

2023 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Warren Young Explorers School

Telephone

Fax

Address

164 Norwood Lane

Unit/Suite

Zip Code

27553

City

Manson

State

North Carolina





Primary Contact Name *

Carla Norwood

Opening Year *

2024

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Chair

Management Organization Name

Board Members Roster *

Management Organization Contact Name

Primary Contact Email *

carla.m.norwood@gmail.com

Management Organization Phone

Primary Contact Phone *

252415164

Management Organization Email

PrimaryContact Address *

164 Norwood Lane

Unit/Suite *

Zip Code *

27553

City *

Manson

State *

North Carolina



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 (proposed)

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

Q7. Give the name of the third-party consultant or CSO:

Leaders Building Leaders



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

We provided \$3000 to Leaders Building Leaders to assist in 15 hours of work.

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:

Leaders Building Leaders reviewed the application for clarity and grammar, with particular attention to the "Special Populations and 'At-Risk' Students, Exceptional Children", Admissions, and Financial Plan sections.

Q10. Projected School Opening Month

August 2024

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

- Yes (Year-Round)
- No

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

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Resources

Enrollment Summar...

Applicant Evidence :

Enrollment Summar...

Uploaded on **4/27/2023**
by **Jenni Rogan**

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




At full estimated student enrollment, we will serve 576 students from Kindergarten to eighth grade.


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

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

Resources


Enrollment Demogra...

Applicant Evidence :


Enrollment Demogra...

Uploaded on **4/27/2023**
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 104 students in Year 1, including two classrooms in Kindergarten, and one class each in grades one through four. Kindergarten classes will have 16 students, and others will have up to 18 students. Starting with two Kindergarten classes allows us to begin building a strong base of students who will have experienced Warren YES' pedagogical approach since the earliest days of their K-12 education. Warren YES will also open one classroom each in grades one through four in Year 1. In doing so, we aim to address strong and urgent parent demand for increased educational choice, as described elsewhere in our application. In subsequent years, Warren YES intends to grow through matriculation to add one grade each year (adding fifth, sixth, seventh and eighth grade over years 2-5). At maximum enrollment, Warren YES anticipates serving 576 students across grades K-8.

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	4	4	4	4
First	1	3	4	4	4
Second	1	3	4	4	4
Third	1	2	3	4	4
Fourth	1	2	2	3	4
Fifth		2	2	2	3
Sixth			2	2	2
Seventh				2	2



Eighth	2
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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)



2. Non-Profit Corporation Information

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

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

Q18. Organization Type

- Non-Profit Corporation
- Municipality

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

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

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



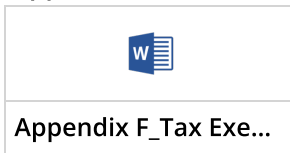
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Total Files Count: 10

Applicant Comments :

This document is not applicable at this time, but Warren YES will apply for tax-exempt status during its Planning Year.

Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

Q23.Name of Registered Agent and Address

- As listed with the NC Secretary of State

Registered Agent: Carla Norwood

Registered Address: 164 Norwood Lane, 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.

Q25. Requirements

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

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

- Yes
 No

Q26. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

- Yes
 No

Q27. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

- Yes
 No

Q28. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.



We have identified the perfect location for Warren YES—a former high school in the downtown area of Norlina, NC. The property consists of 8 acres of land, a two-story school building built approximately 100 years ago, a gym and cafeteria connected by a breezeway, two large outbuildings, a parking lot, and a ball field. The main school building has 10 large classrooms on each floor, plus additional rooms in the basement. The rooms boast high ceilings and much natural light. Photos of the property are provided in Appendix A1.

The site was previously used by Warren County Schools; after school consolidation, the property was bought by a private school that operated there until about 2017. The main school building and outbuildings have continued to be occupied, but not fully utilized, in the last several years. The facility is inhabitable now, but would benefit from some upgrades (for example, the historic windows are all single-pane glass, the bathrooms have not been renovated in decades, and the gym floor is slightly buckled). These challenges are relatively minor and could easily be addressed in the ready to open year. Our board would love the opportunity to help lead investment in downtown Norlina and bring this former community site back to life.

The building is owned by a private individual, and we are in the process of developing a formal option to buy the property, pending approval of this application. In the meantime, we have secured a Letter of Intent to lease or purchase the property from the owner. We will be able to secure funds to purchase or lease the property only after we gain approval to open Warren YES, which could come either from a USDA Rural Development Loan, Self Help Credit Union loan, private donations, or support from a municipality.

In our rural, low-income community, a large property such as this is a challenge to take on and fully utilize. For decades, there has been little to no development pressure to speak of. We believe that our school represents the most serious and likely path towards revitalization of this property, and we look forward to continuing to work with the owner to enter into a long-term lease or purchase the property outright.

We have also explored other options for locations of our school facility that would be suitable, especially in the first year when our enrollment will be 104 students; these are detailed in question #147.

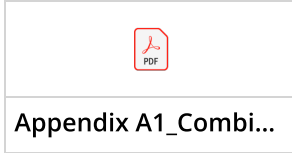
Q29. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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

Total Files Count: 5



Applicant Evidence :



Appendix A1_Combi...

Uploaded on **4/28/2023**
by **Jenni Rogan**

Q30. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area; (2) whether local, state, or national nonprofit partnerships have committed to assisting the school; (3) whether the school will contribute to potential for economic and educational development of the region; (4) whether an organization that has experience in creating public schools is mentoring the applicant; (5) whether obstacles to educational reform efforts leave chartering as an available option; (6) whether an existing charter school board has agreed to mentor the applicant; (7) whether the nonprofit corporation has existed for more than two years; and (8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

Yes

No

Q31. Factor (1) Describe your school's unique mission and educational program.

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 unique educational program is designed to acknowledge and cultivate multiple intelligences among our students (see Figure 1 citation--all references cited throughout the application can be found as attached evidence to this question). Our approach to doing this centers on a core set of Four Commitments: place-based learning, outdoor learning, holistic health, and creative expression. Each is described below.

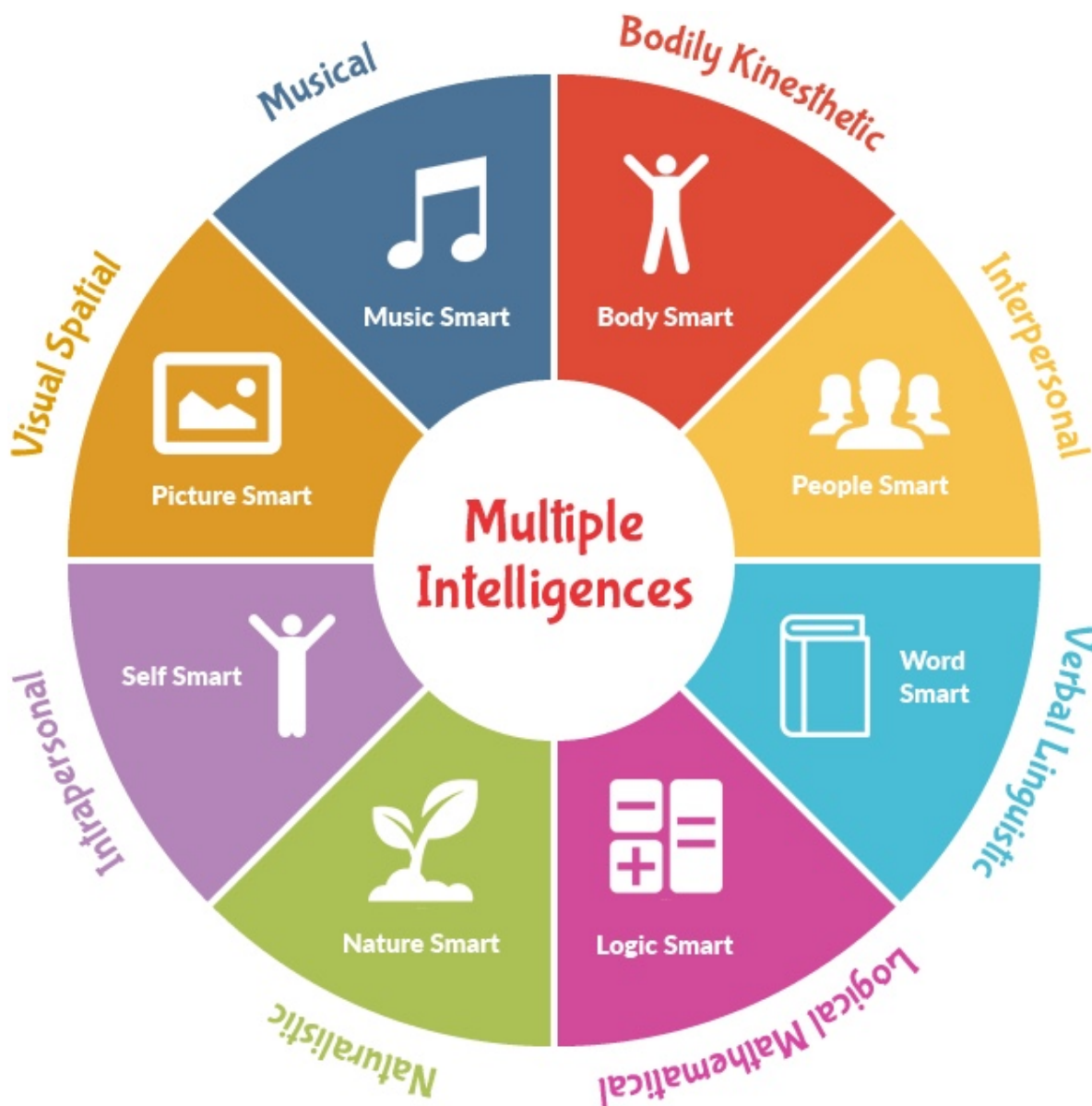


Figure 1. A representation of the eight intelligences described by Gardner (2011).



1. *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.

Place-based education immerses students in local heritage, cultures, landscapes, opportunities, and experiences, using these as a foundation for the study of standard school subjects such as language arts, mathematics, social studies and science. It emphasizes learning through participation, which can take the form of service projects for the local school and/or community. Place-based projects often include the following characteristics:

- Students are encouraged to view their community as a system and to understand the relationships and processes necessary to support healthy living, healthy communities, and healthy landscapes;
- Learning takes students out of the classroom and into the community and natural environment;
- Projects are integrated into classroom lessons, allowing knowledge to be applied to real world situations;
- Students play an active role in defining and shaping projects; and,
- Students collaborate with local citizens, organizations, agencies, businesses, and government, providing connections and mentors who can help them succeed.

Place-based education has been developed to increase the real-world relevance of scholastic instruction as curricula are increasingly dominated by national standards that have little to do with the lived experiences of students. Especially in low-income rural communities, students may feel marginalized from more wealthy or urban environments depicted in lessons or mainstream media. Further, research has shown that traditional education can have the effect of training young people to leave rural communities, taking their talents with them (see Corbett 2007, *Learning to Leave*, a book about rural education in Nova Scotia). Thus, an educational approach that explicitly values their place, their community, and their perspectives can build confidence and affinity for place, while empowering them to be more active citizens.

The Promise of Place, an organization that promotes place-based education, has conducted research on more than 100 schools in twelve states utilizing a place-based approach. Their work finds that “place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality” (http://www.promiseofplace.org/Research_Evaluation).

2. *Outdoor and agricultural education.* Much of the teaching at Warren YES will take place outdoors: on the school farm, in the nearby woods, at local sites of interest, and other outdoor learning environments.

As schools have reduced recess, field trips, and other outdoor opportunities in exchange for increased focus on test preparation, student performance has not improved. However, decreases



in outdoor and physical activity have been accompanied by declines in student health, increases in childhood obesity, and significant increases in diagnoses of attention deficit disorder.

The National Wildlife Federation has compiled research on the benefits of outdoor education in the attached report, *Back to School, Back Outside* (2010). This report finds that outdoor education, greener school grounds, and more outdoor play time in natural settings have two major benefits for children: helping students become high-performance learners with skill sets that will be with them throughout their lives, and helping students perform measurably better on standardized tests.

Specifically, research indicates that outdoor education:

- Usefully employs all of a child's native intelligences, ranging from math and science smarts to interpersonal communications;
- Is particularly effective at helping under-resourced, low-income students perform measurably better in school;
- Quantitatively increases student motivation and enthusiasm to learn;
- Markedly improves classroom behavior with fewer discipline referrals and related problems;
- Helps students to learn across disciplines and make them better real-world problem solvers;
- Helps keep students engaged in their school work and makes them less inclined to drop out of school;
- Measurably improves classroom performance in math, science, reading and social studies;
- Increases scores on statewide standardized tests in basic skills, reading, science and math; and
- Improves performance on college entrance exams.

At Warren YES, the school farm will be a central site of outdoor learning. All students will be actively engaged in the work of farming. Core subjects such as mathematics and language arts will be taught using the farm as subject matter. Building on its unique partnership with Working Landscapes, a Warren-based nonprofit that operates a food hub, the school will expose students to their region's food and agricultural systems. They will gain a sophisticated understanding of how agriculture intersects with the economy, the environment, and human health.

In Warren County, students have had first-hand experience with the benefits of a certain type of outdoor education—school garden curricula that are supported by FoodCorps and teachers throughout the district. From 2011-18, FoodCorps (co-sponsored locally by Working Landscapes and Warren County Cooperative Extension) provided hundreds of Warren County students with hands-on school gardening experiences and nutrition education. One of the Warren YES board members is a former FoodCorps Service Member in the county. Additionally, three board members are part of farming families, so our school will be well connected to the local agricultural community.

3. Holistic health and wellness. Warren YES is committed to the health of individuals, the community, and the planet.

Individual health encompasses both physical and mental health. Physical health will be fostered




through opportunities for physical activity—both play and work—throughout the school day. The school farm and other outdoor learning venues will provide varied opportunities for physical activity. The school’s healthy, locally-sourced menu will also support students’ physical health. In addition to being served nutritious, balanced meals, students will learn how to make healthy food choices and become better informed consumers.

Mental health, meanwhile, will be considered equally important. Traditional school environments can contribute to student mental health problems like anxiety. By contrast, all Warren YES personnel will be trained in promoting children’s mental health. Individual psychological wellbeing will be fostered through the school’s nurturing environment, personalized instructional plans, and support of positive mental health habits. Social wellbeing will be supported by intentionally fostering affirming interpersonal relationships among students and personnel.


Warren YES will promote community health by building student, family, and public awareness of social determinants of health and ways that, individually and collectively, Warren County residents can improve local health outcomes. Finally, Warren YES students will become advocates for planetary health by gaining a firsthand appreciation for the interconnections between human health and that of the natural world. Consistent with this commitment, Warren YES will prioritize sustainability in its own institutional choices, e.g. through sourcing climate-smart ingredients for its meals program.

4. *Creative expression.* At Warren YES, we recognize that traditional “academic” activities (e.g. reading, writing, calculating, computing) are not the only ways that children can learn; creative expression can be equally valuable. Indeed, some children learn most effectively this way. Thus, we will provide daily opportunities for students to create art (visual, musical, performance) and work with their hands.

Applicant Evidence :



Back to School - Bac...



Warren YES Referen...

Uploaded on **4/28/2023**
by **Jenni Rogan**

Uploaded on **4/28/2023**
by **Jenni Rogan**

Q32.Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.



Working Landscapes, a local nonprofit organization with a passion for health, wellness and rural revitalization has committed to assisting the school. Please see the attached Letter of Support. Working Landscapes can offer support as a fiscal sponsor, can support fundraising efforts, and will provide expertise regarding outdoor education and farm-to-school programming. For example, Working Landscapes partners with schools across the region and state to foster increased access to healthy, local food, and is excited to have a new local partner with which to collaborate.

Applicant Evidence :



LOS from WL to War...

Uploaded on **4/28/2023**

by **Jenni Rogan**

Q33.Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.



Warren YES is poised to make a significant contribution to economic development in Warren County and the surrounding region. Warren County is an economically distressed county that has been labeled a Tier One county, a designation from the state that means it is one of the most economically distressed counties in the state. Warren's overall poverty rate is 19.9%, but 29% of children are in poverty (US Census). The percentage of adults above 25 years of age with a bachelor's degree or higher is less than half the state average (15.2% in Warren County, compared to 33% for the state as a whole). The median household income is approximately \$39,500, compared to \$60,500 for the state, and 44% of residents have a long commute to work, compared with 34% of North Carolina workers overall. Employment dropped by 7.4% between 2019 and 2020, compared to 0.8% for the state as a whole. Further, of households with children, 49% of them are single-parent households (compared with 27% for the state).

Indeed, improving educational options is arguably the most impactful way to boost Warren County's economic development. Dr. Gabriel Cumming, husband of a Warren YES Board member, was formerly the county's Economic Development Director; in that role, he witnessed firsthand how the county's low-performing schools were a deterrent to business owners and leaders who otherwise would have considered locating here. Even when businesses do locate in Warren County, the businesses' leadership often lives outside the county or relocates outside the county when their children reach school age. This contributes to the county's ongoing economic marginalization.

This view is corroborated by the findings of our stakeholder survey, in which the vast majority of the 81 respondents indicated that Warren County's existing educational options had a *very negative* or *somewhat negative* effect on the county's economic development (see chart below).

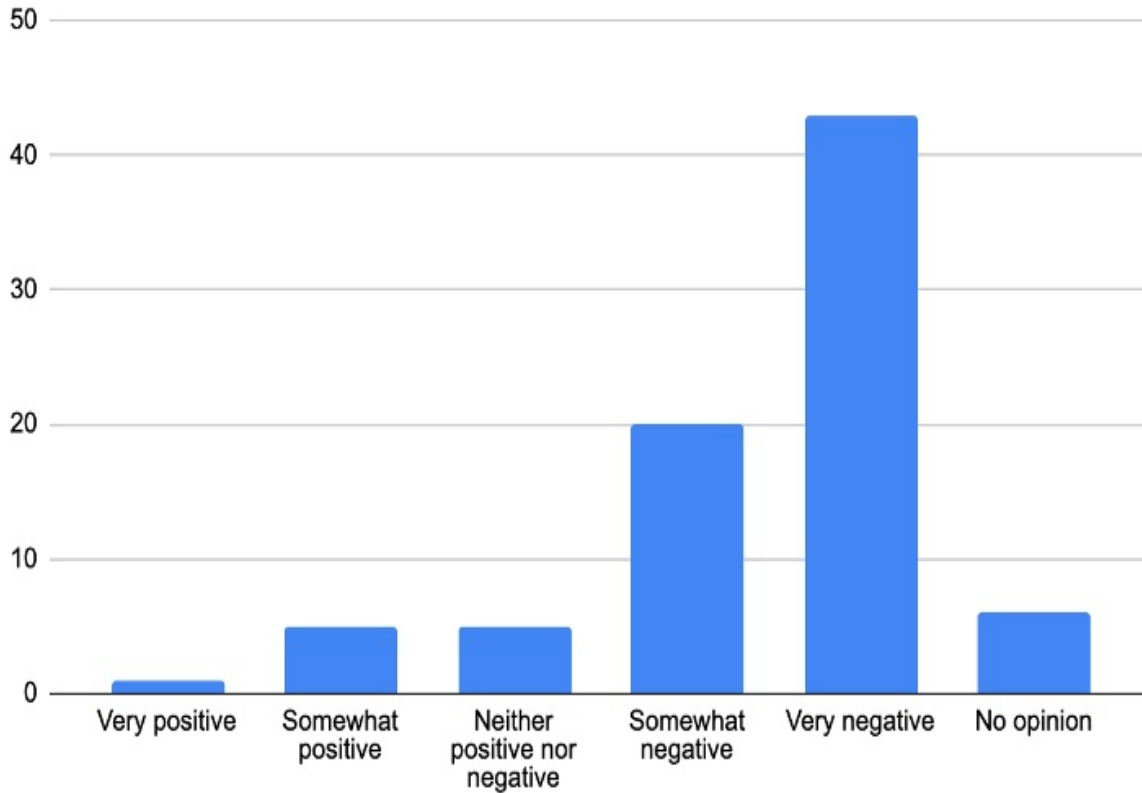


Figure 2. Associations between Economic Development and Educational

Opportunities. Stakeholder survey (n=81) responses to the question “In your opinion, do the current educational options that exist in Warren County have a positive or negative effect on economic development in the county?”

Warren County has assets that make it attractive for economic development: uncongested, friendly small towns; a rich, diverse cultural heritage; verdant rural landscapes; high air quality; abundant clean water; lakes for recreation; and a fascinating history. The county will benefit from an approach to both economic development and education that is rooted in, and builds upon, these assets. Warren YES, with its place-based approach to education, supports and complements this asset-based approach.

Not only will enhanced educational opportunities help address documented needs regarding community and economic development, our approach will build leaders from the ground up who are educated to understand the needs of their community and who will be able to identify and engage in career and business opportunities locally.

Q34. **Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.**



We are thrilled that Central Park School for Children in Durham has agreed to serve as an advisory partner as we adapt their educational approach to Warren County. Their support is described in more depth in Factor 6.

Q35.Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.

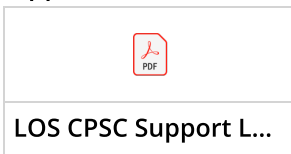
During the last twenty years, enrollment in Warren County Schools has decreased by forty-six percent (46%). During that time, the school district has initiated multiple reforms, including establishing new schools and closing others, but has been unable to significantly improve district-wide academic performance, thereby negatively impacting student enrollment. Decision-making has been primarily top-down with sporadic community engagement opportunities; many deeply-felt citizen concerns that have been expressed have not been effectively addressed. This has led to deepening public disillusionment about the possibility of meaningful educational reform within the district. In this context, chartering provides an alternative approach to achieving comprehensive reform. Our school would actively seek stakeholder input and commit to transparent dialog with the community.



Q36.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

Durham's Central Park School for Children has agreed to serve as an advisory partner to Warren YES as we adapt their educational approach to Warren County. Please find their letter of support attached as evidence to this response. Already, Central Park's leadership has provided insight into their child-centered approach, hands-on curriculum and conflict resolution models such as Bridges (a math curriculum) and the Peaceful Schools approach. Located just under an hour's drive from our county seat, CPSC has generously provided guidance on daily schedules, staff professional development programming, and more. Our founding Board also toured their elementary school campus during the drafting period of this application. If approved, we would engage with them more deeply as we prepare to open our school.

Applicant Evidence :

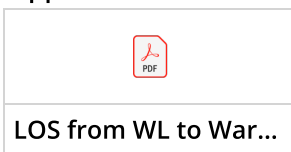


Uploaded on **4/28/2023**
by **Jenni Rogan**

Q37.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

No, but Working Landscapes—a community-based 501c(3) non-profit co-founded and led by Board member Carla Norwood—has agreed to be Warren YES' fiscal sponsor (see their letter of support attached as evidence to this response). Working Landscapes has been operating in Warren County since 2011.

Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

Q38.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?



No, although some Board members have participated in conversations regarding other proposed Charter Schools. Additionally, as is discussed in the Governance and Capacity section of this application, the Founding Board of Directors has extensive expertise in school administration and governance as well as small-business and nonprofit leadership.



4. Conversion

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

- Yes
- No



5. Replication

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

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

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

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

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

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

- Standard
- Fast-Track



No, this is not a replication



6. Alternative

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

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

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

- Yes
- No



7. EMO/CMO

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

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

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

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

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.

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

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

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.

Q86. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect



the socioeconomic status of the LEA, SWD population, and ELL population of the district?
See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Our school will serve students in kindergarten through 8th grade in Warren County and the surrounding area of North Carolina, with a maximum planned enrollment of 576 students per year.

Warren County is one of the state’s most racially diverse counties, 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.

We will design and 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 and utilize community media, including the weekly newspaper, a local radio station, and a local blog. We will develop a website that is easy to understand and navigate, along with beautiful print materials to share our mission and vision with interested families. Further information is provided in response to questions 173 - 178.

Demographic Characteristics	Anticipated Warren YES student population	Warren County, NC (under 18) (American Community Survey, Census Bureau, 2021)	Warren County Schools (NC Public School Statistical Profile, 2021-22)
Black	280	1355	1174
White	143	688	203
American Indian	57	276	104
Hispanic	40	193	171
Other	20	92	8



2 or more race	36	175	76
Poverty	165 (28% of students)	905	n/a
Single parent households	238 (40.6% of students)	1152	n/a
English Language Learners	20	n/a	n/a

Table 2. Demographic Data of anticipated Warren YES enrollment, Warren County youth, and Warren County Schools enrollment in 2021-22 school year.

Q87. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



As a small county, Warren often loses out to the larger counties next door, as both enrollment statistics and letters of support from parents attest. We aim to reverse this trend by locating this new school in the heart of our county.

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.

All Warren County elementary schools, along with the county’s one middle school, received grades of F on their most recent School Report Cards (2022-23). This ranks them among the lowest-performing 10% of schools across North Carolina. The county’s three high schools received grades of D, C, and B. While adjacent counties also have low-performing schools, Warren County has a higher proportion of failing schools than any adjoining county. We are providing a table with more detailed information about school performance and proficiency as attached evidence to this question, but the table below is a summary of the relative educational performance of LEAs. The table indicates that Warren has the second lowest overall performance among the neighboring schools, and the greatest disparity when the performance of Black students is compared to their White classmates.

Entity Name	Number of Enrolled Students	Grade- Proficient among all students	White	Black	Black proficiency as a percentage of White proficiency
Warren County Schools	1,711	26.6%	41.4%	20.7%	50.0%



Vance County Schools	5,067	34.4%	51.8%	28.4%	54.8%
Halifax County Schools	2,062	23.3%	34.0%	22.1%	65.0%
Northhampton County Schools	1,252	28.0%	39.5%	25.3%	64.1%
Franklin County Schools	7,918	46.3%	57.9%	35.4%	61.1%

Table 3. LEA Grade-level proficiency and disparities by race.

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 Commitments as described in Question 50: place-based learning, outdoor learning, 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 learning 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.

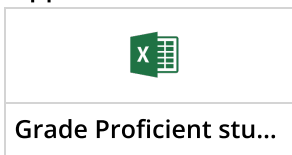
Warren YES will foster *holistic health* by prioritizing healthy development of the whole child—physical, intellectual, social, and emotional. We will instill an appreciation for the interconnections among individual, community, and planetary health, while recognizing and honoring the student's cultural/racial heritage to support development of a positive sense of self/identity/belonging. 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. Residents are more likely to lack health insurance coverage as well, with 17.4% of residents in Warren County uninsured compared to 12.4% statewide. 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 and commitment to offering a well-rounded education.

Applicant Evidence :



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by **Jenni Rogan**

Q88. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).



At full capacity, our projected enrollment is 576 students. See the table below for how our projected enrollment compares to the LEA at comparable grade levels. We expect to reach our full capacity by Year 8, but depending on the level of interest and our capacity to manage growth, we may reach that number sooner.

Grade Span	Projected Warren YES enrollment at full capacity (count)	Projected Warren YES enrollment at full capacity (percentage of LEA)	Current LEA enrollment
K	64	52%	122
1st	64	46%	138
2nd	64	48%	133
3rd	64	48%	132
4th	64	53%	120
5th	64	50%	129
6th	64	44%	146
7th	64	49%	131
8th	64	44%	145

Table 4. Project Warren YES Enrollment compared to LEA.

It should be noted that the current enrollment of Warren County Schools is 1,711 students, despite an estimated 2,779 school-age children living in Warren County (US Census Bureau 2021). This statistic, alongside declining enrollment trends in the LEA in recent years, bolsters Warren YES' goal to recapture students who have left the LEA for charter or private schools in adjoining counties. Thus we do not anticipate that the majority of our enrollment will necessarily pull from the existing LEA. However, we do aim to offer a new educational option for those families whose children are



currently enrolled in Warren County Schools.

Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



Warren YES' use of research-based, child-focused educational strategies will not only make the school unique among other Charter School options in surrounding counties, but will also directly counter the current educational outlook of the Warren County school system.

The Warren YES educational model centers on our Four Commitments: place-based learning, outdoor learning, holistic health, and creative expression. Each of these Commitments is designed to better serve our target student population (Warren County residents) 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 local schools, and 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 that highlights the importance of place, art, and hands-on learning in its pedagogy.

Outdoor learning. 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). Agricultural education has been eliminated. At Warren YES, by contrast, outdoor and agricultural education will be a daily priority. Outdoor learning environments like the school farm will be a site of core 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.

Teachers are a critical part of bringing these 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. For example, practicing teacher praise for students, which leads to a more nurturing atmosphere, integrating Peaceful Schools' principles into daily communications, and leading with curiosity and confidence in nontraditional learning environments, such as the school farm or through place-based projects. We will provide meaningful opportunities for teachers to have a leading voice in the educational design that impacts their classroom,



students, and profession.

Q90. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



The founding board illustrates the type and tenor of the relationships that have been established in support of Warren Young Explorers School. We have found each other over the last six months, motivated by a shared belief that we can come together to address the substantial need for other educational options in our small community. We aim to create an excellent educational environment that can serve as a model for others in low-resourced communities. Our board is led by Warren County natives and long-time residents, including several people with multi-generational ties to the community. As a result, our place-based focus is honest and practical. Our board is multi-racial and intergenerational, like our community; our members identify as Black, White, and American Indian. As a result, inclusiveness and diversity are embedded into our approach. Our board has a demonstrated commitment to our community: we are lifelong educators, community leaders, business owners, with expertise in a variety of health-related fields, including social determinants of health. 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.

In addition, Board members have spoken with representatives of both the Town of Norlina and the Town of Warrenton, two of the three incorporated towns in our county. Both have expressed interest in this initiative because of its potential to generate community-driven economic development.

We have a relationship with a successful charter school, Central Park School for Children, which is located in Durham, NC. 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 a site visit 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.

We have assessed demand for increased educational options in our community in the following ways:

1. Secondary data compilation and analysis;
2. One-on-one conversations over several years with teachers, parents, school administrators, community leaders, business owners, and students;
3. Parent and community survey that was completed by 81 parents and interested community members, from which key findings include (for full evidence, see Appendix A):
 1. Respondents indicated strong dissatisfaction with existing school options in Warren County. Respondents also strongly felt that the school district offers too few opportunities for varied learning and expression (e.g. arts education, hands-on learning, etc.).



2. Respondents strongly indicated that current educational options have a negative impact on economic development in Warren County.
3. Nearly half of respondents have sent their children to charter or private schools; of those, the majority have had to drive 25 minutes or more (one-way) to reach those schools. If a closer option existed that met their needs, most would be very interested. This supports our hope that Warren YES would be able to reclaim children and families to a school based in Warren County.
4. Respondents were strongly supportive of educational approaches that motivate Warren YES, including place-based education, hands-on learning, outdoor/agricultural education, and arts integration.
5. Respondents' views on how much emphasis should be placed on testing were highly varied.
4. Informal positive feedback and excitement from community members when we have shared our goal of opening a new school in Warren County


Q91. Attach Appendix A: Evidence of Community/Parent Support.

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

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

Total Files Count: 5

Applicant Evidence :


Warren YES_Appendi...

Uploaded on **4/28/2023**
by **Jenni Rogan**

8.2. Purposes of the Proposed Charter School

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

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



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

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



- **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,” our teachers must feel supported and ready to not only take on instructional challenges but 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 in Question 170), 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. Unfortunately, in Warren County there is a tradition of disregard for authentic stakeholder participation in engaging with and evaluating schools and other institutions; decisions and assessments are frequently made behind closed doors, with token participation opportunities serving only to justify already-made decisions. Assessment results are cherry-picked or withheld in order to serve leaders’ objectives. Warren YES will not operate this way: our results, good and bad, will be transparently available to families and the broader community.

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 Commitments—described in Factor 1 of determination for acceleration, as well as Question 89—to place-based learning, outdoor learning, holistic health, and creative expression—is unavailable within the local public school system. Several of the charter schools in adjoining counties have adopted a discipline-focused approach, with a narrow 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. (One of our founding board members drove her child to that school from Warren County on a daily basis for three and a half years, which was stressful and difficult.)

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.

- **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).

- **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 primary 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 Commitments (see question 89 for a full description) 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: on the school farm, in the woods, at local sites of interest, etc. Research has shown that outdoor education is particularly effective in reaching at-risk students. Students will be actively engaged in the work of farming. 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. 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/wellness: Warren YES will prioritize the individual health (physical, emotional, mental) of each student, along with the health of our community and planet. Building on its unique partnership with Working Landscapes, a Warren-based nonprofit that operates a food hub, the school will expose students to their region’s food and agricultural systems. They 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.

Instructional methods:

Project-based learning: Students will engage in real-world and personally meaningful projects. They will work for periods of time on answering a big question or solving a problem relevant to our community. Students will present their learning through a project or a presentation to the school and community.

Personalized learning/culturally-inclusive learning: Students will have their own Personalized Learning Plan that encourages them to pursue their passions and strengths. Instead of looking at classrooms as a whole, teachers will recognize each individual student, build close relationships, and figure out what works best for them. In order to develop close relationships, teachers will be encouraged to do informal home visits with their students to understand where each of their students are coming from and how best to teach them.

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.

Asking open-ended questions/Inquiry-based learning: Teachers will encourage students to brainstorm about a topic or open-ended question and allow for exploration of a topic rather than being defined by a single idea. Teachers encourage students to ask questions and find the answers to their own questions. We aim to stimulate students’ curiosities to encourage them to become independent learners.

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).

8.3. Goals for the Proposed Charter School

Q94. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Operations

- We will add one grade per year during school years 2-5, resulting in a K-8 school by year 5.
- By Year 5, we will enroll 576 students annually in kindergarten through 8th grade.
- By Year 5, 40% of our students will be educationally disadvantaged.
- By Year 5, a majority of our students will be people of color.
- 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, 75% of students eat healthy, locally-sourced meals served by the school, which are offered free to all students.
- 100% of students will engage in outdoor education activities at least three times a week, exploring the school farm, school grounds, or other public areas nearby.
- Each year, 75% of students demonstrate improvement in health and wellbeing (measured through an annual pre/post-assessment).
- Each year, 95% of students exhibit positive social development (measured through an annual pre/post-assessment).
- Each year, 75% of students' parents/guardians participate in at least one school activity (classroom visit, evening program, field trip, etc.).
- Each year, 100% of parents indicate that they would recommend Warren YES to others (measured by parent survey).
- By Year 5, we will develop a robust process for tracking graduating students that involves ideas and feedback from students, staff, and parents; this process will go into effect once students leave Warren YES.
- By the end of Year 1, both the Student Advisory Council and the Parent-Teacher-Community organization will have co-chairs, and they will have invited others to participate in a visioning process to structure how the groups will self-organize.
- 150 families whose children had previously attended schools outside of the county return to public education in Warren County by attending Warren YES.

Academics

- 70% of our students will demonstrate grade-level proficiency in all major academic areas.
- Racial disparities in grade-level proficiency will decline each year our school is open, and by Year 5, will be half the disparity found in the Warren LEA.
- 80% of enrolled students will remain at our school through the end of 8th grade.
- 100% of students each year will gain first-hand exposure to college and career paths found in our community; by 5th grade, all students will generate self-portraits illustrating 5 or more of the 8 multiple intelligences as possible extracurricular or life goals.
- Every child will have a Personalized Learning Plan that fits their own learning style, which is developed by teams of parents, students, administrators, and will be updated yearly.
- The school will exceed state and national standards for academic achievement of students with identified learning differences within 5 years.



- By Year 5, the school will have partnerships in place with a minimum of 10 community organizations; these partnerships will generate field trips, class visits, class projects, and other opportunities.

Finance:

- By year 5, we will be setting aside 5% of revenue per year for operational contingency, as reflected in the budget.
- We will receive clean annual audit reports.

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 programs.
- By Year 5, the board will grow to 12 members.
- 100% of new board members are paired with a mentor to help them get acculturated to the school within two weeks of joining the board.
- 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 goals will be reported to the governing board quarterly and to all stakeholders annually.

Q95. 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. 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
- the drafting of a strategic plan, with coordinated action items that align with fulfilling our mission.

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.



9. Educational Plan

9.1. Instructional Program

Q96. Provide a detailed description of the overall instructional program of the proposed charter school, including:

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



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 Commitments to place-based education, outdoor education, health/wellbeing, and creative expression. Our curriculum goals are also consistent with the North Carolina Standard Course of Study. Key components of our instructional program are described below.

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

Child-focused:

Most importantly, everything about Warren YES will be child-focused. 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 children, with the expectation that they will thrive.

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 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.

Use of existing instructional programs and frameworks:

As appropriate and useful, we will integrate existing programs and frameworks, such as the ones listed in the attachments as Existing Instructional Programs of Interest. One example of a program we are interested in utilizing is Illustrative Mathematics (<https://im.kendallhunt.com/k5/curriculum.html>), see Appendix B. In all cases, the use of these tools will be to support our educational objectives and personalized learning, not to create systems and approaches that become ends in themselves. The use of any such tools will be carefully considered and assessed for fit with our student body through feedback from students, teachers, administrators, and parents.

Varied sites for hands-on learning:

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.

The 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.

Student development and evaluation:

We are motivated to meet the needs and inspire learning for each child at our school. Each student will have a Personalized Learning Plan to ensure they are getting the academic support needed as well as opportunities for exploring topics of interest. Each plan will be developed by a Learning Team that includes the student, the student’s teacher, the school director, the school counselor/social worker, and the student’s parents (hereafter described as “the team”).

We will use assessment data to target educational focus areas and differentiated methods appropriate for each student. 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. The team will produce narrative reports on each child, twice yearly, that reflect a holistic commitment to child development and well-being.

Additional assessment methods that will be used include:

1. Alternative assessments, some of which are used by our advisor school CPSC:
 1. MobyMax (<https://www.mobymax.com/> (<https://www.mobymax.com/>)): moby Max is an online program that offers formative testing for students. It also can be used as a diagnostic to see where students are at the beginning of the year and check for growth throughout. All of the placement tests and formative assessments in this program are aligned to the states’ standards.
 2. RAZ Kids: This is an online reading portal that gives students a benchmark assessment to determine their reading level and, from there, generates a student library of books on their level
 3. Splash Learn: a free online platform that teachers can use to create personalized paths for



students and can use to see how they progress.


2. Reading running records: Teachers will listen to students reading for accuracy and fluency using leveled assessment passages.

3. Student portfolios/rubrics based on projects: Teachers will create rubrics when grading students projects.

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.

Applicant Evidence :


Additional Instructio...

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by **Jenni Rogan**

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

- Yes
- No

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



Warren YES will ultimately serve students in Kindergarten through 8th grade. Below, we describe the learning environments for early elementary (Kindergarten through second grade), upper elementary (third through fifth grade), and middle school (sixth through eighth grade).

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 and middle schoolers will do labs and collaborative work and will have opportunities for independent studies within our community.

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, preferably on a rug, where they will conduct classroom meetings such as the Morning Meeting (Responsive Classroom).

