
- Assessed academic and social emotional progress and made adjustments to pod management as needed

SOFTWARE PROFICIENCIES

Adobe Creative Suite (InDesign—intermediate, Illustrator—intermediate, Premiere Pro—intermediate, Photoshop—beginner); ArcGIS Pro and StoryMaps (advanced); R-Studio (intermediate)

Charter School Board Member Information Form

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

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

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

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

Background

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

Warren Young Explorers School (Warren YES)

2. Full name:

Laura Jeanette ("Jenni") Rogan

Home Address: 808 Ridgeway-Drewry Road, Manson, NC 27553

Business Name and Address: n/a

Telephone No.: 404-824-3309

E-mail address: rogan.l.jenni@gmail.com

3. Brief educational and employment history.

I graduated from Carleton College, a small liberal arts college in Northfield, MN, with a Bachelor of Arts in Biology in 2019. While in college, I worked for three summers as a camp counselor for Trees Atlanta's environmental education day camp for elementary school students in Atlanta, GA. After some career exploration during my first years post-grad—including working as a virtual school pod leader for three families during the 2020-2021 school year—I began completing coursework for her Master's in Urban and Environmental Planning in August of 2021.

During the summer of 2022, I began as the Climate Justice Intern for Working Landscapes, a community development non-profit based in Warrenton, NC. In May 2023, I transitioned to a full-time role as Working Landscapes' Climate & Community Coordinator, where I lead our community development, education, and engagement efforts related to

climate resiliency. I also oversee the financial management of several of our grant programs, and participate in a leadership capacity in several other organizational management efforts.

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

No: X

Yes:

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

I was recruited by Carla Norwood to join the Board of Directors after participating in several conversations—including helping to facilitate a school visioning session in January of 2023—with other Board members. I wish to serve on the proposed charter school board for a number of reasons, the most prescient being that I believe the children of Warren County deserve a school option that allows their natural curiosity, excitement, and passion for learning to be centered, and that provides opportunities for better community-making around an institution in Warren County. I also am interested in serving on the school board to make deeper connections with current Warren County families, as I am new to the community and excited by the opportunity to build relationships with other community members.

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

My understanding of the appropriate role of a public charter school board member is that they support the operations of the school, so that it continually grows with integrity and vision. Within this role, I see board members as those who help the school determine what is working and what is not, how changes could be made to school policies and function to better align the school's daily life with its vision. I also think public charter school board members can serve as the public face of the school to the broader public, which comes with a responsibility to share the school's practices and be willing to receive feedback on the school.

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

I currently serve on the University of Virginia Architecture School's Young Alumni Council, through which we assist the Architecture School in its financial development, strategic planning, and governance efforts. We also have a particular focus on strengthening student-alumni relations with a focus on early-career development. I also have been a volunteer with Carleton College's Alumni Annual Fund for the past 5 years, which is the primary fundraising and development branch of the institution. In this work, I have worked closely with the Alumni Annual Fund Board, and will be a new member of this board beginning July 1, 2024. In both this volunteer and professional experiences, I have learned the importance of recognizing one's strengths and limitations when it comes to Board responsibilities, as well as prioritizing the needs of the Board when asked. These skills also require clear communication with other Board members, which I believe will help to serve me in my capabilities on the Warren YES Board of Directors.

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

I will bring several areas of expertise and knowledge to the board, including methods of engaging the community and broader public, both through our intended complementary programming for parents and community members, as well as I also will bring my knowledge of environmental education, as well as my first-hand school experiences attending a school that utilized a child-centered, Paideia approach (I attended the Paideia School in Atlanta, GA from 5-9th grade). Finally, I will bring strong organization and facilitation skills to our Board leadership.

School Mission and Program

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

Warren YES' mission is focused on creating a school in which a place-based, child-centered learning environment is centered, thereby allowing students to hone their natural tendencies towards curiosity, creativity, and compassion into an education that "helps to build a healthy future for themselves, their community, and the planet." This mission is guided by our values such as place-based learning, outdoor learning, holistic health, and creative expression, all of which will be nurtured by our instructional excellence.

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

I understand Warren YES' school education program to be one that centers place-based, collaborative learning through an integrated curriculum. In my mind, this educational program will incorporate the environment and holistic health across all grade levels and subjects through a number of different topics and ideas. Students will also engage in frequent Paideia Seminars, which will develop them into critical thinkers with a passion for lifelong learning (as my Paideia education has done for me).

A key component of Warren YES is also its focus on spending time learning about and engaging with the outdoor world, and using the school's outdoor facilities as a living classroom when possible. Finally, students will thrive and all members of the school community—from students, to teachers, to custodial staff, to parents—will feel safe and happy within the school's environment.

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

I believe a successful school is one in which all students (and their families) who are interested in attending are welcome and feel a true sense of belonging. I also believe a successful school is one in which the entire school community—from teachers, to students, to parents, to Board members—feel happy, energized, and engaged with what the school is doing. I also believe a successful school is one that encourages others to think about the potential of education as a form of transformation.

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

I will know that school is succeeding in its mission if I see children—and their families—who seem happy, fulfilled, and excited by the possibilities presented by an education that highlights the

opportunities Warren County provides. This will be evident by engagement with the broader community, and engagement with school activities.

Governance

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

The Board of Directors will assist in a number of ways with the school's operation. This will include ensuring the school's financials, leadership, and general governance are regularly assessed.

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

I will know if the school has been successful at the end of the first year of operation by the following metrics: teacher and student retention; lack of budget deficit; and positive feedback as a result of engagement with the broader school community.

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

I will know the school has been successful after five years of operation if our admission lottery is competitive; if teachers have continued to remain at the school and remained engaged in school activities; if the school is viewed positively by the broader community; and, most importantly, if students feel heard by their community and connected to their home geography.

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

I believe the Board of Directors will need to continue to engage with both the school and broader community—including school leadership—to ensure transparency and honest communication about areas of improvement. I think the Board of Directors will also need to have well defined expectations for school assessment and evaluation, to be completed on an annual basis. These expectations will be formalized through the Board's creation of school policies and procedures, as well as the drafting and implementing of a strategic plan. Finally, I think the Board of Directors will need to maintain their Board leadership as a priority to ensure Warren YES' success.

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

If I believe one or more members of the school board were acting unethically or with poor interests, I would follow the Board of Directors Conflict of Interest Policy, which I have read and reviewed prior to submitting this application.

Certification

I, Laura Jeanette Rogan, 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 Warren Young Explorers Charter School is true and correct in every respect.

Signature:



Date: 04/19/24

Appendix L:

To calculate our total insurance quote estimate, we have used insurance estimates from two insurance agencies, Wester Insurance and Cincinnati Insurance.

From Wester Insurance (provided to the Warren YES Board in April 25, 2023), we have used the following:

- Officers and Directors (\$1800)
- Property Insurance (estimated at \$10,000 – difficult to provide a more specific quote without a location secured)
- Automobile Liability (\$3000)
- Crime Coverage (\$500)
- Workers Compensation (\$6480)
- Educators Legal Liability (\$3000)

From Cincinnati Insurance (provided to the Warren YES Board on April 24, 2024), we have used the following quotes:

- Comprehensive General Liability (\$11,859)

From Cincinnati Insurance, we **did not** use the following quotes:

- Workers Compensation (\$2,278 – this was calculated for a previous payroll estimate)

In our budget, we have allocated up to \$12,000 for worker's compensation insurance, in the event our actual expenses are higher than these quotes.



Carla Norwood <carla@workinglandscapesnc.org>

Warren Youth Explorers School

2 messages

John Wester <john@westerinsurance.com>

Tue, Apr 25, 2023 at 4:40 PM

To: Aimee Anderson <aimeeanderson@hotmail.com>

Cc: "carla@workinglandscapesnc.org" <carla@workinglandscapesnc.org>

While I recognize that you are only exploring options at this point for a 2024 possible opening I wanted to provide you some very rough estimates to consider for future costs.

Insurance carriers cannot provide binding quotes for a projected opening so far in the future. My intent would be to submit your account to Hartford Insurance Company but we do represent other carriers that may be able to provide coverages.