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. They will also be able to prepare farm products in the school kitchen and sell them as fundraisers, 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	Avg number of students per class	Basic Structure



Early elementary (Kindergarten through 2nd grade)	16	Classrooms with learning centers, manipulatives, 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 grade through 5th grade)	17	Classrooms and outdoor learning environments, promoting interaction and movement, working together in shared workspaces, building/lab spaces, student-led seminars.
Middle school (6th grade through 8th grade)	18	Building/labs spaces, classrooms and outdoor learning environments, collaborative learning stations, reading nooks, opportunities to work with younger kids/mentor, student-led seminars

Table 5. Basic Learning Environment by Grade Span.

Q102. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



The Warren YES curriculum directly responds to our mission, which characterizes the school as a “child-focused, place-based learning environment.” As noted in Question 96, being child-focused guides our entire curriculum—we will trust our students to shape their own educational experience, in partnership with school staff and their families. 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. 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.

Q103. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic



achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



To align with our child-centered, developmentally appropriate curriculum model, Warren YES' teachers will need to master the follow educational strategies at the elementary and middle school level:

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

Project-based learning: Teachers will need to know how to supervise/support students working on projects, such as a teacher posing a big question or a theme and let students brainstorm potential questions/ideas they have, and from there students work on further exploring a topic. An idea similar to this is something called Genius Hour (students brainstorm a list of their passions/interests and from there are given time and structure to research something of their interest and present their findings <https://www.geniushourguide.org/> (<https://www.geniushourguide.org/>)).

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).

Positive reinforcement: All teachers will know how to encourage their students and frame things positively. An 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). Many schools focus on what students "struggle with" and how to improve; Warren YES' Personalized Learning Plans will expose and build on student's strengths, so teachers must know how to identify and grow students' strengths.

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

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

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)



Reinforcement of character traits: 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). Teachers should be comfortable with the language used in *The 7 Habits of Happy Kids* (Covey 2011, see below) and be able to reinforce it when they see their students displaying great character.

1. Habit 1: Be Proactive
2. Habit 2: Begin with the End in Mind
3. Habit 3: Put First Things First
4. Habit 4: Think Win-Win
5. Habit 5: Seek First to Understand, Then to Be Understood
6. Habit 6: Synergize
7. Habit 7: Sharpen the Saw

Middle school instructional strategies include all above, **PLUS:**

*Project-based learning and place-based learning **that utilizes community partnerships***

Mentor/collaboration among other grade spans: Teachers learn how to collaborate with teachers of other grade-spans and intentionally "buddy up" older and younger students

Hands-on learning

Small group/cohort-based instruction

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



Warren YES' proposed instructional plan—which will include the strategies outlined in Question 96—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 Head of School and other school leadership to ensure that they promote student readiness. We will utilize a variety of assessment methods (described in more detail elsewhere in this application) in order to allow our teachers and support personnel to follow and adapt personalized learning plans for each student. These assessment methods will help to determine students' strengths, weaknesses, and progress according to their Personalized Learning Plan. The educational program, instructional plan, and promotion requirements are specifically designed to successfully transition each student to the next grade. The comprehensive curriculum plan will not only prepare students academically through its integrated curriculum, but will ensure students are developing social and emotional skills. Finally, the MTSS process, described in more detail in Question 117, will further support identification of students who may not have made sufficient progress for the transition to the next grade. To support those students, interventions aligned with the student's Personalized Learning Plan will be implemented to ensure the student is ready to transition to the next grade level.

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



We have selected a year-round schedule for our school. We believe this type of calendar has several benefits for our students and the school community at-large. First, this is a research-backed model proven to help close the achievement gap for educationally disadvantaged students, including low-income students and English language learners (the Edvocate, 2018). Additionally, research from Harvard University has also shown that students are more likely to gain weight during the summer break from school, due to an increase in sedentary behavior like watching television or playing on mobile devices. By utilizing a year-round schedule, Warren YES will achieve its value of supporting the *holistic health and wellness* of our students by encouraging them to stay active during school breaks and by decreasing the time away from Warren YES' nurturing atmosphere. Implementing a year-round school schedule does necessitate meaningful breaks for teachers and staff so that they can also promote their own holistic health and wellbeing.

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.

Q106. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



A sample daily and weekly schedule for both elementary and middle school can be found in Appendix E.

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

1. English Language Arts–3 hours
2. Mathematics–45 minutes to 2 hours
3. Science–1 hour
4. Social Studies–1 hour

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

1. English Language Arts–50 minutes
2. Mathematics–50 minutes
3. Science–50 minutes
4. Social Studies–50 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 learning* 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 elementary school will begin at 8 am, with **Morning Meeting** starting at 8:30. Dismissal for elementary will begin at 3:15, for a total of 7 hours and 45 minutes at school. Drop-off for middle school will begin at 8 am, with **Morning Meeting** starting at 8:40. Dismissal for middle school will begin at 3:25, for a total of 7 hours and 45 minutes at school. 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.

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



For Students: During Year 1, students in kindergarten through fourth grade 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, 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. Students will then transition to either math, exploratory, or language arts. In a fourth 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 in their **Personalized Learning Plan**. 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-student recess! This is an opportunity for all students to engage in **peer mentorship** through interactive play. After all-student recess, all students will eat their healthy, locally-grown lunch before they return to their classroom to do a quick check-in about their long-term projects. For Kindergarten students, this means it's time to head outside again to use their bodies in an interactive math lesson to practice number basics and experiment with addition. 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, for a total of **300 minutes of teaching each day**. Instruction may include facilitating small group discussions, redirecting students, or observing students' individual work. 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**.

Q108. Will this proposed school include a high school?


- Yes
- No

Q114. **Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).** One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Total Files Count: 5

Applicant Evidence :


Appendix B.docx

Uploaded on **4/27/2023**
by **Jenni Rogan**

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

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

Applicant Evidence :


APPENDIX D_ Warre...

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by **Jenni Rogan**




Q116. **Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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

Total Files Count: 15

Applicant Evidence :


Appendix E--Daily an...

Uploaded on **4/28/2023**

by **Jenni Rogan**

9.2. Special Populations and "At-Risk" Students

Q117. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**



Research has shown that students of color, English language 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. Implementing Personalized Learning Plans, alongside regular individual observation and assessment will be critical to ensuring the success of all students, including those who are performing below grade level.

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.

Students will also be provided instruction through a multi-tiered system of support (MTSS). This system will provide students with supplemental and extended instruction outside of the core program. For students, this 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 or facilitated dialogues with family members to increase access to material outside of school hours. Elements of a student's MTSS will be incorporated into their Personalized Learning Plan to ensure that all students reach mastery of grade-level standards. At all levels, students will also be guided in peer-to-peer instruction and small group work.

Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



As assistant principal and principal, Tracy Neal has worked with students with disabilities and gifted students and their families. In the area of student's with disabilities, she has worked with her EC team, the student and his/her family to create and tailor an EC or 504 Plan to best meet the instructional/behavior/testing plan needed for each student. In terms of AIG students, she has also worked with my AIG team, the student and his or her family to make a plan to strengthen the student's academics and also ensure a year's worth of learning will take place. She has worked with EL students and their families to ensure that they were offered services such as providing a mentor/teacher to assist students with language barriers. She has had extensive work in all of the above-mentioned areas, especially with regards to students who are at risk of dropping out. When students feel overwhelmed, their first option is to leave the circumstance. In my opinion, the administration should keep a pulse on their school and every student to stop that from happening.

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 my 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 my school and handled all student referrals.

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.

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

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**



- **Methods for identifying EL 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 English Learner (EL). 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 EL students will be screened by a trained EL Screener to further determine their eligibility for services. These steps will both help ensure the efficacy of the EL 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 EL students will be provided with instruction that supports both their language acquisition and content comprehension. ESL teachers will rely on content-based ESL instruction to teach EL students. ESL teachers will utilize a combination of grade-level content standards from the NC Standard Course of Study in English Language Arts, Math, Science, and Social Studies and the WIDA English Language Development (ELD) Standards, to inform their lesson plans. ESL services may be offered in pull-out, push-in, or scheduled classes; with additional tutoring services available during or after school. 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 ELs 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 ELs, 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 EL students. Supplemental educational resources provided to support EL 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 EL students, including exiting students from EL services.**

The ELLevations Program will be used to monitor and track EL students and to develop their ELL



plans. The ELL plans target direct instruction activities that supplement the core curriculum. EL 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 ELs– a framework that helps educators cater unique instruction to students requiring extra support.

- **Means for providing qualified staffing for EL students.**

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 ELs as well as administrators will partake in professional development opportunities as needed to ensure they are providing the best support to ELs in the program.

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

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



A universal screener, such as the Cognitive Abilities Test (CogAT) will be used to identify gifted students. This test will be used in conjunction with teacher referrals, to ensure that we do not miss any of the gifted population. Students can also be twice exceptional, which means they are Academically or Intellectually Gifted (AIG) in one area and Exceptional Children (EC) in another. Too often those gifted in arts are overlooked because schools focus more on the academic side of gifted rather than the intellectual side. A student can be failing and still be gifted because their potential has not been tapped. Since Warren YES will be starting with very low grades, the school will offer a nurturing program in the beginning where all students are provided opportunities within their regular classroom to AIG-based activities. With this approach, teachers will quickly see who stands out, and once they reach upper second/lower third grade there will be more formal identification and some enrichment or pull-out services. While Warren YES will plan to have a certified AIG teacher on staff, if unable to do so at our opening, we will plan to explore alternative licensure or add-on licensure for teachers. There is also a local AIG endorsement option for teachers who do coursework under the direction of a licensed AIG instructor, which will be utilized as needed.

Warren YES's designated AIG faculty members will work alongside our classroom teachers to ensure that AIG students are being instructed according to their highest capabilities. We anticipate that as the school grows, the AIG teacher may work full time with our gifted students. Warren YES will therefore take a thoughtful and individualized approach to ensure we meet the needs of our gifted students. Student progress will be measured on an ongoing basis through data gathered through testing, portfolio work, and anecdotal evidence from teachers. Gifted students will have individualized educational plans according to their needs and to support growth in their gifted areas. Research-based supplemental resources will be relied on to support the academic growth of these students. Additionally, Warren YES will plan to partner with local and state-wide organizations and institutions to provide opportunities for gifted students to participate in programs and experiences during the school year and/or summer that help them develop their potential.

9.3. Exceptional Children



The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q121. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

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, Warren YES administration 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.

Q122. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



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 EC 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.

Warren YES will set up a strong MTSS Team at the start to facilitate its identification and evaluation of students but also to design core instruction and how it will be provided. 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 NC DPI forms to document student evaluations and IEPs. With intervention data collected throughout, if it appears the student is not progressing, the intervention will be modified. Warren YES will rely on a three-tiered approach, 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. The key here will be data because to be identified as EC, we will need intervention data that proves the child is not making progress at a sufficient rate to close gaps over time. Parents will also be able to request evaluations in writing, and the IEP Team will conduct referral meetings to review the data and determine if further evaluation is needed or not. If the team decides evaluations are needed, interventions may occur concurrently with the evaluation process. Warren YES will budget for a contract psychologist, speech therapist, and likely a physical therapist and occupational therapist for evaluations. 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. Anyone looking to access records of their student will need to provide written documentation.

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

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



Each student's cumulative records will be requested from previous schools they have attended when they enroll at Warren YES. There will be one designated faculty or staff member at the school with an EC background that 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.

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

Students with 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. All placement decisions will be made once the goals are developed on the IEP. The IEP Team will always write goals first and then determine the amount of time needed for the student to reasonably meet the goal over the course of the IEP.

Q125. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



The Least Restrictive Environment is the instructional setting (placement) in which special education must be provided for a student with a disability. What constitutes this varies, depending on the student's needs. Therefore, once an IEP Team has developed goals and objectives for an individual student, the IEP Team will then determine the best environment where that student will receive the needed services. IEP's will include research-based practices that center social-emotional learning alongside core subject instruction. We aim to hire at least one Exceptional Children's teacher on staff, depending on school enrollment, to ensure the continuum of services required. He or she will be responsible for implementing IEPs and monitoring students' progress, as well as conducting regular conversations with the rest of a student's teaching team.

Quarterly, the AIG team associated with a student will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school head of school and an individual who can interpret any evaluation data 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.

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 and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws through continuous professional learning opportunities. These professional learning opportunities will be identified and implemented by the school administration and EC staff utilizing feedback from staff surveys, teacher input, student assessment data, IEP goal data collection, and parent input.

Students will receive quarterly IEP progress reports from the EC teacher and all related service providers relevant to each individual student. 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

Students with special needs have safeguards and rights by federal and state laws and cannot be excluded from their educational program without following federally mandated procedures. It is important to work with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process. Additionally, disciplinary action will be guided by our student conduct policy, which is described in more detail in question 86 and will be



codified into the Student Handbook.

Students with special needs cannot be suspended from school for more than 10 cumulative days in a school year without following specific procedures. Services must be provided starting with day 11 and the IEP Team must meet to determine if a manifestation determination has occurred.

Schools should first try to intervene with student behavior in the school setting. Repeated problematic behavior should be addressed early through the IEP process; teams should analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals. Suspension should always be a last resort and used sparingly; it rarely improves behavior.

When Exclusion Is Required:

If a student's behavior is so severe that the student needs to be removed from school, you have these options:

- School personnel may suspend a special-needs student up to 10 school days in a school year as any student. However, day 11 triggers the need for service and decisions, so 10 days should be used very cautiously for students with special needs.
- Students who are considered for long-term suspensions or for whom a pattern is determined must have a Manifestation Determination.
- If the behavior is not related to the disability, the student may receive normal disciplinary action (suspension). However, the student will need a continuation of special education services.
- If the behavior is related to the disability, the student may NOT be suspended.
- At all stages, the IEP Team may meet to determine an alternative placement. The new placement would then not be considered as removal or suspension. The Team will need to meet again to change placement back to the original school setting when or if a change is warranted.

All disciplinary removals are counted as suspensions unless the IEP Team meets for that situation and changes the student's special education placement.

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

- The removal is for more than 10 consecutive school days; or
- The student has been subjected to a series of removals that constitute a pattern (student sent home early) that totals more than 10 school days in a school year.

On the date of the decision to remove a student that is a change of placement for disciplinary reasons, the LEA must notify parents of that decision and provide due process (this will be incorporated into the Parent Handbook). A manifestation determination must be completed within 10 school days. An FBA and BIP must be completed or reviewed if already completed.



Changes in special education placements are NOT suspensions:

Any change in special education placement must be documented on:

- IEP (DEC 4): either by amendment or a new IEP (Re-evaluation)
- DEC 5 (Prior Written Notice)

When a special education placement changes through the IEP process (for example, to modified day or homebound), the new placement does not count as school removal and is not counted as suspension.

The student will need to have the same staffing process (DEC5 and IEP addendum) to return back to the original placement when or if that is appropriate.

Examples of changes that might be considered by the IEP Team based on behavior:

- Separate to modified day
- Regular to homebound services
- Homebound services to regular
- Separate to regular (when students are placed from STAR Program back to general ed classroom)

Manifestation Determination

The Manifestation Determination is to 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, the school must:

- Provide services. No exceptions! Which services are provided and who determines appropriate services depends upon IEP contents, whether there has been a change of placement for disciplinary reasons, and the results of any manifestation determination.
- Determine if change of placement is for disciplinary reasons.

If the change in placement is due to disciplinary reasons:

1. On day of incident, send DEC5a, Parent Handbook, and Invitation
2. Conduct a Manifestation Determination



- If the behavior is not a manifestation of the disability based on the Manifestation Determination:
 1. The student may be suspended similar to a general education student.
- If the behavior is a manifestation of the disability based on the Manifestation Determination:
 1. The student must be returned to the placement from which the student was removed unless the parent and school agree to a change of placement.
 2. Conduct a Functional Behavioral Assessment (FBA) unless it is already completed (current IEP and current school year). If completed, review as needed (DPI recommends after about each 5th day of removal).
 3. Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review the BIP and modify as necessary to address the behavior (DPI recommends after about each 5th day of removal).

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 Head of School 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.

Schools should be proactive and perform 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)

Behavioral Intervention Plans 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 a BIP has already been developed, review and modify it as necessary to address the behavior.

The most practical way to deal with repetitive, inappropriate behavior is to develop a behavioral intervention plan as part of the IEP. Behavioral plans are recommended for any student with special needs having problems with behavior even if the behavior is not judged to be related to the disability.



Applicant Comments :

Policy language in this question was adapted from model applications, under the advisement of Leaders Building Leaders.

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

Warren YES' special education and related services 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" 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.

Q127. 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, as described in 96 and 103. 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.

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

Related services are anticipated to be services including speech, counseling, occupational therapy, physical therapy, among others as needed. These services will be necessary to help a child make progress on their IEP goals. Given Warren YES's small enrollment in its early years, we will plan to either contract for these services or bring on retired providers to work part time at the school.

9.4. Student Performance Standards

Q129. 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 (described in full in Question 94), we plan to meet the following student performance standards:

- 70% of our students will demonstrate grade-level proficiency in all major academic areas.
- Racial disparities in grade-level proficiency will decline each year our school is open, and by Year 5, will be half the disparity found in the Warren LEA.
- 80% of enrolled students will remain at our school through the end of 8th grade.
- 100% of students each year will gain first-hand exposure to college and career paths found in our community; by 5th grade, all students will generate self-portraits illustrating 5 or more of the 8 multiple intelligences as possible extracurricular or life goals.
- Every child will have a Personalized Learning Plan that fits their own learning style, which is developed by teams of parents, students, administrators, and will be updated yearly.
- The school will exceed state and national standards for academic achievement of students with identified learning differences within 5 years.
- By Year 5, the school will have partnerships in place with a minimum of 10 community organizations; these partnerships will generate 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

Q130. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



We are motivated to meet the needs and inspire learning for each child at our school. Because each student will have a Personalized Learning Plan, our assessment plans also rely heavily on personalization but are designed to meet standardized requirements as well. 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 (see further explanation in Question 117).

In addition to state required EOGs (described below) we will use third-party tests and teacher assessments to ensure students are progressing towards standards and prepared to transition from grade to grade. Personalized learning plans will provide child-specific goals for yearly growth, and assessments will include teacher observations, student portfolios and work samples. Teachers and staff will produce 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 of student work (teachers will create rubrics when grading students projects).

Additional assessment methods that will be used may include:

MobyMax (<https://www.mobymax.com/> (<https://www.mobymax.com/>)): moby Max is an online program that offers formative testing for students. It also can be used as a diagnostic to see where students are at the beginning of the year and check for growth throughout. All of the placement tests and formative assessments in this program are aligned to the states' standards.

RAZ Kids: This is an online reading portal that gives students a benchmark assessment to determine their reading level and, from there, generates a student library of books on their level

Splash Learn: a free online platform that teachers can use to create personalized paths for students and can use to see how they progress.

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.

Q131. Explain the policies and standards for promoting students, including students with



special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Warren YES will make data-driven decisions to determine a child's readiness to be promoted. This will be based on teacher observations, personalized lesson plans, and portfolios of student work. Student promotion is at the recommendation of the homeroom teacher, based on a student's social and academic development. 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 Head of School.

Q132. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

We will serve students in grades K-8. We will successfully prepare all of our students for high school 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 go on to be very successful at the high school level and able to make informed choices about the paths they will pursue thereafter. 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.

9.5. School Culture and Discipline

Q133. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



Internally, our school culture will be child-focused; the entire school environment will be oriented toward the needs of children. 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.

Q134. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



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.

Q135. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

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



expulsion of students.

3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.

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



“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” (Samaran 2019, 4).

Following the Peaceful Schools model, our student governance will be focused on conflict resolution through facilitated mediation. As Peaceful Schools writes, “Conflict is a normal part of life,” but should be one that is addressed promptly and effectively. In their professional development programming, Peaceful Schools provides teacher and student development opportunities to understand best practices in building a community-centered school through resolving conflict through meditation. Warren YES intends to use this programming in its professional development offerings prior to the start of school and integrate the practices into the daily life of the school. Peaceful Schools’ approach uses adult facilitator or peer-to-peer facilitation, for 4th grade and up, to resolve conflict through honest and open communication and through a regular practice of role-playing to understand how to approach future conflict. The facilitator of the professional development program then provides immediate feedback on the conflict resolution role-playing to foster a dialogue among staff about how to best address conflict when they emerge in real-time. Through this training, teachers will be well equipped to create classroom environments in which students feel comfortable sharing and resolving conflicts independently or with staff help. The Student Advisory Council—discussed in more depth in the Governance and Capacity section—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 Head of School and the broader Warren County community. Through investment in creating effective and regular communication with parents—for more information, see the Marketing section of this application—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 2019) 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 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 period, we will develop a detailed student and family handbook that will integrate and complement the Peaceful Schools program and meet all state requirements. For example, all policies and procedures will take into account the rights of students with disabilities.

9.6. Certify

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

- Yes
- No

Q137. **Explanation (optional):**

As discussed in section 9.3, some policy language was substantially adapted from legal support and model applications, as was advised to us by Leaders Building Leaders.



10. Governance and Capacity

10.1. School Governing Body

Q138. Organization Street Address (if you have one)

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

164 Norwood Lane, Manson, NC 27553


10.2. Governance

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

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

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

Resources


Initial Members of t...

Applicant Evidence :


Warren YES_Initial M...

Uploaded on **4/27/2023**

by **Jenni Rogan**

Q140. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the



lead administrator.



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 Head of School and the management team. Our main responsibilities are (1) to ensure 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 Head of School (we have a wonderful candidate already identified), identifying families who are committed to submitting an application, and securing a safe, accessible facility that aligns to the schools mission, vision and education model. We have identified several potential locations, including a fabulous 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 104 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 Head of School, 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.

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



Warren YES' Founding Board of Directors consists of 8 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, 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 bringing feedback from the additional governing structures, the Parent and Community Organization and the Student Advisory Council to fellow Board members, coordinating with Family and Engagement Coordinator on staff on public engagement around school activities, and overseeing other community outreach and partnerships as necessary.
- **Governance Committee:** This committee's responsibilities will include approving strategic plans, undertaking the annual review of our Head of School, 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.

Q142. 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 four 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
Tonya Hall	Yes	Yes	Yes		
Caroline Hundley		Yes	Yes	Yes	Yes
Tracy Neal	Yes	Yes	Yes		
Carla Norwood, PhD			Yes	Yes	Yes
Jenni Rogan				Yes	Yes



Dr. Demaura Russell			Yes		Yes
Erin Riggan	Yes	Yes		Yes	

Table 6. Founding Board’s Individual and Collective Qualifications.

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

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



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:

- **An Educational and Operational Success:**

- 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.

- **Evaluate the Success of the School and Head of School:** 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 Head of School, 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 Head of School with the assistance of our two advisory councils, the Parent and Community Organization and the Student Advisory Council.

- **Active and Effective Representation of Key Stakeholders:** 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 Head of School Office Hours, as well as more informal and community-oriented school functions that celebrate our successes and model the ways we give back to the community.

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



The 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.

To ensure there is some continuity in the Board of Directors, members will have staggered, two-year terms, with some founding members having a term that will end in June 2024. This will also account for some current expertise-related vacancies on our board, such as real estate law and facilities management, which we intend to fill prior to Warren YES' opening in August 2024.



Q145. 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 (or will, within the month). As a result, we have deep connections with neighbors and potential parents of students. Additionally, half of our Founding Board members' own and lead community-serving organizations: HOPE Medical Clinic (founded and led by Demaura Russel); 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).

Q146. 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 Retreat to ensure the plans for the upcoming school year align with the current strategic plan and budget. This meeting will take place during June. Committees will meet as needed.

Q147. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



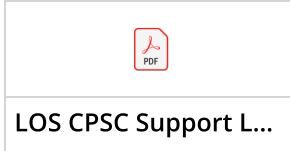
If a current Board member is nearing the end of their service on the Board, the Nominating Committee will assist that Board member in identifying a potential incoming member with a similar skill set. Once a new Board member has been selected, the outgoing Board member will mentor the new member, either during the final few months of their term (May/June) or during the first few months (July-September) of the new Board member's term. This mentorship will allow the new Board member to receive invaluable informal training—including information on the Board's pertinent decisions within the last academic year—and insight into best practices and how their skill set can promote Warren YES' success. In addition to mentorship, however, new 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 bylaws 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, in Durham, will provide support to our founding governing structure as well as business office development to promote responsible fiduciary management and governance. Please see attached letter of support from Central Park School for Children.



Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

Q148. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

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 bylawss 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. Property owned by the Board member may serve as an initial, interim location of the school;
3. Existing professional relationships between Board members;
4. Purchasing of school meals from Working Landscapes, a community-based nonprofit which is led by a Board member; and
5. 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.



Q149. 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 Head of School, will be able to bring a policy to the Board for discussion, but will require a vote by the Board as outlined in our bylaws.

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 Parent and Community Organization as well as the Student Advisory Council.

We plan to utilize the Ready to Open 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 Head of School and parents based on whether our policies are meeting our desired lawful purpose.

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



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 initially in Year 1 and grow to accommodate new students in 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 and adult workforce development programming. The leadership of PTC will report to the Chair of the Community Outreach Committee on a regular basis and will support the Family and Community Engagement Coordination with ideas/capacity.

The Student Advisory Council's responsibilities will include providing student feedback on curriculum and school operations. The leadership of the SAC will report to the Chair of the Community Outreach Committee on a quarterly basis. There will be lower elementary, upper elementary, and middle 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.

Q151. 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 Head of School in writing about outlining the grievance so that the Head of School 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 Head of School 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.


Q152. Attach as Appendix G Organizational Chart

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

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

Total Files Count: 5

Applicant Evidence :


Appendix G_ Organiz...

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by **Jenni Rogan**

Q153. Attach as Appendix H Charter School Board Member Information Form and

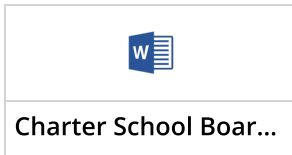


Resume

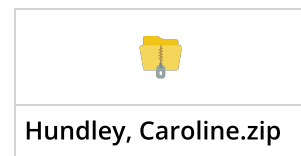
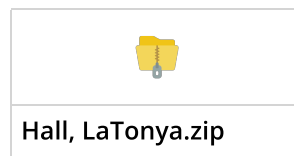
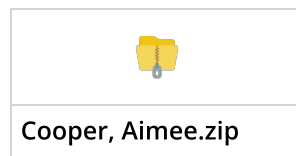
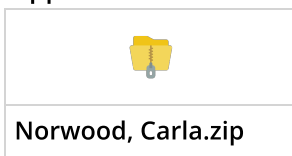
- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

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Resources



Applicant Evidence :

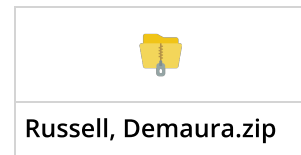
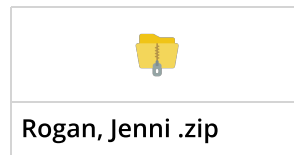
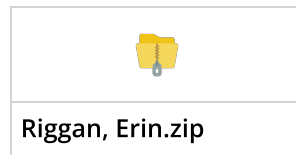
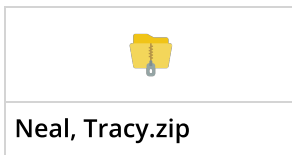


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by **Jenni Rogan**

Q154. Attach Appendix I For Each Board Member

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

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


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



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Total Files Count: 50

Resources




Charter School Boar...


Applicant Evidence :




Russell, Demaura.zip



Cooper, Aimee.zip



Rogan, Jenni .zip




Hall, LaTonya.zip

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Hundley, Caroline.zip



Neal, Tracy.zip



Riggan, Erin .zip



Norwood, Carla.zip

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by **Jenni Rogan**

Q155. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Total Files Count: 3

Applicant Evidence :



WARREN YES ByLaw...



WARREN YES Conflic...

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by **Jenni Rogan**

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by **Jenni Rogan**

Q156. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.




- If the applicant is a municipality, attach a copy of the municipal charter.

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

Total Files Count: 5

Applicant Evidence :


Warren YES filed Arti...

Uploaded on **4/28/2023**


by **Jenni Rogan**

10.3. Staffing Plans, Hiring, and Management


Q157.**Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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Resources


Staffing Chart Templ...

Applicant Evidence :


Warren YES_Staffing ...

Uploaded on **4/28/2023**

by **Jenni Rogan**

Q158.**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. 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 8% of employee salary. This may be adjusted by a Board decision prior to opening. Full-time employees will also receive health insurance through the State Health plan, with employee coverage paid in substantial part by the school. The school is currently planning to forgo the state retirement plan based on the climbing costs. Of course, mandatory unemployment and worker's compensation insurance will be incurred by the school. Teachers will also benefit from instruction support and an internal mentoring system.

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 see and feel 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 faculty and staff to help guide the school's leadership in accomplishing the mission. 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).

Q159. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



We have identified a great potential candidate for Warren YES' first Head of School, Board Treasurer Tracy Neal. In her previous professional experiences, Tracy Neal has served as Assistant Principal at South Warren Elementary School, and as a Principal of both Warren County High School and Warren Early College High School. In this experience, Tracy has established educational goals and objectives through the implementation of a School Improvement/Re-Start Plan, which the Founding Board believes will be crucial in helping to develop and implement the new policies and protocols for Year 1 of Warren YES' operation. Tracy Neal also currently serves as an Academic Coach for Crosscreek Charter School, a K-8 charter school located in neighboring Franklin County, which utilizes a project-based learning as instructional strategy and a year-round academic calendar.

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 project-based learning models and child-centered learning approaches, 2. Actionable and realistic goals and strategies for developing mission-aligned protocols and policies, including a robust staff development plan; 3. Experience in school financial management; and 4. 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.

If the Board of Directors votes to hire Tracy Neal as the first Head of School, Tracy would leave the Board of Directors effective on the day prior to her first day of employment.

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

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

Q161. 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 a Head of School who will lead all school operations, including staff, financing, and general operations. While the Board of Directors will choose the school's leader, they will then be allowed creativity to run the school based on our core values, mission, and vision, while making requests as needed from the Board for funds, direction, or other guidance in line with their strengths. This 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 Head of School is required to provide the Board with monthly updates and information that will enable them to make important decisions for the school, and open lines of communication will be crucial to maintaining this relationship.

The Head of School 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. 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.

Q162. 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 Head of School to take advantage of the autonomy and flexibility of the charter school laws.

We will anticipate the school's management 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 Commitments. In addition, we will want our teachers to be coachable, hungry to learn, and deeply committed to our community.

We will recruit faculty 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 the Board may need to dismiss staff members based on their actions. Our Head of School will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators 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 Board may verify these recommendations from the Head of School.

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



Salary Range:

- Head of School - \$65,000 - \$85,000
- Assistant Head of School - \$48,000 - \$75,000
- Senior Leadership (finance, communications, testing, etc) - \$45,000 - \$60,000
- Full Time Core Teachers - \$38,000 - \$60,000
- Elective/Specialty Teachers - \$39,000 - \$50,000
- Guidance Counselor - \$40,000 - \$55,000
- Administrative Assistant - \$30,000 - \$40,000
- Teacher Assistant - \$24,000 - \$34,000
- ELL Teacher - \$35,000 - \$45,000
- Gifted/Talented Teacher - \$40,000 - \$50,000
- Exceptional Children's Teacher - \$40,000 - \$55,000

These salary numbers draw on published pay scales from the NC Department of Public Instruction for 10-month appointments. We intend to pay for health insurance plans for employees working more than 30 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 experience with community organizations and develop place-based lessons. Our current budget also includes a retirement match (4% in the first year, rising to 8% in subsequent years, 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.

Q164. [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. Any formal grievances will follow the grievance policy outlined in Question 100 of this application.

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

In our initial years, 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:

- Head of School (may be called upon to play many roles)
- Assistant Head of School (could be IT/Data manager or Finance manager or Communications Manager)
- Teacher Leaders (could serve as Mentor/PD Leader/Digital Learning Support)
- EC Teacher (could be EC Coordinator)
- Guidance Counselor (could serve as Testing Coordinator/504 Coordinator) Content Teacher (Interventionist).
- School nurse



Q166. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Utilizing our best recruitment strategies, we will ensure that we hire an Exceptional Children's teacher who is experienced and holds a degree in Special Education. We anticipate having up to 18% of our initial population needing specially designed instruction. In addition, we will utilize independent contractors to address needs we are not able to fully staff in Year 1. Afterwards, we will be able to hire additional staff, as our school and budget grows. We will ensure the individuals educating our children and helping to close academic and skill gaps are highly qualified to fill their role.

If needed, we will provide an experienced part time EL teacher to assist with any child who is an English Language Learner. We will also employ a part-time gifted teacher who is experienced in providing gifted students with the resources required of their special talents. We will also provide all full- and part-time teachers with the proper training and staff development to prepare for both EL and gifted students.

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



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 that. 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. Further expectations for senior leadership and members of the teaching team are outlined below:

Head of School:

- 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 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

Assistant Head of School:

- Have a Bachelor's degree or higher (top candidates will have a Masters in Education Administration, or related field);
- Coordinate and maintain the teacher licensure program;
- Have two years or more of administrative experience;
- Assist in coordinating and implementing staff Professional Development Plans;
- Report to the Head of School;
- Assist in marketing and school promotion;
- Embody a deep commitment to Warren YES' mission, vision, and values

Upper & Lower School Director:

- Have a Bachelor's degree or higher (top candidates will have 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;
- Report to the Head of School; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Chief Administrator:



- Hold an Bachelor's degree or higher;
- Have at least five years experience in administration and organization (top candidates will have previous experience in school administration specifically);
- Coordinate Warren YES' front office and adhere to all duties encompassed therein;
- Assist the Assistant Head of School and the Head of School as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Director of Data & Technology:

- Hold an Bachelor's degree or higher (top candidates will have a Masters in a related field);
- Have at least five years experience in data management (top candidates will have previous experience in school data management specifically);
- Ensure Warren YES' adheres to top standards regarding data privacy and protection;
- Assist the Assistant Head of School and the Head of School as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Business Manager:

- Hold an Bachelor's degree or higher (top candidates will have a Masters of Business Administration, or related field)
- Have at least five years experience in business & finance administration (top candidates will have previous experience in school finance administration specifically);
- Oversee the implementation of the Annual Budget and Warren YES' assets;
- Assist the Assistant Head of School and the Head of School as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Director of Academic Enrichment & Community Engagement:

- 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;
- Develop and maintain relevant community partnerships;
- Assist the Assistant Head of School and the Head of School as the need arises; and
- Embody a deep commitment to Warren YES' mission, vision, and values

Director of Holistic Health & Wellness :

- Hold a Master's degree in school counseling (or related field);
- Develop and maintain plan for holistic health and wellness programming, including school counseling and physical wellness programming;
- Provide support to school counselor and nurse as needed;
- Maintain current and appropriate resources for educators and parents;
- Assist the Assistant Head of School and the Head of School as the need arises; 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 Aides:

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

After-School Teachers:

- Hold an Associate's degree or significant experience in child-care;
- Implement mission-relevant after-school enrichment activities
- Work with students both in small groups and one-on-one; and
- Be trained in Core Knowledge and embody a deep commitment to Warren YES' mission, vision, and values

10.4. Staff Evaluations and Professional Development

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



The Head of School will ultimately be responsible for maintaining teacher licensure requirements and professional development. We anticipate as we grow that we will have a Staff Development Coordinator who understands the core values of our unique school who can identify teachers who are highly adept in practices and connect to teachers that way. This person will also help teachers get their licensure, monitor their licensure, and work with them to evaluate their teaching throughout the year, develop Professional Development Plans for each staff member. This would be reviewed by the Head of School and relates to the overall school plan.

Q169. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



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 Head of School 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.

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



internally or externally and will be individualized or uniform.



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 Head of School. 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.

The Head of School will develop 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 Head of School will provide school-wide professional development about the curriculum being taught and the strategies being used to ensure high student academic success. We would use the following external professional development opportunities: Peaceful Schools, Responsive Classroom, integrated learning, 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. 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 at every level.

The Head of School 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.

Q171. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



In our Ready to Open Planning year, we will work closely with teachers, other staff and the Head of School to propose an overall school staff development plan. It is important to us that the teachers or teacher leaders (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. Information on participatory research, citizen science, and a food systems training, led by Working Landscapes. Includes field trips to sites of local importance.
- *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* (see Question 169 for more information);
- *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.;
- *Peaceful Schools, discipline and grievance*: School-wide strategies and plans will be discussed and practiced; and
- *Student 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.
 - *English Language Learners*: Teachers will be provided with guidance and resources to help address the unique academic and social needs of English Language Learners.
 - *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

Q172. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



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 from we describe in Questions 96 and 103; we anticipate that staff may need or want additional training in these child-focused, integrated approaches.

A before-school orientation and immersion prior to the start of school will lay the groundwork for a successful school year. This is described in more detail in Question 171.

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.

10.5. Marketing, Recruitment, and Enrollment



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

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



We understand that to be successful as a charter school, we must maintain full enrollment of students in our first year. Research has demonstrated 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, either because they currently send their children either to charter schools in neighboring counties or to the low-performing local school district. Families living in neighboring counties may also be interested in our school because of its unique educational approach.

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 women 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 do the following:

- Participate in community events (tabling, promotions)
- Visit preschools and childcare centers to share information
- Promote the school through our forthcoming website and local news outlets (i.e. Warren Record, Warrenist, a digital platform)
- Distribute visually appealing print materials
- Host monthly open houses beginning in Summer 2023, in which Founding Board members and community volunteers are 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 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 two to three "Sample Days": one-day camps that correspond to school workdays (ie, students are out of school) that illustrate the pedagogical approach Warren YES will take. These camps will be open to registration for children who will be eligible to apply to our forthcoming lottery. Camps will be \$40 per child per 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.



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

Community and parent outreach will be the primary responsibility of the Board of Directors' Community Outreach Committee. Within this responsibility, 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 Head of School, Board meeting highlights from that month, and student successes when applicable.
- 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 and Community Organization.
- Warren YES (along with relevant community partners) will also host public and seasonally-appropriate outreach and recreation activities each quarter, for example a Fall Harvest Celebration to celebrate the changing of the season and to prepare the School Farm for winter

Our ethos of community engagement and participation will also manifest in students being present throughout the community, doing place-based and project-based work, 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.

Q175. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



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. 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 initial target demographic will be families living in Warren County who are interested in better school options, either because they currently send their children to charter schools in neighboring counties or to the low-performing local school district. Families living in neighboring counties may also be interested in our school because of its unique educational approach. To extend our reach beyond the Founding Board's existing ties to families in Warren County, we anticipate utilizing the three main strategies:

1. Monthly open houses in which Founding Board members and community volunteers are available to speak with interested parents
2. Promotion of school through our forthcoming website and local news outlets (i.e. Warren Record, Warrenist, a digital platform)
3. Host two to three "Sample Days": one-day camps that correspond to school workdays (ie, students are out of school) that illustrate the pedagogical approach Warren YES will take. These camps will be open to registration for children who will be eligible to apply to our forthcoming lottery. Camps will be \$40 per child per 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.

Warren YES will use these three strategies at regular intervals (between May of 2023 until the Warren YES opening in August 2024) throughout the following phases to ensure that enough students are recruited to reach maximum enrollment capacity.

Charter Application Review Phase (May 2023-July 2023)

Goal: To identify 50 families with children in Year 1 operations grade-levels who have expressed strong interest in Warren YES and plan to submit an application to send their child to Warren YES during the 2024-2025 school year

Actions:

1. **Community Outreach Committee (Board Members)** host 1-2 open houses with interested families
2. **Finances and Operations Committee (Board Members)** identify marketing strategies and plan for website launch



Ready to Open Planning Phase (July 2023-January 2024)

Goal: To maintain strong relationships with initial 50 families, identify 40 more families for a total estimated number of applications of at least 100 students

Actions:

- **All Founding Board members** participate and engage in Ready to Open and other Office of Charter School trainings
- 1. **Community Outreach Committee (Board Members, and partners)** Host 2 “Sample Day” camps and 1-3 open houses
- **Finances and Operations Committee (Board Members)** identify and implement plan for website launch (to launch in January 2024 prior to application opening)
- **Finances and Operations Committee (Board Members)** promote Warren YES’ Ready to Open planning process through local news outlets
- **Academics Committee (Board Members)** attend employment fairs and begin promoting open positions on relevant platforms
- **Academics Committee (with all Board members)** finalize hiring of **Head of School**
- **All Founding Board members** identify gaps in current Board and fill gaps as needed

Open Application Phase (January 2024-April 2024)

Goal: To receive applications for over 100 students across the three grade levels operating in Year 1

Actions:

- **All Founding Board members** release application, to close with lottery in April 2024
- 1. **Community Outreach Committee (Board Members, and partners)** Host 1-2 “Sample Day” and 3 open houses
- **Academics Committee (Board Members) & Head of School** attend employment fairs and begin promoting open positions on relevant platforms

Lottery & Open Enrollment Phase (April 2024-June 2024)

Goal: To effectuate lottery and wait list process to enroll at full capacity (104 students in Year 1) and to maintain a robust wait list (up to 25-50% of student body) of interested families for future years

Action:

- **Finances and Operations Committee (Board Members)** promote lottery and enrollment, approval of Charter to local news outlets



- **Head of School, assistance from Academics Committee** finalize hiring of all staff, develop professional development programming with guidance from Central Park School for Children
- **All Board members** conduct first Annual Board meeting in June 2024

Summer Preview Phase (June 2024-August 2024):

Goal: To excite students, families, staff, and community about Warren YES' opening in August

Action:

- **All Board Members** conduct School Preview and Celebration Days
- **Teachers** virtually greet future students and conduct home visits (or visits in places of the family's choosing)
- **Students** attend first day in August

Year 1 Operation (August 2024-June 2025):

Goal: To ensure student success and encourage new families to apply for Year 2 (and beyond)

Action:

- **All Board Members** continue to maintain an active presence as a public face of Warren YES during monthly Board meetings
- **School Leadership and All Board members** facilitate School Open House Days for interested families
- **After-School/Enrichment Staff** develop and strengthen community partnerships through complementary programming

Q176. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



We aim to serve students in Warren County, which is a racially diverse community and economically marginalized. 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 historically underserved populations. To ensure our school community reflects our home community, we will be incorporating a weighted lottery.

Over the next twelve months, our board and partners will market the school using, but not limited to, the means specified in Question 175 above. We will rely on our expertise in community engagement to create opportunities 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. 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 in our planning processes (pending this application's approval).

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

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

1. Working Landscapes: a nonprofit that provides healthy food assistance throughout the community to families who are food insecure. They can distribute information about our school to their recipients.
2. Warren YES Early Learning Center (a subsidiary of Sugar N Spice Preschool) will be a non-profit high quality child care center, that will serve ages birth through five years of age and become a NC Pre-K site to add to the need of high quality child care in the Warren-Halifax area.
3. Other childcare centers in Warren County and Halifax-Warren Smart Start
4. Warren County Parks and Recreation outreach events
5. Warren County Public Library outreach events
6. North Carolina Coalition for Charter Schools
7. North Carolina Association of Public Charter Schools

10.6. Parent and Community Involvement

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



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 approves the school, 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 an interest list
- 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 Summer 2024. Parents and community members will also be encouraged to join the Parent and Community Organization and Board Committees, both of which will be established during the planning year. 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.

Q179. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



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.

This will take the form of several opportunities such as more traditional opportunities of participating during select in-classroom activities, joining the Parent and Community Organization, and helping to plan quarterly community outreach events. Parents will also be encouraged to provide feedback to school leadership through attendance at monthly Board meetings and during more informal periods of school evaluation. We will encourage opportunities for parent-led practicums, electives, after school education programs, and parent-organized fundraisers for the school. We will ask parents to be a part of our future school improvement planning meetings, possible board members and key recruiters of families to our school. Parents may help the school's community partnerships through internships, community service learning projects, field trip experiences, and food drives.

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 such as Working Landscapes, and 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.

Q180.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



Our partnership with Working Landscapes, a community-based non-profit development organization located in Warrenton, NC, as well as other educational organizations, provide a strong foundation for building complementary community-oriented programming. Thus far, we have identified several programs we are excited to partner on: 1. Educational camp programs during school breaks, including summer; 2. After-school enrichment during the school year; and 3. Parent and community evening enrichment programs.

Our educational enrichment camps will be open to all students residing in the region—not just those who attend Warren YES—and utilize our place-based and child-centered educational model. During the summer, enrichment camps may also highlight the agricultural economy and help students develop a deeper connection to the natural world of Warren County. Payment for enrichment camps will be offered on a sliding pay scale based on a family's financial resources, with supplemental funding from foundations, such as the Triangle North Healthcare Foundation, which sponsors similar programs in neighboring counties.

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 play.

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.

10.7. Admissions Policy

Q181. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or



current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q182. 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. In an effort to increase access to Warren YES and ensure the school represents the community demographics for Educationally Disadvantaged Students, we will allocate at least 40% of its seats to Educationally Disadvantaged students for a weighted lottery and conduct the weighted lottery prior to the general lottery. 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 it will be necessary to utilize a weighted lottery to ensure that we intentionally serve the low-income and otherwise educationally disadvantaged student populations within our community.

Q183.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



In each open enrollment 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 40% of available seats per grade level.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer information in order to 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 information other than that required to establish eligibility status. The information provided will not be retained for any purpose other than to provide the audibility of lottery integrity.

Q184.3) 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 include subgroups that might be under-resourced in comparison to community members who are not Educationally Disadvantaged. We believe, and research supports, that diversity makes a learning community better for everyone, and Warren YES seeks this diversity because of the academic, social, and community benefits for all of our students.

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

- 1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.**
- 2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.**
- 3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**
- 4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.**
- 5. Clear policies and procedures for student withdrawals and transfers.**



Applications for enrollment for the 2024-25 school year will open within two weeks of when our charter is approved and will remain open for at least 60 days.

Parents and guardians will be notified of the date and time of the lottery appropriately. In subsequent years, applications will open in January and remain open for 60 days. The 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.

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

- For every year of operation, children 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 low-income students and 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 2024-25 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 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 Head of School 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. In future years of operation, current families will be asked in January of a given school of 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 with the Student/Family Handbook.



10.8. Certify

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

- Yes
- No

Q187. Explanation (optional):



11. Operations

11.1. Transportation Plan

Q188. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



Warren YES intends to enroll 104 elementary students in our opening year. In order to address transportation needs of our students and families, we will use a variety of services. 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 into our pick-up and drop-off plans in order to build an efficient system.

We aim to purchase or lease two 15-passenger vans and/or a used bus, which will allow us to offer two centralized pick-up and drop-off locations in our rural county. This will reduce the transportation burden on families. We are interested in purchasing electric vans if possible, and know there are some new sources of funding to incentivize electric vehicles for businesses which we may be able to take advantage of. We can also use the vans to make short direct-to-home runs. In the first year, our transportation budget is \$49,500 (see breakdown below), which can be used to support the services described above and also to potentially contract with other transportation services if needed.

Exact plans will be based on the spatial distribution of children enrolled in the school. 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.

Transportation Budget Breakdown:

\$40,000 to purchase/ lease used buses and/or vans

\$4,000 for gas (est. 25,000 miles per year)

\$3,500 Oil, Tires and Maintenance

\$3,000 for emergency transportation or transportation of children with special needs; gas cards

We will investigate the possibility of contracting with the local bus systems or other appropriate bus or transportation services if the cost becomes substantial.



11.2. School Lunch Plan

Q189. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



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 will explore enrolling in these programs, and make a decision that best allows us to serve our students.

Our goal is to provide free lunch for everyone who wants to participate, via CEP. If we are unable to qualify for CEP originally, we will find funds to support free meals for everyone through partners such as Working Landscapes, which is actively engaged in a statewide effort to promote Free School Meals for All. However, we realize that to provide nutrient dense, locally sourced food, we may need to supplement the National School Lunch Program budget. If so, we will rely on private fundraising efforts to cover any gaps.

We understand how important access to healthy, high quality food is for students, and we also recognize the power of institutions like schools to help students (and families and staff) develop lifelong healthy eating habits. We aim to invest our school meal dollars into local organizations and farms, which has a positive economic impact and recirculates dollars in our community.

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, school farm, and cafeteria.

We anticipate contracting with Working Landscapes, a local nonprofit that operates a food hub in our community, to provide scratch-made meals for the costs listed above. Working Landscapes has the facilities, staff, certifications and track record to provide vegetable-forward, locally sourced meals. They currently provide 250 meals weekly to the local senior center. Our budget for meals includes 45 breakfasts per day for students (at \$3 each), and 104 lunches per day (at \$4.25), in addition to after school snacks for an average of 30 students each day enrolled in afterschool programs.

We have budgeted for a part-time staff person to support the breakfast and lunch program. In addition, our anticipated location has a cafeteria for preparing and serving food, should preparing our own feed be the better option.

Families who want to bring their lunch will be allowed to do so. As students do have a tendency to forget their lunches, however, we will also maintain a small food pantry for those students. This pantry is not intended as the regular source of lunch for those students who are financially unable to provide their own school lunch. As noted above, we will contract with a local catering company to regularly provide lunch for those students. This food pantry, however, will serve those students who simply have forgotten their lunch on any given day.



11.3. Civil Liability and Insurance


The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

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

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

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

Resources



Insurance Coverage ...

Applicant Evidence :



Appendix L Insuranc...

Uploaded on **4/27/2023**

by **Jenni Rogan**

Q191. Attach Appendix L: Insurance Quotes

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



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

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q192. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

11.5. Start-Up Plan

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



Although there are many steps between submission of this application and the anticipated opening of Warren YES in August of 2024, the Founding Board remains excited by and eager for this work. A detailed matrix of our Start Up plan, including responsible individuals can be found in the attachment (https://docs.google.com/spreadsheets/d/1i8FNKOv_KTSh2i7BoVslgFzSo2AH4KjV/edit?usp=sharing&ouid=100600321133552657557&rtpof=true&sd=true).

Applicant Evidence :



Start-Up Plan .xlsx

Uploaded on **4/27/2023**
by **Jenni Rogan**

Q194. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Developing effective communications and transparent policies so that all interested parties can understand what our plans are, how we are progressing, and how decisions will be made, especially regarding the lottery. There is a history of estrangement between the LEA and many local families, as well as a lack of trust (see Appendix A). And, this is a small community with lots of gossip and second-hand information. We aim 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. We will be clear about the weighted lottery so that everyone can understand the rationale behind it.

Building a culture that fully engages students, families, teachers, and staff will be a challenge, but one our board is keen to lead. This will be a nonlinear process that requires effort, persistence, optimism, and recalibration as we work with the humans that join us on this journey.

Practically speaking, we know that purchasing, upgrading, and moving into a facility will require a great deal of work. There will be negotiations with property owners, which will hopefully result in our purchase of the property at 301 Walker Ave in Norlina, NC. That process will be accompanied with conversations with lenders and possibly funders who would provide grant support to our project. 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.

Applicant Evidence :



Appendix O_Warren ...

Uploaded on **4/28/2023**

by **Jenni Rogan**

11.6. Facility



Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q195. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



We will obtain a facility for this school that will be ready for opening in August 2024; our anticipated timeline is presented in the table below. We are basing this timeline off our first choice location, the old Norlina High School at 301 Walker Avenue in Norlina, NC, which is described in more detail in Appendix A1. However, many of the steps would be the same for our alternate locations which are identified in question #199. Should reviewers desire more information about our alternative locations, we will be glad to provide additional information.

Month	Key Activity
April 2023	Obtain Letter of Intent for lease/purchase from property owner; submit application (done!)
May - June 2023	Obtain a formal option to buy the property from the owner of 301 Walker Ave, Norlina
July - August 2023	Begin to develop schematics for any required facility renovations; Phase 1 environmental assessment via Warren County Brownfields program (Board Chair Norwood is part of the County Brownfields committee); reach out to architecture and engineering firms to get on their schedules
September - October 2023	Gain approval for to open Warren YES; begin formal negotiation process with property owner; renew conversations with lenders such as Rural Development or Self Help Credit Union
November 2023	Make formal offer on school property, and negotiate to reach agreement to purchase property; fundraise for property purchase among supporters
December 2023 - January 2024	Get approval for loans, and close real estate transaction, taking ownership of property; seek input from school stakeholders on preliminary designs for site/facility improvements (Charette); seek input from agencies that are experts in school architecture/engineering needs (since this building has been an active school until fairly recently, we do not anticipate major issues with this)
February 2024	Finalize architecture and engineering documents; submit plans and building permit to county planning office; seek bids from contractors; plant shrubs



March 2024	Award contracts; begin facility and site improvements
April 2024 - June 2024	Complete facility and site improvements (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, work on gym floor, upgrading entry/exit doors, upgrading entry to cafeteria, more walkways). Obtain Educational Certificate of Occupancy, fire marshall inspection.
May 2024	Warren YES mural painting on an exterior wall (community art activity)
July 2024	Remaining interior work: painting, cleaning, organizing, setting up classrooms, offices, cafeteria; telecommunications set up. Environmental health inspection for kitchen.
August 2024	School open house and garden/farm workday; Warren YES first day of school!

Q196. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



As a rule, the design of the school will be a minimum of 60 square feet per student. The average classroom size will be 600 square feet (hereafter "sf") - 700sf. With a projected 104 students in year 1, the estimated square feet needed for classrooms in year one will be 3600-4200 sf with up to 5700 sf for all uses. The first year Warren YES will need 6 main classrooms, 2-3 elective rooms, outdoor classroom space, 2 to 4 administrative offices, a cafeteria or common room, and a teacher's break room.

Eventual classroom space breakdown will be as follows: The total student capacity at each grade will eventually be 64 students, or four classrooms of 16 per grade. Each classroom will need to be approximately 600-750 sf for a class size of 16 students each. Our target facility has 20 large (600-700 sf) classrooms, plus additional spaces for specials and EC/AIG needs.

Fully realized, the campus will also have a school farm, a playground, a small turf field, a large gym, a workshop, and spaces for art, music/dance, and other supplementary classes (further described under Question #145). 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 stabilized enrollment of approximately 600 students.

In today's market, we would expect costs of approximately \$175/sf for new construction, which would require approximately \$6 million. The property we have identified is available for just under \$2 million. Please see Appendix A1 and Appendix O, our Start Up Budget for more information about our anticipated financing model, which results in a facility/mortgage expense of just over 8% of yearly expenses in the first year (and declines thereafter). For a typical school starting its first year, the facility rents are between 18% to over 20%.

Q197. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



In addition to the classroom and outdoor scapes described in Question 196, we anticipate providing students with the following additional spaces, to follow Warren YES' Four Commitments:

- *Place-based education* can 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 Media Center (2000 sq. ft.), whose collection will include a variety of information about our community and region for students to consult.
- *Outdoor education*: much of the learning at Warren YES will happen outside. To support this, we will establish an array of outdoor learning environments, including a school farm and outdoor classrooms. 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 Gymnasium with lockers, as well as outdoor spaces for both athletics and play.
- *Creative expression*: Warren YES will support students' creative pursuits through an Art Room, Music Room, Workshop and Stage (in the gym).

For the school staff, there will be general offices, offices for the Director, an Assistant Director, and a welcoming and spacious office for the Administrative Assistant, 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 four teacher work rooms, a Parent Room, rooms for food preparation, storage rooms, and conference rooms.

In addition, we plan to provide space in a separate building for a 5,500 square foot daycare center with 4-5 classrooms for children.

Q198. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.



The 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 is \$64.35/sf. We may be able to negotiate a more favorable price, but our projections are based on this price in order to develop conservative budgets and projections.

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. Our Board has requested information on comparables from a local real estate agent, and his responses are included in Appendix A1.

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



We have a robust contingency plan. Based on our Board Chair’s experience with facilities and construction projects, we have developed a nested set of options for the initial location of Warren YES. If our first choice facility is not available by the start of the school year, we have identified three other locations that could work for our school, at least in the initial year. In Year 1, we anticipate enrolling students in six classrooms, thus we can work with a much smaller facility in the first year than in subsequent years. At an average of 600 sf per classroom, we would need about 3600 sf of space for classrooms, plus offices for administrators and additional rooms for specials. Our primary alternative is a 10,000 square foot property in Soul City, about 10 minutes from our preferred location. It is described in the first row of the table below, and we include a signed Letter of Intent to Lease to us in the attachments.

Potential Site	Availability and ownership	Size, key attributes	Notes
Former HealthCo site, Soul City, NC	Owned by the father of a Board member. See the Letter of Intent to Lease the property if this becomes our best choice.	10,000 sf building located near housing in Soul City, NC; has paved parking and a drop-off space. (An adjacent building is owned by someone else, who we are trying to reach, in which case we could grow in this location for several years)	Will need interior renovations, but can house all of our students in Year 1; could add modular units in Year 2 if needed.



<p>Downtown commercial property at 108 South Main Street, Warrenton, NC</p>	<p>Owned by a board member who is fully committed to Warren YES. It will be made available to the school if needed, but is not the best choice because there is no adjoining green space.</p>	<p>This two-story, 6500 sf property includes five large separate areas (two apartments, two large offices, and one 1500 sf retail space) that could be easily turned into the 6 classrooms needed in year 1. It also contains two other smaller offices, storage spaces, a commercial kitchen and cafe space that could be used as a cafeteria.</p>	<p>A beautiful downtown space, which will be used for recruitment events for our school in any case.</p>
---	---	---	--

If for some reason, the facilities above do not provide adequate options, we are confident that we can identify other spaces in Warren County that can serve the short-term needs of the school. Given the economic challenges in Warren County, there are a number of empty spaces that would be sufficient for our short-term needs. LIC and its partners have identified and implemented such programs for other charter school partners.

Q200. 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 experience with two commercial rehabilitation and expansion projects, 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.

11.7. Certify

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

- Yes
- No

Q202. Explanation (optional):



12. Financial Plan

12.1. Charter School Budget

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

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

Not applicable to this application.

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

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

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

12.2. Budget Narrative



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

Q205. How was the student enrollment number projected?

The table below illustrates the number of classrooms per year, per grade, along with the number of students per class that we anticipated when developing our enrollment numbers and budget.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	2/32	4/64	4/64	4/64	4/64
1	1/18	3/54	4/64	4/64	4/64
2	1/18	3/54	4/64	4/64	4/64
3	1/18	2/36	3/54	4/64	4/64
4	1/18	2/36	2/36	3/54	4/64
5		2/36	2/36	2/36	3/54
6			2/36	2/36	2/36
7				2/36	2/36
8					2/36

Table 7. Number of classrooms & students per year, per grade

Q206. 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 Evidences for Acceleration, including our parent survey. Parents are actively seeking school choice/educational alternatives. Many have pulled their children from the under-performing LEA and enrolled them in charter or private schools in neighboring counties. The map provided in the attachment (for interactive version, see <https://bw6xs.github.io/warren/charter.html> (<https://bw6xs.github.io/warren/charter.html>)) illustrates that charter school options are available in all of the counties surrounding Warren. Our survey documents high interest in a school that is closer to home that provides a positive educational environment.

Further, our board is composed of trusted community leaders with strong local ties and a track record of tangible results. We believe that our board's reputation in the community will contribute to our ability to attract not only families, but teachers, staff and partnerships. 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.

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

BREAK-EVEN POINT for 2024-2025

- Projected # of Students in year one: 104
- Projected Total Income: \$1,251,627
- Total Expenses: \$1,2329,649
- Enrollment Required for Break-Even: 103 students (if we do not meet enrollment projections, we will reduce teachers and staff accordingly)

Q208. 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 funding to support its operations. The school intends to build a contingency plan to meet instances where there are revenue shortfalls or delays in receiving revenues, estimated at 5% of the budget beginning in Year 2. In addition, the school will build up a separate Repairs and Replacement Fund to address needed capital expenditures. Combined, the Contingency Fund and the Repair and Replacement fund will grow to approximately 10% of its estimated expenses after the fifth year of operations. The Board will have as 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 strong financial operations will help the school achieve its mission.

In addition, 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.

Additional Strategies:

- Operate from cash flow projections;
- Understand beginning in year one that charter schools do not typically meet projected enrollment;
- Budget conservatively; and
- If short enrollment, reduce personnel and postpone new investments.

Warren YES has not accounted for USDA reimbursements for the Free and Reduced-Price Lunch Program, which we intend to apply for and hope will support us in providing healthy food for our students. We also aim to apply for the Community Eligibility Provision. Our budget allocates \$30,000 for breakfast and lunch, and if we need to seek additional funding sources to provide healthy food to our students, we will do so.



Q209. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Our operations budget does not include other sources of funding. We will need to obtain a loan or grant funding in order to purchase our facility, but we have included estimated mortgage payments in the operating budget, and they are covered by state, county, and federal funds.

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

The student to teacher ratio on which the budget is built is 16:1 for lower elementary, 18:1 for upper elementary, and middle school. By Year 5, we intend for every classroom to have access to a teacher assistant, even in the older grades.

Q211. 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.

Caroline Hundley: As Project Director at the Center for Environmental Farming Systems at NC State since 2016, Caroline Hundley operates an annual non-profit budget of \$500,000. This includes budgeting for personnel and salaries, professional development, equipment, supplies, and contractors to effectively serve our target population. We receive 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 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 nothing to \$2.6 million over the last 12 years. She develops the yearly organizational budget, oversees reporting to funders (including federal and state grant programs), handles payroll, manages contracts, and is experienced in building renovation/expansion projects.

Jenni Rogan: As the Climate and Community Network Weaver 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. 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 the 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.

Q212. Describe how one or more high needs students with disabilities might affect the



budget and your plan to meet student needs that might be more than anticipated.

The first year budget results in a net positive revenue of \$11,978.05, which is enough to provide some supplemental support as needed.. There may be additional Title I and Federal EC dollars that our budget has not accounted for. 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.

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

We will utilize the Ready to Open Planning year to make Board decisions on how to best outsource these management areas. Based on the Board's professional experience, it will likely make sense to outsource payroll, some accounting and audits. Any future vendor selection process will include the following: The board will assign a committee to specifically seek vendors. The committee will consist of select board members and members of the LIC team. They will vet the pros and cons of each service subcontractor. The committee or team will make a recommendation to the board for a vote on all third party subcontracts. The contracts and performance of each contractor and subcontractor will be evaluated annually to ensure a strong return on investment.

Q214.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

We will utilize the Ready to Open Planning year to investigate decisions regarding contracting for services. We have not entered into any contracts at this time. We anticipate contracting for services including custodial, exceptional student support, marketing/website development, and potentially others. In doing so, the Board will follow the same criteria and procedures as outlined above..

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



The budget aligns to our mission, allocating 77% of staff funding in Year 1 is for teachers and student support personnel; by Year 5, that percentage grows to 87%. We are supporting staff positions not just for traditional academic subjects but also exploratory courses that provide hands-on experience and provide multiple ways for students to engage and learn. In addition, we have budget lines that include field trips and place-based programs.

We understand that being in a rural community we will need to budget towards our anticipated population to meet their need for transportation and lunch plans. 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 \$49,500 to cover the costs of vans, buses, staffing, maintenance and gas in year one.

We have also budgeted over \$30,000 in food costs to pay for students who will need breakfast and lunch daily. This amount is in addition to any funding we receive from the USDA school meals program.

Our professional development budget includes approximately \$700 for every staff member, not just teachers.

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

We expect to set aside 5% of expenditures each year for a general fund balance by year 5, and have it grow to up to 8%. This is in addition to an operating contingency and facility fund. If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. This will be the responsibility of the head of school and the finance committee to analyze spending (quarterly deep dives) to be sure we are on track to build our projected reserves.

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



Our plan is to purchase an existing school property, utilizing a loan from USDA Rural Development Community Facilities program, or from other lenders who have experience with charter schools. Please see the attached Building Sources and Uses spreadsheet, attached in Appendix A1. Other school assets such as furniture will be bought by the school. The school plans to lease two vans and possibly a bus in the first two years of its operations.

Q218. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

No. We will need to obtain them. Initial funding is included in our start up year budget, attached as Appendix O.

12.3. Financial Compliance

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



The Board (finance committee) and school leadership will develop a complete financial policy that will ensure sound financial management. 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 insure control of operations? Monthly financial statements (Balance Sheet, Income Statement) Comparison of actual results with budget.
- Are personal expenses kept separate from business expenses? Are monthly bank reconciliations reviewed by Admin?
- Is there any separation of duties?
- 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, our financial experts on the board will develop systems for payroll, accounts receivable, donations and fundraisers, 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 in addition to us being effective partners.

We aspire to devote 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 school resources into a broader range of hands.

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



As of the writing of this charter school application, there are no known party transactions. Possible related party transactions 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	Estimated at \$2,000/month rental of space on school property
Warren YES and Working Landscapes (led by Board Chair, Carla Norwood)	Purchasing of school meals	Estimated at approximately \$100,000 in Year 1, and increasing yearly based on enrollment
Warren YES and Working Landscapes (led by Board Chair, Carla Norwood, Secretary Jenni Rogan works there)	Contractual work to design or facilitate complementary community programs	Estimated \$60,000-100,000 value yearly; fundraising will be done jointly but programming may be done by Working Landscapes staff

Table 8. Possible related party transactions.



Q221. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Rebekah Barr, CPA, PC

1520 Nash Street N

Wilson, NC 27893

(252) 294-6920

contact@rbarrcpa.com

12.4. Certify

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

- Yes
- No

Q223. Explanation (optional):



13. Other Forms

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

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

Applicant Comments :

Explanation: At this time, Warren YES does not intend to contract with a CMO/EMO, financial management service, or a service provider to operate PowerSchool. Thus, the board did not sign to authorize those services.

Resources



Charter School Requ...

Applicant Evidence :



Warren YES Charter_...

Uploaded on **4/28/2023**

by **Jenni Rogan**



14. Third-party Application Preparation

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

- Yes
- No

Q226. Give the name of the third-party person or group:

Leadings Building Leaders

Q227. Fees provided to the third-party person or group:

\$3000 for 15 hours of work.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q228.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources



2023 Payment Form ...



16. Signature page

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

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

Resources



Applicant Evidence :



Uploaded on **4/28/2023**
by **Jenni Rogan**

Q230. Please digitally sign your application here
Signature

Final Status



Reject Approve

Approver Comments

**Attachment
Warren YES**

Existing instructional programs and frameworks we may use

- i) Letterland for phonics K-2
 - 1) <https://us.letterland.com/>
- ii) Readers Workshop: develops healthy reading habits and teaches children to love books and be independent readers
 - 1) <https://www.unitsofstudy.com/framework>
- iii) Foundations: K-3, Wilson-based, supports MTSS
 - 1) <https://www.wilsonlanguage.com/programs/foundations/>
 - 2) Aligns with the Science of Reading
- iv) The Leader in Me Model: the 7 Habits of Happy Kids
 - 1) <https://www.leaderinme.org/>
- v) Guided Reading: students are grouped based on reading ability to read in small groups
- vi) Hill RAP (intervention with struggling readers)
 - 1) <https://www.hillcenter.org/hillrap/>
- vii) Responsive Classroom: appeals to students SEL, Morning Meeting
 - 1) <https://www.responsiveclassroom.org/>
- viii) Illustrative Math (K-12)
 - 1) <https://illustrativemathematics.org/>
- ix) Bridges (PreK-5)
 - 1) <https://www.mathlearningcenter.org/curriculum/bridges>
- x) The Life of Fred
 - 1) <https://www.lifeoffred.uniquemath.com>

Warren Young Explorers School, Appendix A1

This appendix contains evidence that we have identified a perfect facility for Warren YES, a former high school property located in downtown Norlina, NC, along with our strategy for acquiring the property for opening on an accelerated schedule. In this appendix, we also provide information regarding alternative sites we have identified should there be any issues that prevent our opening in our first-choice location.

This information is presented in the following order:

- 1) A signed Letter of Intent to Lease or Purchase, signed by John Bullock, the property owner of the former high school property at 301 Walker Ave, Norlina, NC.
- 2) Information about the property, including photos, building information, site, etc, provided by the owner. Warren YES board members have toured the school and represent that the photos provided are accurate. The facility is in very good condition, and most of it is currently or has recently been inhabited.
- 3) A projected budget showing sources and uses for purchase and upfit of the target school location, which is based on current asking price.
- 4) Information about typical USDA Rural Development loans for charter schools, which is how we anticipate being able to purchase the property.
- 5) Information about Self Help Credit Union loans for charter schools.
- 6) A letter of intent from the property owner of our second choice location (more information provided in the Contingency Plan in Section 11.6 of this application).

Mr. John Bullock
310 Walker Avenue
Norlina, NC 27563

April 17, 2023

Carla Norwood, PhD
Warren Young Explorers School
164 Norwood Lane
Manson, NC 27553

RE: Letter of Intent to Lease/Purchase the Property at 301 Walker Avenue, Norlina, NC

Dear Dr. Norwood,

Thank you for your interest in the above referenced property as a location for your proposed charter school. For reference, I have attached to this letter a map generated by the Warren County GIS Tax Mapping website that illustrates the site and boundaries to which we are referring. This property consists of 31,080 sq ft across four buildings on 8 acres in the Town of Norlina. I have attached photos and information about the property, which was the former site of Norlina High School.

I understand that your application to the State of NC is due at the end of this month, and you would expect to know whether or not the application is approved by Fall 2023 for an Accelerated opening by August 2024. I am writing to confirm that, should your school be approved, I am willing to enter into either a lease agreement or sales contract that would allow the property to be used for Warren Young Explorers School. This Letter of Intent is designed to give your school the opportunity to conduct due diligence prior to leasing or buying the property, and also to apply for and obtain a Charter to operate a public charter school from the state of North Carolina.

Prior to entering in a formal agreement, we will of course need to develop a detailed and shared understanding upon which a lease or contract can be based. The terms and conditions of any agreement will be negotiated after the approval of the Charter. Once a final draft agreement is developed, both parties will have the opportunity to have their personal counsel review agreements prior to their execution. Upon finalized agreement, Warren YES will gain permission to renovate for and operate our school on the property, contingent upon any zoning or building inspector approvals.

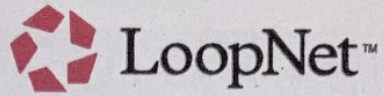
Between now and when notice is received that your school is approved, I will provide occasional, scheduled access to the property to your Board or your agents for the purposes of inspection, assessment, and the drafting of preliminary renovation plans.

This letter, while nonbinding, lays the foundation of our mutual and preliminary understanding and must not be understood as a commitment to lease notwithstanding anything to the contrary set forth herein. It is the objective and good faith intention to complete our due diligence process, obtain permission to operate a public charter school, and enter into a mutually agreeable Lease Agreement.

Sincerely,



John Bullock



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

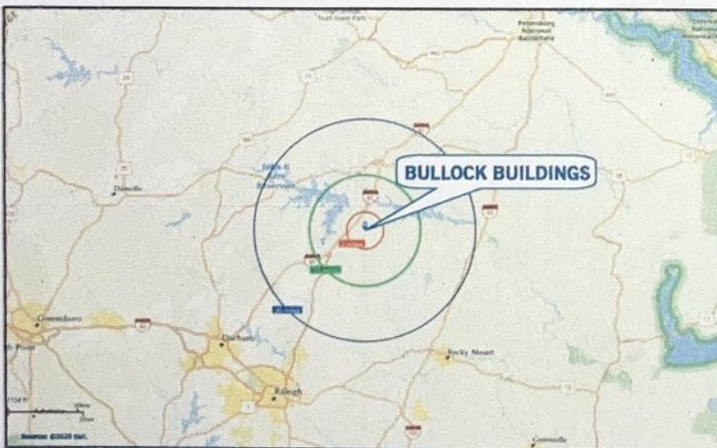
COMMERCIAL BUILDINGS FOR LEASE



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

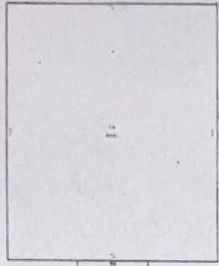


WARRENCOUNTYNC.ORG

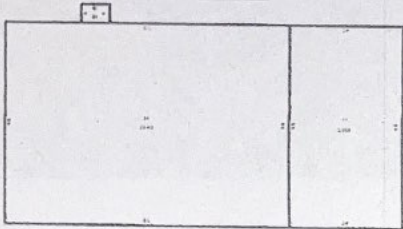
STACY WOODHOUSE, DIRECTOR
 WARREN COUNTY ECONOMIC DEVELOPMENT
 501 US HWY 158-BUS E, WARRENTON, NC 27589

COMMERCIAL BUILDINGS FOR LEASE

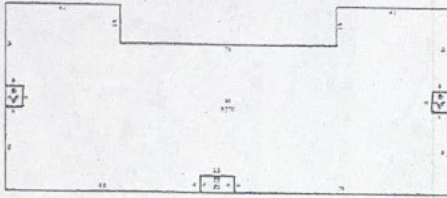
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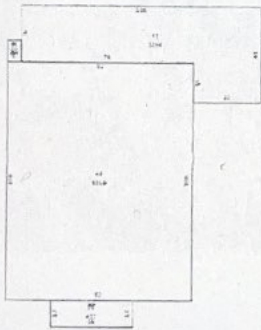
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SCHOOL 3
9,376 SF



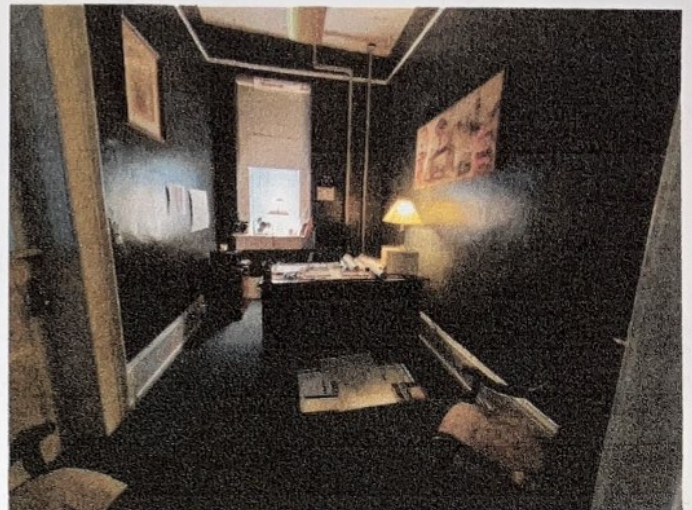
GYMNASIUM 4
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ADDITIONAL PHOTOS



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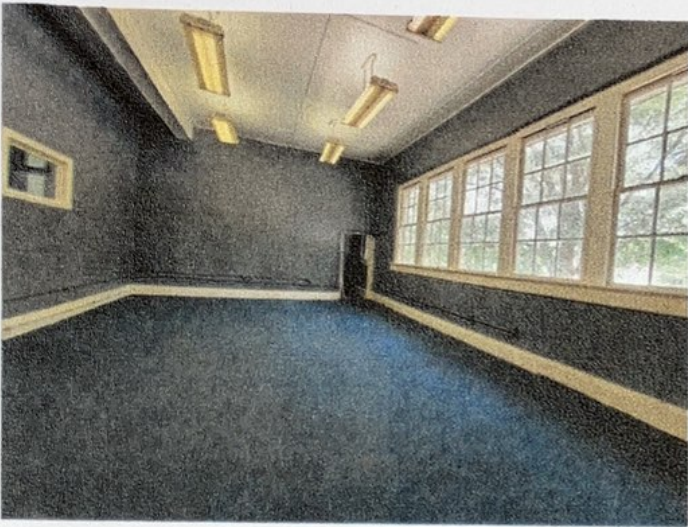
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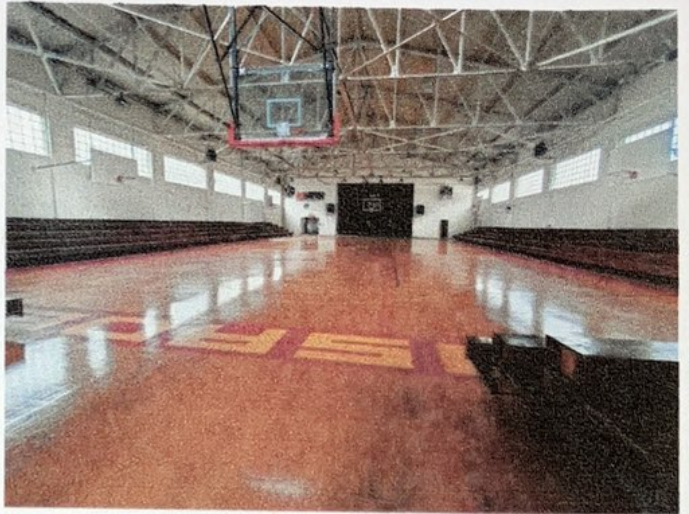
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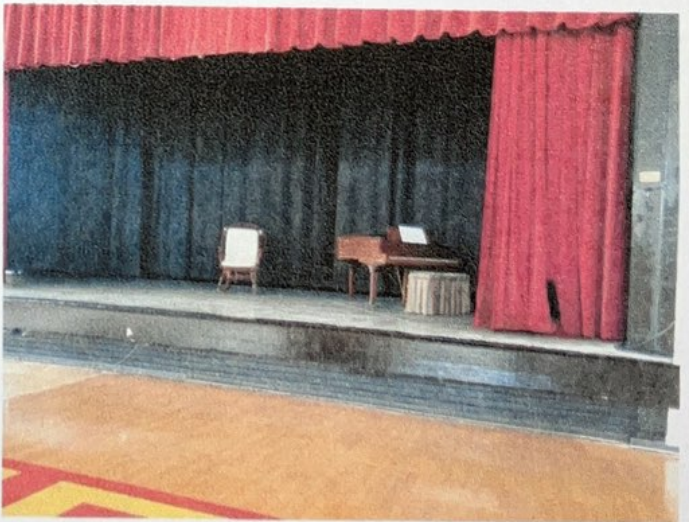
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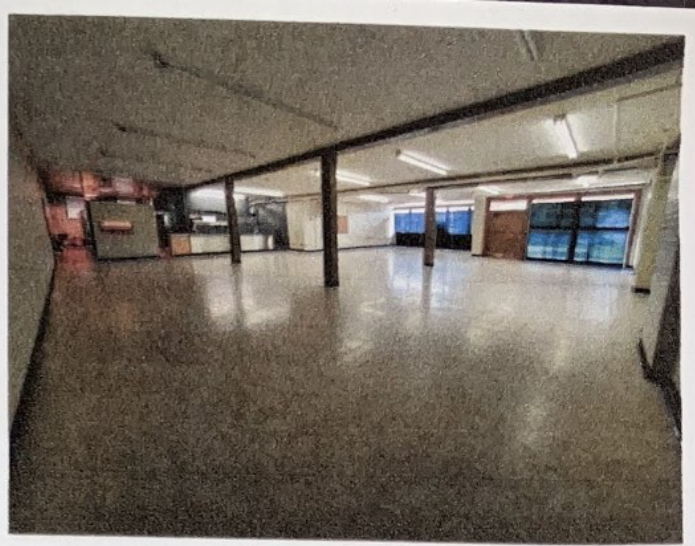
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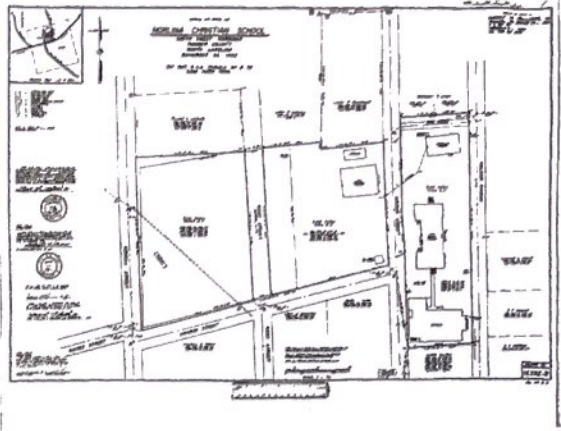
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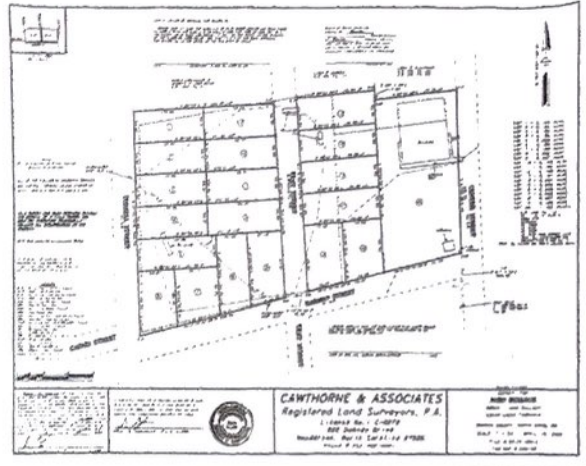
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Survey_Page_1



Survey_Page_2

Listing ID: 26517422

Date Created: 8/30/2022

Last Updated: 3/9/2023

Address: 301 Walker Ave, Norlina, NC



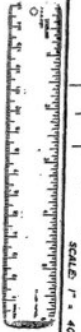
SURVEYED AND MAPPED FOR
NORLINA CHRISTIAN SCHOOL
 SMITH CREEK TOWNSHIP
 WARREN COUNTY
 NORTH CAROLINA
 NOVEMBER 30, 1992
 TAX MAP D-4-D, PARCELS 38 & 49
 6.992 ACRES TOTAL

SURVEYED AND MAPPED BY
HARRY M. WILLIAMS, III
 REGISTERED LAND SURVEYOR NO. 1, 22848
 WASHINGTON, N. C. 27583
 TEL. (919) 257-2070



I, the undersigned, Harry M. Williams, III, a duly licensed and registered land surveyor in the State of North Carolina, do hereby certify that the foregoing is a true and correct copy of the original survey as shown to me by the owner thereof, and that the same has been filed for record in the office of the Register of Deeds in the County of Warren, North Carolina, on this 30th day of November, 1992.