Workers Compensation limits of 100,000/100,000/ 500,000 is roughly .34 per \$100 of payroll so with 40 staff averaging \$45,00 annual it would be roughly 1,800,000 in payroll with .36 per \$100 or \$6,480 annual premium

General Liability with 1,000,000 limit is roughly \$5.00 per student and with 125 students uou can budget \$625 annual

Commercial Auto with 1,000,000 limit is roughly \$1,000 per vehicle x 3 vehicles or \$3,000

Educators Legal Liability will run anb estimated \$3,000 annually with 1,000,00 limit

Officers and Directors would run roughly \$1,800 annually

Crime is roughly \$500 annually

Property is really undeterminable at this point but you can budget \$1,000 per \$100,000 of value subject to underwriting.

I trust this will satisfy that you have done your due diligence to identify future expenses. Rates are always subject o change and satisfying underwriting conditions is always an issue , especially with a start-up operation.

John Wester

Wester Insurance Agencywww.westerinsurance.com**C: 252-432-1669/O: 252-438-8165/F: 252-438-6640**

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Carla Norwood <carla@workinglandscapesnc.org>

Tue, Apr 25, 2023 at 5:55 PM

To: John Wester <john@westerinsurance.com>

Cc: Aimee Anderson <aimeeanderson@hotmail.com>

thank you, John!

Carla

[Quoted text hidden]

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~~~~~  
 Carla Norwood, PhD  
 Co-founder, Executive Director  
 Working Landscapes  
 108C South Main St, Warrenton, NC 27589  
 (252) 257-0205

**From:** Jenni Rogan [jenni@workinglandscapesnc.org](mailto:jenni@workinglandscapesnc.org)  
**Subject:** Re: Insurance Inquiry  
**Date:** April 25, 2024 at 8:53 PM  
**To:** Carla Norwood [carla@workinglandscapesnc.org](mailto:carla@workinglandscapesnc.org)

JR

----- Forwarded message -----

From: **Alex Pardue** <[apardue@carolinaunderwriters.net](mailto:apardue@carolinaunderwriters.net)>  
Date: Wed, Apr 24, 2024 at 2:07 PM  
Subject: RE: Insurance Inquiry  
To: Steve Pelfrey <[spelfrey@gmail.com](mailto:spelfrey@gmail.com)>

Steve,

I received information from Cincinnati insurance company that their base liability rate is 58.134 so for 204 students the premium would be around **\$11,859**. This would be for \$2 million general liability aggregate and \$1 million per occurrence limit. The workers compensation premium indication came from Hartford Insurance at **\$2,278**.

Please let me know if you have any further questions.

Thank you!

Alex Pardue, CLCS

Carolina Underwriters & Financial Group

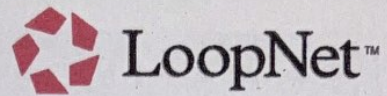
2509 Plantation Center Drive

Matthews, NC 28105

Ph. 704 849 8080

Fx. 704 849 8050





CENTURY 21  
COMMERCIAL  
Triangle Group

301 Walker Ave



## INVESTMENT HIGHLIGHTS

- Available for Sale - Old Norlina High School. Multi-Use opportunity



**301 WALKER AVENUE, NORLINA, NC 27563**

**COMMERCIAL BUILDINGS FOR LEASE**

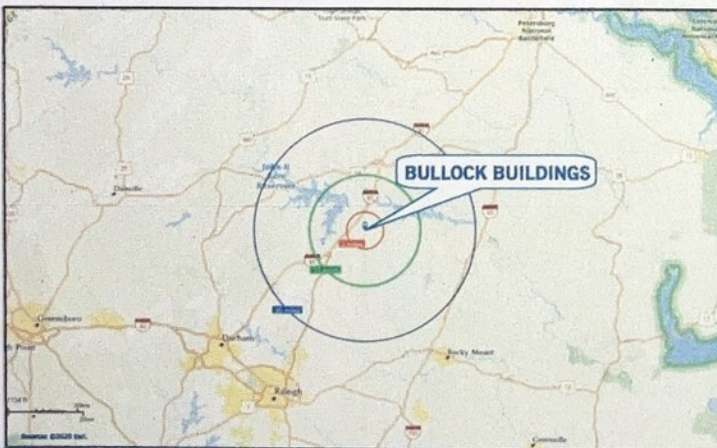


**4 BUILDINGS - TOTAL SQUARE FOOTAGE: 31,080**

|               |        |                              |          |          |          |
|---------------|--------|------------------------------|----------|----------|----------|
| AG 1 BUILDING | 6,480  | 5, 15, 30 MI. POP.           | 8,661    | 51,593   | 196,718  |
| AG 2 BUILDING | 2,640  | 5, 15, 30 MI. HOUSEHOLDS     | 3,169    | 20,126   | 77,863   |
| SCHOOL 3      | 9,376  | 5, 15, 30 MI. AVG. HH INCOME | \$37,495 | \$37,913 | \$42,156 |
| GYMNASIUM 4   | 12,584 |                              |          |          |          |

**TRAFFIC COUNT**

|               |        |
|---------------|--------|
| WALKER AVENUE | 760    |
| US #1         | 4,400  |
| I-85          | 27,000 |



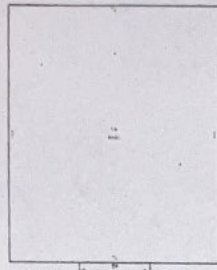
**WARRENCOUNTYNC.ORG**

**STACY WOODHOUSE, DIRECTOR**  
WARREN COUNTY ECONOMIC DEVELOPMENT  
501 US HWY 158-BUS E, WARRENTON, NC 27589

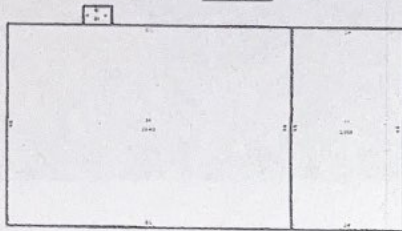


## COMMERCIAL BUILDINGS FOR LEASE

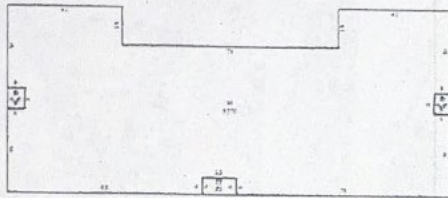
**AG 1 BUILDING**  
6,480 SF



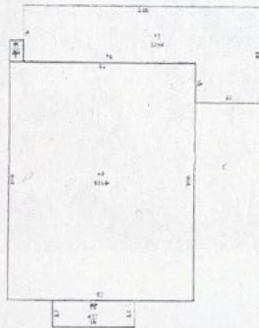
**AG 2 BUILDING**  
2,640 SF



**SCHOOL 3**  
9,376 SF



**GYMNASIUM 4**  
12,584 SF





## ADDITIONAL PHOTOS



20220812\_134407



20220812\_142641



20220812\_143052



20220812\_142907



20220812\_142853



20220812\_143144

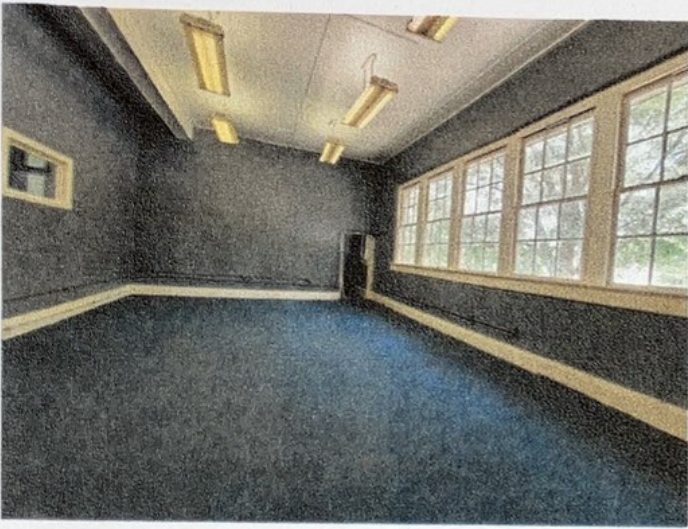




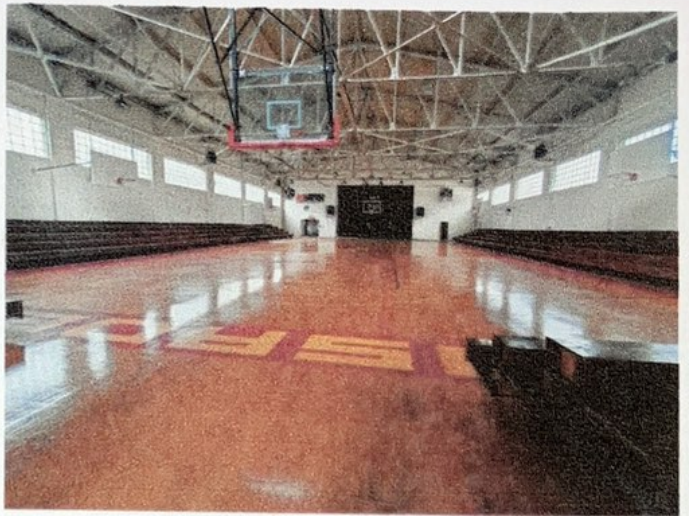
20220812\_142440



20220812\_140035



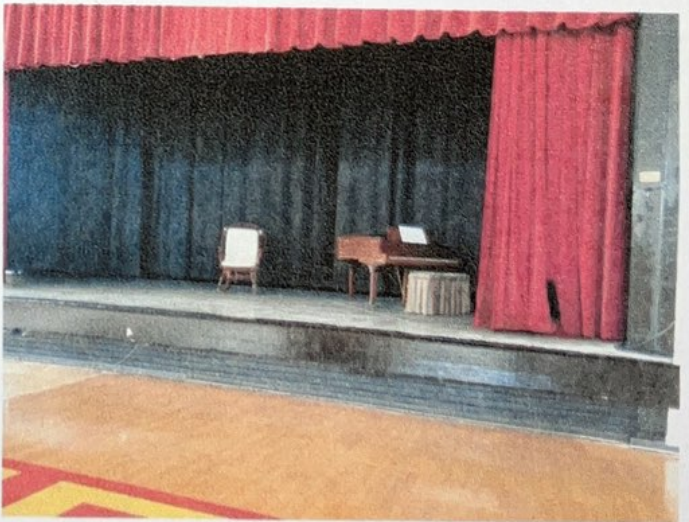
20220812\_143923



20220812\_141344



20220812\_142516



20220812\_141454





20220812\_143617



20220812\_143356



20220812\_143217



20220812\_143534



20220812\_143346

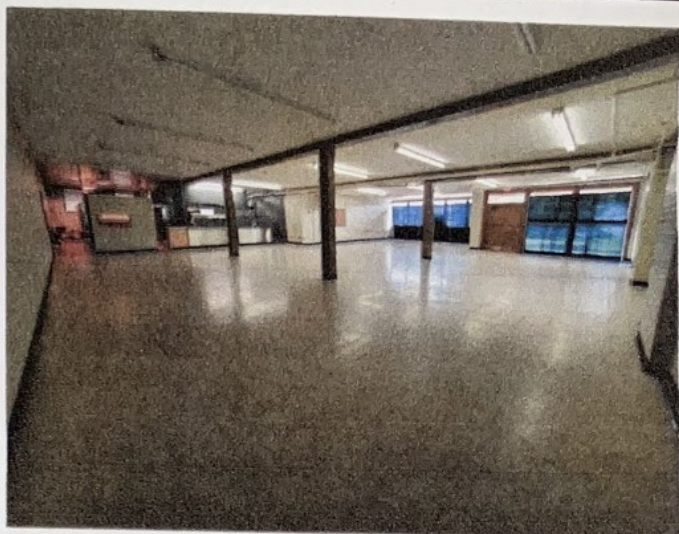


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20220812\_133955



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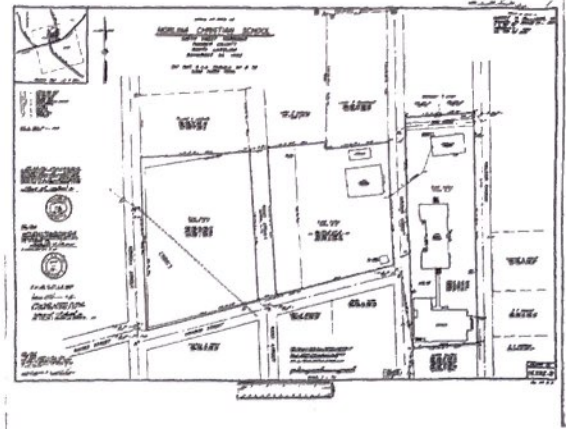


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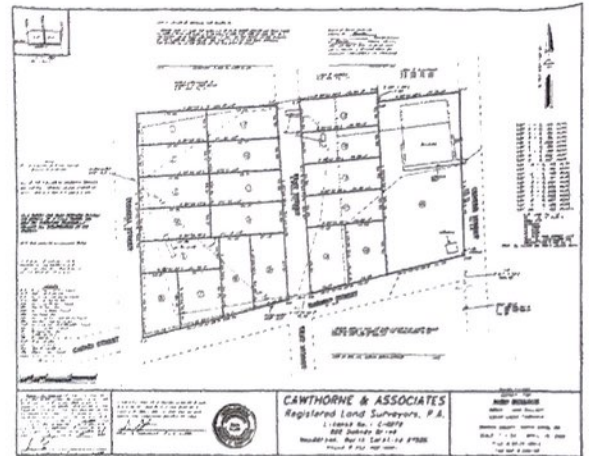




20220812\_135136



Survey\_Page\_1



Survey\_Page\_2

Listing ID: 26517422

Date Created: 8/30/2022

Last Updated: 3/9/2023

Address: 301 Walker Ave, Norlina, NC



STREETED AND MAPED FOR  
**NORLINA CHRISTIAN SCHOOL**  
SMITH CREEK TOWNSHIP  
WARREN COUNTY  
NORTH CAROLINA  
NOVEMBER 30, 1992  
TAX MAP D-4-D, PARCELS 38 & 49  
6.992 ACRES TOTAL

DRAWING AND SURVEY BY  
**HARRY M. WILLIAMS, III**  
REGISTERED LAND SURVEYOR NO. 1-23848  
WILKINSON, N.C. 27689  
TEL. (919) 237-2070



DRAWING NO.  
**16392-B**

|                                                                                  |                |
|----------------------------------------------------------------------------------|----------------|
| <b>Appendix O</b>                                                                |                |
| <b>Warren YES! Start Up Budget</b>                                               |                |
| <b>January 2025 to June 2026</b>                                                 |                |
|                                                                                  |                |
|                                                                                  |                |
| <b>INCOME</b>                                                                    |                |
| Private Donations                                                                | 40,000         |
| Camp tuition (summer and break camps)                                            | 25,000         |
| Grants for start-up year                                                         | 80,000         |
| <b>TOTAL INCOME</b>                                                              | <b>145,000</b> |
|                                                                                  |                |
|                                                                                  |                |
| <b>EXPENSES</b>                                                                  |                |
| <b>Personnel</b>                                                                 |                |
| Executive Director, 9 months, part-time                                          | 40,000         |
| Camp Coordinator, 3 months                                                       | 7,500          |
| Camp helpers                                                                     | 4000           |
| Fringe benefits                                                                  | 5,150          |
|                                                                                  |                |
| <b>Total Personnel</b>                                                           | <b>56,650</b>  |
|                                                                                  |                |
| <b>Educational and School Culture Development</b>                                |                |
| Board and staff development                                                      | 2,500          |
| Camp supplies, materials                                                         | 3500           |
| Travel to visit inspirational schools and learning environments for ED and board | 2,000          |
| Snacks, meals, childcare for community outreach and student recruitment meetings | 600            |
| <b>Total Instructional</b>                                                       | <b>8,600</b>   |
|                                                                                  |                |
| <b>Business Management and Administrative</b>                                    |                |
| Office supplies                                                                  | 1,000          |
| Accounting and Audit (Form 990)                                                  | 1,500          |
| Legal Services                                                                   | 1,500          |
| Background checks                                                                | 540            |
| Charter Application Fee                                                          | 2000           |
| IRS Form 1023 Application fee                                                    | 600            |
| Application support (review by Goodall Consulting)                               | 900            |
| Marketing/Website                                                                | 2,500          |
| Insurance Expenses: property, liability, D&O                                     | 6,000          |
| <b>Total Office &amp; Admin</b>                                                  | <b>16,540</b>  |
|                                                                                  |                |
| <b>Facility Expenses</b>                                                         |                |
| Facility rental (begins April 2026, \$12,000 per month)                          | 48,000         |
| Utilities (electric, water, internet)                                            | 6,200          |
| Furniture                                                                        | 2,000          |
| Building Maintenance & Improvements                                              | 2,000          |
| <b>Total Facility Expense</b>                                                    | <b>58,200</b>  |
|                                                                                  |                |
|                                                                                  |                |
| <b>Total Expenses</b>                                                            | <b>139,990</b> |
|                                                                                  |                |
| <b>Net Income (Revenue minus Expenses)</b>                                       | <b>5,010</b>   |

## Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1: 930-Warren

What percentage of students from this LEA are currently enrolled in the school?