HARRY M. WILLIAMS, III
 REGISTERED LAND SURVEYOR NO. 1, 22848
 WASHINGTON, N. C. 27583



DRAWING NO.
16392-B

Warren YES! Facility

Master Budget, Updated April 2023

USES OF FUNDS	
Purchase of Property at 301 Walker Ave, Norlina (estimated cost, based conservatively on current asking price)	1,999,999
Architecture/Engineering	18,000
Architecture/Project Administration	10,000
Construction cost, Phase 1	225,000
Construction cost, Phase 1, contingency 15%	33,750
Site work: parking/landscapes	25,000
Site work: ball field	4,000
Equipment for kitchen	15,000
Utilities before opening	4,800
Loan payments prior to opening	32,226
TOTAL	2,367,775

SOURCES OF FUNDS	Amount	Notes
USDA Rural Development Loan	2,099,998.95	Have spoken with state representatives; can apply once we receive Charter. Has funded several other Charter Schools in our region.
Grants to support building purchase	225,000.00	Potential grants from SECU, other foundations, or from local municipal funds to support purchase of school facility; these funds are unsecured at this time.
SHCU (Self Hep Credit Union) Lending	75,000.00	To apply for, mini loan to get started until USDA loan can be approved
TOTAL	2,399,998.95	
Amount still needed (excess)	(32,223.95)	

a \$750k loan, 15 year term, 3.5% interest
payment is \$5,371 per month for 180 months

a \$2,099,999 loan, 30 year term, 3.5% interest
payment is \$9430/month

Our operating budget uses \$9430/month as the mortgage price, which excludes insurance (budgeted separately). As a nonprofit, we will not have to pay property tax.

Community Facilities Direct Loan & Grant

What does this program do?

This program provides affordable funding to develop essential community facilities in rural areas. An essential community facility is defined as a facility that provides an essential service to the local community for the orderly development of the community in a primarily rural area and does not include private commercial or business undertakings.

Who may apply for this program?

Eligible borrowers include:

- **Public bodies**
- **Community-based nonprofit corporations**
- **Federally recognized Tribes**

What is an eligible area?

Rural areas including cities, villages, townships, and towns including Federally recognized Tribal lands with no more than 20,000 residents according to the latest [U.S. Census Data](#) are eligible for this program.

How may funds be used?

Funds can be used to purchase, construct, and/or improve essential community facilities, to purchase equipment, and to pay related project expenses.

Examples of essential community facilities include:

- Healthcare facilities such as hospitals, medical clinics, dental clinics, nursing homes, or assisted living facilities
- Public facilities such as town halls, courthouses, airport hangars, or street improvements
- Community support services such as child care centers, community centers, fairgrounds, or transitional housing
- Public safety services such as fire departments, police stations, prisons, police vehicles, fire trucks, public works vehicles, or equipment
- Educational services such as museums, libraries, or private schools
- Utility services such as telemedicine or distance learning equipment

- Local food systems such as community gardens, food pantries, community kitchens, food banks, food hubs, or greenhouses

For a complete list see Code of Federal Regulations 7 CFR, Part 1942.17(d) for loans; [7 CFR, Part 3570.62](#) for grants.

What kinds of funding are available?

- Low interest direct loans
- Grants
- A combination of the two above, as well as our [loan guarantee program](#). These may be combined with commercial financing to finance one project if all eligibility and feasibility requirements are met.

What are the funding priorities?

- Priority point system based on population, median household income
- Small communities with a population of 5,500 or less
 - Low-income communities having a median household income below 80% of the state nonmetropolitan median household income.

What are the terms?

Funding is provided through a competitive process.

Direct Loan:

- Loan repayment terms may not be longer than the useful life of the facility, state statutes, the applicants authority, or a maximum of 40 years, whichever is less.
- Interest rates are set by Rural Development, contact us for details and current rates.
- Once the loan is approved, the interest rate is fixed for the entire term of the loan, and is determined by the median household income of the service area.
- There are no pre-payment penalties.
- Contact us for details and current interest rates applicable for your project.

Grant Approval:

Grant funds must be available. Applicant must be eligible for grant assistance, which is provided on a graduated scale with smaller communities with the lowest median household income being eligible for projects with a higher proportion of grant funds. Grant assistance is limited to the following percentages of eligible project costs:

Maximum of 75 percent when the proposed project is:

- Located in a rural community having a population of 5,000 or fewer; and
- The median household income of the proposed service area is below the higher of the poverty line or 60 percent of the State nonmetropolitan median household income.

Maximum of 55 percent when the proposed project is:

- Located in a rural community having a population of 12,000 or fewer; and
- The median household income of the proposed service area is below the higher of the poverty line or 70 percent of the State nonmetropolitan median household income.

Maximum of 35 percent when the proposed project is:

- Located in a rural community having a population of 20,000 or fewer; and
- The median household income of the proposed service area is below the higher of the poverty line or 80 percent of the State nonmetropolitan median household income.

Maximum of 15 percent when the proposed project is:

- Located in a rural community having a population of 20,000 or fewer; and
- The median household income of the proposed service area is below the higher of the poverty line or 90 percent of the State nonmetropolitan median household income. The proposed project must meet both percentage criteria. Grants are further limited.

Are there additional requirements?

- Applicants must have legal authority to borrow money, obtain security, repay loans, construct, operate, and maintain the proposed facilities
- Applicants must be unable to finance the project from their own resources and/or through commercial credit at reasonable rates and terms
- Facilities must serve rural area where they are/will be located
- Project must demonstrate substantial community support
- Environmental review must be completed/acceptable

How do we get started?

Contact your [local RD office](#) to discuss your specific project. Applications are accepted year round.

Who can answer questions?

Contact your [local RD office](#).

What governs this program?

- Direct Loan: 7 CFR Part 1942, Subpart A
- Grant: 7 CFR Part 3570, Subpart A

NOTE: Because citations and other information may be subject to change please always consult the program instructions listed in the section above titled “What Governs This Program?” You may also contact your local office for assistance. You will find additional forms resources and program information at rd.usda.gov. USDA is an equal opportunity provider, employer, and lender.

[Español \(/es/inicio\)](#)[Support](#) ▾[Locations](#) ▾[\(../..../\)](#)
[LOGIN](#)[MAKE A PAYMENT \(HTTPS://PROPAY-SELF-HELP.LENDERPAYMENTS.COM/#/PERSON/FIND/\)](https://propay-self-help.lenderpayments.com/#/PERSON/FIND/)

In CA, IL, WA, or WI?
Visit Self-Help FCU



Charter School Loans

Charter School Financing for Quality, Equitable Education

Self-Help offers mission-focused, sophisticated lending that helps your school succeed. We support public charter schools that create and expand quality educational opportunities for students who are poorly served by existing options, especially students of color, English language learners, students with learning differences, and those in low-income and rural communities. In our lending, we keep equity at the forefront to ensure that the most vulnerable students have access not just to a high-quality education, but also to appropriate social and emotional support.

Program Details

- Financing available up to \$20 million per project.
- Loans available for schools at any stage of operation. Loan size may be limited for early-stage schools.
- Loans available to independent schools and charter management organizations.
- National footprint: loans available across the U.S.

Typical Loan Types and Terms

- Acquisition loans: 25-year max
- Construction loans: 36-month max

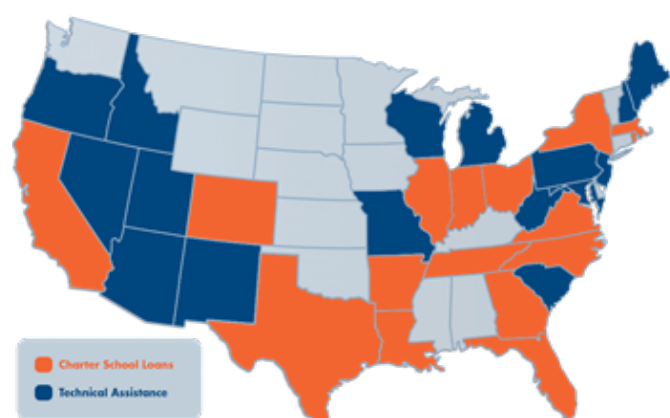
Mini-permanent loans: 5 years

Permanent loans: 25-year max

Leasehold loans: 3 years

Let Us Be Your Lender

- In-house legal and construction teams.
- Expert support during every stage of your facilities project.
- Below market origination fee and no legal fees
- Access to USDA Rural Development Program, CDFI Bond Guarantee Program, U.S. Department of Education Charter School Enhancement program and more.



Three-time Self-Help borrower Sugar Creek Charter School is a high-performing public charter school in Charlotte, North Carolina. Sugar Creek outperforms both district and state averages for Black and economically disadvantaged student groups and maintains a 100% college acceptance rate among graduating seniors. In

2021, Sugar Creek used a Self-Help loan to build a new high school facility, creating 276 new student seats.



**24 YEARS
OF EXPERIENCE**
LENDING
TO CHARTERS



**87% OF LOANS
MADE IN
UNDER-PERFORMING
DISTRICTS**



**\$438 MILLION
DEPLOYED**

Thomas K. Hawkins
P.O. Box 129; Macon, NC 27551
252-432-0055

April 17, 2023

Carla Norwood, PhD
Warren Young Explorers School
164 Norwood Lane
Manson, NC 27553

RE: Letter of Intent to Lease the Property at 1 Opportunity Drive, Manson, NC 27553 to Warren Young Explorers School

Dear Dr. Norwood,

Thank you for your interest in the above referenced property as a potential site for your potential charter school. For reference, I have attached to this letter a map generated by the Warren County GIS Tax Mapping website that illustrates the site and boundaries to which we are referring. This property consists of 10,000 sq ft on 2 acres in the neighborhood of Soul City. It previously housed a public health clinic.

I understand that your application to the State of NC is due at the end of this month, and you would expect to know whether or not the application is approved by Fall 2023 for an Accelerated opening by August 2024. I am writing to confirm that, should your school be approved, I am willing to enter into either a lease agreement or sales contract that would allow the property to be used for Warren Young Explorers School. This Letter of Intent is designed to give your school the opportunity to conduct due diligence prior to leasing or buying the property, and also to apply for and obtain a Charter to operate a public charter school from the state of North Carolina.

Prior to entering a formal agreement, we will of course need to develop a detailed and shared understanding upon which a lease or contract can be based. The terms and conditions of any agreement will be negotiated after the approval of the Charter. Once a final draft agreement is developed, both parties will have the opportunity to have their personal counsel review agreements prior to their execution. Upon finalized agreement, Warren YES will gain permission to renovate and operate our school on the property, contingent upon any zoning or building inspector approvals.

Between now and when notice is received that your school is approved, I will provide occasional, scheduled access to the property to your Board or your agents for the purposes of inspection, assessment, and the drafting of preliminary renovation plans.

This letter, while nonbinding, lays the foundation of our mutual and preliminary understanding and must not be understood as a commitment to lease notwithstanding anything to the contrary set forth herein. It is the objective and good faith intention to complete our due diligence process, obtain permission to operate a public charter school, and enter into a mutually agreeable Lease Agreement.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas K. Hawkins", with a long horizontal flourish extending to the right.

Thomas K. Hawkins, owner

Warren Young Explorers School, Appendix B: Curriculum Outline Per Grade Span

This sample curriculum is taken from the Kendall Hunt Illustrative Mathematics Curriculum. More information on this curriculum can be found on their website:

<https://im.kendallhunt.com/k5/curriculum.html>.

Elementary, K-2:

Elementary Units by Grade Level

Grade K		Grade 1		Grade 2	
1	Math in Our World	1	Adding, Subtracting, and Working with Data	1	Adding, Subtracting, and Working with Data
2	Numbers 1-10	2	Addition and Subtraction Story Problems	2	Adding and Subtracting Within 100
3	Flat Shapes All Around Us	3	Adding and Subtracting Within 20	3	Measuring Length
4	Understanding Addition and Subtraction	4	Numbers to 99	4	Addition and Subtraction on the Number Line
5	Composing & Decomposing Numbers to 10	5	Adding Within 100	5	Numbers to 1,000
6	Numbers 0-20	6	Length Measurements Within 120 Units	6	Geometry, Time & Money
7	Solid Shapes All Around Us	7	Geometry and Time	7	Adding, Subtracting Within 1,000
8	Putting it All Together	8	Putting it All Together	8	Equal Groups
				9	Putting it All Together

Elementary, 3-5:

Elementary Units by Grade Level

Grade 3		Grade 4		Grade 5	
1	Introducing Multiplication	1	Factors and Multiples	1	Finding Volume
2	Area and Multiplication	2	Fraction Equivalence and Comparison	2	Fractions as Quotients & Fraction Multiplication
3	Wrapping Up Addition & Subtraction Within 1,000	3	Extending Operations to Fractions	3	Multiplying and Dividing Fractions
4	Relating Multiplication to Division	4	From Hundredths to Hundred-thousands	4	Wrapping Up Multi-digit Multiplication & Division
5	Fractions as Numbers	5	Multiplicative Comparison and Measurement	5	Place Value Patterns and Decimal Operations
6	Measuring Length, Time Liquid, Volume, Weight	6	Multiplying and Dividing Multi-digit Numbers	6	More Decimal and Fraction Operations
7	Two-dimensional Shapes and Perimeter	7	Angles and Angle Measurement	7	Shapes on the Coordinate Plane
8	Putting it All Together	8	Properties of Two-dimensional Shapes	8	Putting it All Together
		9	Putting it All Together		

Middle School:

Middle School Units by Grade Level

Grade 6		Grade 7		Grade 8	
1	Area and Surface Area	1	Scale Drawings	1	Rigid Transformations and Congruence
2	Introducing Ratios	2	Introducing Proportional Relationships	2	Dilations, Similarity and Introducing Slope
3	Unit Rates and Percentages	3	Measuring Circles	3	Linear Relationships
4	Dividing Fractions	4	Proportional Relationships and Percentages	4	Linear Equations and Linear Systems
5	Arithmetic in Base Ten	5	Rational Number Arithmetic	5	Functions and Volume
6	Expressions and Equations	6	Expressions, Equations, and Inequalities	6	Associations in Data
7	Rational Numbers	7	Angles, Triangles, and Prisms	7	Exponents and Scientific Notation
8	Data Sets and Distribution	8	Probability and Sampling	8	Pythagorean Theorem and Irrational Numbers
9	Putting it All Together	9	Putting it All Together	9	Putting it All Together

WARREN YES 2024-2025 School Year Calendar

July '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			

August '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

September '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					

October '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		

November '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

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 '25						
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 '25						
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 '25						
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 '25						
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 '25						
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 '25						
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
 - Track-Out/Breaks 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: 185**

WARREN YOUNG EXPLORERS SCHOOL, APPENDIX E:

Sample Daily Schedule, Elementary

	Elementary (grades K-5)
Arrival and Free Play	8:10 - 8:30 am
Morning Meeting	8:30-9:00 am
Letterland (Phonics Instruction)	9:00-9:30 am
Project Focus	9:30-10:00 am
Literacy Centers	10:00-11:00 am
Writing	11:00-11:30 am
All School Recess and Lunch	11:30-12:40 pm
Math	12:40 - 1:40 pm
Exploratory	1:40 - 3pm
Glows and Grows	3:00-3:15 pm
Dismissal	3:15 pm

Pick-Up Line Operates	3:15-3:40 pm
After-School Enrichment (payment required)	3:40-6 pm

Sample Weekly Schedule, Elementary School:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 am	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting
9:00-11:30 am	ELA Instruction	ELA Instruction	ELA Instruction	ELA Instruction	ELA Instruction
11:30-12:40pm	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch
12:40 - 1:40 pm	Math Instruction	Math Instruction	Math Instruction	Math Instruction	Math Instruction
1:40 - 3 pm	Exploratory: Art	Exploratory: Music	Exploratory: Farming	Exploratory: PE/Health	Exploratory: Foreign Language
3-3:15 pm	Glow & Grow, Dismissal	Glow & Grow, Dismissal	Glow & Grow, Dismissal	Glow & Grow, Dismissal	Glow & Grow, Dismissal
3:15-4:00 pm	Pick-up line, optional snack	Pick-up line, optional snack	Pick-up line, optional snack	Pick-up line, optional snack	Pick-up line, optional snack
4:00-6:00 pm	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment

Sample Daily Schedule, Middle School

	Middle (6-8)
Arrival and Independent Work	8:10-8:40 am
Morning Meeting (with core cohort)	8:40-9:10 am
CORE One (Math, ELA, Science, Social Studies)	9:10-10:00 am
CORE Two (Math, ELA, Science, Social Studies)	10:05-10:55 am
Rotating Exploratory or Independent Project Work	11:00 - 11:30 am
All School Recess & Lunch	11:30-12:40
Rotating Exploratory or Independent Project	12:40-1:10 pm
CORE Three (Math, ELA, Science, Social Studies)	1:15-2:05 pm
CORE Four (Math, ELA, Science, Social Studies)	2:10-3:00 pm
Glows & Grows and Study Hall (with core cohort)	3:00-3:25 pm
Dismissal	3:25 pm
Pick Up Line Operates	3:25 - 3:55 pm

After-School Enrichment (payment required) begins	4 - 6 pm
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Sample Weekly Schedule, Middle School

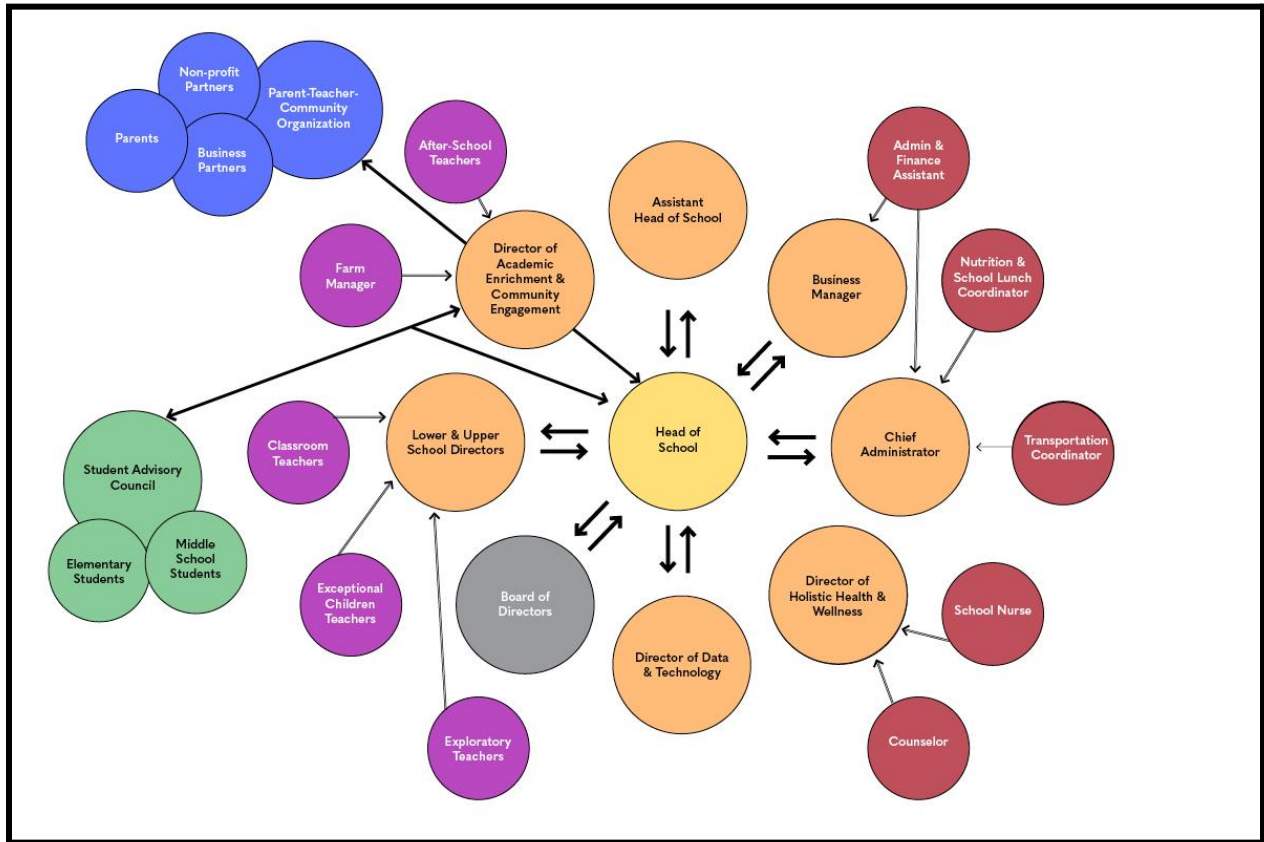
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:10 am	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting	Arrival, Free Play, Morning Meeting
9:10-10:00am	CORE 1: Math	CORE 1: Math	CORE 1: Math	CORE 1: Math	CORE 1: Math
10:05-10:55 am	CORE 2: ELA	CORE 2: ELA	CORE 2: ELA	CORE 2: ELA	CORE 2: ELA
11-11:30 am	Exploratory: PE/Health	Exploratory: Music	Exploratory: Art	Exploratory: Farming	Independent Project OR Foreign Language
11:30-12:40 pm	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch	All-School Recess & Lunch
12:40-1:10 pm	Exploratory: PE/Health	Exploratory: Music	Exploratory: Art	Exploratory: Farming	Independent Project OR Foreign Language
1:15 - 2:05 pm	CORE 3: Social Studies	CORE 3: Social Studies	CORE 3: Social Studies	CORE 3: Social Studies	CORE 3: Social Studies
2:10-3:00 pm	CORE 4: Science	CORE 4: Science	CORE 4: Science	CORE 4: Science	CORE 4: Science
3:00-3:25 pm	Glows & Grows, Independent Work; Dismissal	Glows & Grows, Independent Work; Dismissal	Glows & Grows, Independent Work; Dismissal	Glows & Grows, Independent Work; Dismissal	Glows & Grows, Independent Work; Dismissal
3:25-4:00 pm	Pick-up line;	Pick-up line;	Pick-up line;	Pick-up line;	Pick-up line;

	optional snack	optional snack	optional snack	optional snack	optional snack
4:00-6:00 pm	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment	Optional After-School Enrichment

WARREN YOUNG EXPLORERS SCHOOL, APPENDIX F:

Warren YES does not have federal documentation of tax-exempt status at this time, but will apply for tax-exempt status during its Planning Year (2023-24).

WARREN YOUNG EXPLORERS SCHOOL, APPENDIX G: Organizational Chart



Appendix G: Organizational Chart. This organizational chart provides an example of what we see as the organizational flow of Warren YES at full operational status. This organizational flow will be made up of two-way communication between the Board of Directors (gray) and the Head of School (yellow), as well as two way communication between the Head of School (yellow) and Warren YES’ senior leadership (orange). Warren YES’ senior leadership is made up of the following roles, all of whom will report to one another, and support the Head of School as needed:

- Assistant Head of School
- Lower School Director
- Upper School Director
- Director of Academic Enrichment & Community Engagement
- Chief Administrator
- Director of Holistic Health & Wellness
- Business Manager
- Director of Data & Technology

Outside of senior leadership are members of the teaching team. The teaching team (purple) will report to the **Lower and Upper School Directors** unless otherwise stated. The teaching team includes:

- After-School Teachers (*report to:* Director of After-School Enrichment & Community Engagement)
- Exploratory Teachers (Librarian, Art, Music, PE/Health)
- Classroom Teachers (and teaching aides)
- Exceptional Children Teachers
- Farm Educator and Manager

Warren YES will also include other school support staff (dark red). Other school support staff will all report to the **Chief Administrator**, unless otherwise identified. The support staff include:

- Nutrition & School Lunch Coordinator
- Admin & Finance Assistant (*also report to:* Business Manager)
- Transportation Coordinator
- Nutrition & School Lunch Coordinator

The Director of Holistic Health and Wellness will also oversee the physical and mental wellbeing programs of the school, and will oversee the following support staff positions:

- School Nurse
- School Counselor

Finally, there will be two advisory bodies that will report to the Director of Academic Enrichment & Community Engagement, as well as the Head of School: the Parent-Teacher-Community Organization (PTC, blue), and the Student Advisory Council (SAC, green). The PTC will be made up of parents, teachers, and interested community members, such as small business or nonprofit leaders. The SAC will be made up of elementary and middle school students.

Any formal and staff grievance can only begin after the interested party has had a conversation with other relevant parties, including their direct supervisor or the Director of Academic Enrichment & Community Engagement. If that conversation fails to resolve the grievance, the interested party can provide written notice to the Head of School to initiate the formal grievance policy, as outlined in Questions 151 and 164 of this application.

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	625
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/> \$25,405.00

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

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 the LEA selected above will qualify for EC funding?	16%
LEA #2:	910-Vance	What percentage of students from the LEA selected above will qualify for EC funding?	9%
LEA #3:		What percentage of students from the LEA selected above will qualify for EC funding?	

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	930	910		930	910		930	910		930	910		930	910	
Kindergarten	30	2		62	2		62	2		60	4		60	4	
Grade 1	16	2		52	2		62	2		60	4		60	4	
Grade 2	18			52	2		62	2		60	4		60	4	
Grade 3	18			35	1		52	2		60	4		60	4	
Grade 4	17	1		35	1		34	2		52	2		60	4	
Grade 5				35	1		34	2		34	2		52	2	
Grade 6							35	1		34	2		34	2	
Grade 7										35	1		34	2	
Grade 8													35	1	
Grade 9															
Grade 10															
Grade 11															
Grade 12															

LEA Totals:	99	5	0	271	9	0	341	13	0	395	23	0	455	27	0
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For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

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	\$9,432.04	99	\$933,771.96	
Local Funds	\$2,212.02	99	\$218,989.98	
State EC Funds	\$4,067.41	13	\$51,340.88	
Federal EC Funds	\$1,514.35	13	\$19,114.88	
Total:			\$1,223,217.71	

LEA #2:		910-Vance		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$7,848.08	5	\$39,240.40	
Local Funds	\$1,182.13	5	\$5,910.65	
State EC Funds	\$5,275.72	0	\$2,374.07	
Federal EC Funds	\$1,514.35	0	\$681.46	
Total:			\$48,206.58	

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 on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 973,012	\$ 2,626,716	\$ 3,318,351	\$ 3,906,162	\$ 4,503,476
Local Per Pupil Funds	\$ 224,901	\$ 610,097	\$ 769,667	\$ 900,937	\$ 1,038,387
State EC Funds	\$ 53,715	\$ 144,813	\$ 183,013	\$ 215,766	\$ 248,781
Federal EC Funds	-	\$ 19,796	\$ 67,612	\$ 79,401	\$ 91,531
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,251,628	\$ 3,401,421	\$ 4,338,643	\$ 5,102,265	\$ 5,882,175

*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.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix 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
Administrative & Support Personnel															
Lead Administrator	1	\$ 68,000	\$ 68,000	1	\$ 72,000	\$ 72,000	1	\$ 75,000	\$ 75,000	1	\$ 77,000	\$ 77,000	1	\$ 78,000	\$ 78,000
Assistant Administrator	0	\$ 52,000	\$ -	0.5	\$ 60,000	\$ 30,000	1	\$ 62,000	\$ 62,000	1	\$ 63,500	\$ 63,500	1	\$ 63,500	\$ 63,500
Finance Officer	0.5	\$ 50,000	\$ 25,000	1	\$ 51,500	\$ 51,500	1	\$ 53,045	\$ 53,045	1	\$ 54,636	\$ 54,636	1	\$ 56,275	\$ 56,275
Clerical	1	\$ 30,000	\$ 30,000	1	\$ 35,000	\$ 35,000	1	\$ 36,000	\$ 36,000	1	\$ 39,000	\$ 39,000	1	\$ 39,000	\$ 39,000
Food Service Staff	0.5	\$ 32,000	\$ 16,000	0.5	\$ 32,960	\$ 16,480	0.5	\$ 33,949	\$ 16,975	0.5	\$ 34,967	\$ 17,484	0.5	\$ 36,016	\$ 18,008
Custodians	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff	0.5	\$ 30,000	\$ 15,000	1.5	\$ 30,900	\$ 46,350	1.5	\$ 31,827	\$ 47,741	1.5	\$ 32,782	\$ 49,173	1.5	\$ 33,765	\$ 50,648
Communications Staff	0.5	\$ 50,000	\$ 25,000	0.5	\$ 51,500	\$ 25,750	1	\$ 53,045	\$ 53,045	1	\$ 54,636	\$ 54,636	1	\$ 56,275	\$ 56,275
Data Manager	0	\$ 50,000	\$ -	0.5	\$ 51,500	\$ 25,750	0.5	\$ 53,045	\$ 26,523	1	\$ 54,636	\$ 54,636	1	\$ 56,275	\$ 56,275
Technology Manager		\$ 50,000	\$ -	0.5	\$ 51,500	\$ 25,750	0.5	\$ 53,045	\$ 26,523	1	\$ 54,636	\$ 54,636	1	\$ 56,275	\$ 56,275
Administrator, Lower Grades		\$ 68,000	\$ -		\$ -	\$ -		\$ 55,167	\$ -	1	\$ 56,822	\$ 56,822	1	\$ 57,400	\$ 57,400
Grounds/Maintenance	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	4		\$ 179,000	7		\$ 328,580	8		\$ 396,850	10		\$ 521,523	10		\$ 531,656
Instructional Personnel															
Core Content Teacher(s)	6	\$ 48,000	\$ 288,000	16	\$ 49,440	\$ 791,040	21	\$ 50,923	\$ 1,069,383	25	\$ 52,451	\$ 1,311,275	29	\$ 54,024	\$ 1,566,696
Electives/Specialty Teacher(s)	2	\$ 40,000	\$ 80,000	7	\$ 46,350	\$ 324,450	8	\$ 47,741	\$ 381,928	8	\$ 49,173	\$ 393,384	8	\$ 50,648	\$ 405,184
Exceptional Children Teacher(s)	1	\$ 48,000	\$ 48,000	3	\$ 49,440	\$ 148,320	3.5	\$ 50,923	\$ 178,231	4.5	\$ 52,451	\$ 236,030	4.5	\$ 54,024	\$ 243,108
Instructional Support	0.5	\$ 50,000	\$ 25,000	2	\$ 51,500	\$ 103,000	3	\$ 53,045	\$ 159,135	3	\$ 54,636	\$ 163,908	3	\$ 56,275	\$ 168,825
Teacher Assistants	4	\$ 28,000	\$ 112,000	9	\$ 29,000	\$ 261,000	12	\$ 30,000	\$ 360,000	14	\$ 31,000	\$ 434,000	19	\$ 32,000	\$ 608,000
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Total Instructional Personnel:	13.5		\$ 553,000	37		\$ 1,627,810	47.5		\$ 2,148,677	54.5		\$ 2,538,597	63.5		\$ 2,991,813
Total Admin, Support and Instructional Personnel:	17.5		\$ 732,000	44		\$ 1,956,390	55.5		\$ 2,545,527	64.5		\$ 3,060,119.00	73.5		\$ 3,523,469

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	2	\$ 6,124	\$ 12,248	4	\$ 6,124	\$ 24,496	6	\$ 6,124	\$ 36,744	8	\$ 6,124	\$ 48,992	8	\$ 6,124	\$ 48,992
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	0.04	\$ 179,000	\$ 7,160	0.08	\$ 328,580	\$ 26,286	0.08	\$ 398,850	\$ 31,908	0.08	\$ 521,523	\$ 41,722	0.08	\$ 531,556	\$ 42,524
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	0.0145	\$ 179,000	\$ 2,596	0.0145	\$ 328,580	\$ 4,764	0.0145	\$ 398,850	\$ 5,783	0.0145	\$ 521,523	\$ 7,562	0.0145	\$ 531,556	\$ 7,708
Social Security	0.062	\$ 179,000	\$ 11,098	0.062	\$ 328,580	\$ 20,372	0.062	\$ 398,850	\$ 24,729	0.062	\$ 521,523	\$ 32,334	0.062	\$ 531,556	\$ 32,956
Unemployment/Disability (1.2%)	0.012	\$ 179,000	\$ 2,148	0.012	\$ 328,580	\$ 3,943	0.012	\$ 398,850	\$ 4,786	0.012	\$ 521,523	\$ 6,258	0.012	\$ 531,556	\$ 6,379
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Total Admin and Support Benefits:		\$ 35,249	\$ 79,862		\$ 103,950	\$ 136,869		\$ 138,559							
Instructional Personnel Benefits															
Health Insurance	13	\$ 6,124	\$ 79,612	38	\$ 6,124	\$ 232,712	48	\$ 6,124	\$ 293,952	57	\$ 6,124	\$ 349,068	69	\$ 6,124	\$ 422,556
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	0.04	\$ 561,000	\$ 22,440	0.08	\$ 1,644,910	\$ 131,593	0.08	\$ 2,170,601	\$ 173,648	0.08	\$ 2,563,545	\$ 205,084	0.08	\$ 2,991,813	\$ 239,345
Social Security	0.062	\$ 561,000	\$ 34,782	0.062	\$ 1,644,910	\$ 101,984	0.062	\$ 2,170,601	\$ 134,577	0.062	\$ 2,563,545	\$ 158,940	0.062	\$ 2,991,813	\$ 185,492
Disability	0.012	\$ 561,000	\$ 6,732	0.012	\$ 1,644,910	\$ 19,739	0.012	\$ 2,170,601	\$ 26,047	0.012	\$ 2,563,545	\$ 30,763	0.012	\$ 2,991,813	\$ 35,902
Medicare	0.0145	\$ 561,000	\$ 8,135	0.0145	\$ 1,644,910	\$ 23,851	0.0145	\$ 2,170,601	\$ 31,474	0.0145	\$ 2,563,545	\$ 37,171	0.0145	\$ 2,991,813	\$ 43,381
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:		\$ 151,701	\$ 509,879		\$ 659,698	\$ 781,025		\$ 926,676							
Total Personnel Benefits:		\$ 186,950	\$ 589,741		\$ 763,648	\$ 917,894		\$ 1,065,236							
Total Admin & Support Personnel (Salary & Benefits):	4	\$ 214,249	7	\$ 408,442	8	\$ 500,800	10	\$ 658,391.13	10	\$ 670,215					
Total Instructional Personnel (Salary & Benefits):	13.5	\$ 704,701	37	\$ 2,137,689	47.5	\$ 2,808,375	54.5	\$ 3,319,622	63.5	\$ 3,918,489					
TOTAL PERSONNEL:	17.5	\$ 918,950	44	\$ 2,546,131	55.5	\$ 3,309,175	64.5	\$ 3,978,013	73.5	\$ 4,588,704					

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3	Year 4	Year 5
Office					
Office Supplies	\$ 1,500.00	\$ 25,000.00	\$ 28,000.00	\$ 35,000.00	\$ 40,000.00
Paper	\$ 500.00	\$ 1,500.00	\$ 1,750.00	\$ 2,000.00	\$ 2,250.00
Computers & Software	\$ 5,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Communications & Telephone	\$ 3,200.00	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00
Copier leases	\$ -	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
Other	\$ 1,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Operational Contingency	\$ -	\$ 30,000.00	\$ 87,000.00	\$ 140,000.00	\$ 275,000.00
Management Company					
Contract Fees					
Other					
*** Insert rows and edit text as needed. ***					
Professional Contract					
Legal Counsel	\$ 4,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
other					
Financial/Audit & Form 990	\$ 1,200.00	\$ 10,000.00	\$ 12,000.00	\$ 13,000.00	\$ 15,000.00
*** Insert rows and edit text as needed. ***					
Facilities					
Facility Lease/Mortgage	\$ 113,400.00	\$ 113,400.00	\$ 113,400.00	\$ 113,400.00	\$ 113,400.00
Maintenance	\$ 8,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 40,000.00
Custodial Supplies	\$ 1,500.00				
Custodial Contract	\$ -	\$ 15,000.00	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00
Insurance (pg19)	\$ 24,500.00	\$ 32,000.00	\$ 35,000.00	\$ 38,000.00	\$ 43,000.00
Security System	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Furniture, labs, creative spaces	\$ 1,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Outdoor learning areas	\$ 1,500.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
*** Insert rows and edit text as needed. ***					
Utilities					
Electric	\$ 14,400.00	\$ 26,400.00	\$ 28,000.00	\$ 30,000.00	\$ 30,000.00
Gas					
Water/Sewer	\$ 2,400.00	\$ 2,400.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Trash	\$ 3,600.00	\$ 3,600.00	\$ 4,000.00	\$ 4,500.00	\$ 4,500.00
Other					

*** Insert rows and edit text as needed. ***					
Transportation					
Buses/Vans	\$ 40,000.00	\$ 60,000.00	\$ 20,000.00	\$ 15,000.00	\$ 15,000.00
Gas	\$ 3,000.00	\$ 3,500.00	\$ 3,500.00	\$ 4,000.00	\$ 4,000.00
Oil/Tires & Maintenance	\$ 3,500.00	\$ 3,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Gas cards, emergency transportation	\$ 2,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 5,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Child nutrition	\$ 30,000.00	\$ 105,000.00	\$ 115,000.00	\$ 120,000.00	\$ 130,000.00
Travel	\$ 6,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Mini-fellowships for teachers	\$ 2,000.00	\$ 5,000.00	\$ 10,000.00	\$ 12,000.00	\$ 15,000.00
*** Insert rows and edit text as needed. ***					
Total Administrative & Support Operations:	\$ 283,700.00	\$ 607,800.00	\$ 672,650.00	\$ 747,400.00	\$ 923,150.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology						
Software	\$ 2,500.00	\$ 4,500.00	\$ 6,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Smart Boards	\$ -	\$ 30,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
*** Insert rows and edit text as needed. ***						
Instructional Contract						
Staff Development						
Other						
*** Insert rows and edit text as needed. ***						
Books and Supplies						
Instructional Materials	\$ 15,000.00	\$ 60,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00
Curriculum/Texts	\$ 6,500.00	\$ 40,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Copy Paper	\$ 2,000.00	\$ 4,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Testing Supplies	\$ 4,000.00	\$ 9,000.00	\$ 15,000.00	\$ 17,000.00	\$ 20,000.00	\$ 20,000.00
Supplies/materials for specials	\$ 5,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 32,000.00	\$ 32,000.00
Place-based learning materials	\$ 2,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Total Instructional Operations:	\$ 37,000.00	\$ 178,000.00	\$ 226,500.00	\$ 237,000.00	\$ 242,000.00	\$ 242,000.00
TOTAL OPERATIONS:	\$ 320,700.00	\$ 785,800.00	\$ 899,150.00	\$ 984,400.00	\$ 1,165,150.00	\$ 1,165,150.00

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 918,949.90	\$ 2,546,130.87	\$ 3,309,174.69	\$ 3,978,012.96	\$ 4,588,704.18
Total Operations	M	\$ 320,700.00	\$ 785,800.00	\$ 899,150.00	\$ 984,400.00	\$ 1,165,150.00
Total Expenditures	N = J + M	\$ 1,239,649.90	\$ 3,331,930.87	\$ 4,208,324.69	\$ 4,962,412.96	\$ 5,753,854.18
Total Revenue	Z	\$ 1,251,627.95	\$ 3,401,421.01	\$ 4,338,642.54	\$ 5,102,265.36	\$ 5,882,174.69
Surplus / (Deficit)	= Z - N	\$ 11,978.05	\$ 69,490.14	\$ 130,317.85	\$ 139,852.40	\$ 128,320.52

Appendix O
Warren YES! Start Up Budget
Summer 2023-June 2024

INCOME	
Private Donations	15,000
Fundraising Events	25,000
Foundations/Grants for start-up year, tbd	150,000
TOTAL INCOME	190,000

EXPENSES	
Personnel	
Personnel (up to 1.5FTE between Feb and Jun)	45,000
Fringe benefits at 15%	6,750
Total Personnel	51,750
Instructional Materials and Supplies	
Staff Development & Training	7,500
Instructional Supplies	4,000
Curriculum & Assessment Materials	0
Computers, Software & Supplies for teachers	10,000
Total Instructional	21,500

Business Management and Administrative	
Other operations (copier, copy paper, office supplies)	1,000
Accounting and Audit	1,500
Legal Services	2,500
Charter Application Fee	1000
Application support (Leaders Building Learning)	3000
Insurance Expenses: property, liability	4,500
Total Office & Admin	13,500
Enterprises and Facility Expenses	
Transportation Program for students	0
Lunch / Milk Program	0
Travel	2,500
Marketing/website	15,000
Other contracted services	0
Technology (computers, smart boards, etc)	3,500

Mortgage (begins Feb 2024)	47,250
Utilities (electric, water, internet)	4,500
Security system and access cards, oset u	8,000
Custodial contract	2,500
Furniture	0
Building Maintenance & Improvements	2,000
Total Facility Expense	85,250
Total Expenses	172,000
Net Income (Revenue minus Expenses)	18,000



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 you 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 and 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 to change and satisfying underwriting conditions is always an issue , especially with a start-up operation.

John Wester

Wester Insurance Agency

www.westerinsurance.com

C: 252-432-1669/O: 252-438-8165/F: 252-438-6640



--

Carla Norwood <carla@workinglandscapesnc.org>
To: John Wester <john@westerinsurance.com>
Cc: Aimee Anderson <aimeeanderson@hotmail.com>

Tue, Apr 25, 2023 at 5:55 PM

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

~~~~~  
*"Despite what American consumer culture has told you - you are not an isolated actor, living in a stable country on a stable planet, whose main purpose in life is to pursue personal success, familial satisfaction, and constant gratification.
Rather, you are living in a country, and on a planet, in crisis. Your primary moral responsibility is to fight for your family, your species and all life on earth. You didn't ask for (the Climate Emergency), you didn't cause it, and you probably don't like it. But here you are."
--Margaret Klein Salamon, [The Climate Mobilization](#)*



Back to School: Back Outside!



Create High Performing Students

©Fotolia VIII - Fotolia.com

by Kevin J. Coyle
National Wildlife Federation

September 2010



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Back to School: Back Outside!

How Outdoor Education and Outdoor School Time Create High Performance Students

EXECUTIVE SUMMARY:

by Kevin J. Coyle, National Wildlife Federation

In this report, we summarize the available studies on the role of outdoor learning programs and outdoor play time in furthering children's overall education: improving their lifelong learning skills, prospects for career success and school test scores. American parents, educators and school administrators are faced with an unprecedented new educational challenge that is so broad, subtle and pervasive, that it is nearly invisible. They must wake up to the cold reality that American children are now spending an average of seven hours and 38 minutes per day (53

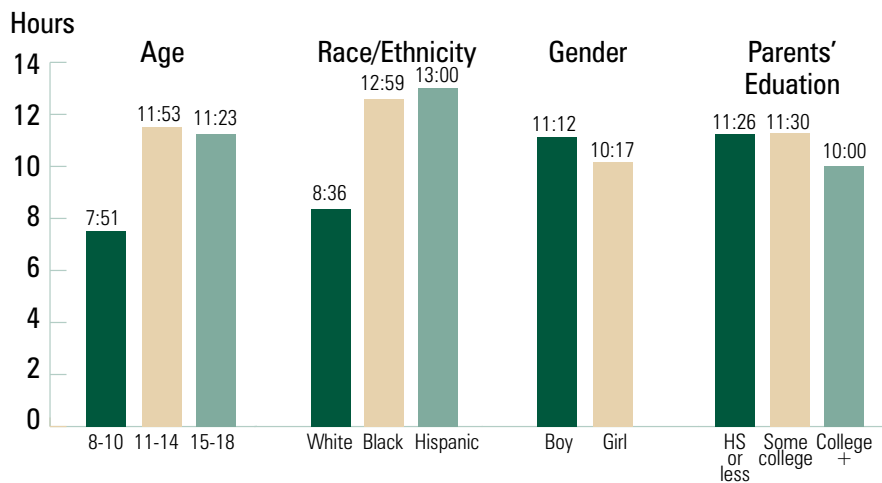
hours per week) indoors, using electronic media such as television and video games. Regular outdoor time, especially time in natural surroundings, has become just minutes per day and is verging on becoming a thing of the past. This "indoor childhood" trend is an immense and unnecessary drain on our children's long term physical, emotional and educational development.



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TOTAL MEDIA EXPOSURE, BY DEMOGRAPHICS

Average amount of total media exposure by:



Kaiser Family Foundation, Generation M2: Media in the Lives of 8- to 18-Year-olds, January 2010



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Every child should have at least a daily “Green Hour” of outdoor time

Today’s indoor children are less physically fit, less able to concentrate and are less able to relate to peers and adults than any previous generation of children. And, they are less able to be effective in the classroom. One partial solution is to give them more time outdoors: playing and learning. The goal for the NWF *Be Out There* campaign is for every child to have at least a daily “Green Hour” of outdoor time. We see this as necessary for a child to be healthy, to care about nature and, increasingly, to obtain a good education. In the past, we might have thought of the Green Hour goal

as being solely up to parents in a home setting. But we need to look at it more broadly today. Parents can and should facilitate their kids spending regular time outdoors, but schools will need to step up too. By doing so, schools will produce better educated students with stronger life skills.

The research in this report describes two key benefits if schools play a more active role in outdoor education and time for children. First, outdoor education and play time helps students become high-performance learners with skill sets that will be with them throughout their lives. And, second, outdoor education and play time help students perform measurably better on standardized tests.

To be more specific, the research reveals that outdoor education, greener school grounds and more outdoor play time in natural settings:

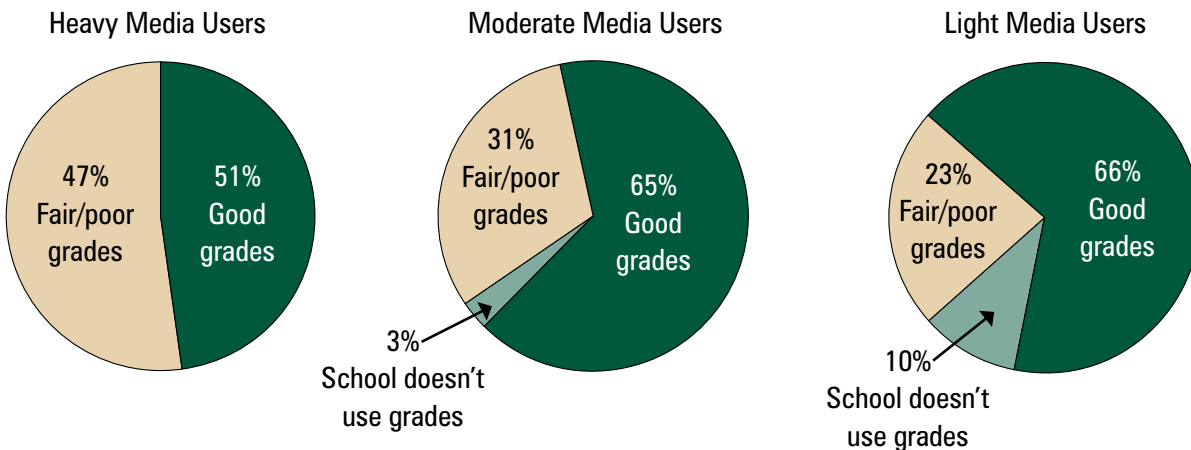
- Usefully employ all of a child’s native intelligences, ranging from math and science smarts to interpersonal communications
- Are particularly effective at helping under-resourced, low-income students perform measurably better in school
- Quantitatively increase student motivation and enthusiasm to learn
- Markedly improve classroom behavior with fewer discipline referrals and related problems
- Help students concentrate for longer periods and help mitigate attention deficit problems



© Petrenko Andriy

MEDIA USE AND GRADES

Percent of heavy, moderate, and light media users who get mostly good vs. mostly fair/poor grades.



Kaiser Family Foundation, Generation M2: Media in the Lives of 8- to 18-Year-olds, January 2010



©jaddingt - Fotolia.com

Parents play an important role in helping children to have more productive school time by allocating home time for outdoor activities

- Help students to learn across disciplines and make them better real-world problem solvers
- Help keep students engaged in their school work and make them less inclined to drop out of school,
- Measurably improve classroom performance in math, science, reading and social studies.
- Increase scores on statewide standardized tests in basic skills, reading, science and math.
- Improve performance on college entrance exams.

Parents can play a particularly important role in helping their children to have more productive school time by allocating home time for outdoor activities in natural settings and by being strong advocates for schools to offer more outdoor time and experiences to their children.

This report lays out a series of steps that schools can take to increase outdoor education and experiences for their students no matter what age, including: school ground greening programs, recommendations on when to have recess, outdoor education programs on site and at nearby areas, walking to school programs and more. It likewise provides advice to parents on specific actions they can take at home and with their child's school to increase outdoor education and play time spent outdoors.



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Helping Schools Offer an Improved Learning Environment

INTRODUCTION



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Studies now show that the average American child, age 8 to 18, spends nearly eight hours per day, year round, indoors looking at electronic screens.

Kaiser Family Foundation, 2010

Many adults recall a time when summer vacation meant being outdoors for endless hours of play and adventures with friends. By contrast, the arrival of September meant returning to school and the confinement of the classroom. But, in recent years, that has all changed. Most American children today spend their summers staying indoors, glued to television screens and video games, and rarely ever venture outside. Studies now show that the average American child, age 8 to 18, spends nearly eight hours per day, year round, indoors looking at electronic screens. (Kaiser Family Foundation, 2010)

The causes for this profound societal change are still being assessed, but two that stand out thus far include the overall attractiveness and user-friendliness of electronic media and increased parental concerns about children playing unattended outdoors and possible accidental injuries or coming to harm from strangers.



©paparazzit

The costs of America's "indoor childhood" run deep. They include increased child obesity, diabetes, and asthma, reduced ability to relate to other children and adults, less realistic life expectations, inability to concentrate, more aggressive behavior and a higher likelihood of personal isolation. Even a child's eyesight and vitamin D levels are affected by too much electronic screen time and too little time spent outdoors. Public health professionals are now saying that today's children may have life spans that are three-to-five year shorter than their parents' due to their inactive, indoor lifestyles. (Ludwig, 2007)



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The costs of America's "indoor childhood" run deep. They include increased child obesity, diabetes, and asthma, reduced ability to relate to other children and adults, less realistic life expectations, inability to concentrate, more aggressive behavior and a higher likelihood of personal isolation

Must we accept the indoor childhood trend? It would be a huge mistake to do so. The solutions are well within reach and are fairly simple. They include more regular, active, unstructured play time outdoors, more exposure to green, vegetated settings wherever possible and, for schools, more outdoor education and activities. Most health and child development specialists, including those at the Centers for Disease Control and the American Academy of Pediatrics, are clear that children who can fit active play, including outdoor time, into their daily routine for an hour per day can counteract many of the adverse effects of the obesity epidemic and the indoor childhood phenomenon. The Academy of American Pediatrics report, *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*, points out that play protects children's emotional development and notes that the hurried lifestyle some children have can be a source of considerable stress, anxiety and even depression for children. (Ginsburg, 2007)

The NWF *Be Out There* Campaign's "Green Hour" Goal

The National Wildlife Federation, with its 50-year history of encouraging children to play and learn outdoors, has established a public education campaign called *Be Out There*. It aims to make sure that within the next five-to-ten years, every child gets a daily "Green Hour" – 60 minutes (no matter how it is configured) of exposure to active outdoor play and nature. A Green Hour is time for unstructured play and interaction with the natural world. In 2007, the National Wildlife Federation developed GreenHour.org, an online resource providing parents the inspiration and tools to make the outdoors a part of daily life.

Green Hours can take place in a garden, a backyard, the park down the street, or any place that provides safe and accessible green spaces where children can learn and play. Scientific research shows that kids are happier and healthier when outdoor time is more in balance with indoor time.



©Marek Pawluczuk

We should not expect our schools to do the whole job of providing for a child's outdoor time needs, but they can surely contribute to the daily Green Hour goal. In so doing they will reap some educational benefits that extend beyond the improved health and well being of the students into the academic realm. This report demonstrates that using the outdoors and outdoor educational programs effectively will help shape high-performance learners out of otherwise average or even apathetic pupils. And, as a major side benefit, standardized test scores in science math, reading and social studies will improve.



©Elke Dennis

What Parents Can Do During the School Year

Moms and dads can have a tremendous effect on their own child's ability to learn by making sure he or she is getting an hour per day of outdoor play whether it comes at home or is integrated into the school day or both. A daily dose of outdoor play supports the child's

overall health, ability to concentrate, and can help him or her to be more open to learning science and other subjects. In addition to making sure their own kids are getting enough outdoor play time to be healthy and alert, moms and dads can also be advocates for schools to offer more outdoor time and outdoor education programs to their students.

The tools that schools have at their disposal include: schoolyard greening programs and tree planting; schoolyard gardens and wildlife habitats; outdoor recess; safe walking routes to school; outdoor field trips and after school programs; camp programs, and more. Without overburdening schools or educators, America needs to rethink and reshape the role of American schools in addressing the indoor child phenomenon. Schools can help children engage in more outdoor time and, in return, the outdoors can be a solid platform for effective learning and future academic and career success.

Benefits for Home-Schooled Students

Parents who have chosen to educate their children at home will also find that adding some outdoor time and outdoor education lessons to their efforts will benefit their children physically, emotionally and academically. While much of the research that readers will observe in this report was developed in formal school settings, the effects apply equally well to home-schooled students.

Shaping Well-Rounded Students

This commonly used term now poses a double challenge. In its traditional sense it means students who are getting a full educational experience that includes and extends beyond “book” learning into social relationships, physical education, civic participation, the arts, language skills and an appreciation of natural science. It also, in its very phraseology, reminds us of the risks of students who are obese and therefore too *physically* rounded. We want the former but not the latter. In April 2010, U.S. Secretary of Education Arne Duncan addressed a national conference of art educators on this point. In his speech he said, “A well-educated student is exposed to a well-rounded curriculum. It is the making of connections, conveyed by a rich core curriculum, which ultimately empowers students to develop convictions and reach their full academic and social potential.” (Duncan, 2010)

The stakes for pursuing educationally well rounded students are very high. *New York Times* journalist Thomas Friedman, author of *The World is Flat*,



©Stuart Monk



©uliverong

has written that “the school, the state, the country that empowers, nurtures, [and] enables imagination among its students is going to be the winner in the rapidly-evolving global economy of the twenty-first century.” Nature and outdoor education programs provide a solid and durable platform for stirring the imagination and developing real-world skills in our young people.

We need to begin by getting kids outdoors more at home and at school. Increased amounts of indoor activities, like watching TV and playing video games, will continue to have significant negative effects on children and their ability to be successful but we should not expect these trends to disappear. Electronic media are now an indelible part of our and our children’s lives. We simply need to recognize the need to balance this activity with fun and educational



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A well-educated student is exposed to a well-rounded curriculum. It is the making of connections, conveyed by a rich core curriculum, which ultimately empowers students to develop convictions and reach their full academic and social potential



©iStockphoto

time outdoors. In this report, we will examine what is at stake by failing to get kids outdoors more, and simple ways to rebalance their lives. Without a more effective effort at finding a balance, this American indoor childhood trend will work against high performance in the classroom and take an intellectual as well as a physical toll.

This report is organized into three major chapters:

- ◆ In chapter I we look at how, through outdoor education and time in nature, students can become better and more active learners. We examine the research findings on the various ways that outdoor education, outdoor time and nature study contribute to more motivated and effective learners with skills they will carry forward throughout their lives, including their ability to concentrate.
- ◆ Chapter II documents how outdoor education and environmental education programs contribute to higher standardized test scores. It reviews the research that demonstrates how children in environmental education programs routinely outperform other students in statewide tests for reading, math and science and how they even do better on college entrance exams.
- ◆ Chapter III spells out what schools and parents can do to implement some simple approaches to getting more outdoor time including home time, recess, school gardens, schoolyard greening, field trips, outdoor education programs, safer routes to school programs and more.



Find a balance of activities.

Using the Outdoors to Create High-Performance Learners

CHAPTER 1:



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‘Their large motor skills developed, they worked out their social issues in a better way, they had more imaginative play,’ Ms. D’Aelo said. “Children’s senses are so overtaxed in these modern times, so here, it is very healthy for them.”

Teacher in Sarasota Springs, NY using Forest Kindergartens in US

Imagine a kindergarten where the children come to school and keep their coats, mittens and hats on! They will spend the entire morning playing and learning in the woods regardless of the weather. Sound extreme? They are called “Forest Kindergartens” and the children learn outside all year long. Such schools are more common in Scandinavia, Austria, Germany and Scotland, but the Waldorf School in Saratoga Springs, New York is one of a handful of U.S. schools that have adopted this bold new outdoor approach. Why so extreme? Playing outside for prolonged periods has positive effects on children’s development, including: balance, agility, dexterity, and depth perception. Studies have found that children who attend forest kindergartens experience fewer injuries from accidents and are better at assessing risks. Other research shows that time in nature and playing outdoors strengthen a child’s immune system. Importantly, German researcher Roland Gorges found that children who had been through a forest kindergarten were above average, compared by teachers to those who had not participated in the program, in all areas tested including: knowledge and skills in specific subjects, reading and math achievement, skill in forming questions, and motivation.

We are not suggesting that every school keep their young students outside all morning. However, the lessons learned here are promising. The outdoors, whether embodied in a simple schoolyard garden or a wilderness park, offer students and educators opportunities far beyond developing an appreciation for nature. Outdoor education programs can help students of all abilities



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Last year I had about 72 behavior referrals to the office because I just didn't like my classes or my teachers, and I was bored stupid. This year I had just one referral to the office, and it really wasn't my fault. I don't want to get into trouble now; EIC (Environment as an Integrated Context) is a neat way to learn and lots of fun. We are helping our community. I don't want to let the teachers down. They are really neat. My grades are holding steady too, and for me, that is a good thing.

Seventh-grade female student,
South Carolina



©MANDY GODBEHEAR

and backgrounds to become highly effective, high-performance learners.

What is a high-performance learner? Think of a student who is motivated, curious and even hungry for knowledge. A good learner is creative, a problem solver and has broad perspective, and every problem looks like an intriguing new puzzle to be solved. A proven way to shape high-performance learners is to put them on a learning stage that will invite inquiry and give them interesting, real-world experiences. Instead of a student being solely confined to the classroom, books and lectures, the outdoor world can become a prominent part of his or her schooling. Educational research supports the simple idea that the larger the number of environmental variables we expose children to, the more inventiveness and creativity we will observe (Ramey, 1973). The outdoors offer significant learning variables and educational benefits that will help our children have happier lives and help society to have an effective and intelligent future workforce.

How Educators Perceive Environmental and Outdoor Education Programs

In the spring of 2010, as part of its National Wildlife Week education outreach efforts, the National Wildlife Federation surveyed 1,878 educators online and asked them what they thought about children and the outdoors. They strongly agreed with the following statements:

- ◆ 78% -- Children who spend regular time in unstructured outdoor play are better able to concentrate and perform better in the classroom
- ◆ 82% -- Students need daily unstructured outdoor time as a counterbalance to the significant time spent indoors in front of electronic media
- ◆ 75% -- Students who spend regular time outdoors tend to be more creative and better able to problem solve in the classroom

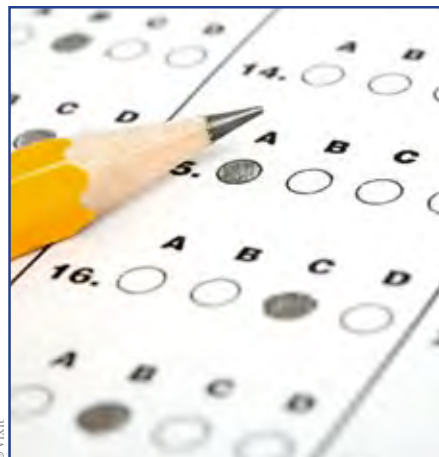
You would expect, from seeing these perceptions that educators and schools



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“The advantage for green outdoor activities was observed among children living in different regions of the United States and among children living in a range of settings, from rural to large city environments,” wrote co-authors Frances E. Kuo and Andrea Faber Taylor. “Overall, our findings indicate that exposure to ordinary natural settings in the course of common after-school and weekend activities may be widely effective in reducing attention deficit symptoms in children.”

would be going to great lengths to provide more outdoor learning and play time experiences for children. In recent years, however, the trend has been away from outdoor time and outdoor learning for children in schools. The U.S. Congress and many states decided in 2001 to shift the tone and practice of American education toward more visible accountability. This was done by emphasizing student performance on statewide standardized tests. This “high stakes” testing approach has some advantages but it also has serious drawbacks. It shifted schools and educators toward an intense focus on test results. Because so much is riding on student test performance, teachers have tended to be sharply focused on drilling the students for higher test performance while passing up other opportunities, including outdoor time through recess and physical education. Research indicates that additional time spent in physical activity may bring about increases in students’ grade point averages and help them to have better ability to concentrate, sharper memories and greater school satisfaction. (Trudeau 2008). The 2010 educational picture is shifting, however, toward a renewed emphasis on educating the whole child and not relying entirely on testing. (Education Week 2010)



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Working With all of a Child’s Intelligences

When thinking about the whole child, outdoor education lends itself well to developing multiple aspects of a child’s intellect and ability. In 1983, Dr. Howard Gardner of Harvard University developed an educational theory that all children have at least seven “multiple intelligences.” The exact definitions of the seven are sometimes debated but the fundamental idea is sound. Gardner described children as having: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and naturalist intelligence. Gardner asserted that educators should pay more evenly distributed attention to students who show signs of being gifted in the arts, music, nature, design, dance, empathy, or other aspects of human achievement. The multiple elements of nature education, including sight, touch and sound, lend themselves to all of a child’s natural intelligences.

Though the field of environmental and nature education may have started out teaching children about

problems with ecosystems and environmental pollution, educators soon learned that it offered students a richer and much broader educational backdrop. And children love the outdoors. Today, outdoor education is usually based on a “constructivist” approach to learning. This means it focuses on the learner and his or her ability to piece together complex conceptual puzzles. A good outdoor education program will not permit students to sit back and be passive in their learning. Environmental and nature education dynamically combine learning of the underlying science and principles of a subject with significant student-directed assessments and real-world applications (Hungerford, 2003).

Environment-Based Education is a Powerful Subject “Integrator”

In 1998, a breakthrough study was published by the State Education and Environment Roundtable (SEER) with the support of the Pew Charitable Trusts and twelve state Departments of Education. The Roundtable examined high quality environmental education programs across America. This study assessed student performance in 40 schools that were already implementing a program to integrate environmental education. The study was completed by Roundtable founders Lieberman and Hoody in partnership with the 12 States. It found that these schools consistently used the theme of the natural environment as a lens through which to look at all of the subjects being taught. Using the environment as a way to integrate, otherwise unconnected subjects made a real difference to the students and permitted educators to engage in more team-based teaching. The Roundtable coined this approach as the **Environment as an Integrating Context for learning (EIC)**.

The study data came from site visits to the 40 schools and included four different teacher surveys and interviews with more than 400 students and 250 teachers and school administrators. Moreover, in 14 of the subject schools, the students in the environment-based education programs were compared with students from the same schools who were in traditional classrooms, looking at standardized test scores, grade point averages, attendance, student attitude measures, and records of disciplinary actions. The results were compelling. Those participating

in the environment-based education programs had higher scores on standardized measures of academic achievement in reading, writing, math, science, and social studies; reduced discipline and classroom management problems; increased engagement and enthusiasm for learning; and greater pride and ownership in their accomplishments. Importantly, the research found that most of the schools used outdoor spaces as complementary learning labs for the programs, and that these outdoor areas factored highly in program success and in raising student enthusiasm. Follow-up studies by SEER in California, Florida and other locations have verified and elaborated on these findings. (Lieberman, 1998)

Improving Classroom Behavior

SEER’s California study was a controlled examination that compared eight paired sets of student classes. One part of each set was exposed to the environment as an integrating context for learning (EIC) program and the other part did not have such a program. In two cases, the paired classes came from the same school. In the other six cases, they came from different, neighboring schools with closely matched demographics and socioeconomic characteristics. Data were collected from standardized test scores, site visits, teacher surveys, and interviews. The authors compared standardized measures of academic achievement in reading, writing, math, science and social studies. They found that the EIC students did better 72 percent of the time. And, the EIC student class attendance was better 77 percent of the time. The EIC students also showed fewer discipline

SEER STUDY
Effects of Environmental Education on Student Achievement
Control Group study determined that students participating in Environmental Education curriculum increased academic performance.
<ul style="list-style-type: none"> • 76% language arts
<ul style="list-style-type: none"> • 63% Math
<ul style="list-style-type: none"> • 64% Science
<ul style="list-style-type: none"> • 73% in Social Studies
<ul style="list-style-type: none"> • 77% in attendance for taking assessments
Effects of Environmental Education on Student Achievement G.H.Hoody, Lieberman, 2000

HOW DOES ENVIRONMENTAL EDUCATION HELP STUDENTS IMPROVE SKILLS

- Utilizes group work, a skill critical in higher grades and in the workforce. In 1999 the National Business Education Association noted that it seeks “employees who can work in teams, create analytical reports, interpret data and make decisions,” all skills developed through environmental service learning.
- Cultivates critical-thinking and problem-solving skills, as students measure what they learn in the classroom against real-world situations, a continuous feedback loop that promotes flexibility, teamwork and leadership.
- Nurtures community involvement and active citizenship—the backbone of our democratic government.
- Students involved in environmental education efforts improve math and reading scores, perform better in science and social studies, are more fully able to transfer their familiar learning into unfamiliar contexts, and learn to “do science,” rather than just “learn about science.”

enabled students to present their work to community audiences beyond their teacher.” Once again, the use of local environments and outdoor spaces were combined with real-world problem solving to produce a more motivated learner.

In a 2005 study of ten South Carolina middle schools that use the environment as an integrating context (EIC), more academic progress was observed. For example, one school that offered academic incentive cards (cards that can be exchanged for free periods and other small benefits) noted that 64 percent of its seventh-grade EIC students achieved a 3.0 GPA. The previous year, only 28 percent of the same students as sixth graders—who were not EIC participants then—reached the same level. On the subject of adolescent behavior the study found:

“The following are the first-year results for seven of South Carolina’s EIC programs:

- ◆ At school A, EIC students decreased their absenteeism by 22 percent and their suspensions by 36 percent from the previous year. All these students were academically low performing, and many of them had serious past behavioral issues.
- ◆ At school B, EIC students had half the amount of discipline referrals that the non-EIC students had. Interviews showed that EIC students had an increased interest in learning and an increased respect for their teachers.
- ◆ At school C, the entire student population of one grade participated in EIC. These students’ records were compared with their records from the year

problems, increased enthusiasm for learning, and greater pride in their accomplishments. (SEER, 2000)

In a more formal study of achievement motivation, researchers Athman and Monroe conducted an assessment in 2004 of 11 Florida high schools and 400 9th and 12th grade students. The authors compared achievement motivation in classrooms with environment-based educational programs that use the environment as an integrated context (EIC) to more traditional classes. Students filled out an Achievement Motivation Inventory and a number of the teachers and students were interviewed. They found that, “controlling for grade point average, gender and ethnicity, environment-based education significantly raised 9th and 12th graders’ achievement motivation in comparison to the control groups. Students and teachers attributed increased motivation to the use of the local environment, teachers’ ability to tailor learning experiences to students’ interests and strengths, and the application of learning to real-life issues and problems.” This “often



©Wild Geese - Fotolia.com

Science achievement of students who participated in a hands-on (i.e., experiential) gardening program was higher than that of students who only engaged in classroom curriculum.

Klemmer et al. 2005

prior to the implementation of the EIC program. Their total number of behavior referrals had decreased by 56 percent, their total number of in- and out-of-school suspension hours had decreased 75 percent, and their absences had decreased by 16 percent.

- ◆ At school D, EIC students—who comprised 31 percent of the students in their grade—accounted for only 3 percent of all the behavioral referrals and only 22 percent of the absences. Sixty-four percent of the EIC students received academic incentive cards (which require a 3.0 GPA), compared to 28 percent of these same students the previous year.
- ◆ At school E, EIC students—who comprised 35 percent of the students in their grade—accounted for 25 percent of the students disciplined, 18 percent of the in-school suspensions, and 14 percent of the out-of-school suspensions.
- ◆ At school F, EIC students—who comprised 37 percent of the students in their grade—had



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only 20 percent of the in-school grade-level suspensions and only 8 percent of out-of-school suspensions.

- ◆ At school G, EIC students—who comprised 19 percent of the students in their grade—had only 4 percent of the behavioral referrals, 4 percent of the in- and out-of-school suspensions, and 12 percent of the absences.”

attend college. There were also fewer reports of discipline problems and criminal behavior. Importantly, he documented that schools that allowed students to eat outside or off campus had higher test scores and a greater percentage of students planning to attend college. Matsuoka noted that trees and other onsite vegetation needed to be fairly close to the students in order for academic and behavioral benefits to be evident. (Matsuoka, 2008)

Greener School Grounds Boost Performance

Can planting trees and gardens at school grounds make an academic difference? Michigan researcher R.H. Matsuoka examined 101 high schools to see if having natural views from windows, eating outside and having trees and vegetation in close proximity to the students made a measurable difference in academic achievement, long-term learning motivation and behavior. Matsuoka found that the schools that had larger windows and more views of trees and other natural features also had students with higher standardized test scores, higher graduation rates, and a greater percentage of students planning to

In 2003, researcher Janet E. Dymnt of Toronto, also looked at the educational outcome effects of green school grounds, such as schools with gardens, trees, trails and other outdoor amenities. She studied 45 elementary, middle, and high schools in the Toronto school district. She surveyed parents, teachers, and administrators and documented significant positive benefits for both learning and teaching that came from the use of greener school grounds. Fully 90 percent of those surveyed said that student enthusiasm and engagement in learning was higher at the schools that used natural features on the school grounds for classes as compared to wholly indoor programs, and that 70 percent of the educators said that their



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own motivation for teaching increased while using such school grounds as compared to just using the indoors. (Dyment 2005) In 2006, Anne Bell and Dyment looked at the effects of school greening efforts on weight loss and also found that, quite beyond their obesity concerns, “children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative.” (Bell, 2006)

In a broader survey of literature that examined the role of school gardens on children, researcher Dr. Dorothy Blair found that, of the seven subjective or qualitative studies examined, there were a number of common findings including that students “enjoyed and were highly motivated by gardening; students demonstrated improved school



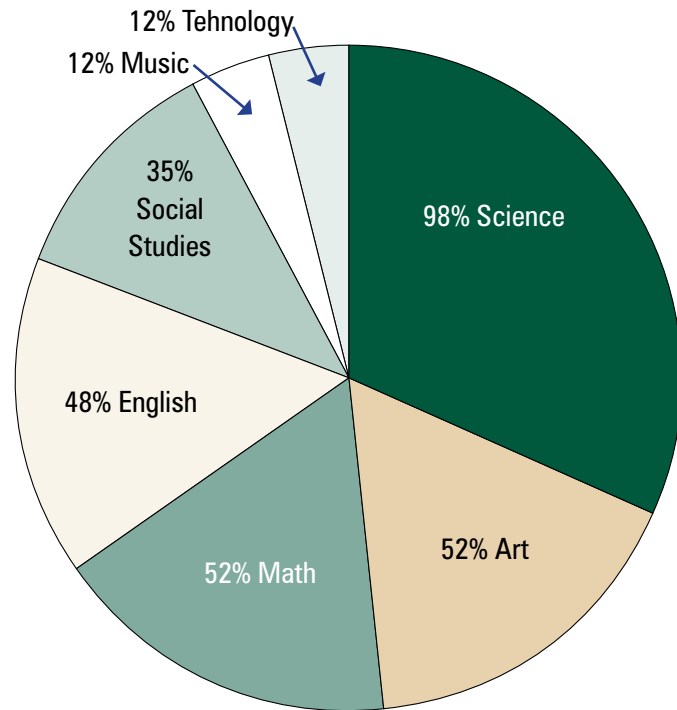
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“Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative.”

Anne Bell, 2006

attitude and pride in the garden; and gardening enhanced student bonding, teamwork, and learning opportunities.” She also covered quantitative studies which are

TEACHERS UTILIZE NWF SCHOOLYARD HABITATS TO TEACH A DIVERSITY OF SUBJECT MATTERS



January 2010 Survey of NWF Certified Schoolyard Habitats

addressed in the next chapter of this report. (Blair, 2009)

Field trips are another way for schools to support children learning outdoors. Though limited in time and duration, field trips can have a significant effect on student learning and motivation to learn. Though many schools see them as costly and difficult to orchestrate, they can also produce significant benefits. To assess their value in the face of increasing electronic media and the Internet, researcher Maria Harrington compared real field trips to online virtual trips using a select sample of 12 students in a Pittsburgh, Pennsylvania elementary school. She found that, while more students evidenced a preference for the virtual field trip, the students felt that they learned more from the real trip. Even though this was a small sample, she concluded that while

a virtual field trip can be a useful part of an education program, a real trip provides a superior learning environment. (Harrington, 2009)

Evolving electronic handheld technology including global positioning systems (GPS), smart phones, smart cameras, and more will undoubtedly change the face of field trips and field work at schools. USDA Social Scientist Deborah Chavez investigated the role of technology in supporting or enhancing children’s outdoor experiences. Two activities were technology-based (a camera safari and geo-caching for hidden treasure) and two activities were not technology-based (nature rubbings and a nature scavenger hunt). The participating children ranked the four activities on how much they liked each one. The survey found that the children enjoyed all of the



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At Kruse Elementary of Pasadena, Texas, where poverty is ubiquitous and 87% of students are eligible for free or reduced-price lunches, a teacher named Libby Rhoden began providing environmental education to her first-graders. The result has been that Rhoden’s students consistently outperform their peers from other classes in both reading and math.

Environmental Education Increases Academic Achievement, January 2010

REVERSING GROWING DROP OUT RATE
Among the findings in the report, <i>“Left Behind in America: The Nation’s Dropout Crisis:”</i>
<ul style="list-style-type: none"> Nearly one in five U.S. men between the ages of 16 and 24 (18.9 percent) were dropouts in 2007.
<ul style="list-style-type: none"> Nearly three of 10 Latinos, including recent immigrants, were dropouts (27.5 percent).
<ul style="list-style-type: none"> More than one in five blacks dropped out of school (21 percent). The dropout rate for whites was 12.2 percent.