LEA #2:

What percentage of students from this LEA are currently enrolled in the school?

LEA #3:

What percentage of students from this LEA are currently enrolled in the school?

| Grade        | Year 1        |        |        | Year 2        |        |        |               |
|--------------|---------------|--------|--------|---------------|--------|--------|---------------|
|              | LEA #1<br>930 | LEA #2 | LEA #3 | LEA #1<br>930 | LEA #2 | LEA #3 | LEA #1<br>930 |
| Kindergarten | 36            |        |        | 36            |        |        | 36            |
| Grade 1      | 36            |        |        | 36            |        |        | 36            |
| Grade 2      | 36            |        |        | 36            |        |        | 36            |
| Grade 3      | 36            |        |        | 36            |        |        | 36            |
| Grade 4      | 20            |        |        | 40            |        |        | 40            |
| Grade 5      | 20            |        |        | 20            |        |        | 40            |
| Grade 6      | 20            |        |        | 20            |        |        | 40            |
| Grade 7      |               |        |        | 40            |        |        | 40            |
| Grade 8      |               |        |        |               |        |        | 40            |
| Grade 9      |               |        |        |               |        |        |               |
| Grade 10     |               |        |        |               |        |        |               |
| Grade 11     |               |        |        |               |        |        |               |
| Grade 12     |               |        |        |               |        |        |               |
| LEA Totals:  | 204           | 0      | 0      | 264           | 0      | 0      | 344           |

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,  
lose on the initial cover

imum of three LEAs.  
ticular level.

he LEA selected above will qualify for EC funding?

13%

he LEA selected above will qualify for EC funding?

he 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 |
|        |        | 930    |        |        | 930    |        |        |
|        |        | 36     |        |        | 36     |        |        |
|        |        | 36     |        |        | 36     |        |        |
|        |        | 36     |        |        | 36     |        |        |
|        |        | 36     |        |        | 36     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        | 40     |        |        | 40     |        |        |
|        |        |        |        |        | 40     |        |        |
|        |        |        |        |        |        |        |        |
|        |        |        |        |        |        |        |        |
| 0      | 0      | 384    | 0      | 0      | 424    | 0      | 0      |

set forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

| LEA #1:          |                               | 930-Warren        |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$9,409.56                    | 204               | \$1,919,550.24                 |
| Local Funds      | \$2,729.00                    | 204               | \$556,716.00                   |
| State EC Funds   | \$5,309.31                    | 26                | \$135,387.41                   |
| Federal EC Funds | \$1,514.35                    | 26                | \$38,615.93                    |
| Total:           |                               |                   | \$2,650,269.57                 |

| 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                         |



## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

| Income:<br>Revenue Projections | Year 1              | Year 2              | Year 3              | Year 4              |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| State ADM Funds                | \$ 1,919,550        | \$ 2,484,124        | \$ 3,236,889        | \$ 3,613,271        |
| Local Per Pupil Funds          | \$ 556,716          | \$ 720,456          | \$ 938,776          | \$ 1,047,936        |
| State EC Funds                 | \$ 135,387          | \$ 175,207          | \$ 228,300          | \$ 254,847          |
| Federal EC Funds               | -                   | \$ 38,616           | \$ 65,117           | \$ 72,689           |
| Other Funds*                   |                     |                     |                     |                     |
| Working Capital*               |                     |                     |                     |                     |
| <b>TOTAL REVENUE:</b>          | <b>\$ 2,611,654</b> | <b>\$ 3,418,403</b> | <b>\$ 4,469,082</b> | <b>\$ 4,988,743</b> |

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a question by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these 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 Appen

on federal funding in

| Year 5 |           |
|--------|-----------|
| \$     | 3,989,653 |
| \$     | 1,157,096 |
| \$     | 281,393   |
| \$     | 80,261    |
|        |           |
|        |           |
| \$     | 5,508,403 |

additional questions  
operating budget,  
nent of these funds. If

dix M.

# Personnel Budget: Expenditure Projections

| Budget Expenditure Projections                                    | Year 1          |                |                     | Year 2          |                |                     | Year 3          |                |                     | Year 4          |                |                        | Year 5          |                |                     |
|-------------------------------------------------------------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|------------------------|-----------------|----------------|---------------------|
|                                                                   | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary           | Number of Staff | Average Salary | Total Salary        |
| <b>Administrative &amp; Support Personnel</b>                     |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Lead Administrator                                                | 1               | \$ 72,000      | \$ 72,000           | 1               | \$ 74,160      | \$ 74,160           | 1               | \$ 76,385      | \$ 76,385           | 1               | \$ 78,676      | \$ 78,676              | 1               | \$ 81,037      | \$ 81,037           |
| Assistant Administrator                                           |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| Finance Officer                                                   |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| Clerical                                                          | 1               | \$ 39,000      | \$ 39,000           | 1               | \$ 40,170      | \$ 40,170           | 1.00            | \$ 41,375      | \$ 41,375           | 1               | \$ 42,616      | \$ 42,616              | 1               | \$ 43,895      | \$ 43,895           |
| Food Service Staff                                                | 3               | \$ 29,000      | \$ 87,000           | 3               | \$ 29,870      | \$ 89,610           | 4               | \$ 30,766      | \$ 123,064          | 4               | \$ 31,689      | \$ 126,756             | 4               | \$ 32,640      | \$ 130,559          |
| Custodians                                                        |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| Transportation Staff                                              | 1.25            | \$ 27,000      | \$ 33,750           | 1.5             | \$ 27,810      | \$ 41,715           | 1.5             | \$ 28,644      | \$ 42,966           | 1.5             | \$ 29,504      | \$ 44,255              | 1.5             | \$ 30,389      | \$ 45,583           |
| Principals (Upper and Lower)                                      | 1               | \$ 64,500      | \$ 64,500           | 1               | \$ 66,435      | \$ 66,435           | 1               | \$ 68,428      | \$ 68,428           | 2               | \$ 70,481      | \$ 140,962             | 2               | \$ 72,595      | \$ 145,191          |
| Additional Leadership (e.g. operations, communications, etc)      | 1.25            | \$ 53,000      | \$ 66,250           | 1.75            | \$ 54,590      | \$ 95,533           | 4.5             | \$ 56,228      | \$ 253,025          | 4.5             | \$ 57,915      | \$ 260,615             | 4.5             | \$ 59,652      | \$ 268,434          |
| Counselor and Nurse                                               | 0.75            | \$ 50,000      | \$ 37,500           | 1               | \$ 51,500      | \$ 51,500           | 2               | \$ 53,045      | \$ 106,090          | 2               | \$ 54,636      | \$ 109,273             | 2               | \$ 56,275      | \$ 112,551          |
| Finance and Business assistant (supports contractor)              | 0.5             | \$ 39,000      | \$ 19,500           | 0.5             | \$ 40,170      | \$ 20,085           | 0.5             | \$ 41,375      | \$ 20,688           | 0.75            | \$ 42,616      | \$ 31,962              | 0.75            | \$ 43,895      | \$ 32,921           |
|                                                                   |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| <b>Total Admin and Support:</b>                                   | <b>9.75</b>     |                | <b>\$ 419,500</b>   | <b>10.75</b>    |                | <b>\$ 479,208</b>   | <b>15.5</b>     |                | <b>\$ 732,021</b>   | <b>16.75</b>    |                | <b>\$ 835,117</b>      | <b>16.75</b>    |                | <b>\$ 860,170</b>   |
| <b>Instructional Personnel</b>                                    |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Core Content Teacher(s)                                           | 11              | \$ 49,091      | \$ 540,001          | 14              | \$ 50,564      | \$ 707,892          | 18              | \$ 52,081      | \$ 937,452          | 22              | \$ 53,643      | \$ 1,180,147           | 25              | \$ 55,252      | \$ 1,381,309        |
| Electives/Specialty Teacher(s)                                    | 2               | \$ 44,571      | \$ 89,142           | 2.75            | \$ 45,908      | \$ 126,247          | 5               | \$ 47,285      | \$ 236,427          | 7               | \$ 48,704      | \$ 340,928             | 7.75            | \$ 50,165      | \$ 388,779          |
| Exceptional Children Teacher(s)                                   | 1               | \$ 50,333      | \$ 50,333           | 1               | \$ 51,843      | \$ 51,843           | 1               | \$ 53,398      | \$ 53,398           | 1.5             | \$ 55,000      | \$ 82,500              | 2.5             | \$ 56,650      | \$ 141,626          |
| Instructional Support                                             |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| Teacher Assistants                                                | 4               | \$ 30,000      | \$ 120,000          | 9               | \$ 30,900      | \$ 278,100          | 9               | \$ 31,827      | \$ 286,443          | 9               | \$ 32,782      | \$ 295,036             | 9               | \$ 33,765      | \$ 303,887          |
| ESL/MLL and Languages Specialist                                  | 0.25            | \$ 46,000      | \$ 11,500           | 0.25            | \$ 47,380      | \$ 11,845           | 0.75            | \$ 48,801      | \$ 36,601           | 1               | \$ 50,265      | \$ 50,265              | 1               | \$ 51,773      | \$ 51,773           |
| Paideia and Place-Based Learning Coordinator                      | 0.5             | \$ 52,000      | \$ 26,000           | 1               | \$ 53,560      | \$ 53,560           | 1               | \$ 55,167      | \$ 55,167           | 1               | \$ 56,822      | \$ 56,822              | 1               | \$ 58,526      | \$ 58,526           |
| Holistic health educator                                          | 0               | \$ 52,000      | \$ -                | 1               | \$ 53,560      | \$ 53,560           | 1               | \$ 55,167      | \$ 55,167           | 1               | \$ 56,822      | \$ 56,822              | 1               | \$ 58,526      | \$ 58,526           |
| Substitutes (est 80 hours per core teacher per year, min \$18/hr) | 0.45            | \$ 36,000      | \$ 16,200           | 0.6             | \$ 37,080      | \$ 22,248           | 0.8             | \$ 38,192      | \$ 30,554           | 1               | \$ 39,338      | \$ 39,338              | 1.2             | \$ 40,518      | \$ 48,622           |
|                                                                   |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| <b>Total Instructional Personnel:</b>                             | <b>19.2</b>     |                | <b>\$ 853,176</b>   | <b>29.6</b>     |                | <b>\$ 1,305,296</b> | <b>36.55</b>    |                | <b>\$ 1,691,208</b> | <b>43.5</b>     |                | <b>\$ 2,101,859</b>    | <b>48.45</b>    |                | <b>\$ 2,433,049</b> |
| <b>Total Admin, Support and Instructional Personnel:</b>          | <b>28.95</b>    |                | <b>\$ 1,272,676</b> | <b>40.35</b>    |                | <b>\$ 1,784,503</b> | <b>52.05</b>    |                | <b>\$ 2,423,229</b> | <b>60.25</b>    |                | <b>\$ 2,936,975.36</b> | <b>65.2</b>     |                | <b>\$ 3,293,219</b> |

| Benefits                                                            | Year 1          |          |              | Year 2          |          |              | Year 3          |          |              | Year 4          |          |                 | Year 5          |          |              |
|---------------------------------------------------------------------|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|-----------------|-----------------|----------|--------------|
|                                                                     | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total           | Number of Staff | Cost Per | Total        |
| <b>Administrative &amp; Support Benefits</b>                        |                 |          |              |                 |          |              |                 |          |              |                 |          |                 |                 |          |              |
| Health Insurance                                                    | 5               | \$ 7,020 | \$ 35,100    | 5               | \$ 7,020 | \$ 35,100    | 11              | \$ 7,020 | \$ 77,220    | 12              | \$ 7,020 | \$ 84,240       | 13              | \$ 7,020 | \$ 91,260    |
| Retirement Plan--NC State                                           |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Retirement Plan--Other                                              |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Life Insurance                                                      |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Disability                                                          | 9.75            | \$ 1,078 | \$ 10,513    | 10.75           | \$ 1,117 | \$ 12,008    | 15.5            | \$ 1,183 | \$ 18,337    | 16.75           | \$ 1,249 | \$ 20,921       | 16.75           | \$ 1,287 | \$ 21,557    |
| Medicare                                                            | 9.75            | \$ 625   | \$ 6,098     | 10.75           | \$ 648   | \$ 6,966     | 15.5            | \$ 686   | \$ 10,633    | 16.75           | \$ 725   | \$ 12,144       | 16.75           | \$ 746   | \$ 12,496    |
| Social Security                                                     | 9.75            | \$ 2,674 | \$ 26,073    | 10.75           | \$ 2,770 | \$ 29,778    | 15.5            | \$ 2,934 | \$ 45,477    | 16.75           | \$ 3,098 | \$ 51,892       | 16.75           | \$ 3,191 | \$ 53,449    |
| Workers Comp Insurance                                              | 9.75            | \$ 431   | \$ 4,205     | 10.75           | \$ 447   | \$ 4,805     | 15.5            | \$ 473   | \$ 7,332     | 16.75           | \$ 500   | \$ 8,375        | 16.75           | \$ 515   | \$ 8,626     |
| Retirement plan--other, up to 3% matching contribution              | 9.75            | \$ 1,294 | \$ 12,617    | 10.75           | \$ 1,340 | \$ 14,405    | 15.5            | \$ 1,420 | \$ 22,010    | 16.75           | \$ 1,499 | \$ 25,108       | 16.75           | \$ 1,544 | \$ 25,862    |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| <b>Total Admin and Support Benefits:</b>                            |                 |          | \$ 94,606    |                 |          | \$ 103,062   |                 |          | \$ 181,008   |                 |          | \$ 202,679      |                 |          | \$ 213,250   |
| <b>Instructional Personnel Benefits</b>                             |                 |          |              |                 |          |              |                 |          |              |                 |          |                 |                 |          |              |
| Health Insurance                                                    | 16              | \$ 7,020 | \$ 112,320   | 27              | \$ 7,020 | \$ 189,540   | 35              | \$ 7,020 | \$ 245,700   | 40              | \$ 7,020 | \$ 280,800      | 44              | \$ 7,020 | \$ 308,880   |
| Retirement Plan--NC State                                           |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Retirement Plan--Other                                              |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Social Security                                                     | 18.75           | \$ 2,821 | \$ 52,897    | 29              | \$ 2,791 | \$ 80,928    | 35.75           | \$ 2,933 | \$ 104,855   | 42.5            | \$ 3,066 | \$ 130,315      | 47.25           | \$ 3,192 | \$ 150,822   |
| Disability                                                          | 18.75           | \$ 1,138 | \$ 21,329    | 29              | \$ 1,125 | \$ 32,632    | 35.75           | \$ 1,183 | \$ 42,280    | 42.5            | \$ 1,236 | \$ 52,546       | 47.25           | \$ 1,287 | \$ 60,811    |
| Medicare                                                            | 18.75           | \$ 660   | \$ 12,371    | 29              | \$ 653   | \$ 18,927    | 35.75           | \$ 686   | \$ 24,523    | 42.5            | \$ 717   | \$ 30,477       | 47.25           | \$ 746   | \$ 35,249    |
| Life Insurance                                                      |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| Workers Comp                                                        | 18.75           | \$ 455   | \$ 8,532     | 29              | \$ 450   | \$ 13,053    | 35.75           | \$ 473   | \$ 16,912    | 42.5            | \$ 495   | \$ 21,019       | 47.25           | \$ 514   | \$ 24,287    |
| Retirement plan--other, up to 3% matching contribution              | 18.75           | \$ 1,365 | \$ 25,595    | 29              | \$ 1,350 | \$ 39,159    | 35.75           | \$ 1,419 | \$ 50,736    | 42.5            | \$ 1,484 | \$ 63,056       | 47.25           | \$ 1,544 | \$ 72,954    |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| *** Edit text as needed. ***                                        |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -         |                 | \$ -     | \$ -            |                 | \$ -     | \$ -         |
| <b>Total Instructional Personnel Benefits:</b>                      |                 |          | \$ 233,044   |                 |          | \$ 374,239   |                 |          | \$ 485,006   |                 |          | \$ 578,213      |                 |          | \$ 653,002   |
| <b>Total Personnel Benefits:</b>                                    |                 |          | \$ 327,650   |                 |          | \$ 477,301   |                 |          | \$ 666,014   |                 |          | \$ 780,892      |                 |          | \$ 866,252   |
| <b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b> | 9.75            |          | \$ 514,106   | 10.75           |          | \$ 582,269   | 15.5            |          | \$ 913,029   | 16.75           |          | \$ 1,037,795.86 | 16.75           |          | \$ 1,073,420 |
| <b>Total Instructional Personnel (Salary &amp; Benefits):</b>       | 19.2            |          | \$ 1,086,220 | 29.6            |          | \$ 1,679,535 | 36.55           |          | \$ 2,176,214 | 43.5            |          | \$ 2,680,072    | 48.45           |          | \$ 3,086,051 |
| <b>TOTAL PERSONNEL:</b>                                             | 28.95           |          | \$ 1,600,326 | 40.35           |          | \$ 2,261,804 | 52.05           |          | \$ 3,089,243 | 60.25           |          | \$ 3,717,868    | 65.2            |          | \$ 4,159,471 |