The dropout situation at the state level was similarly widespread:
<ul style="list-style-type: none"> More than one in 10 people ages 16 to 24 years old had dropped out of high school in each of the 12 states surveyed.
<ul style="list-style-type: none"> More than one in five 16- to 24-year-olds were dropouts in Florida and Georgia.
<ul style="list-style-type: none"> California had the most dropouts of any state (710,000), with a 14.4 percent dropout rate among 16- to 24-year-olds.
<ul style="list-style-type: none"> Georgia had the highest dropout rate for this population at 22.1 percent.

activities but gave the highest scores to the technology-enhanced activities. (Chavez, 2009)

Recess also makes a difference. In examining school behavior, researcher Dr. Robina M. Barros and her colleagues found that teachers’ rating of overall classroom behavior was improved for children who had some recess as compared to those with none or just a minimal break during the day. (Barros, 2009)

Help for Concentration and Attention Difficulties

Researchers at the University of Illinois have found strong indications that exposure to natural settings in the course of common after-school and weekend activities may be “widely effective” in reducing attention deficit symptoms in children. The authors surveyed the parents of 322 boys and 84 girls who had been diagnosed with Attention Deficit-Hyperactivity Disorder

(ADHD). These parents reported on how their children performed after participating in a wide range of activities. Some of the activities were conducted indoors while others were conducted in outdoor spaces without much greenery, such as parking lots and downtown areas. Some activities took place in relatively natural outdoor settings such as a tree-lined street, backyard, or park. In a more controlled follow-up to this initial study, the study’s authors, Andrea Faber Taylor and Frances Kuo, investigated the impacts of three different outdoor environments on the attention of seventeen 7- to 12-year-old children diagnosed with ADHD. After a pretest that involved completing a series of puzzles that required focused attention, each child participated in a 20-minute guided walk in three different outdoor settings (an urban park, a downtown area, and a residential area). After each walk, the children completed a test of their concentration and responded to questions about their walking experience. The researchers



Environmental education programs can be used to promote a renewal of teacher and student interest in learning and, with appropriate adaptation, can reinforce the skills that are measured in the state achievement tests. (Improving Student Achievement with Environmental Education

Martha C. Monroe,
Jeanette Randall, and Vicki Crisp



found that children concentrated better after walking in a park setting as compared to either a downtown or residential setting. (Taylor and Kuo, 2008).

This body of research makes a compelling case for how natural outdoor spaces--groves of trees, natural play areas, school gardens, schoolyard wildlife habitats, local parks and wetlands--add to a student's desire to learn and facilitates the overall learning process including tapping into many aspects of a student's deep-seeded native intelligences. In the next chapter we will review the promising and positive effects that environmental and outdoor education programs have on raising standardized test scores.

Reversing a Growing U.S. Drop-Out Rate

Each year, approximately one-third of all public high school students fail to graduate from public high school. Nearly half of all blacks, Hispanics, and Native Americans fail to graduate from high school with their class. Most of these students quit school

with less than two years to complete their high school education. The U.S. once led the world in its high school graduation rate but now ranks 20th. In a speech on August 11, 2010 at a national forum to address America's rising drop-out rate, the President noted that the nation that "competes well in the economy tomorrow will be the nation that competes well in education today."

STATE DROPOUTS	AGED 16-24	DROPOUT RATE
California	710,383	14.4%
Florida	423,529	20.1%
Georgia	270,114	22.1%
Illinois	218,949	13.2%
Michigan	162,512	12.8%
New Jersey	111,236	10.8%
New York	368,854	14.6%
North Carolina	202,280	17.6%
Ohio	188,335	13.3%
Pennsylvania	196,360	12.5%
Texas	582,109	18.5%
Virginia	139,783	13.9%

According to a report by the Center for Labor Market Studies at Northeastern University in Boston,



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The costs of dropping out of high school today are substantial and have risen over time, especially for young men, who find it almost impossible to earn an adequate income to take care of themselves and their families.

Massachusetts and the Alternative Schools Network in Chicago, Illinois, nearly 6.2 million students in the United States between the ages of 16 and 24 in 2007 dropped out of high school, fueling “a persistent high school dropout crisis.” (Center, 2009) The total represented 16 percent of all people in the United States in that age range in 2007. Most of the dropouts were Latino or black.

The report emphasized the importance of having at least a high school education.”In the current global economy, having at least a high school diploma is a critical step for avoiding poverty, and a college degree is a prerequisite for a well-paying job,” the study says. “The costs of dropping out of high school today are substantial and have risen over time, especially for young men, who find it almost impossible to earn an adequate income to take care of themselves and their families.”

According to a 2006 study by Civic Enterprises, *The Silent Epidemic: Perspectives of High School Dropouts*, (Bridgeland, 2006), the decision to drop out is dangerous for the students. They are more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and single parents with children who – in turn – drop out from high school. What’s of significant interest is that while students drop out because of significant academic challenges, most dropouts are those who could have - and believe they could have - succeeded in school.

Many high school dropouts expressed great regret for having left high school and also strong interest in re-entering school with students their own age. Most (81 percent) said that graduating from high school was important to success in life, and 74 percent said that if they could do it over, they would have stayed in school. About half said that not having a diploma makes it difficult for them to find a good job.

The study also shows that dropping out of high school is not a sudden act, but rather a gradual process of disengagement, with attendance patterns clearly a sign of a progressing problem.

In Helping Students Graduate: A Strategic Approach to Dropout Prevention, (Smink, 2004), authors Smink and Schargel describe 15 strategies for keeping kids in school that were identified through nationwide research reviewed by the National Dropout Prevention Center/ Network (NDPC/N) at Clemson University. Students in this study reported a variety of reasons for dropping out of school and therefore



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there must be multi-dimensional solutions to address this problem.

THE FIFTEEN STRATEGIES ARE:	
1.	Mentoring/Tutoring
2.	Service Learning
3.	Alternative Schooling
4.	After School Opportunities
5.	Early Childhood Intervention
6.	Family Engagement
7.	Early Literacy Development
8.	Professional Development
9.	Active Learning
10.	Educational Technology
11.	Individualized Instruction
12.	Systemic Renewal
13.	School-Community Collaboration
14.	Career and Technical Education
15.	Safe Schools

In The Silent Epidemic study, 81 percent of students who dropped out said that there should be more opportunities for real-world learning

and some in the focus groups called for more experiential learning. They said that students need to see the connection between school and getting a job. In addition, building a school climate that fosters academics and makes it interesting was of high interest to 71 percent of the dropouts in the study.

Environmental and outdoor education programs address the real-world aspects of these needs and are continuously identified by students and teachers as making the school educational setting more interesting and engaging. The body of evidence, noted above in this report supports the simple concept that robust environmental and outdoor education programs can be a useful tool in the fight against a high drop-out rate. Such programs can help students stay engaged in their education and complete their high school education and even pursue higher education.



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Raising Standardized Test Scores with Nature and Outdoor Education

CHAPTER 2:

In the late 1990s and early 2000s, the nation's attention to public education focused in on student and teacher accountability. Policy makers at all levels decided schools were not getting a passing grade. The National No Child Left Behind Act of 2001 instituted a set of new requirements that linked federal funding to student performance on standardized tests. It was a public declaration that for school districts and schools to receive federal dollars, every student would need to be tested and those test results would factor into a wide range of decisions about future funding, teacher pay and more. When the Congress threw down this gauntlet and put future federal funding at stake,

the schools took it very seriously and, despite a sense that this new accountability approach might be too educationally limiting, adopted the new rules and began to “teach to the test.”

Concentrating on high stakes testing to the exclusion of other aspects of education meant cutbacks in many discretionary activities and even some (such as physical education) that were seen as necessary but expendable when hard choices had to be made. Since 2001, the sense among many educators became that if it isn't going to



MEDIA, GRADES AND PERSONAL CONTENTMENT			
Among all 8- to 18-year-olds, percent of heavy, moderate, and light media users who say they get mostly:†			
	Heavy Users	Moderate Users	Light Users
Good grades (A's and B's)	51%a	65%b	66%b
Fair/poor grades (C's or below)	47%a	31%b	23%c
Among all 8- to 18-year-olds, percent of heavy, moderate, and light media users who say they:††			
	Heavy Users	Moderate Users	Light Users
Have a lot of friends	93%	91%	91%
Get along well with their parents	84%a	90%b	90%ab
Have been happy at school this year 7	2%a	81%b	82%b
Are often bored	60%a	53%b	48%b
Get into trouble a lot	33%a	21%b	16%b
Are often sad or unhappy	32%a	23%b	22%b
Heavy users are those who consume more than 16 hours of media content in a typical day (21% of all 8- to 18_year_olds); moderate users are those who consume from 3–16 hours of content (63%); light users are those who consume less than three hours of media in a typical day (17%).			
Note: Statistical significance should be read across rows. † Students whose schools don't use grades are not shown. †† Percent who say each statement is "a lot" or "somewhat" like them.			
Kaiser Family Foundation, Generation M2: Media in the Lives of 8- to 18-Year-olds, January 2010			

exposure to environmental and outdoor education programs, but it was tougher to say that they would also perform better on statewide tests. The question was framed: Do environmental education programs support higher performance on standardized tests?

Measurably Higher Performance on Standard Statewide Tests

The first major study to address this question head-on was conducted by educator and researcher Oksana Bartosh in 2003. In a study entitled “*Environmental Education: Improving Student Achievement*,” Bartosh compared 77 pairs of demographically equivalent schools in the State of Washington. Half of the schools (one of each of the 77 pairs) had implemented environmental education (EE) programs for three years or more and the other half did not have any EE programs. She examined standardized test performance in those schools for the Washington Assessment of Student Learning and the Iowa Basic Skill test. She controlled for variations among the schools and her premise was to match schools that were otherwise nearly identical.

For the **Washington** Assessment of Student Learning she found that: 50 of the EE schools did better in math, 51 did better in reading, 56 had higher scores in writing and 46 showed superior performance in listening.

For the **Iowa** Test of Basic Skills she found that: 45 of the EE schools did better in math and 44 had higher scores in reading.

be on the test, it is much less likely to be included in the curriculum or in the school's activities.

Environmental education (EE), which had been generally increasing in schools since the 1970s, began to see cutbacks. Many EE programs were considered to be discretionary and even thought of as possibly interfering with higher scores on the statewide tests. These tests have very little actual environment or nature-based content. Intuitively, environmental and outdoor educators knew that students performed at higher levels through



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“We need to understand that kids need a break,” Dr. Barros said. “Our brains can concentrate and pay attention for 45 to 60 minutes, and in kids it’s even less. For them to be able to acquire all the academic skills we want them to learn, they need a break to go out and release the energy and play and be social.”

Dr. Romina M. Barros, a pediatrician and assistant professor at Albert Einstein

Taken as a whole, the EE schools did better in 73 of the 77 pairs of schools studied and by significant margins. She also confirmed that the pattern of improved test scores for students who had been through environmental education programs persisted for the five years of data investigated (1997-2002). (Bartosh, 2003)

The Bartosh findings on improved reading scores were valuable in making the case for environmental education also being an effective way to boost literacy. This connection is not very intuitive to most educators. Many people will naturally associate environmental education with improved understanding of science, but it also contributes to the development of basic skills, including reading. There is a broad evidence base to support this. An elementary school, which was part of a 1998 study by the State Education and Environment Roundtable, employed environment-based education for this purpose. Bagley Elementary School in the State of Washington employed the Environment as an Integrating Context (EIC) and then measured their performance on reading scores on the Iowa Test of Basic Skills. Bagley found that the EIC students’ Iowa Test scores rose from an average of 44 to 53

BENEFITS TO ENGLISH AS A SECOND LANGUAGE STUDENTS

- Increase cooperation
- Increase in leadership
- Improve relationships with peers
- Motivation to learn increased
- Increase in confidence
- Provide an opportunity “to shine”

(Effects of Outdoor Education on Children in California, SEER California, 2005)

among students in the environment-based program. This supports what Bartosh found several years later on a wider scale.

Environmental education gives science scores a boost as well. Numerous studies show this. For example, a recent study by Project Learning Tree (PLT), a program of the American Forest Foundation, reaffirmed the effectiveness of nature and environmental education in science learning. In September 2009, PLT reported that Bicentennial Elementary in New Hampshire showed significant fourth grade science score improvement as a result of the PLT green schools program they instituted there. PLT began working with Bicentennial in 2008.

In a broader example, the Louisiana school district of East Feliciana conducted an assessment of how environmental and outdoor education programs affected student test performance. The District was having difficulty in maintaining academic standards for 4th and 8th grade students. Over one-third of its students were getting consistently unsatisfactory scores in the statewide LEAP exam (Louisiana Educational Assessment Program). So the District adopted a new, outdoor, placed-based approach to learning in a bold attempt to try something different. The new



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Many people will naturally associate environmental education with improved understanding of science, but it also contributes to the development of basic skills, including reading.

program had many environmental and outdoor features that, over three years, measurably improved student test performance. The Rural School and Community Trust reported that: “Using the environment as the theme of their new place-based learning program, students studied local soil, rocks and minerals, ecology, topography, weather, biodiversity, and water quality. Nature trails and butterfly gardens were built. Over time, the focus of place-based work has expanded to include local geography and history as a meaningful context to teach science, mathematics, social studies and language arts.” (Emekauwa, 2004).

From 1998 to 2002 the number of East Feliciana students rated unsatisfactory in LEAP 21 scores decreased as follows:

SUBJECT	REDUCTION IN UNSATISFACTORY LEAP
English, Language and Arts	Reduced from 32.6% to 18.4%
Mathematics	Reduced from 44.0% to 24.9%
Science	Reduced from 27.5% to 19.4%
Social Studies	Reduced from 39.4% to 28.1%

A school in Kentucky saw similar results. When Tompkinsville Elementary School got its new outdoor classroom, some wondered about its academic value. Would it be a distraction from preparing for the statewide Kentucky Instructional Results Information System (KIRIS) exam? A group of teachers and community members built trails, observation decks, and an outdoor amphitheatre; created garden beds;



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and planted flowers on the 27-acre rural campus. They soon started to see positive results.

Tompkinsville’s 630 students live in a rural area. Many of their families qualify for the free lunch program. The school serves grades pre-K through fifth grade. Prior to 1995, test scores in science, reading, and social studies were low. Tompkinsville’s test scores have steadily improved since 1995 and Kentucky is proud of the academic progress this school and others have achieved. Over four years, science scores increased by 25 percentage points, reading by over 21 percentage points, and social studies by nearly 40. Changes in the 1995 to 1999 performance on the Kentucky Instructional Results Information System (KIRIS statewide test) scores illustrate this improvement.



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"...nine (studies) noted significant positive impacts of school garden programs on producing higher test scores, including higher science scores."

Blair, 2009

KIRIS SCORES BY YEAR:	SUBJECT		
	SCIENCE	READING	SOCIAL STUDIES
1995-96	24.15	49.54	30.37
1996-97	35.82	61.87	60.19
1997-98	41.14	58.85	64.20
1998-99	50.00	72.00	70.00
*Total possible score: 100			

In looking at the above Louisiana and Kentucky examples, it would be easy to say that they are not representative of other schools. But the State Education and Environment Roundtable report in 1998 made similar findings among the 40 schools (including Thompkinsville, KY) that it surveyed in its examination of 40 schools in twelve different states. The Roundtable study found that integrated environmental education programs throughout the curricula (science, language arts, arts, and social studies) combined with hands-on learning elements like nature study areas, team teaching, and broad school administration support, created top-performing students. A comprehensive follow-up study conducted in 2000 found that EIC classes performed better in 154 of 201 measures as follows:

Environment based programs performed better in measures as follows:

MERGE	
Language Arts:	86 of 108
Math:	22 of 34
Science	10 of 15
Social Studies:	10 of 13
Discipline	4 of 4
Attendance	22 of 27

The Roundtable has continued to study the use of the environment as an approach to learning, showing that integrating environmental studies into other disciplines and teaching strategies can help solve many of our current problems in education.

The Roundtable report also found that schools using outdoor classrooms were the most effective at raising academic achievement. This took many forms at the schools including the creation of gardens on the school grounds for study of food and natural science. The National Wildlife Federation, for example, has certified Schoolyard Wildlife Habitats at some 3,600 U.S. schools. These habitats or "wildlife gardens" are used in concert with high quality curricula to support improved learning in science, mathematics and other subjects. In 2009, researcher D. Blair found in a review of studies on how school gardens affected student learning and test scores that, of the 12 quantitative studies reviewed, nine noted significant positive impacts of school garden programs on producing higher test scores, including higher science scores. (Blair, 2009)

Outdoor Education: Especially Helpful In Raising Scores of Low-Income Students

The Roundtable study also alerted educators to the usefulness of environment-based educational programs in helping students from low-income families and diverse racial and cultural backgrounds. Hawley Environmental Elementary School in Milwaukee, Wisconsin assessed student development over several years and saw steady progress once it instituted an environment-based



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education program. Hawley has a student body that represents varied ethnicities: African American, Asian American, Hispanic, Caucasian, and “other.” Some 71% of its students come from lower-income families who qualify for free or reduced price school lunches. Hawley’s students are drawn from throughout the city, under Milwaukee’s School Choice Program. Their names are entered into a lottery to determine which school they will attend. A study by Hope for Urban Education in 1998 found that student achievement at Hawley exceeded the state average in two state tests and on nationally averaged assessments.

WISCONSIN READING COMPREHENSION TEST IN 1998:	
Hawley Students Who Passed	100%
Milwaukee Public School Population	25%
WISCONSIN ASSESSMENT OF PROFICIENCY LEVEL IN READING AND MATH 1998:	
READING:	
Hawley	83%
Low Income Wisconsin Schools	38%
All Wisconsin Schools	69%
MATH:	
Hawley	48%
Low Income Wisconsin Schools	15%
All Wisconsin Schools	52%

In Florida, several schools participate in environment-based education programs at the Pine Jog Environmental Education Center. These schools were tracked from 1995 to 1999 to see how the students reacted to environmental education programming as measured against standardized statewide

achievement tests, notably the Florida Comprehensive Assessment Test (FCAT).

There were four schools participating at the Center. One of the schools (Del Prado) had mostly Caucasian students; the three others had mostly minority students. The FCAT tells an important part of the story. For language skills and critical expository writing skills, the Del Prado School had FCAT scores of 2.4 (students are rated at levels 1 through 5 with f being the highest). At three other schools, including Westward which is 80% African American and 7% Hispanic, the same FCAT measurement was 1.7, and at the two other schools, both 50% minority, the FCAT score was 1.5. From 1995 to 1999, Del Prado students in the environmental program advanced from 2.4 to an outstanding level of 3.1, moving up .7 point on the FCAT scale. But the schools with a higher percentage of minority students improved even more. At Westward School, for example, the increase was from 1.7 to 2.8 or 1.1 points on the scale. At Melaleuca School, the increase also totaled 1.1, and Green Acres School experienced a 1.2 point increase (NEETF, 2000)

A study in Texas focused in on the effectiveness of the National Wildlife Federation’s Schoolyard Wildlife Habitat program as a tool for improving mathematics performance. Researchers Danforth, Waliczek, Macey and Zajicek found that students who participated in the Schoolyard Wildlife Habitat program had significantly increased mathematics test scores when compared with peers from schools that used a more traditional curriculum. The study found few differences in reading scores. The team concluded: “These findings support related studies of students’ academic achievement when an interdisciplinary or integrated curriculum, particularly one with an environmental slant, was imposed.” Importantly, the study also showed that although the Caucasian sample of students outperformed others on the standardized tests, the most significant improvement of overall test scores was from improved scores for Hispanic students. (Danforth, 2008)

The American Institutes for Research conducted a study for the California Department of Education assessing the effects of one week residential outdoor education programs aimed



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The assessment also showed gains in self esteem, problem-solving, motivation to learn, and improved classroom behavior.

American Institutes for Research, 2005

at “at-risk” youth. Some 56% of these children had spent little or no time in nature and the outdoors. Comparing the relative impacts on students who experienced the outdoor education program with a control group, the researchers found there was a 27 percent increase in understanding of science concepts along with significantly higher levels of cooperation and improved ability to work out conflicts. Importantly, the assessment also showed gains in self esteem, problem-solving, motivation to learn, and improved classroom behavior. (American Institutes for Research, 2005)

Improved Prospects for High School Graduation and College Entrance

About one-third of students drop out of high school and in some large urban districts as many as one-half of the students leave high school before finishing. It might seem a stretch to say that high school graduation rates could be affected by greening a school’s campus but it might also have

some value. The Michigan study by R.H. Matsuoka that was discussed earlier in this report looked at 101 high schools to see if having natural views from windows, eating outside and having trees and vegetation in close proximity made a difference in academic achievement. One correlation found that the schools in the sample that had larger windows and more views of trees and other natural features also had students with higher graduation rates, with a greater percentage planning to attend college.

One assessment of school performance on the ACT supports this assertion. The ACT college entrance test assesses high school students’ educational development and ability to do college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skill in both planning and writing a short essay. See the ACT website for added background. While performance on standardized tests is by no means the sole measure of educational success, there is evidence that performance on the ACT exam can be given a boost through environmental education. At the School for Environmental Studies in Minnesota, for example, a 2000 survey showed that students have exceeded state and national standards and are motivated and self-directed learners. The School for Environmental Studies students scored 24.2 on the ACT, compared to a Minnesota state average of 22.5 and a national average of 21.1. (NEETF, 2000)

Each year, the evidence that outdoor education and time outdoors support stronger performance on standardized tests increases and becomes more solid and definitive

Back to School: Back Outside! Action Planning

CHAPTER 3:

Schools have a number of simple and useful ways they can incorporate outdoor education and more outdoor time for children into their ongoing efforts.



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An overlooked aspect of parenting in our current lifestyles is making sure that children get enough unstructured play time as recommended by the American Academy of Pediatrics.

Beginning at Home

Schools can help with a child's upbringing but they are never a substitute for good home care which includes: diet and nutrition, getting enough sleep and exercise, maintaining hygiene and having appropriate medical care. An overlooked aspect of parenting in our current lifestyles is making sure that children get enough unstructured play time as recommended by the American Academy of Pediatrics. The National Wildlife Federation sums up this and other research findings by recommending that parents set a daily Green Hour as a goal. It does not need to be all at once and some Green Hour time can be at school or walking to and from school. *Back to School: Back Outside* emphasizes how schools can provide more outdoor play time, greener environments, and opportunities for outdoor and natural science learning, but these school-based actions make the most sense if parents are helping their children get sufficient outdoor time at home too. Visit the National Wildlife Federation's Be Out There website and learn about the many Green Hour activities you can do with your children or suggest that they do at home. www.BeOutThere.org



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TOP FIVE WAYS PARENTS CAN ENGAGE CHILDREN AT HOME

- Pledge to get your children outside each day during the school year – One Green Hour each day (www.nwf.org/pledge)
- Plan an adventure with your children to learn about nature (www.nwf.org/familyfun)
- Create a natural play-ground in your own backyard (www.nwf.org/beoutthere)
- Make a play date with your child’s friends to take a hike or visit a nature center
- Participate in a community clean up or environmental stewardship project with your kids

Having School Recess

Recess is one time during the school day that children are able to be carefree, allowing their minds, bodies, and even their voices to be uncontrolled. The American School Health Association, the National Association of State Boards of Education, the National Association for Sport and Physical Education, the National Association for the Education of Young Children, the Centers for Disease Control and Prevention, and a non-federal Task Force on Community Preventive Services have acknowledged the benefits of recess, physical activity, and physical education as a regular part of a child’s school life.

Recess is a terrific opportunity for children to spend part of their day outdoors. Most elementary schools in the U.S. have recess although it has been trimmed back in many school districts to allow more time for test preparation and classroom lessons. The National Center for Education Statistics (U.S. Department of Education) recently investigated

food and physical activity in public elementary schools with a survey of 1,198 public U.S. elementary schools. It found that nine out of ten elementary schools have recess (usually once a day) for about 25 minutes on average. The survey also found there was less recess in lower-income schools. (Parsad, 2006).

A recent set of findings from a wide range of sources support the idea that outdoor recess has significant added benefits for students if it occurs prior to the lunch period. Much of the emphasis of this inquiry by school districts and principals has been on improved eating and nutrition among the students. The Montana Team Nutrition Program found through their research that when recess preceded lunch, there was also a “decrease in discipline problems on the playground, in the cafeteria, and in the classroom.” Children returned to class more settled, calmer, and ready to learn.

The National Wildlife Federation’s Be Out There campaign encourages all children to have a daily Green Hour. School recess can be an important part of a daily dose of the outdoors, resulting in improvements in a student’s overall well-being and ability to learn, and helping inspire a life-long appreciation of wildlife and nature. www.BeOutThere.org

Greening the School Grounds

While some schools are models of natural settings, most of America’s schools were developed without thought to natural landscaping or vegetation. They are built inexpensively on large open fields and typically feature large paved areas.



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TOP 12 WAYS TEACHERS , PARENTS AND SCHOOLS CAN BRING NATURE BACK TO INTO THE CLASSROOM
Green Your School Grounds
<ul style="list-style-type: none"> • Create an outdoor classrooms at your school (www.nwf.org/schoolyardhabitats) • Support your teachers by help chaperone at school activities outside • Build in space and equipment for recess at your schools • Green the grounds by planting trees (www.nwf.org/trees) and native plants to encourage wildlife on the grounds
Green Your School’s Curriculum
<ul style="list-style-type: none"> • Work with local and national organizations to adapt environmental education lessons to fit your schools standards • Commit to teaching outside once a month – no matter your subject area • Increase student engagement in hands-on learning , no matter the age by providing real world teaching opportunities • Integrate environmental education into your team teaching and mentoring
Green Your Students
<ul style="list-style-type: none"> • Provide ways for students to learn how to “green their school” and help to create the plan (www.eco-schoolsusa.org) • Invite in the community to teach how students can make a difference and learn about careers • Have your students commit to use their skills learn through environmental education in all their subject areas • Create a “green gym” for students to increase physical activity at schools including safe walk to school program

Researchers Alexis Schulman and Catherine A. Peters, in 2008, compared land cover on 258 U.S. public elementary and middle schoolyards in Baltimore, Boston, and Detroit. They used aerial photographs from the mid- to late-1990s and Geographic Information System (GIS) software to assess schoolyard land cover. They found that schoolyards covered more than 68% of the school property and that they were dominated by turf grass and impervious surfaces. They had very little tree cover--less than 10% on average. (Schulman, 2008) The basic finding is that schoolyards are not very natural settings. Are educators missing an opportunity? One survey finds that educators who provided sterile outdoor environments with limited play choices and opportunities were those who either did not understand or underestimated the potential of the outdoors to stimulate various aspects of children’s learning and growth (Jones, 1989). Another found that fewer than half of the teachers in the mid-1990s thought of natural features at the school or in the vicinity as a part of their outdoor curriculum. Those who did seemed to believe that it would improve the site and play area attractiveness as opposed to furthering student educational needs. (Davies, 1996). The ability of teachers to see the potential of school ground greening is important. Many teachers view the outdoors as secondary to the learning which occurs indoors.

Recent studies extolling the soothing effects of greenery on children in a learning environment indicate that a new approach may be warranted. Just having more trees and vegetation on the school grounds—no matter how simple or modest a plan—can help create an environment more conducive to learning. Effective examples of ways to “green” school grounds are as simple as planting trees and shrubs, building plots for ornamental plants and flowers, and placing large potted trees or plants on the roofs of inner city schools. In addition to the educational benefits of greening of the school grounds, the activities are good ways to involve the community and parents.





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Effective examples of ways to “green” school grounds are as simple as planting trees and shrubs, building plots for ornamental plants and flowers, and placing large potted trees or plants on the roofs of inner city schools.



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Learning with Nature and the Outdoors

There are a wide range of educational resources and training programs available to educators and administrators who would like their schools to offer more outdoor activities and nature education. These include school garden and wildlife habitat programs. They, green school programs, and wildlife habitat programs also include many valuable programs for school ground greening and related education. The National Wildlife Federation has several of these programs, including:

- ◆ **Certified Schoolyard Wildlife Habitat Program:** Through this on-site program, educators and students can learn how to create a habitat that will attract and support local wildlife. These wildlife habitats become outdoor classrooms, where students not only learn about wildlife species and ecosystems, but also hone their academic skills and nurture their innate curiosity and creativity. Schoolyard Habitats is a part of the National Wildlife Federation’s Be Out There™ initiative, which aims to inspire families across America to open the door and get outside! A daily dose of the outdoors improves
- ◆ **Eco-Schools USA:** Through school-based action teams of students, administrators, educators, parents, and community volunteers, Eco-Schools combines effective “green” management of the school grounds, facilities and the curriculum. Schools that are certified in the program undergo a thorough application process and succeed in organizing and implementing a comprehensive assessment of their school. The Eco-Schools USA program is made up of seven steps, incorporating eight environmental pathways. In today’s learning environments where schools are striving to meet and exceed high standards of learning, educators and youth leaders must be creative in presenting content. The school grounds offer engaging, hands-on and real-world locations for teaching concepts in a variety of disciplines. Research has demonstrated that in all discipline areas, students who are given the opportunity to directly engage in outdoor education and experiential learning have been able to significantly increase their capacity for learning. <http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Become-an-Eco-School/Pathways/School-Grounds.aspx>
- ◆ **Trees for the 21st Century** Trees for the 21st Century is a unique educational and tree-planting program for children ages 6 to 18, involving science-based learning, tree-planting, and ongoing



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The ability of teachers to see the potential of school ground greening is important. Many teachers view the outdoors as secondary to the learning which occurs indoors.

stewardship activities. Through the Trees for the 21st Century initiative, schools can teach children about the value of the environment, expand the world inventory of trees to protect and improve natural resources, and help children value long-term stewardship of trees, Earth’s “perfect organic machines.” <http://www.nwf.org/Get-Outside/Be-Out-There/Educators/Trees-for-the-21st-Century.aspx>

◆ **Access Nature:** This inclusive NWF outdoor education curriculum focuses on habitats. Each of the 45 hands-on activities in this 60-hour curriculum is written for kids ages 6-18, and contains specific adaptations for participants with disabilities (hearing, learning/cognitive, motor, and visual). To facilitate classroom use, a chart aligns each activity with National Science Education Standards. Whether you use the entire curriculum or select individual modules, Access Nature helps students develop skills in environmental and biological sciences, observation and data collection, planning, organizing, decision making, environmental

stewardship, language arts, creative arts, and leadership.

◆ **NWF Outdoor Lesson Plans:** The lesson plans presented here are a sampling from NWF’s collection of over 1,000 lesson plans designed to introduce students to life science, ecology, wildlife biology, scientific identification and observation. All lesson plans are aligned to the National Science Education Standards. <http://www.nwf.org/Get-Outside/Be-Out-There/Educators/Lesson-Plans.aspx>

Examples: Lessons designed to introduce students to concepts of ecology, habitat care and species identification:

- ◆ What’s your Habitat? (grades K-4, 5-8)
- ◆ Habitat for Sale (grades 3-8, K-2)
- ◆ Sensory Discovery Walk (grades K-6)
- ◆ Water Water Everywhere (grades 3-8)
- ◆ Who Can Live Here? (grades 9-12)
- ◆ Wind Power (grades 3-4, 5-8)
- ◆ Tree Detective (grades 3-6)
- ◆ Woodland Chase (grades 3-6)
- ◆ Habitat Hunt (grades 3-6)
- ◆ Habitat Web (grades K-6)



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Walking to School

In the U.S., the number of children walking to school is significantly down over the past 30 years. No one wants children to be exposed to danger, but not all walks to school are dangerous. There are ways to make them safer and the benefits are huge.

About 14 percent of children walk to school today as compared to 50 percent a few decades ago. Even children who live close to school are walking less, opting instead for a bus or a ride from a parent. A study of children living within walking distance of schools found that more than 90 percent of young people walked in the 1960s while less than one half of youth are walking today. In a survey of 2,000 parents, some barriers were explored. One is age. The survey found that 5- to 11-year-old children were more likely to go to school by automobile than 12- to 14-year-olds. Also “children in the Northeast and West were more likely to walk to school than children in the South.” In addition, researchers found that about 70 percent of parents identified distance as the primary barrier while about 9 percent identified traffic danger. (Beck, 2008)

By working together with public works and public safety organizations, local school districts can help assess

Making School Comprehensive Wellness Plans Greener

The Department of Health and Human Services reports that as of 2007, at least 40 states have produced policy guidance documents to help education agencies create wellness policies. (Weschler, 2007). In the Child Nutrition and WIC Reauthorization Act of 2004, Congress established a requirement that school districts with a federally-funded school meal program develop and implement wellness policies that address nutrition and physical activity. (USDA, 2004) The National Alliance for Nutrition and Activity encourages schools to use, distribute, and adapt the Model School Wellness Policies. In addition to focusing on eating habits and nutrition, the Alliance supports all K-12 students having the opportunities and encouragement to be physically active on a regular basis, extending beyond traditional physical education classes. This includes students receiving the nationally-recommended amount of daily physical activity (at least 60 minutes per day). (CDC, 2008)



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significantly down over the
past 30 years.*



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and support improvements needed to make it safer and easier for students to walk or bike to school. Groups such as the Safe Routes to School Partnership and National Center for Safe Routes to School offer creative solutions, funding recommendations,

and resources for developing comprehensive and safe programs to encourage more walking and biking to school. The group offers resources for programs such as the “walking school bus” where children meet up under parental supervision and walk to school in groups. (University of North Carolina, 2009)

School Year Action Plans for Moms and Dads

This report focuses on the role schools can play in the provision of outdoor time and outdoor education for children. In this context, there are many positive steps parents can take to make sure their kids are getting enough outdoor play time and outdoor education. Here are some examples of ways that parents can help:

- ◆ **Home:** As noted above, moms and dads can encourage their kids to play outdoors on a more regular basis and they can get help from the National Wildlife Federation’s Green Hour activities guides by visiting our website at www.BeOutThere.org
- ◆ **Neighborhood:** Parents who are concerned about outdoor safety but still want their children to enjoy more outdoor time can team up with other parents in the neighborhood or at the school to create Green Hour “co-ops” and take turns each week watching the kids while they play outdoors.
- ◆ **Walks to school:** Parents can encourage their children to walk to school one or more times each week. Parents who are concerned for safety can walk to school with

TWO WAYS COMMUNITIES CAN SUPPORT ENVIROMENTAL EDUCATION AT THEIR SCHOOLS
Support the school in “going green” and increasing environmental education at the schools
<ul style="list-style-type: none"> • Support Field Trips for students • Develop Safe Routes to School programs to encourage more students to walk • Participate in create an outdoor classroom at the school or assist with fundraising for outdoor programs • Volunteer to help at the school including before and after-school programs • Lend your voice to support local, state and federal legislations to increase outdoor education time in school and with daycares
Lead by Example
<ul style="list-style-type: none"> • Create a green plan for your neighborhood and community to improve access to the outdoors • Mentor a young person on your own appreciate and engagement with nature • Support environmental education as a intergrated learning approach for your school administrators, districts and teachers

their kids, arrange school walking co-ops with other parents to take turns walking the kids to school or, for older children, help the children set up their own teams to and from school.

- ◆ **Voices for outdoor play time:** Through parent/teacher organizations, meetings with principals and other means of communication, parents can advocate that their children's schools provide more outdoor play time for children, including making sure that recess occurs before lunch time, which research says offers better learning and nutritional benefits.



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- ◆ **Help with school ground greening programs:** Parents can be advocates for providing more trees, natural vegetation and learning gardens at the school grounds and may be able to volunteer some of their own time to help with plantings and garden care to maintain greener school grounds.
- ◆ **Support field trips:** Parents can offer to help schools and educators to conduct field trips



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by volunteering their time and vehicles or by helping raise added funds that might be needed.

- ◆ **Support school outdoor learning programs:** By better understanding the positive effects that outdoor education programs have on a child's overall academic performance, including higher standard test scores, moms and dads will be more supportive of their children spending time learning about nature and wildlife. Parents should let educators and school administrators know that such programs are seen as valuable and should be a part of their child's school experience. Speaking up and making your parental voice heard can go a long way to making outdoor education a reality.

Needed Policy Reforms:

There are several opportunities being discussed in the U.S. Congress and in state legislatures to support more outdoor time and outdoor learning for children. These include the development of stronger statewide plans for environmental literacy and outdoor education and more public funding for park and recreation agencies and public health agencies concerned with getting more outdoor time for children. To learn more about these proposed reforms visit: www.BeOutThere.org

Other Resources:

There are a number of valuable resources for schools to use in providing more outdoor time and environmental education for children. A central resource for the identification of curriculum is the EE-Link site provided by the North American Association for Environmental Education. <http://eelink.net/pages/EE+Programs>

In addition please see:

- ◆ Sustainable schoolyards
<http://www.sustainableschoolyard.org/>
- ◆ Green schoolyard
<http://greenschoolyardnetwork.org/>
- ◆ After school programs
<http://www2.ed.gov/pubs/afterschool/3whatworks.html>

The evidence is compelling. Hands-on and real-world aspects of most environmental and outdoor education improve students' desire to learn and boost their performance on most measures of student success.

In sum, there are many easy ways that parents, educators and school administrators can provide more outdoor time for children at home and at school. Schools have packed schedules and educators are often overwhelmed with their current duties so it will be essential for any efforts to increase outdoor time and outdoor education at school to recognize those pressures. But it is

equally important that every school and every educator learn more about the indoor childhood trend and the basic wisdom of such efforts as the Be Out There Campaign's Green Hour goal. Schools should not be expected to handle the problem alone. It is also important for parents help carve out some down time and outdoor play for the kids at home. This report demonstrates that the potential educational benefits of doing so are high. Inaction is not an option. The adverse health and wellness costs of keeping our children locked away indoors are also dangerously high.



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Hands-on and real-world aspects of most environmental and outdoor education improve students' desire to learn and boost their performance on most measures of student success.



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About NWF's *Be Out There* Campaign



Be Out There's mission is to return to the nation's children what they don't even know they've lost: their connection to the natural world. Kids today spend twice as much time indoors as their parents did, missing out on the simple pleasures and lasting mental and physical health benefits of daily outdoor time.

Be Out There's practical tools for families, schools and communities will make being outdoors a fun, healthy and automatic part of everyday life. By raising awareness, inspiring behavior change and taking action, *Be Out There* will help get American children and families back outside—where they belong!

Raising awareness

- Organizing **National Wildlife Week, Great American Backyard Campout, Hike & Seek** and other exciting *Be Out There* events for families, schools and communities
- Working with the American Academy of Pediatrics (AAP) and other respected medical bodies and professionals to advocate an hour of outdoor play per day
- Developing informative and engaging Public Service Announcements (PSAs) to help get the message across
- Commissioning studies to gain deeper understanding of the issue and its societal impacts



Be Out There's practical tools for families, schools and communities will make being outdoors a fun, healthy and automatic part of everyday life.

MEDIA USE OVER TIME			
Among all 8- to 18-year-olds, average amount of time spent with each medium in a typical day:			
	2009	2004	1999
TV content	4:29a	3:51b	3:47b
Music/audio	2:31a	1:44b	1:48b
Computer	1:29a	1:02b	:27c
Video games	1:13a	:49b	:26c
Print	:38a	:43ab	:43b
Movies	:25a	:25ab	:18b
Total media exposure	10:45a	8:33b	7:29c
Multitasking Proportion	29%a	26%a	16%b
Total media use	7:38a	6:21b	6:19b
<i>Kaiser Family Foundation, Generation M2: Media in the Lives of 8 to 18-Year-olds, January 2010-</i>			



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Taking action:

- Development of national guidelines and training materials to bring natural play and outdoor learning areas to schools, parks, child care centers and zoos
- Working with Congress and state legislatures to pass laws and regulations that fund programs to get kids outdoors and remove red-tape that prevents outdoor educational opportunities
- Successfully advocating for legislation that will support added public funding for outdoor programming across America.
- Gathering over 25,000 signatures and the support of 250 national organizations on a petition to urge the Surgeon General to promote the benefits of daily outdoor play
- Encouraging people to call on the Presidential Administration and Congress to support federal funding for environmental education and outdoor recreation programs.



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Inspiring behavior change

- A rich portfolio of online family resources such as **Naturefind** and **Wildlife Watch** give families ideas for being out there in their own backyard and beyond.
- *Be Out There's* presence on **social networking sites** keep you up-to-date on the latest and greatest about the outdoors.
- School-based programs such as **Eco-Schools USA**, **Schoolyard Habitat** and other NWF programs engage students around the country in conservation education and stewardship building.
- Award-winning publications, including *Ranger Rick magazine*®, *Your Big Backyard*®, *Wild Animal Baby*® and *National Wildlife*® magazine support the *Be Out There* movement.



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FEDERATION™**

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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

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
Aimee A. Cooper

Date
4/24/2023

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.

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.

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 Ridgshore 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.

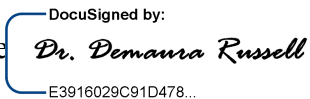
*Please include the following with your Information Form

- 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  E3916029C91D478...

Date 4/25/2023

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

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.

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?
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-heartedly.
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

Latonya C Hall

Date: 4/18/2023

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

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.

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 project based learning 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 Marie Hundley

Date 4-26-2023

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.

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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: Tracy Jeanette Neal

Home Address: 432 Eaton Ave., Warrenton, NC 27589

Business Name and Address: N/A

Telephone No.: 252 432 9374

E-mail address: herowcms@yahoo.com

3. Brief educational and employment history.

In 2006, I graduated summa cum laude from North Carolina Wesleyan College with a Bachelor of Science Degree in Business Administration. In 2010, I graduated summa cum laude from North Carolina State University with a Master's Degree in Educational Leadership. I started in education as a finance secretary of a middle school. In 2007, I taught Business Education at the middle school level. In 2009, I taught Business Education at the high school level. After completing my master's degree, I became assistant principal at the high school level. From 2015-2018, I served as principal of Warren Early College High School. While there, our school was named in the top five percent of the state of North Carolina for student growth and named one of the best schools by the United States News and Weekly Report. From 2019-2020, I served as principal of Warren County Middle School. During my time as principal in Warren County, I received the Principal of the Year Award twice. I received the first award at the end of my second year as principal at Warren

Early College High School and at the end of my first year as principal at Warren County Middle School. I am currently serving as an academic coach of CrossCreek Charter School.

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?

Mrs. Caroline Hundley and Mrs. Erin Riggan asked to meet with to discuss the possibility of having a charter school in Warren County. They asked if I would attend a meeting held by Dr. Carla Norwood in reference to the proposal of a charter school. I wish to serve on the proposed charter school board to offer my professional insight into the many facets of providing this great educational opportunity for the students of Warren County. I would also like to serve on this board as I am lifelong resident of Warren County and would like to offer students a placed-based learning opportunity in which they can grow and thrive and become successful members of society.

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

The appropriate role of a public charter school board member is to guide the school to achieve its mission and vision, while upholding laws, policies and procedures of the Office of the Charter School. A charter school board member must ensure that the Director provides a place of learning where students and staff feel safe and nurtured everyday. A board member has the responsibility of holding the Director accountable for the academic and financial accountability of the school and that the Director upholds and follows all laws and policies that govern the school. Also, the role of the charter school board member is to assist with strategic planning for continuous improvement to ensure the success 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.

Being in education for over twenty years and being a successful principal, I believe that my educational experiences have afforded me with a wealth of knowledge that I will utilize in helping to establish Warren Young Early Scholars. In the role of principal, it was my duty to actualize our mission and vision statements, have a duty of care for all staff and students, and follow all policies and procedures in the handling of our school's finances. I believe that the experiences that I have had and the knowledge that I have learned from leading a school will make me a valuable team player and an effective board member.

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

I am well versed and have knowledge and experience in the following:

- Being a Visionary Leader
- Strategic Planning
- School Finances
- Business Administration
- Conflict Management

School Mission and Program

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

The mission of Warren Young Early Scholars (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 will grow academically, socially and emotionally in an environment that is child-focused, where hands-on activities are provided to peak their interests, and instructional excellence is being provided for students. Providing students with a nurturing atmosphere where they are able to build strong relationships will promote them not only academically, but also promote their health and wellness.

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

Warren Young Early Scholar's (YES) educational program is place-based and child centered. Opportunities for learning will be provided through a hands-on and project-based learning approach. All styles of learning will be addressed through rigorous teaching and learning. In a nurturing learning environment, students will build strong relationships with their teachers and peers; hence, they will become more engaged and eager to learn.

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

I believe that the first characteristic in building a school where children want to learn is trust. The Board must have trust in the Director and the Director must trust in the Board. The Director and the Board must have trust in the staff, students, parents and community as well as the likewise. Building a community of trust is one of the keys to creating a successful school. To facilitate this process, the Board, the school leader and the staff must value the different characteristics of ALL students. Once trust is built by all, students will know that they are in a safe, supportive and nurturing environment where they will flourish and become leaders. Parents play a key role in their child's education and must be welcomed into the school environment as team-players. The

community also plays an integral role of a school and must be deemed as a part of the learning environment as well as team players.

A successful school is one that creates a culture in which everyone is driven to reach the school's mission and vision every day. With everyone working towards those goals, students will want to come to school every day to be a part of a collaborative effort in their learning.

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

I will know if the school is being succeeding (or not) in its mission by the following:

- A true child-focused, place-based learning environment has been created
- Staff has embraced and are clear about the school's mission and vision
- The school's mission drives All of the decisions that are made about the school
- The staff is purposeful about student learning

Governance

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

The work of the Board is to support the school in all of its endeavors. They do not run the day-to-day operations, but are available to support the Director. They are committed to assisting and advising the Director in all of the school's functions. They will hire and evaluate the Director and may have to terminate the Director if a poor evaluation is received or policies and procedures are not being followed. The Board has oversight of the finances of the school and works diligently to ensure that all policies and procedures are being followed. The Board helps to build community support of the school.

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 at the end of the first year in operation by the following:

- Students look forward to returning to school in the fall (Student Retention)
- Staff look forward to returning to school in the fall (Staff Retention)
- State test scores are at or above average
- Community feedback of the school is positive
- Board members are abreast of test results, lottery, etc. and willing to assist in strategic planning for the next school year
- The school finishes the first year with a clean audit report
- The lottery numbers increase

If any of the above items are negative, work must be done to resolve any issues.

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

I will know that the school is successful in five years if a culture of collaboration and trust has been realized by all stakeholders. All students will be growing academically, socially and emotionally. High standards would be not only set, but reached in meaningful ways. An effective leader would be leading the school to higher academic standards, while the Board continues to be active in the mission and vision of the school. High levels of collaboration and communication would continue to be a driving force for everything that is entailed at Warren YES. High academic standards would be met for all students and teachers would be striving to increase students' levels of learning every day. State scores would continue to be at or above average in End-of-Grade testing. Continuous monitoring of teaching and learning would be the driving force for school excellence. Continuous professional development would be provided for staff. Parent involvement will be high and the community will have positive feedback about Warren YES. At the end of five years and if the school is successful, the need for expansion will be great as higher numbers of parents/students will be applying in the lottery.

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

The charter school board must have a pulse of the school. They must visit the school and talk to the Director, staff and the students to ensure that the culture that is being created is one of nurturing and caring for others. They must ensure that the mission and vision are communicated to the school's leader, staff and community. The board must be transparent with having public school board meeting and conducting walkthroughs of the school. The Board must pay close attention to the school finances. This may entail monthly oversight of the school's budget. The Board must be transparent about the school's weighted lottery so that all community members and potential parents will have an understanding of the process to join the lottery.

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 felt that a Board member was acting unethically or not in the best interest of the school and that the situation could possibly be a conflict of interest, I would refer to our Conflict of Interest Policy. If the situation worsened with the Board member, I would reach out for professional guidance to ensure that I am following all laws.

*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, Tracy J. Neal, 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

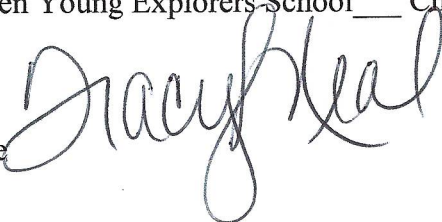
Date

*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.

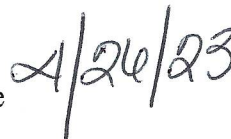
Certification

I, Tracy J. Neal, 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



Tracy J. Neal

Address: Mailing Address
Post Office Box 251, 432 Eaton Avenue
Warrenton, North Carolina 27589
Phone: 252 432 9374
Email: herowcms@yahoo.com

EMPLOYMENT

March 2021-Present
Louisburg, NC
Crosscreek Charter School
Academic Coach
Assist teachers in understanding the Crosscreek Charter School mission and core values; Model lessons in classrooms using the small group instruction model, Provide direction and coordination for how the curriculum is taught consistent with the school initiatives and recognized best instructional practices

July 2018-June 2020
NC
Warren County Middle School
Warrenton,
Principal
Served as the school's leader under a ReStart School Model; Provided leadership in establishing and implementing educational goals and objectives consistent with the mission and vision of the school and in the evaluation of our accomplishments/growth areas of these goals and objectives (School Improvement Plan/ReStart Plan)

July 2015-June 2018
NC
Warren Early College High School
Warrenton,
Principal
Served as the school's leader; Created, implemented and monitored the School Improvement Plan that was aligned to the mission and vision

July 2012-June 2014
NC
Warren County High School
Warrenton,
Assistant Principal
Supervised school personnel for the purpose of monitoring performance; Provided professional growth opportunities for staff
Testing Facilitator
Created School Level Testing Plans; Created site rosters; Verified Review of Accommodations forms and scheduled students with exceptionalities sites; Trained testing administrators and proctors; Maintained confidentiality and security of all testing materials, rosters, and other testing documents

August 2011-June 2012
NC
South Warren Elementary School
Warrenton,
Administrative Intern
Conducted teacher observations and held post conferences; Assisted in finding and providing professional development opportunities for staff; Assisted with managing school funds; Wrote grants to help fund school activities

EDUCATION

May 2012
North Carolina State University
NC
Raleigh,
Master's Degree in School Administration
Northeast Leadership Academy (NELA)

December 2006
North Carolina Wesleyan College
NC
Rocky Mount,
Bachelor's of Science in Business Administration

August 1991-June 1993

Vance-Granville Community College
NC

Henderson,

Completed coursework towards an Associates of Arts degree

HONORS

2019 - 2020 Named Principal of the Year, Warren County Schools

2017 – 2018 Named Principal of the Year, Warren County Schools

2016-2017 – WECHS named in the top 5% of the state of NC for student growth

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: **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).

Following completion of my dissertation, I was awarded a postdoctoral fellowship at Duke University (2009-2011). Through my research in this program, I was able to engage professionally with Warren County. I co-developed a community-based research project that investigated the potential for agricultural economic development in my home county, which took place in 2010-2011. The results of this project laid the foundation for Working Landscapes, the 501c3 nonprofit that I co-founded with my husband and have led since its inception in 2011. 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. It currently houses a pharmacy, two apartments, a tattoo studio, offices, a community meeting space, and a commercial kitchen. This building can serve as a back-up site for Warren YES if our other options do not come to fruition. The project qualified for Historic Tax Credits, a complex and lengthy process that I oversaw.

I also co-developed, with my husband, an innovative approach to stakeholder engagement in natural resource management planning, known as the Community Voice Method (Cumming and Norwood, 2012; Cumming et al 2021). I have contributed to more than a dozen in-depth community engagement processes since 2005 as a researcher, paid consultant, or volunteer.

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 9th 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, 8 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 really wish this wasn't the case.

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 heavily based on Central Park School for Children's: we will honor the multiple intelligences of children (and staff) by providing a variety of learning experiences for students. Each student will have an individualized learning plan. We will use the community as a classroom and as subject matter with place-based educational strategies. And, we will foster outdoor and agricultural education as well as many opportunities for integrating the arts into teaching and learning. We will have a school farm, teach relevant skills, and foster opportunities for seminar-style learning.

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) we have integrated the peaceful schools approach into our school, helping to teach conflict resolution and restorative justice
- 5) 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
- 6) teachers create opportunities to involve children in purposeful work, not busy work
- 7) teachers who did not know each other at the beginning of the school year trust and rely on each other to create positive learning experiences for their students
- 8) families from across the socioeconomic spectrum participate in school events and parent workshops, and provide positive feedback to our team
- 9) individualized learning plans are developed for all students
- 10) 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 from low-income families
- c. we have acted with integrity and honesty in all that we have done

- d. students advance along their individual learning plans and have access to a variety of ways to engage in learning (arts, agriculture, music, PE, reading, math, science, etc)
- e. our Parent-Teacher-Community organization and Student Advisory Councils are functional, 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 a Head of School 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 living up to our mission on a daily basis, and are a beacon for others in rural communities in search of more relevant, developmentally-appropriate and hands-on learning. 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. 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 need to pay attention to the budget, especially in the first couple of years. This will involve the formation and attention of the Finance Committee, as well as some fundraising from foundations or private donors. The school will need to keep excellent financial records and we will need to hire highly competent, experienced staff to help us manage school finances.

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 4/18/2023

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*.

Jenni Rogan

jenni@workinglandscapesnc.org

cell: 404-824-3309

ACADEMIC EXPERIENCE

The University of Virginia

Anticipated Graduation: 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 Manager, *Working Landscapes*, Warrenton, NC

May 2022—Present

- Began as *Climate Justice Intern* in Summer of 2022, returning full-time in May of 2023
- Draft and implement a strategic vision for Working Landscapes' climate action programs
- Develop, implement, and manage community-engagement programs around climate action and regenerative economies
- Strengthen regional partnerships to advance Working Landscapes' climate vision
- 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
- Assist with public workshops through in-person dialogues and coding of participant responses
- Conduct 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

- Connect 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 (*until May 26, 2023, when I will be moving to Warren County*): 1203 Wertland Street, Apt 15, Charlottesville, VA 22903

Business Name and Address: Working Landscapes, 108 S. Main Street, Apt C, Warrenton, NC 27589

Telephone No.: 404-824-3309

E-mail address: jenni@workinglandscapesnc.org

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 worked as a Climate Justice Intern for Working Landscapes, a community development non-profit based in Warrenton, NC, and accepted a full-time role contingent on completing her Master's program at the end of the internship experience. Starting in June of 2023, I will be working as Working Landscapes' Climate and

Community Network Weaver. In this role, I will foster community and institutional partnerships to help support programming around climate change, environmental education, and community capacity building. I am excited to connect my previous work experience as an environmental educator with community engagement work through her Board position with Warren YES.

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 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 often 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 have not previously served on a board, although I have been a volunteer with Carleton College's Alumni Annual Fund, the primary fundraising and development branch of the institution. In this work, I have worked closely with the Alumni Annual Fund Board. I also work closely with several alumni advisory boards of the University of Virginia's School of Architecture through my work as a Student Staff Assistant to the Foundation team. 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 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. This will also include a focus on spending time learning 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. (student growth—whole child, are the children improving); and beginning or strengthening relationships with community partner organizations.

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.

*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, 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:

DocuSigned by:
Laura Rogan
3F71C298EDEA472...

Date: 4/27/2023

Charter School Board Member Background Check Form

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 27th, 2023

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

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.

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	57	10%
Asian	5	1%
Black or African American	280	50%
Hispanic	40	7%
Native HI or Pacific Islander	0	0%
Two or More Races	36	6%
White	142	25%
Other	14	
EDS Subgroups		0%
Economically Disadvantaged Students	168	28%
Students with Disabilities	103	18%
English Language Learners	20	7%
Students Experiencing Homelessness	6	2%

Warren YES Enrollment Summary Table

Academic	Grade Levels	Total Projected
Year 1	K, 1, 2, 3, 4	96
Year 2	K, 1, 2, 3, 4, 5	258
Year 3	K, 1, 2, 3, 4, 5, 6	340
Year 4	K, 1, 2, 3, 4, 5, 6, 7	406
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8	473

Warren YES! Supplemental Data/Evidence (Question 87):													
Percentage of Grade-Proficient Students by Demographic Characteristics 2021-22													
Grade-Proficiency Rates by Demographic Characteristics													
Entity Name	Enrolled	among all	White	Black	Indian/ Alaska	Hispanic	Two or more	Asian	/ Pacific Islander	Other	y	Language	with
Warren County Schools	1,711	26.6%	41.4%	20.7%	35.9%	33.9%	39.7%	71.4%	N/A	N/A	21.4%	11.1%	9.2%
Vance County Schools	5,067	34.4%	51.8%	28.4%	N/A	45.8%	39.6%	55.2%	N/A	N/A	28.3%	27.5%	15.9%
Halifax County Schools	2,062	23.3%	34.0%	22.1%	27.4%	26.0%	22.2%	N/A	57.1%	N/A	18.7%	25.0%	8.9%
Northhampton County Schools	1,252	28.0%	39.5%	25.3%	N/A	42.2%	34.4%	N/A	N/A	N/A	24.9%	27.5%	10.1%
Franklin County Schools	7,918	46.3%	57.9%	35.4%	59.6%	41.9%	47.4%	70.0%	N/A	N/A	38.6%	22.3%	18.5%
Northside Elementary	362	26.3%	42.6%	21.3%	22.2%	29.7%	50.0%	N/A	N/A	N/A	20.7%	7.1%	5.5%
Mariam Boyd Elementary	285	20.3%	25.0%	20.9%	N/A	11.1%	22.7%	N/A	N/A	N/A	15.5%	30.0%	7.7%
Vaughan Elementary	170	31.8%	40.4%	18.7%	48.6%	12.5%	45.0%	N/A	N/A	N/A	27.5%	<5%	14.3%
Warren County Middle School	332	25.4%	37.8%	20.0%	36.7%	39.4%	33.3%	N/A	N/A	N/A	21.2%	6.3%	10.5%
Warren County High School	323	18.1%	39.5%	12.1%	25.0%	26.1%	N/A	N/A	N/A	N/A	16.4%	N/A	8.2%
Warren Early College High School	105	64.6%	58.3%	71.4%	40.0%	72.2%	N/A	N/A	N/A	N/A	64.9%	N/A	N/A
Warren New Tech High School	100	40.8%	47.1%	31.3%	N/A	N/A	N/A	N/A	N/A	N/A	17.6%	N/A	12.5%
Haliwa Saponi Tribal School	154	23.3%	N/A	34.1%	21.9%	N/A	21.2%	N/A	N/A	N/A	20.9%	N/A	20.9%
Data Sources:													
GLP, district level	https://bi.nc.gov/t/DPI-EducatorRecruitmentandSupport/views/TestingDashboardDistrictResults/District?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card_share_link												
GLP, school level	https://bi.nc.gov/t/DPI-EducatorRecruitmentandSupport/views/TestingDashboardSchool-levelResults/School?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card_share_link												
Total population, district level	http://apps.schools.nc.gov/ords/f?p=145:15::NO::												
Total population, school level	https://ncreports.ondemand.sas.com/src/?county=Warren												
Additional Sources of Interest:													
	Statewide data begins on page 7: https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=334329&MID=12949												
	Same data here (for state): https://bi.nc.gov/t/DPI-EducatorRecruitmentandSupport/views/TestingDashboardSTATElevelresults/State?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card_share_link												

Warren YES								
Appendix A								
LEA Elementary and Middle School Grades in Reading and Math								
2021								
<i>District Name</i>	<i>School Name</i>	<i>Grade Span</i>	<i>Title 1</i>	<i>Reading Letter Grade</i>	<i>Reading Overall Score</i>	<i>Math Letter Grade</i>	<i>Math overall Score</i>	
Warren County Schools	Mariam Boyd Elementary	PK-05	Y	F	30	F	32	
Warren County Schools	Northside K-8	PK-08	Y	F	37	F	32	
Warren County Schools	Vaughan Elementary	PK-05	Y	D	42	F	36	
Warren County Schools	Warren County Middle	06-08	Y	D	42	F	23	
From https://www.dpi.nc.gov/2021-22-school-performance-grades								



CENTRAL PARK SCHOOL FOR CHILDREN
K-8 Durham, NC
Public Charter School

April 27, 2023

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, 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 black ink that reads "John Heffernan".

John Heffernan
CPSC Executive Director



CENTRAL PARK SCHOOL FOR CHILDREN
K-8 Durham, NC
Public Charter School



April 10, 2023

To whom it may concern:

I am writing to express my enthusiastic endorsement of Warren YES' charter school application, and to provide an overview of how our organization intends to engage with the school's board, staff, students and families to support success. Working Landscapes is a 501c3 nonprofit, founded in 2010, that is dedicated to improving health and quality of life for people in the Warren County, NC region through stewardship of natural and cultural assets. We are deeply rooted in Warren County, and have grown to a staff of 18. We have experience working with schools in our region to design and implement a number of approaches that advance student health and access to outdoor education.

Our community suffers from both poor health outcomes and poor educational outcomes. We firmly believe that increased educational options that include more physical activity, access to more healthy food, and hands-on learning are needed in our community. We are confident that Warren YES can make a great contribution to our community in these and other respects.

We pledge to provide the following support/expertise to Warren YES, should the board of the school invite us to do so:

1. School gardens and healthy eating programs. We co-sponsored the FoodCorps program that placed service members in Warren County Schools classrooms each year from 2011 to 2018. Through this program, we helped to build and utilize school gardens, hosted cafeteria programming, and promoted local food procurement. We have our own healthy eating/food system curriculum for elementary school children, called What's Growing On. What's Growing On operates as a monthly delivery to participating classrooms, providing core-curriculum aligned lessons, a healthy snack, activities, and a take home newsletter for families. We would love to collaborate with Warren YES to implement this program.
2. We operate ByWay Foods Hub, the only food hub in North Carolina to focus on value-added products, such as meals and diced vegetables, that make it easier for big cafeterias to incorporate healthy local food. As a food hub, we build 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 would be enthusiastic about making meals for students at Warren YES, or providing fresh, healthy food as ingredients for in-school meal production.
3. Working Landscapes supports outdoor education beyond school gardens. We would be enthusiastic partners in developing outdoor classroom ideas and strategies, and will contribute to grant writing for joint projects. We can also manage any grant funds for such projects.
4. We would be excited to partner on place-based learning opportunities for students and staff.
5. Prior to Warren YES receiving its own 501c3 status, we agree to provide fiscal sponsorship if necessary.

Sincerely,

Gabriel Cumming, PhD
Associate Director

Facility Management	Staff/Teacher Hiring and	Finances & External
Jun-23 buy the property from the		Established a bank account
Jul-23		
Aug-23 schematics for any required		
Sep-23		
Oct-23 Warren YES; begin formal		
Nov-23 school property, and	Testing/Accountability	Begin application for tax-
Dec-23	Develop ready-to-open job	
Jan-24 close real estate	Hire up to 1.5FTE positions to	Identify CPA Firm for
Feb-24 engineering documents;	Develop job descriptions for all	Complete and submit
Mar-24 facility and site	Develop summer orientation	
Apr-24	Formally opt-in or out of state	Certificate of Liability
May-24 on an exterior wall	Head of School has been hired;	
Jun-24 improvements (these are		
Jul-24 Remaining interior work:	July 22--first day of Professional	
garden/farm workday;		
Warren YES first day of		
Aug-24 school!		

Policy Creation	Planning Year (*subject	Ready to Open	Parent and Family	Student Engagement &
ByLaws, conflict of			Introductory community	
			Open house to answer	Open house to answer
			Open house to answer	Open house to answer
	NC DPI Workshop--		Open house to answer	Open house to answer
	NC DPI Workshop--		Open house to answer	Student participants in
Drafted: Board	NC DPI Workshop--		School launch open house	Student participants in
formal adoption of	NC DPI Workshop--	Progress Report 1 due	Open house to answer	Student participants in
Drafted: Safety Plan;	NC DPI Workshop--		Open house to answer	Application for Enrollment
Financial policies			Student recruitment efforts	
			Student recruitment efforts	Student participants in
Drafted:			Results of Lottery announced	Lottery (if needed) takes
2023 Form 990 due		Progress Report 2 due	Open houses for families	Enrollment is sufficient for
Drafted:	New Charter School		Open houses for families	Summer preview camp,
		Progress Report 3 due	Family and student	Final enrollment numbers;
				School Begins!

Federal Identification

SAM and DUNS number

Action Item:	Responsible Parties:	Notes:
Jun-23		
Jul-23		
Aug-23		
Sep-23		
Oct-23		
Nov-23		
Dec-23 Progress Report 1 Due	Warren YES board	Includes: evidence of Board meetings and minutes (including
Jan-24		
Feb-24		
Mar-24 Progress Report 2 Due	Warren YES board, but may	Includes: Student/Parent Handbook; Student Assessment
Apr-24		
May-24		
Jun-24		
Jul-24 Progress Report 3 Due	Warren YES board	Includes: Transportation Plan, School Lunch Plan,
Aug-24		

	Action Item:	Responsible Parties:
Jun-23	Continue to explore and find support for	Board Chair Carla Norwood
Jul-23	Begin to develop schematics for any	Board Chair Carla Norwood
Aug-23		
Sep-23		
Oct-23	Gain approval for to open Warren YES;	Board Chair Carla Norwood
Nov-23	Make formal offer on school property, and	Board Chair Carla Norwood
Dec-23		
Jan-24	Get approval for loans, and close real estate	Warren YES Board and
Feb-24	Finalize architecture and engineering	Carla Norwood, Tonya Hall,
Mar-24	Award contracts; begin facility and site	Contractor
Apr-24		
May-24	Warren YES mural painting on an exterior	community members, led by
Jun-24	Complete facility and site improvements;	Contractor
Jul-24	Remaining interior work: painting, cleaning,	board members and
Aug-24	School open house and garden/farm	whole school team!

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. The Corporation will also abide by the North Carolina Open Meetings Law in pursuant to Article 33C of General Statutes Chapter 143, G.S. 143-318.9 et seq.

**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. The term of office for the 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.*

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.*

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, or (c) removal of a director or officer.

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.

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.

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 of 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 according 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

In event of a perceived or actual conflict of interest, 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

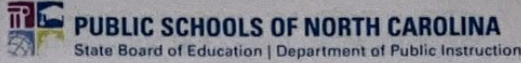
Except as otherwise provided herein, these bylaws may be amended or replaced, and new bylaws may be adopted by the affirmative vote of two-thirds of the Executive Board and Governing Board Members then holding office at any regular or special meeting of the Board of Directors.

These amended Bylaws of Warren Young Explorers School (YES) were adopted by the Executive Board of Directors effective _____(Month) _____(day)_____ (year) and the Governing Board of Directors effective _____(Month) _____(day)_____ (year).

Signature

Printed Name

Title



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: _____

Robby May

- Date of Review: _____

April 27, 2025

- Signature of Board Members Present (Add Signature Lines as Needed):

- Ainee Cooper
DocuSigned by: _____
1F4686F341E9414...
 - Caroline Hundley
DocuSigned by: _____
E289505224584FE...
 - Demaura Russell
DocuSigned by: _____
92E0DD2901154D5...
 - Erin Riggan
DocuSigned by: _____
52352D22C43F4DE...
 - Lateisha Ball
DocuSigned by: _____
E838D34FB283412...
 - Laura Rogan
DocuSigned by: _____
3F71C298E4A472...
 - Tracy Neal
DocuSigned by: _____
095EFE48B0554AD...
 - Carla Norwood

- ❖ 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: _____

Rebekah Barr

- Date of Review: _____

April 28, 2023

- Signature of Board Members Present (Add Signature Lines as Needed):

- Ainee Cooper
DocuSigned by: _____
1F4686F341E9414...
 - Caroline Hundley
DocuSigned by: _____
E289505224584FE...
 - Demaura Russell
DocuSigned by: _____
92E0DD2901154D5...
 - Erin Riggan
DocuSigned by: _____
52352D22C43F4DE...
 - Lateisha Ball
DocuSigned by: _____
E838D34FB283412...
 - Laura Rogan
DocuSigned by: _____
3F71C298E4A472...
 - Tracy Neal
DocuSigned by: _____
095EFE48B0554AD...
 - Carla Norwood

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: _____ N/A
- Date of Review: _____
- 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.

- Name of the Contact: _____
- Name of the Selected Financial Service Provider: _____ N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: _____ N/A
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____

- _____
- _____
- _____
- _____
- _____
- _____

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 YES Charter School is true and correct in every respect.

Signature Carla Norwood

Date 4/28/23

Approved April 24, 2023

CONFLICT OF INTEREST POLICY
OF
WARREN YOUNG EXPLORERS SCHOOL

ARTICLE I. PURPOSE

The purpose of the conflict of interest policy is to protect this tax-exempt organization's 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. Policy

Directors, officers, and employees are expected to use good judgment, to adhere to high ethical standards, and to conduct their affairs in such a manner as to avoid any actual or potential conflict between the personal interests of a director or employee and those of Working Landscapes. A conflict of interest exists when the loyalties or actions of a director, officer, or employee are divided between the interests of Working Landscapes and the interest of the director, officer, or employee. Both the fact and the appearance of a conflict of interest should be avoided.

ARTICLE III. 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

Approved April 24, 2023

- 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 or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not 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 IV. PROCEDURES

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of 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 is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee

Approved April 24, 2023

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

- 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 V. RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the person 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 VI. 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.

Approved April 24, 2023

- 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 VII. 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 VIII. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not 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 do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE IX. 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.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

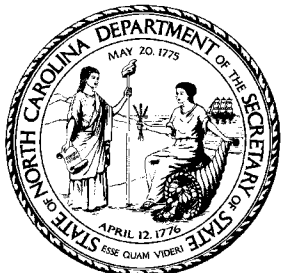
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

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.

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Signature Page

The foregoing application is submitted on behalf of Warren Young Explorers School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.


Print/Type Name: Carla Norwood

Board Position: Board Chair

Signature: 

Date: 4-28-23

Sworn to and subscribed before me this 28 day of April, 2023.

Notary Public: 

Official Seal:

My commission expires: July 21, 2025.



Warren Young Explorers School, Appendix A

Evidence of Need and Community Support for Warren YES!

We are providing the following evidence of community need and community support in this Appendix.

- I. Additional information on the educational performance of local school districts

School Report Card data

- 2022 School Report Card Data Of 2595 evaluated public schools in NC, only 264 received grades of F (10%)
- All Warren County elementary schools, plus the Middle School, received scores of F

Name of School	Grades	Grade	Performance Grade Score
Mariam Boyd Elementary	PreK-05	F	31
Warren County Middle	06-08	F	35
Northside K-8	PreK-08	F	36
Vaughan Elementary	PreK-05	F	39
Warren County High	09-12	D	42
Warren New Tech High	09-12	C	65
Warren Early College High	09-13	B	71

While the pandemic has resulted in lower performance, the following table illustrates that the generally poor performance of the district predated the pandemic.

Historic School Report Card Data for Warren County Elementary and Middle School

Name of School	Grades	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Mariam Boyd Elementary	PreK-05	C	D	D	D	D
Warren County Middle	06-08	D	D	D	F	D
Northside K-8	PreK-08	D	D	D	F	D
Vaughan Elementary	PreK-05	C	D	C	C	C

Table of grade-level proficiency by race: This table shows 2021-22 grade-level proficiency by race in Warren and neighboring counties, as well as at each Warren County school. Overall grade-level proficiency in Warren County (26.6%) is second-lowest out of the five counties compared. Warren is lowest in grade-level proficiency among Black students (20.7%).

Table of reading and math grades: This table shows the 2021 reading and math grades of the three elementary schools and the middle school within the Warren County public school district. In reading, two of the schools received a D and two received an F; in math, all four schools received an F.

II. The attached shows the locations of charter and private schools that many Warren County families currently choose for their children’s education. As the map illustrates, the charter schools tend to be located in larger towns towards the centers of the adjoining counties. As a result, attending requires a significant drive from most places in the county.

III. Summary results of stakeholder survey

We conducted a survey to gauge local views on existing education options and the ideas that motivate Warren YES. We received 81 responses; a results summary is attached. Key findings include:

- Respondents indicated strong dissatisfaction with existing school options in Warren County. Respondents also strongly felt that the school district offers too few opportunities for varied learning and expression (e.g. arts education, hands-on learning, etc.).

- Respondents strongly indicated that current educational options have a negative impact on economic development in Warren County.
- Nearly half of respondents have sent their children to charter or private schools; of those, the majority have had to drive 25 minutes or more (one-way) to reach those schools. If a closer option existed that met their needs, most would be very interested. This supports our hope that Warren YES would be able to reclaim children and families to a school based in Warren County.
- Respondents were strongly supportive of educational approaches that motivate Warren YES, including place-based education, hands-on learning, outdoor/agricultural education, and arts integration.
- Respondents' views on how much emphasis should be placed on testing were highly varied.

IV. Letters of support from a selection of parents:

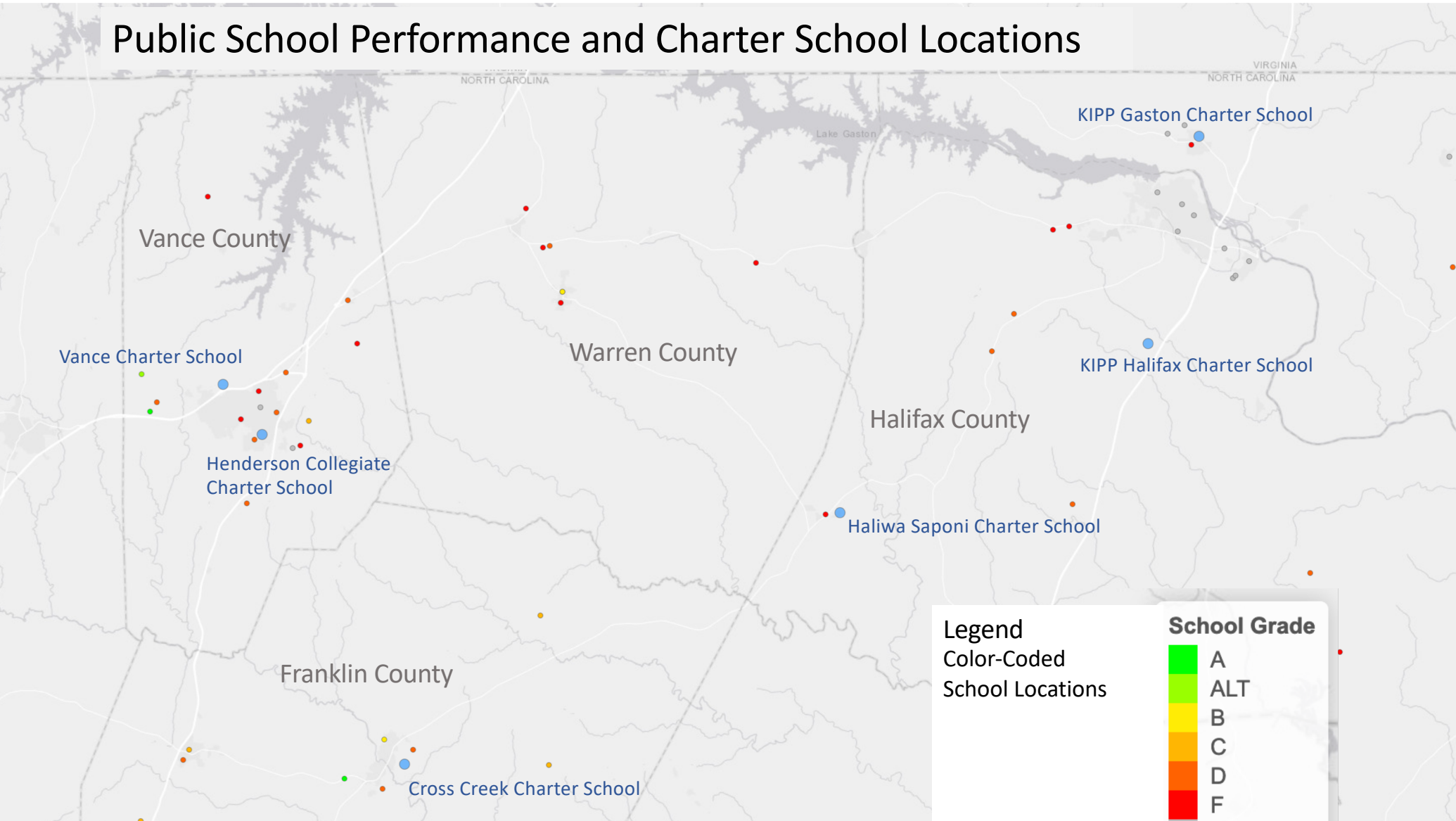
- A. Caitlin Stegall
- B. Elizabeth McAuslan Paschall
- C. Elizabeth Moseley
- D. Jamie Stancil
- E. Jamie Hehl
- F. Rebecca Koestering

V. Letter of support for the Town of Norlina

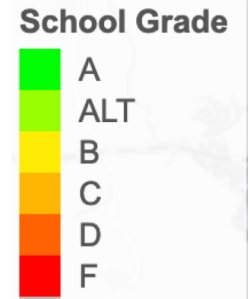
VI. Letter of support from advisory mentor, Danylu Hundley, a retired educator.

Warren YES! Supplemental Data/Evidence													
Percentage of Grade-Proficient Students by Demographic Characteristics 2021-22													
Grade-Proficiency Rates by Demographic Characteristics													
Entity Name	Number of Enrolled Students	Grade-Proficient among all students	White	Black	American Indian/ Alaska Native	Hispanic	Two or more	Asian	Native Hawaiian / Pacific Islander	Other	Economically Disadvantaged	English Language Learner	Students with Disabilities
Warren County Schools	1,711	26.6%	41.4%	20.7%	35.9%	33.9%	39.7%	71.4%	N/A	N/A	21.4%	11.1%	9.2%
Vance County Schools	5,067	34.4%	51.8%	28.4%	N/A	45.8%	39.6%	55.2%	N/A	N/A	28.3%	27.5%	15.9%
Haliifax County Schools	2,062	23.3%	34.0%	22.1%	27.4%	26.0%	22.2%	N/A	57.1%	N/A	18.7%	25.0%	8.9%
Northampton County Schools	1,252	28.0%	39.5%	25.3%	N/A	42.2%	34.4%	N/A	N/A	N/A	24.9%	27.5%	10.1%
Franklin County Schools	7,918	46.3%	57.9%	35.4%	59.6%	41.9%	47.4%	70.0%	N/A	N/A	38.6%	22.3%	18.5%
Northside Elementary	362	26.3%	42.6%	21.3%	22.2%	29.7%	50.0%	N/A	N/A	N/A	20.7%	7.1%	5.5%
Mariam Boyd Elementary	285	20.3%	25.0%	20.9%	N/A	11.1%	22.7%	N/A	N/A	N/A	15.5%	30.0%	7.7%
Vaughan Elementary	170	31.8%	40.4%	18.7%	48.6%	12.5%	45.0%	N/A	N/A	N/A	27.5%	<5%	14.3%
Warren County Middle School	332	25.4%	37.8%	20.0%	36.7%	39.4%	33.3%	N/A	N/A	N/A	21.2%	6.3%	10.5%
Warren County High School	323	18.1%	39.5%	12.1%	25.0%	26.1%	N/A	N/A	N/A	N/A	16.4%	N/A	8.2%
Warren Early College High School	105	64.6%	58.3%	71.4%	40.0%	72.2%	N/A	N/A	N/A	N/A	64.9%	N/A	N/A
Warren New Tech High School	100	40.8%	47.1%	31.3%	N/A	N/A	N/A	N/A	N/A	N/A	17.6%	N/A	12.5%
Haliwa Saponti Tribal School	154	23.3%	N/A	34.1%	21.9%	N/A	21.2%	N/A	N/A	N/A	20.9%	N/A	20.9%
Data Sources:													
GLP, district level													
GLP, school level													
Total population, district level													
Total population, school level													
Additional Sources of Interest:													
Statewide data begins on page 7:	https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=103998&AID=334329&MID=12949												
Same (?) data here (for state):	https://bi.nc.gov/IDPI-EducatorRecruitmentandSupport/views/TestingDashboardSTATElevelresults/State?%3Aembed=y&%3AisGuestRedirectFromVzportal=y&%3Aorigin=card_share_link												
	https://bi.nc.gov/IDPI-EducatorRecruitmentandSupport/views/TestingDashboardDistrictResults/District?%3Aembed=y&%3AisGuestRedirectFromVzportal=y&%3Aorigin=card_share_link												
	https://bi.nc.gov/IDPI-EducatorRecruitmentandSupport/views/TestingDashboardSchool-LevelResults/School?%3Aembed=y&%3AisGuestRedirectFromVzportal=y&%3Aorigin=card_share_link												
	http://apps.schools.nc.gov/orids/r?p=145:15::NO...												
	https://ncreports.ondemand.sas.com/src/7/county=Warren												

Public School Performance and Charter School Locations



Legend
Color-Coded
School Locations

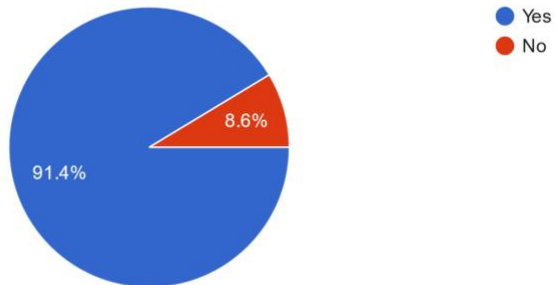


Warren YES parent survey responses, 2023

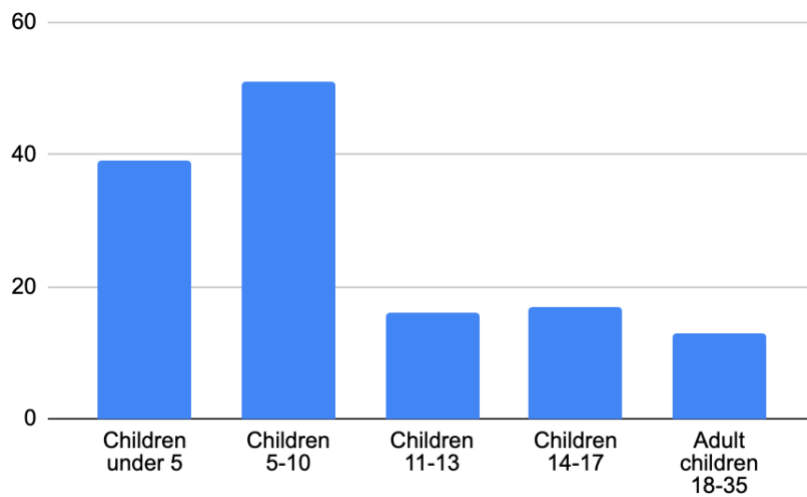
N = 81

Do you have children?

81 responses

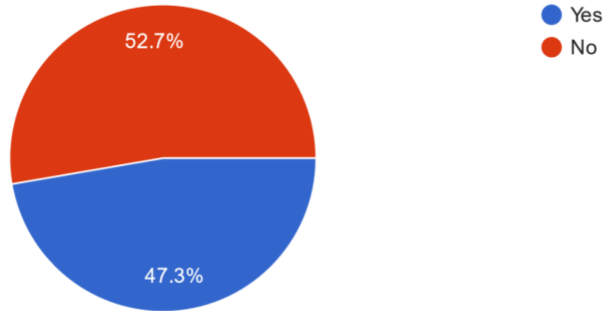


Age of children (if applicable):

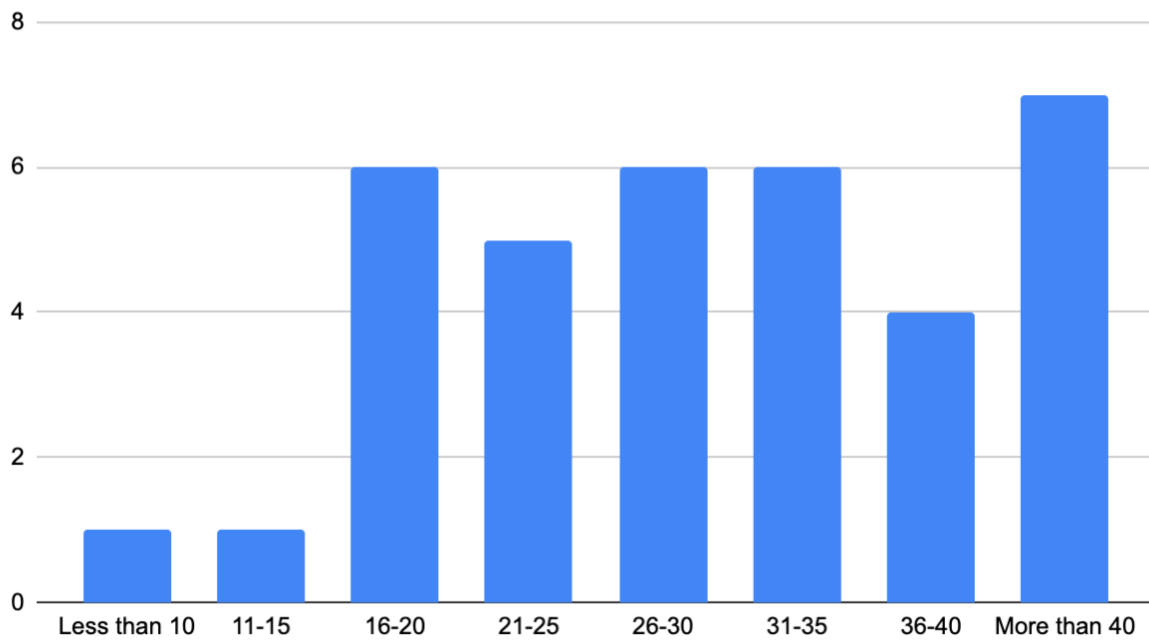


If any of your children have attended a charter or private school, either currently or in the past, select yes.

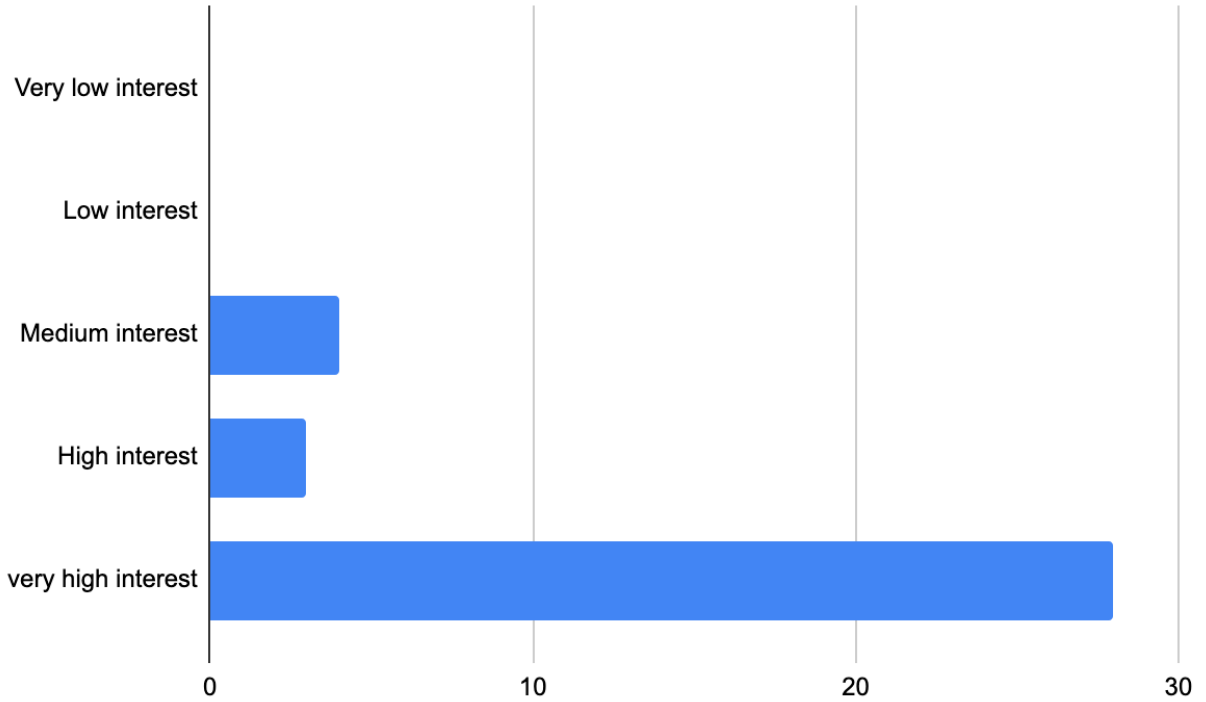
74 responses



Travel time to charter schools (minutes)

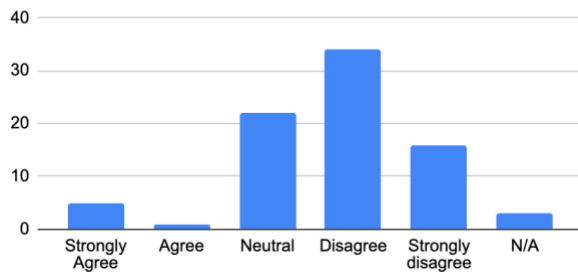


If there was a school closer by that met your needs, how interested would you be?

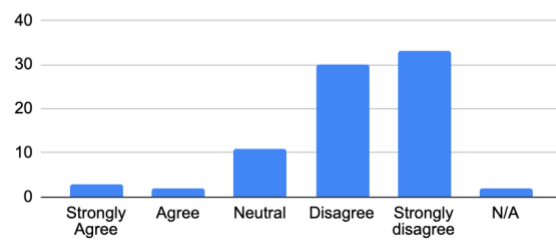


Evaluation of Warren County Schools

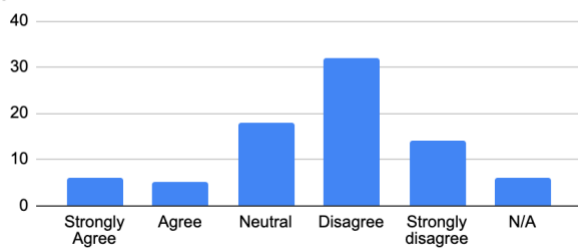
The quality of teaching is high



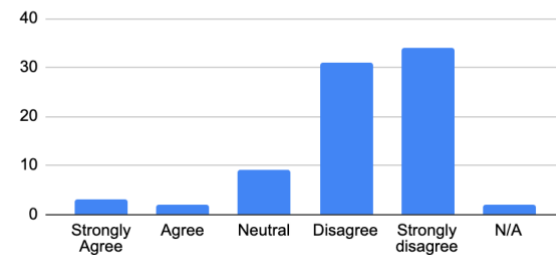
The district leadership acts in the best interest of the children



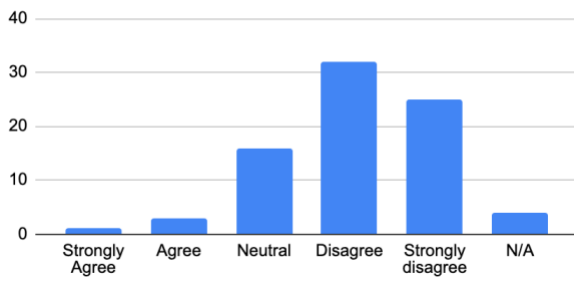
It is easy to communicate with school personnel



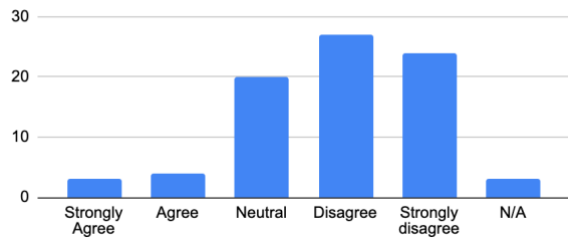
There are enough opportunities for different kinds of learning and expression (art, music, hands-on, project-based, etc)



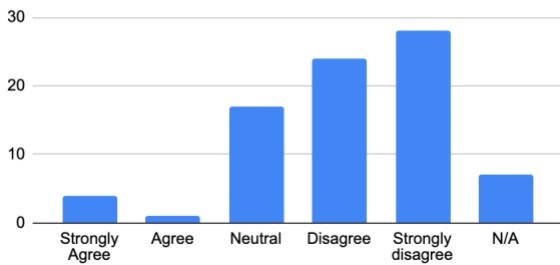
The cafeteria food is high quality



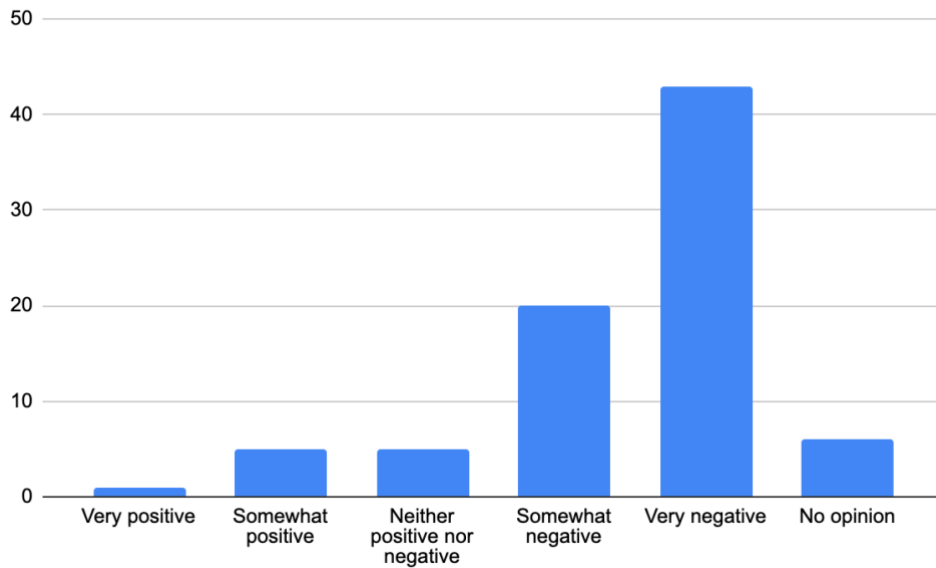
There are sufficient opportunities for outdoor activity and play



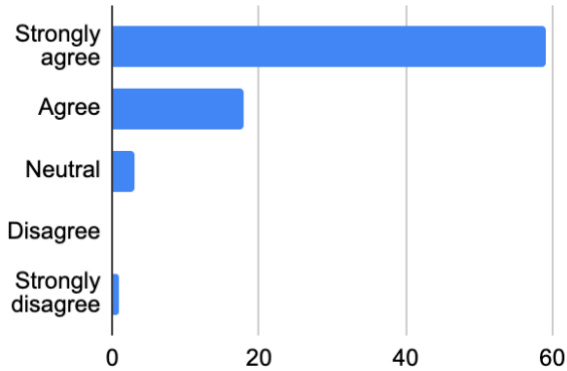
As a parent, I feel heard by the school system



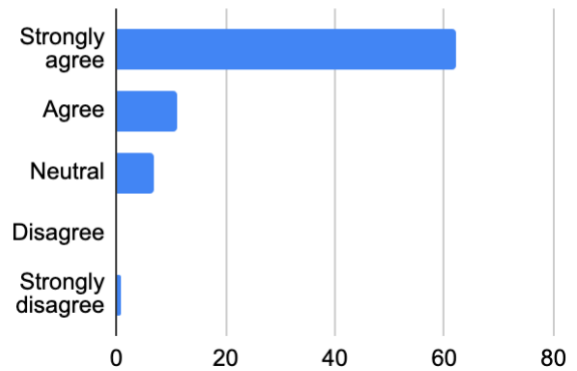
In your opinion, do the current educational options that exist in Warren County have a positive or negative effect on economic development in the county?



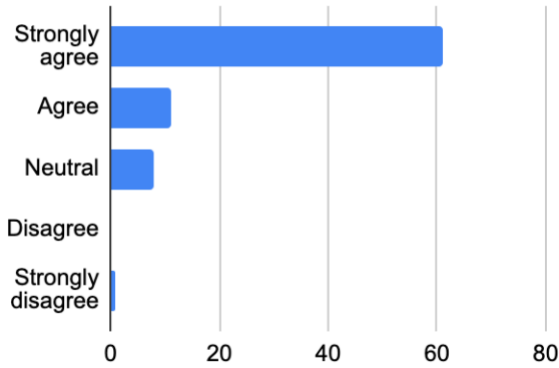
There should be more educational options in Warren County.



There should be more early childcare options (daycare, preschool).

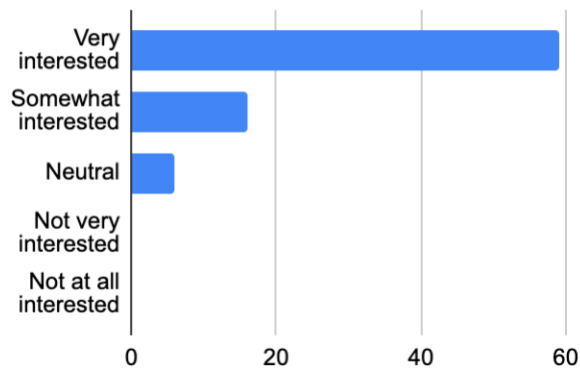


There should be more after-school or school break care options for children.

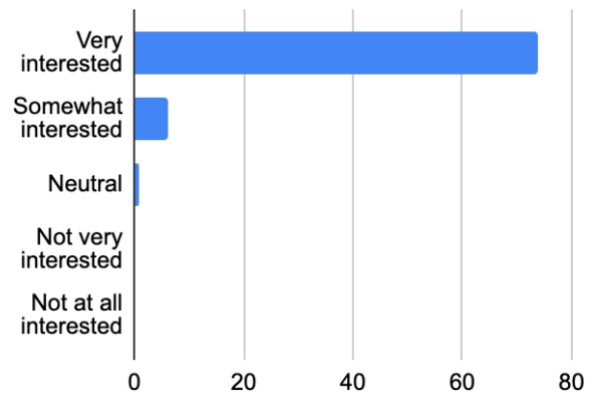


Please rate your interest in the following attributes of a school:

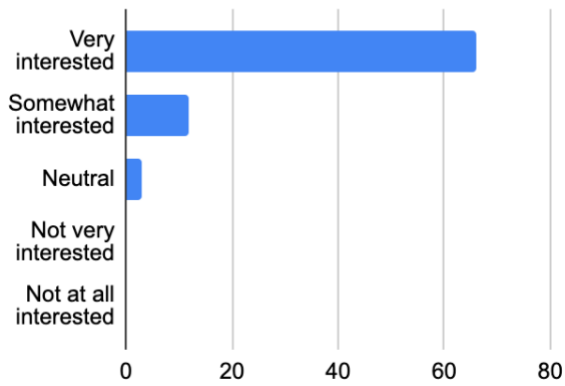
Education that connects to our community



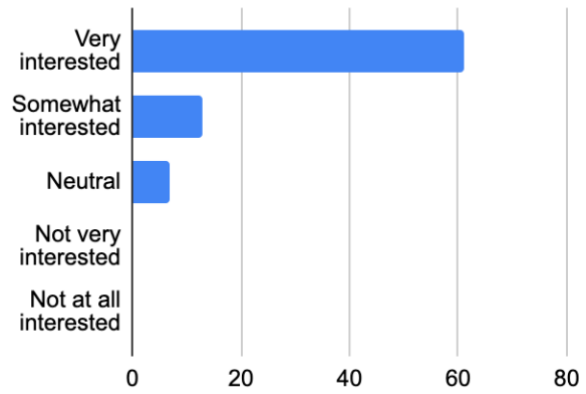
Hands-on learning



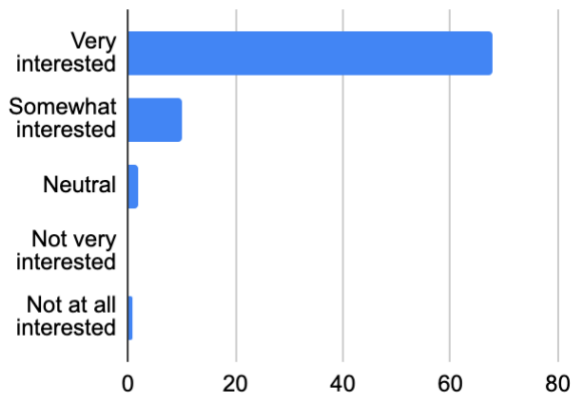
Outdoor, agricultural education



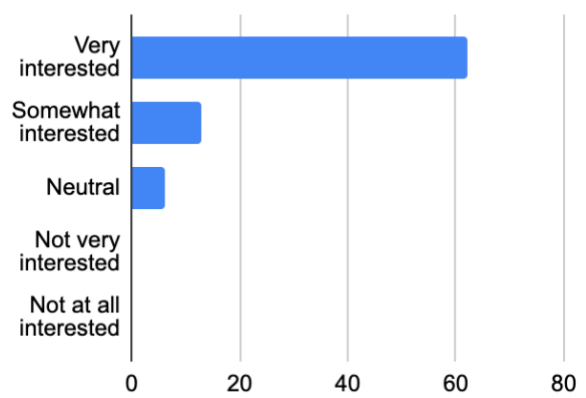
Arts integration



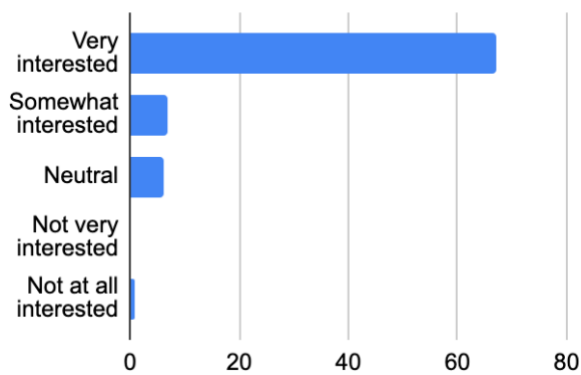
Opportunities for parental involvement



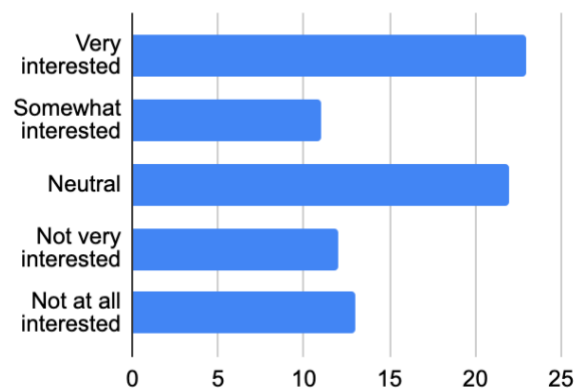
Project-based learning



Integration of other services-- preschool, break camps, before/after school care



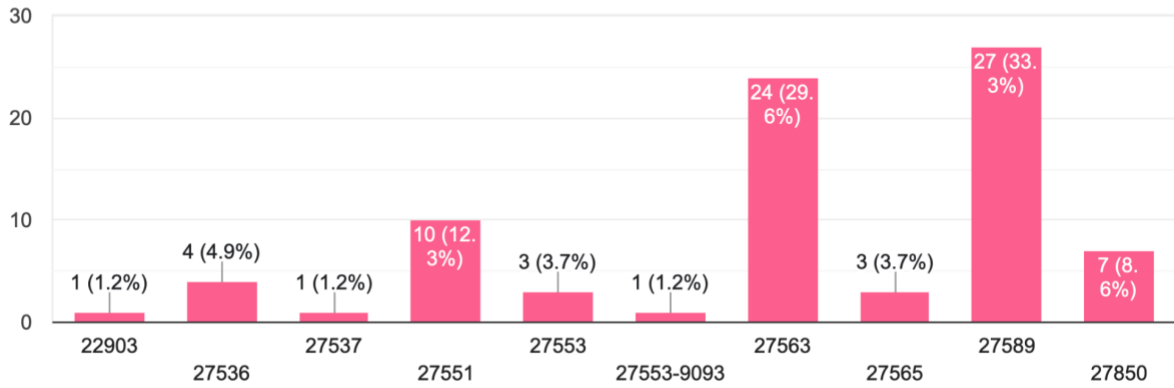
Focus on testing



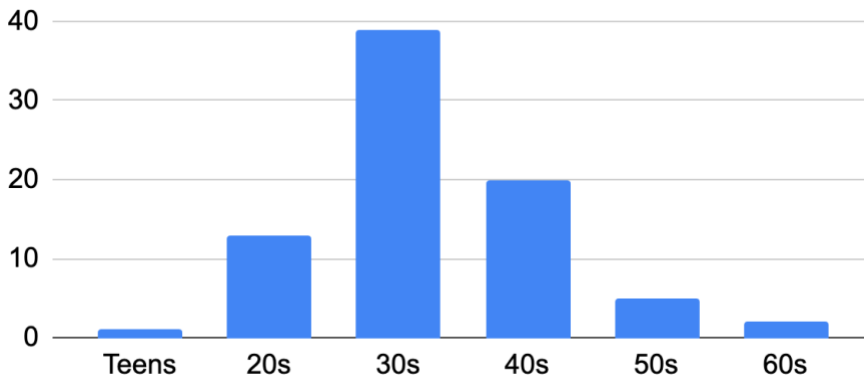
Demographics of survey respondents:

What is your home zip code?

81 responses

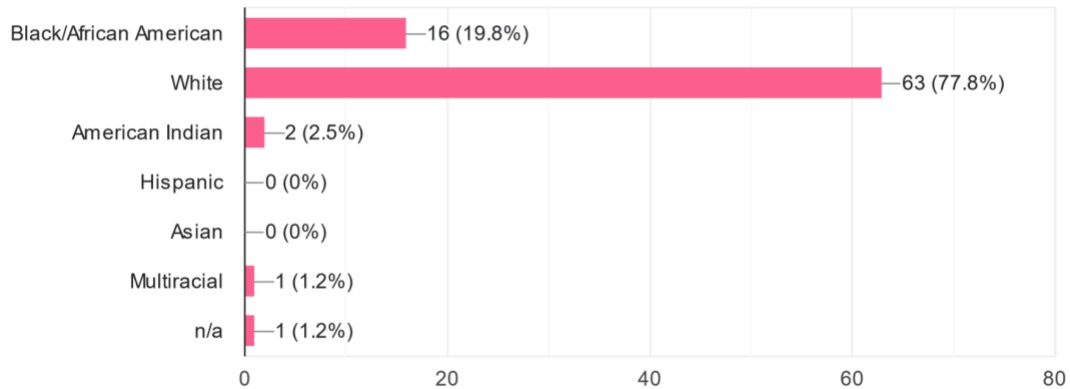


Age:



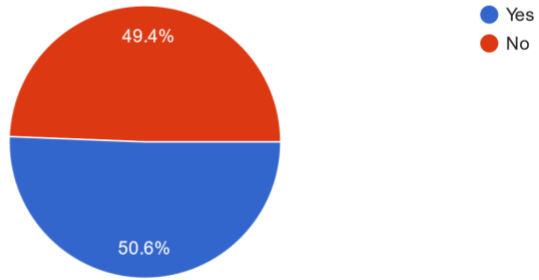
Your race/ethnicity (please check all that apply):

81 responses



Did you attend Warren County Schools?

81 responses



Parent Letter of Support:

April 23, 2023

To Whom it May Concern,

I am writing to express my strong support of Warren Young Explorers School (YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn, and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

I believe this school would positively impact our community in many ways. Our county is in desperate need of a safe school that allows a hands on approach to education, a large majority of residents in our area are sending their children to other counties to seek this type of education. A hands-on, place-based model would allow students to connect with their community, learn about it and in turn strengthen it for years to come.

I am a Registered Nurse working in Vance County and my husband is a farmer in Warren County. We have two young children one of which will be starting school in 2024. We would love to be able to send our children to YES. I believe it would benefit their lives and ours. If this opportunity does not arise we will have no other choice but to seek education outside of the county.

I fully support the approval of this Charter School to best meet the needs of our students and our community.

Sincerely,

Caitlin Stegall

1821 Warren Plains Road
Warrenton, NC

April 24, 2023

To Whom it May Concern,

I am writing to express my strong support of Warren Young Explorers School (YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn, and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

Warren County schools have been steadily declining in quality for decades now. Our children's educational experiences create the baseline for how they will interact with the world as adults. Existing issues in Warren County Schools include burnt-out educators, unmotivated peers repeating their parents' lifecycle, and leadership that is more concerned with title than with fulfilling their job responsibilities. These issues create an environment that makes it more difficult for our children to have a successful launch into continuing education and the real world. Based on this trend, Warren County parents are making lifestyle changes and going out of their way to send their kids to school out of county for a quality education without all the noise in the existing Warren County school system. This takes money out of our county, and the scores and statistics of our existing Warren County Schools discourage young families from moving into our area, which in turn negatively impacts economic development in our region.

I am a 4th generation Norlina resident and based on the state of Warren County Schools at the time I was in school I never attended Warren County Schools. My husband is a 7th generation Norlina resident, and he did attend Warren County Schools. My husband and I have one child at this time and based on the current state of existing Warren County Schools our child will not be attending school in Warren County. Many parents that are my peers have lived through the school system themselves and feel the same way. My family will make sacrifices to make sure that our child has the best educational opportunities available to give him the best chance possible to enter and interact with the real world successfully. The current model in our county is broken, and something must change; the future success of our children depends on it.

This new charter school looks to include and encourage hands-on learning and outdoor education, which can lay the framework for industries that are in high demand in our area such as agriculture and hands-on trades. The potential return for keeping our kids in our

county and more importantly contributing to the economic success of our county, while also giving new families a viable option to send their kids to when moving into our area is priceless. If you want to see Warren County grow, education is where it starts. I am excited to learn more about this Charter School as it begins and grows, and I am optimistic that its success will lay the framework for our children to flourish where they are planted. I support the approval of this Charter School to best meet the needs of our students and our community.

Sincerely,



Elizabeth McAuslan Paschall

126 Geneva Frazier Rd, Norlina, NC 27563

Parent Letter of Support:

4/26/23

To Whom it May Concern,

I am writing to express my strong support of Warren Young Explorers School (YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn, and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

This school will be a huge asset to our community as it will bring in new educational opportunities for residents of Warren County. Warren YES will give parents the option to allow their children to have an educational experience that steps outside of traditional educational programs to allow them to grow not only academically but in a way that values health, nature, and wellness.

I am the parent of an 8 year old daughter and a 2 ½ year old son. I have been a resident of Warren County for 33 years. I currently drive both of my children to an adjoining county for school/preschool due to the educational challenges Warren County has encountered over the past decade. Choosing to travel outside of Warren County for school has placed quite a hardship on my family as we spend much time traveling to accommodate the educational needs of our children. This school would provide an amazing opportunity for the children and families of Warren County.

I support the approval of this Charter School to best meet the needs of our students and our community.

Sincerely,
Elizabeth H. Moseley
Littleton, NC

4/20/2023

To Whom it May Concern,

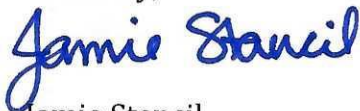
I am writing to express my strong support of Warren Young Explorers School (YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn, and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

The Warren YES would be such an asset to our community. Not only would it give parents a closer alternative school option, but it would help parents' ability to be more involved in their children's schooling due to the closer location of the school. I like the fact that the Warren YES will be hands-on and offer the support children in our county so desperately need. Having an alternative school option is crucial to the success of some Warren County children's education. Some parents do not have the means to commute the 30 minutes to different schools and have no option but to send their children to the overcrowded public school in Warrenton.

I am a single mother of a 10 year old girl and 5 year old twins currently commuting 30 minutes to Crosscreek Charter School then back to Warrenton for work each morning. Thankfully I have been able to do so for several years, but with fuel prices, it is getting more and more difficult. Having the Warren YES would be an absolute blessing to my family. I prefer Charter Schools over public schools based on the education and overall atmosphere/demeanor of the students and teachers. I support the approval of this Charter School to best meet the needs of our students and our community.

Sincerely,



Jamie Stancil
117 Battle Ave
Warrenton, NC 27589

4/26/2023

To Whom It May Concern,

I am writing to express my strong support of Warren Young Explorers School (YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn, and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

I think this would be a great asset to our community by going back to the basics putting pencil to paper. I also think project based learning as well as hands on learning is a way to teach children the basics of life and prepare them for the world around us. This is a rural community and I feel like it would benefit the kids here to learn more skills by teaching in ways that reach all kids not just kids that learn by reading books or by listening to a lecture, being hands on is key in my opinion. I feel like the schools in our area have started to treat every child as if they are all the same and that they learn & retain information the same way when in reality they are all very different. I think this school will greatly improve our community as well as our kids that are the future of this community.

I am a new mother currently with a 3 month old little girl. We are already discussing what school we will send her to, to give her the best opportunities available. I know for sure at this point we will not be sending her to public school as we feel as if this is not best for her or our family. That being said we will have to go out of the county to find a school that will meet our expectations for her learning. We are also a very hands on family that spends a lot of time outdoors and want her to learn basic technical skills as well as common sense skills. I support the approval of this Charter School to best meet the needs of our students and our community.

Sincerely,

A handwritten signature in black ink that reads "Jamie Hehl". The signature is written in a cursive, flowing style.

Jamie Hehl
474 John Skinner Road
Littleton, NC 27850

Parent Letter of Support

4/26/2023

To Whom it May Concern,

I am writing to express my support of Warren Young Explorers School (Warren YES). I am a resident of Warren County and I believe that this school would positively impact our community.

Warren YES will provide students with hands-on and place-based opportunities to learn and will be located in our community. Students will be supported and loved and encouraged to reach their full learning potential.

Education in Warren county needs improvement. There are very little options outside of assigned public schools. I believe a charter school option inside Warren County area would benefit the community in the following ways:

1. Smaller class sizes

With fewer children in the classroom, students can receive more individualized attention, leading to better grades and subject understanding. In large classes, many students feel anonymous, which can lead to not only poor academic performance, but also facilitate bad behavior (bullying/violence).

Large class sizes also make it challenging for schools to retain effective teachers.

2. More resources

Charter school students benefit from increased access to up-to-date computers, technology, textbooks and supplies. Private schools typically also have more access to arts, music, foreign language programs and extracurricular activities.

Every child in Warren County should have an option to learn foreign language(s), music, the arts, and physical education. Many of the public schools in Warren County offer one or the other, not all.

3. Challenging curriculum

Many students discover that charter schools are more academically challenging than public options. At public school, classes are often taught at an average learning level, which may cause advanced learners to become bored.

With fewer students, teachers can help those advanced learners and have time to help those who need extra help.

4. Fewer tests

Charter schools are not mandated by the state to conduct end-of-grade testing, which is often stressful for not only students, but also teachers.

5. Community service focus

Many Charter schools place a special emphasis on helping the community and include opportunities for service projects, volunteering, and mission trips.

I am a single mother living in Warren county with two children (K and 2nd) that currently go to school inside of the county. I support the approval of this Charter School, to best meet the needs of our students and our community.

Sincerely,

Rebecca Koesting

449 Oakville Road

Macon NC 27551



4-26-23

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.

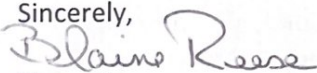
Many of our families currently send their children to out-of-county schools, and do their shopping there, which drains dollars and energy out of our community.

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,



Blaine Reese

Town of Norlina

Director of Operations

blaine@townofnorlina.com

Letter of Support from Advisory Mentor, Danylu Hundley:

April 24, 2023

To Whom it May Concern,

I am writing to express my full support for Warren Young Explorers School (YES). As a veteran teacher and administrator with approximately thirty (30) of experience in the classroom, teacher mentor and as a school-based administrator/principal, I will gladly and willingly lend my expertise, ideas and knowledge to this new, innovative school. The vision of this school in our county will bring a new dimension of learning to our students and a new level of parent/community involvement.

Being a high school graduate of Warren County public schools and returning to our county to devote my entire educational career, I support efforts of change to ignite high quality teaching and learning practices through instructional design and implementation. Research shows that effective teaching in a positive school culture enriched with strong parent communication is integral to academic achievement and personal well being. In addition, the healthy living component of the Warren Young Explorers School promises to provide an essential component of education today...the ability to make healthy food choices while increasing the awareness of daily nutritional decisions and physical activity.

Once Warren YES transitions to a managing board, I would be open to joining and serving. I would also be willing to help advise and mentor other staff, if needed.

I support the approval of this Charter School to best meet the needs of children in Warren County, North Carolina.

Sincerely,

Danylu P. Hundley
Professional Educator
393 Yancey Road, Norlina, NC 27563

<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	nonprofit director	none	none
Latonya Hall	Vice Chair	252-432-6364	lhall@sugarnspicepreschool.org	Granville Charlottesville City, VA (moving to Warren in May 2023)	childcare center director Climate and Community Network Weaver	Early Childhood Admin Credentials	none
Jenni Rogan	Secretary	404-824-3309	rogan.l.jenni@gmail.com	Warren	Academic Coach	none	none
Tracy Neal	Treasurer	252-432-9374	herowcms@yahoo.com	Warren		Principal's License/NC	none
Aimee Cooper	Board member	919-514-9640	aimeeanderson@hotmail.com	Warren	Mental Health Counselor	LCMHC - Licensed Clinical Mental Health Counselor	none
Caroline Hundley	Board member	336-287-1620	carolinehundley1@gmail.com	Warren	Nonprofit director	none	none
Erin Riggan	Board member	413-454-8063	esimons@wellesley.edu	Warren	stay at home mom	Special Education & Elementary teacher	none
Demaura Russell	Board member	252-204-1331	demaurah@gmail.com	Warren	physician	family medicine board certified	none