\*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:<br>Administrative and Support  |               |               |               |
|---------------------------------------------------|---------------|---------------|---------------|
|                                                   | Year 1        | Year 2        | Year 3        |
| Office                                            |               |               |               |
| Office Supplies                                   | \$ 9,000.00   | \$ 12,000.00  | \$ 15,000.00  |
| Paper                                             | \$ 5,000.00   | \$ 7,500.00   | \$ 8,000.00   |
| Computers & Software for Admin Team               | \$ 7,500.00   | \$ 10,000.00  | \$ 10,000.00  |
| Communications & Telephone                        | \$ 2,400.00   | \$ 2,400.00   | \$ 2,800.00   |
| Copier leases                                     | \$ 7,500.00   | \$ 9,000.00   | \$ 9,000.00   |
| Other/Contingency                                 | \$ 10,000.00  | \$ 12,000.00  | \$ 15,000.00  |
|                                                   |               |               |               |
|                                                   |               |               |               |
| Management Company                                |               |               |               |
| Contract Fees                                     |               |               |               |
| Other                                             |               |               |               |
|                                                   |               |               |               |
|                                                   |               |               |               |
| Professional Contract                             |               |               |               |
| Legal Counsel                                     | \$ 6,000.00   | \$ 7,500.00   | \$ 10,000.00  |
|                                                   |               |               |               |
|                                                   |               |               |               |
| Form 990                                          | \$ 2,000.00   | \$ 2,000.00   | \$ 2,500.00   |
| Audit                                             | \$ 7,500.00   | \$ 10,000.00  | \$ 15,000.00  |
| PowerSchool (Infinite Campus)                     | \$ 18,000.00  | \$ 22,000.00  | \$ 26,000.00  |
| LINQ                                              | \$ 24,000.00  | \$ 32,000.00  | \$ 36,000.00  |
| Lotterease                                        | \$ 3,078.00   | \$ 3,615.00   | \$ 4,332.00   |
| Enrollease                                        | \$ 1,000.00   | \$ 1,200.00   | \$ 1,400.00   |
| Facilities                                        |               |               |               |
| Facility Lease @ \$12,000/month                   | \$ 144,000.00 | \$ 144,000.00 | \$ 144,000.00 |
| Maintenance                                       | \$ 20,000.00  | \$ 20,000.00  | \$ 25,000.00  |
| Custodial and Grounds Contract                    | \$ 32,000.00  | \$ 40,000.00  | \$ 45,000.00  |
| Insurance (property and liability, vehicles, D&O) | \$ 36,639.00  | \$ 42,000.00  | \$ 44,000.00  |
| Security system, IT                               | \$ 15,000.00  | \$ 17,000.00  | \$ 18,000.00  |
| Furniture, labs, creative spaces                  | \$ 25,000.00  | \$ 25,000.00  | \$ 25,000.00  |
| Outdoor classrooms                                | \$ 4,000.00   | \$ 10,000.00  | \$ 12,000.00  |
| Facility Maintenance Fund                         |               | \$ 15,000.00  | \$ 25,000.00  |
|                                                   |               |               |               |
| Utilities                                         |               |               |               |
| Electric                                          | \$ 24,000.00  | \$ 27,000.00  | \$ 29,000.00  |
| Gas                                               |               |               |               |
| Water/Sewer                                       | \$ 14,400.00  | \$ 14,400.00  | \$ 14,400.00  |
| Trash                                             | \$ 4,800.00   | \$ 4,800.00   | \$ 4,800.00   |
| Other                                             |               |               |               |
| *** Insert rows and edit text as needed. ***      |               |               |               |
|                                                   |               |               |               |
|                                                   |               |               |               |

| Transportation                                        |                      |                      |                      |
|-------------------------------------------------------|----------------------|----------------------|----------------------|
| Buses                                                 | \$ 7,500.00          | -                    | \$ 7,500.00          |
| Gas                                                   | \$ 13,092.00         | \$ 15,056.00         | \$ 17,315.00         |
| Oil/Tires & Maintenance                               | \$ 5,000.00          | \$ 5,750.00          | \$ 6,613.00          |
| Emergency transportation/gas cards                    | \$ 2,000.00          | \$ 2,000.00          | \$ 2,500.00          |
|                                                       |                      |                      |                      |
|                                                       |                      |                      |                      |
| Other                                                 |                      |                      |                      |
| Staff Development (other than contracts)              | \$ 3,500.00          | \$ 10,000.00         | \$ 10,000.00         |
| Marketing (website, print materials)                  | \$ 7,500.00          | \$ 8,000.00          | \$ 9,000.00          |
| Child Nutrition Program                               | \$ 173,857.00        | \$ 40,000.00         | \$ 45,000.00         |
| Mini Fellowships with community organization          | \$ 5,000.00          | \$ 10,000.00         | \$ 12,000.00         |
| Travel (to conferences, see other schools, etc.)      | \$ 4,000.00          | \$ 5,000.00          | \$ 8,000.00          |
| Other contracted services                             | \$ -                 | \$ 15,000.00         | \$ 15,000.00         |
| Other EC support, if needed                           | \$ 15,000.00         | \$ 15,000.00         | \$ 25,000.00         |
| Public budgeting process for students, staff          | \$ 5,000.00          | \$ 10,000.00         | \$ 10,000.00         |
|                                                       |                      |                      |                      |
|                                                       |                      |                      |                      |
|                                                       |                      |                      |                      |
|                                                       |                      |                      |                      |
|                                                       |                      |                      |                      |
| <b>Total Administrative &amp; Support Operations:</b> | <b>\$ 664,266.00</b> | <b>\$ 626,221.00</b> | <b>\$ 709,160.00</b> |

| OPERATIONS BUDGET:<br>Instructional           |           | Year 1            | Year 2               | Year 3               |
|-----------------------------------------------|-----------|-------------------|----------------------|----------------------|
| Classroom Technology                          |           |                   |                      |                      |
| Computers and tablets for teachers (\$750     | \$        | 13,800.00         | \$ 7,515.00          | \$ 5,625.00          |
| Lease printers for teachers (\$60/month/unit) | \$        | 2,160.00          | \$ 2,592.00          | \$ 3,110.00          |
| Computers or tablets for students (\$200 ea   | \$        | 40,800.00         | \$ 12,000.00         | \$ 16,000.00         |
| School net (\$1 per person)                   | \$        | 204.00            | \$ 264.00            | \$ 344.00            |
| Smart boards (\$2-4k per classroom)           | \$        | 18,000.00         | \$ 27,000.00         | \$ 24,000.00         |
| Other software needs                          | \$        | 2,000.00          | \$ 2,000.00          | \$ 5,000.00          |
|                                               |           |                   |                      |                      |
| Instructional Contract                        |           |                   |                      |                      |
| Illustrative Math professional development    | \$        | 8,000.00          | \$ 9,000.00          | \$ 10,000.00         |
| Paidea training/professional development      | \$        | 10,000.00         | \$ 15,000.00         | \$ 25,000.00         |
| Teton Science School (place based training)   | \$        | 200.00            | \$ 5,350.00          | \$ 400.00            |
| EdWeb (access to training materials)          | \$        | 95.00             | \$ 95.00             | \$ 95.00             |
|                                               |           |                   |                      |                      |
| Books and Supplies                            |           |                   |                      |                      |
| Curriculums, Texts, Manipulables              | \$        | 16,999.00         | \$ 19,321.00         | \$ 19,747.00         |
| Teacher discretionary budgets (\$300 per c    | \$        | 5,520.00          | \$ 8,025.00          | \$ 9,900.00          |
| Copy Paper for Instruction (3 boxes per cla   | \$        | 1,650.00          | \$ 2,100.00          | \$ 2,700.00          |
| Testing & Assessment Materials                | \$        | 1,100.00          | \$ 1,400.00          | \$ 1,800.00          |
| Field Trips                                   | \$        | 9,000.00          | \$ 12,000.00         | \$ 12,000.00         |
| Creative learning tools (art supplies, music  | \$        | 4,000.00          | \$ 8,000.00          | \$ 8,000.00          |
|                                               |           |                   |                      |                      |
| <b>Total Instructional Operations:</b>        | <b>\$</b> | <b>133,528.00</b> | <b>\$ 131,662.00</b> | <b>\$ 143,721.00</b> |
|                                               |           |                   |                      |                      |
| <b>TOTAL OPERATIONS:</b>                      | <b>\$</b> | <b>797,794.00</b> | <b>\$ 757,883.00</b> | <b>\$ 852,881.00</b> |

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*



| Year 4 |            | Year 5 |            |
|--------|------------|--------|------------|
|        |            |        |            |
| \$     | 18,000.00  | \$     | 20,000.00  |
| \$     | 10,000.00  | \$     | 11,000.00  |
| \$     | 8,000.00   | \$     | 10,000.00  |
| \$     | 3,000.00   | \$     | 3,500.00   |
| \$     | 9,000.00   | \$     | 10,000.00  |
| \$     | 15,000.00  | \$     | 15,000.00  |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
|        |            |        |            |
| \$     | 10,000.00  | \$     | 11,000.00  |
|        |            |        |            |
|        |            |        |            |
| \$     | 2,500.00   | \$     | 2,500.00   |
| \$     | 15,000.00  | \$     | 15,000.00  |
| \$     | 28,000.00  | \$     | 30,000.00  |
| \$     | 40,000.00  | \$     | 42,000.00  |
| \$     | 4,691.00   | \$     | 5,049.00   |
| \$     | 1,500.00   | \$     | 1,600.00   |
|        |            |        |            |
| \$     | 144,000.00 | \$     | 144,000.00 |
| \$     | 25,000.00  | \$     | 25,000.00  |
| \$     | 45,000.00  | \$     | 50,000.00  |
| \$     | 45,000.00  | \$     | 46,000.00  |
| \$     | 19,000.00  | \$     | 20,000.00  |
| \$     | 25,000.00  | \$     | 25,000.00  |
| \$     | 12,000.00  | \$     | 12,000.00  |
| \$     | 25,000.00  | \$     | 25,000.00  |
|        |            |        |            |
|        |            |        |            |
| \$     | 34,000.00  | \$     | 36,000.00  |

|    |           |    |           |
|----|-----------|----|-----------|
| \$ | 14,400.00 | \$ | 14,400.00 |
| \$ | 4,800.00  | \$ | 4,800.00  |
|    |           |    |           |
|    |           |    |           |
|    |           |    |           |

| -             | -             |
|---------------|---------------|
| \$ 19,912.00  | \$ 22,899.00  |
| \$ 7,604.00   | \$ 8,745.00   |
| \$ 2,500.00   | \$ 3,000.00   |
|               |               |
|               |               |
|               |               |
| \$ 12,000.00  | \$ 12,000.00  |
| \$ 10,000.00  | \$ 12,000.00  |
| \$ 45,000.00  | \$ 55,000.00  |
| \$ 12,000.00  | \$ 15,000.00  |
| \$ 8,000.00   | \$ 10,000.00  |
| \$ 15,000.00  | \$ 15,000.00  |
| \$ 25,000.00  | \$ 30,000.00  |
| \$ 12,000.00  | \$ 12,000.00  |
|               |               |
|               |               |
|               |               |
|               |               |
|               |               |
| \$ 726,907.00 | \$ 774,493.00 |

| Year 4 |            | Year 5 |            |
|--------|------------|--------|------------|
|        |            |        |            |
| \$     | 22,410.00  | \$     | 11,790.00  |
| \$     | 3,600.00   | \$     | 4,320.00   |
| \$     | 36,000.00  | \$     | 8,000.00   |
| \$     | 384.00     | \$     | 424.00     |
| \$     | 9,000.00   | \$     | 9,000.00   |
| \$     | 5,000.00   | \$     | 5,000.00   |
|        |            |        |            |
|        |            |        |            |
| \$     | 10,000.00  | \$     | 10,000.00  |
| \$     | 25,000.00  | \$     | 25,000.00  |
| \$     | 1,200.00   | \$     | 850.00     |
| \$     | 95.00      | \$     | 95.00      |
|        |            |        |            |
|        |            |        |            |
| \$     | 20,665.00  | \$     | 23,753.00  |
| \$     | 11,850.00  | \$     | 13,275.00  |
| \$     | 3,000.00   | \$     | 3,300.00   |
| \$     | 2,000.00   | \$     | 2,200.00   |
| \$     | 12,000.00  | \$     | 12,000.00  |
| \$     | 8,000.00   | \$     | 9,000.00   |
|        |            |        |            |
| \$     | 170,204.00 | \$     | 138,007.00 |
|        |            |        |            |
| \$     | 897,111.00 | \$     | 912,500.00 |

Overall Budget

| SUMMARY             | Logic     | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          |
|---------------------|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Personnel     | J         | \$ 1,600,326.32 | \$ 2,261,803.95 | \$ 3,089,243.21 | \$ 3,717,867.65 | \$ 4,159,471.36 |
| Total Operations    | M         | \$ 797,794.00   | \$ 757,883.00   | \$ 852,881.00   | \$ 897,111.00   | \$ 912,500.00   |
| Total Expenditures  | N = J + M | \$ 2,398,120.32 | \$ 3,019,686.95 | \$ 3,942,124.21 | \$ 4,614,978.65 | \$ 5,071,971.36 |
| Total Revenue       | Z         | \$ 2,611,653.65 | \$ 3,418,403.00 | \$ 4,469,082.02 | \$ 4,988,742.72 | \$ 5,508,403.42 |
| Surplus / (Deficit) | = Z - N   | \$ 213,533.32   | \$ 398,716.04   | \$ 526,957.81   | \$ 373,764.07   | \$ 436,432.06   |

## Charter School Board Member Information Form

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

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

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

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

### Background

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

Warren Young Explorers School (YES)

2. Full name: Erin Riggan

Home Address: 205 Frazier Rd. Warrenton NC 27589

Business Name and Address: N/A

Telephone No.: (413) 454-8063

E-mail address: [esimons@wellesley.edu](mailto:esimons@wellesley.edu)

3. Brief educational and employment history.

I completed my Bachelors of Art at Wellesley College in Wellesley, Massachusetts with a major in Psychology. I began teaching Special Education through Teach for America and taught in both self-contained and resource settings at Vaughan Elementary School in Warren County. I've taught fourth grade math and taught second grade at Aycock Elementary School in Vance County until the end of the 2021-2022 school year.

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

No: X

Yes: ☐

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

My colleague Carla Norwood and I have been discussing educational opportunities in Warren County. We share a love for Warren County but are both disheartened by the amount of teachers and students leaving the county in search for better educational opportunities. As parents and residents of Warren County we felt compelled to take action. We started having conversations with other community members and parents and noticed many people shared our concerns. I think Warren YES provides a solution we are looking for. This school would provide hands-on learning opportunities and create relevant and meaningful learning experiences for children living in our rural community. I am so excited to have a place to send my three children. I know my kids and all future students will be loved and supported by this school and Warren YES will help all learners reach their full potential.

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

As a member of a public charter school board, it is my responsibility to make sure the school upholds its mission and vision and puts students first when making decisions. As a school member I will help make sure Warren YES upholds a quality program and uses its funds appropriately. I think board members have a reputation among the community to uphold in order for the school to be held in a high regard. Board members should continually evaluate what is or what is not going well at the school and come together to find solutions to ensure the school's success.

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

My educational background and vocational experience as a special education and general education classroom teacher will allow me to help make decisions that keep students' and teachers' interests in mind. During the 2015-2016 school year, I was selected as Warren County's District Teacher of the Year, which speaks to my leadership capabilities and commitment to education. In the classroom, I learned what it means to be a teacher and what teachers need to be supported. I know the importance of quality teachers and leaders; they play a huge role in a school environment and creation of a school culture. I feel that my teaching background will really help me support the school leaders and teachers. As a teacher, I prioritized relationships and created strong relationships with my coworkers, students, and their families. I received a grant when I taught at Vaughan Elementary for all of our teachers to be trained by the *Parent Teacher Home Visit Project*. We learned the value of informal home visits and built connections with our students and their families. Building relationships with our community and further engaging interested stakeholders will be an important part of my role on the school board.

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

I am well-versed in writing IEPs and conducting IEP meetings from working as a Special Education teacher. This will be important in working with our students with special needs. Warren County is a rural community, with a very low-income population, and in such communities, schools are limited in terms of access to resources and funding. Building close relationships with community members is therefore an important process for a school in such a setting. After living and working in this community for over a decade, I have learned how to build meaningful relationships. Building such relationships—between students, their families, and the community—will be one of my priorities as a board member. Thanks to my teaching experience, I am familiar with the North Carolina Standards and can help ensure Warren YES is upholding high standards and ensuring their project-based lessons are aligned with our state’s curriculum.

### **School Mission and Program**

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

Warren YES aims to educate the “whole” child with a place-based and hands-on learning experience. This school will provide what is best for children; every child will have an individualized learning path, will be treated like an individual, and will have strong relationships with their teachers. Students will be loved and supported so that they feel comfortable to take risks and have fun while learning and reaching their full potential.

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

Warren YES’ educational program is focused on hands-on and project-based learning experiences. Classroom lessons would be relevant and engaging and often led by students. Teachers would develop strong relationships with their students, allowing for deep learning and engagement. Students would be recognized as leaders and be accountable for their learning experiences.

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

I think a successful school prioritizes relationships between students, teachers, and families and recognizes that a child is much more than a test score. Children learn differently and need to be valued for who they are instead of who they are expected to be. A successful school also engages with the community; students should be learning outside and be provided with opportunities to visit and work within the community. Warren County is a rich environment for agriculture and horticulture, for example, which provides an excellent natural resource for immersing students in project- and place-based learning. A school should provide a safe and supportive environment; when a student is comfortable and feels loved, they are able to reach their full potential.

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



If students continue to enroll in Warren YES and the lottery expands each year, I will know the school is succeeding. I would also hope to see a high teacher retention rate, reflecting a positive workplace environment. The community will regard Warren YES as a practical alternative to the current options and families will be proud to send their students to YES.

### **Governance**

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

The board will search and hire our head of our school. They will support and guide YES with policies and procedures. They will help uphold a positive reputation among the community and meet with stakeholders. The board will make sure all school staff are upholding the charter's mission and vision. Generally, the board will make sure Warren County YES is upholding all terms of its charter and see to the school's ongoing success.

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

I will know YES is successful if they have a positive reputation among the community and families and students are excited to come back the following year. I would expect families to recruit their friends to join YES and teachers to be satisfied working at YES.

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

At the end of five years, I expect to see some qualitative and quantitative data representative of high student growth in academic areas. Parent involvement will be high and YES will have a positive reputation among the community. I would expect to see a high volume of students in the lottery and YES would continually grow and expand their programs each year. Within five years, I would hope to see less migration out of Warren County for school-related reasons, and maybe even an influx of job applications and therefore increased competitive nature of its faculty.

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

The board will need to visit Warren YES regularly to make sure the school is upholding their charter. The board would need to talk to the head of school and to its teachers to make sure the working environment is positive and aligning with the mission and vision. I think the board should have regular conversations with students and families to listen to their feedback. The board must hold regular meetings open to the community. I think the board needs to be understanding and flexible because although we can make plans for the future, unforeseen events happen and we need to be able to adapt and make responsible decisions.

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

While I'm confident the members of our board would act ethically and keep the best interests of the school in mind, I would bring the situation up to our board and we would refer to our Conflict of Interest policy; the policy would be followed and enforced.

\*Please include the following with your Information Form

- a one page resume

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

**Certification**

I, Erin Riggan, 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 Warren County Young Explorers Charter School is true and correct in every respect.

Signature

*Erin Riggan*

Date

4/19/2024



### Charter School Required Signature Certification

**Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney:

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Horwood  
DocuSigned by:  
Carla Horwood  
F5A8BFB341E8414  
DocuSigned by:  
Carla Horwood  
8AB75A8AH7341E  
DocuSigned by:  
Carla Horwood  
737FD0DD280154D5  
DocuSigned by:  
Carla Horwood  
F5A8BFB341E8414  
DocuSigned by:  
Carla Horwood  
D3FE390DBA714CC  
65788FE0E6D44438

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Thebakah Ban, CPA PC

- Date of Review: 4/24/2024

- Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Norwood  
DocuSigned by:  
Amanda Russell  
F54B8BF341E9114  
DocuSigned by:  
Dana Russell  
8AB75A8B7FE41E  
DocuSigned by:  
92E0DD2901154D9...  
DocuSigned by:  
59B79312AD912D  
Tina Hall  
F839D34FB783112  
DocuSigned by:  
Danyla Norwood  
65788F0FD044438

- ❖ 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.

- o Name of the Contact for Selected EMO/CMO:

- o Date of Review:

- o Signature of Board Members Present (Add Signature Lines as Needed):

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- o Name of the Contact:

Eddie Goodall

- o Name of the Selected Financial Service Provider:

Goodall Consulting

- o Date of Review:

4/24/2024

- o Signature of Board Members Present (Add Signature Lines as Needed):

DocuSigned by:  
Aimee Cooper  
1F4B8BF341E8174...  
Caroline Hurdley  
DocuSigned by:  
Dana Russell  
7222A87...  
DocuSigned by:  
52E0DD2901154D5...  
DocuSigned by:  
539B79312AD912U...  
Laroyne Hall  
DocuSigned by:  
3992F5213...  
Petry  
DocuSigned by:  
D3FE30D6A74CC...  
Danyla Hurdley  
65788E0E6D44438...

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- o Name of the Contact:

Eddie Goodall

- o Name of the Selected PowerSchool Service Provider:

Goodall Consulting

- o Date of Review:

4/24/2024

- o Signature of Board Members Present (Add Signature Lines as Needed):

DocuSigned by:  
Aimee Cooper  
1F4B8BF341E8174...  
Caroline Hurdley  
DocuSigned by:  
Dana Russell  
7222A87...  
DocuSigned by:  
52E0DD2901154D5...  
DocuSigned by:  
539B79312AD912U...  
Laroyne Hall  
DocuSigned by:  
3992F5213...  
Petry  
DocuSigned by:  
D3FE30D6A74CC...  
Danyla Hurdley  
65788E0E6D44438...

■ \_\_\_\_\_

**Certification**

I, Carla Norwood, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Warren Young Explorers School Charter School is true and correct in every respect.

Signature

Carla Norwood

Date

4/24/24





## Signature Page

The foregoing application is submitted on behalf of Warren Young Explorers School (YES). 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: Carla Norwood  
Board Position: Board Chair  
Signature: Carla Norwood  
Date: 4/26/24

Sworn to and subscribed before me this 26 day of April, 2024.

Notary Public: Bobbie J Brownell

My commission expires: July 21, 2025.

Official Seal:

