



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Wake Forest Charter Academy**

**Public charter schools opening the fall of 2014**

**See Resource Manual for Assistance  
(Available late November 2012)**

**Due by 12:00 noon, March 1, 2013**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2013 Application Process

**To open a charter school in the 2014-2015 school year**

#### APPLICATION DUE DATE/TIME

**January 4, 2013**

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

**March 1, 2013**

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

**March 8, 2013**

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

#### APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	4
	Grade Levels Served and Total Student Enrollment:	4
II.	<u>MISSION and PURPOSES</u>	6
	Mission:	6
	Educational need and Targeted Student Population of the Proposed Charter School:	6
	Purposes of the Proposed Charter School:	8
	Goals for the Proposed Charter School:	9
III.	<u>EDUCATION PLAN</u>	11
	Instructional Program:	11
	K-8 Curriculum and Instructional Design:	12
	Special Programs and "At-Risk" Students	13
	Exceptional Children	16
	Student Performance Standards	20
	Student Conduct:	21
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	23
	Governance:	23
	Governance and Organizational Structure of Private Non-Profit Organization:	23
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	27
	Private School Conversions: complete	30
	Projected Staff:	31
	Staffing Plans, Hiring, and Management	31
	Staff Evaluation and Professional Development	35
	Enrollment and Marketing:	37
	Marketing Plan	37
	Parent and Community Involvement	38
	Admissions Policy	40
	PROJECTED ENROLLMENT 2014-15 through 2018-2019	42
	Transportation Plan:	43
	School Lunch Plan:	43
	Civil Liability and Insurance	44
	Health and Safety Requirements:	44
	Facility:	44
	Facility Contingency Plan:	45
V.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2014-15	46
	Total Budget: Revenue Projections 2014-15 through 2018-2019	47
	Personnel Budget: Expenditure Projections 2014-15 through 2018-2019	48
	Operations Budget: Expenditure Projections 2014-15 through 2018-2019	50
	Overall Budget:	52
	Budget Narrative:	52
	Financial Audits:	57
VI.	<u>AGREEMENT PAGE</u>	
	LEA Impact Statement:	58
	Applicant Signature:	58

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Wake Forest Charter Academy

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: *Wake Forest Charter Academy*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Ms. Hilda A. Parlér*

Title/Relationship to nonprofit: *Lead Applicant/Board Chair*

Mailing address: 107 S. White Street  
Wake Forest NC 27587

Primary telephone: 919-357-4649 Alternative telephone: 888-484-8950

E-Mail address: *hilda@parlerproperties.com*

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

County: WAKE

LEA: 920-Wake County Schools

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

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. *Forsyth Academy NC*

What is the name of the nonprofit organization that governs this charter school? *Wake Forest Charter Academy*

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (10 Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05	480

Second Year	K,01,02,03,04,05,06	562
Third Year	K,01,02,03,04,05,06,07	643
Fourth Year	K,01,02,03,04,05,06,07,08	722
Fifth Year	K,01,02,03,04,05,06,07,08	748
Sixth Year	K,01,02,03,04,05,06,07,08	748
Seventh Year	K,01,02,03,04,05,06,07,08	748
Eight Year	K,01,02,03,04,05,06,07,08	748
Ninth Year	K,01,02,03,04,05,06,07,08	748
Tenth Year	K,01,02,03,04,05,06,07,08	748

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.*

*I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.*

hparler  
Signature

Board Chair  
Title

hparler  
Printed Name

02/28/2013  
Date

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Wake Forest Charter Academy's mission is the following: "Wake Forest Charter Academy students will learn to become powerful, critical and independent thinkers, successful collaborators, and enthusiastic contributors to their learning processes in preparation for success in a vibrant, symbiotic world as they and our teachers, parents and community prepare them for college and career readiness."

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

We chose northern Wake County for the location of Wake Forest Charter Academy (WFCA) for several reasons. First, we are residents of northern Wake County and Wake Forest, and we know that our community can benefit from additional public school choice. Secondly, northern Wake County is experiencing tremendous population growth. The town of Wake Forest increased in population from 5,200 in 1990 to more than 30,000 in 2010, a five-fold increase. The area surrounding Wake Forest has increased by more than 57,000 residents since 2000.

Third, the Wake County Public School System (WCPSS) is struggling to manage this growth, resulting in over-crowded schools. The school district added over 7,000 students between 2009 and 2011 according to a recent WCPSS facilities utilization report. Current enrollment district-wide exceeds building capacity by more than 8,200 students. Seventeen percent of elementary students are in temporary classrooms. Through our partnership with NHA, we will construct a new public school building to assist with managing this growth, all at no cost to taxpayers.

Finally, public school choice in northern Wake County is limited. There is currently only one public charter school operating in our area: Franklin Academy. We know Franklin Academy is in high demand through conversations with our neighbors. This demand is also evidenced on the schools website, which lists an annual waitlist of approximately 1,800 students. Only 3.8 percent of total public school enrollment in Wake County is in charter schools.

We anticipate the majority of our students we will reside in northern Wake County and attend schools in the WCPSS. The estimated student demographic

breakdown is 50 percent African-American, 25 percent Hispanic, 20 percent White, and five percent multi-ethnic or another ethnicity. Based on WCPSS trends, we anticipate about four in ten students will qualify for free or reduced-price lunch subsidies.

To reflect the racial and ethnic composition of the WCPSS, we will implement a targeted community outreach plan, including strategies such as: 1) placing advertising and having applications available in the languages of the community; 2) sending multi-lingual mailings containing school information to families within a three-mile radius of the school location; and 3) employing an admissions representative who will be responsible for implementing grassroots marketing efforts in the area to increase community awareness and to ensure that the school reaches its enrollment goals.

We are replicating Forsyth Academy, which is partnered with National Heritage Academies (NHA), a leading educational management organization. Wake Forest Charter Academy plans to contract with NHA and implement NHAs educational model. We are aware that the Matthews-Mint Hill Charter Academy board also plans to do the same. As such, there may be similarities to the responses contained herein based on the consistent NHA educational model that both schools will implement.

*2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

Our school will open with 480 students in kindergarten through grade 5 and will ultimately expand to 748 students in kindergarten through grade 8. We expect that approximately 20 percent of our students will reside in the Franklin County Local Education Agency (LEA) and 80 percent in the Wake County Public Schools LEA. Therefore, at capacity, our school would reflect 1.7 percent of total Franklin County LEA Average Daily Membership (ADM), and 0.4 percent of the total ADM of the Wake County Public Schools LEA.

*3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

The Simple Rules

Through our partnership with NHA, we will implement an innovative yet proven educational program that has a track record of improving outcomes for K-8 students. Our educational program will distinguish our school from others in our community through its implementation of a system of high-probability educational practices called the Simple Rules. We will hold the Simple Rules as belief statements. The Simple Rules are:

1. Manage Instruction: To maximize their effectiveness and impact, all school staff needs to be fully supported and carefully developed by managers who are completely focused on their success.
2. Behave With Care: Students and staff do best when they are cared about, treated fairly, and operate in an environment that has clear expectations.
3. Implement the Formative Assessment Process: All teachers must understand what students should learn, what successful student performance looks like, and how to develop instructional plans to help students achieve learning goals.
4. Calendarize Priorities: Priorities should be hard-scheduled on our calendars.
5. Measure Results: We will collect evidence about performance and adjust practice from evidence.

6. Engage Parents: It is our responsibility to proactively engage parents and support them in becoming fully engaged in their child's education.

#### Distributed Leadership Model

We will also implement a distributed leadership model in which the school leadership team will ultimately consist of a principal and three deans, who share administrative responsibilities. Each dean will be responsible for a team of grade-level staff (e.g., K-2, 3-5, and 6-8). Deans will serve as the direct managers for teachers and assist the principal with administrative duties. This ensures that teachers will receive ongoing coaching and instructional support through weekly classroom observations.

#### Character Development

We will offer a character development program. While many schools offer such programs, we will integrate character development into instruction. This approach will create a culture that is conducive to teaching and learning, and make parents and educators true collaborators in the learning process.

#### K-8 School Design

We will operate as a K-8 school, something that no other public schools in Wake Forest currently offer. The K-8 school design is not just beneficial to students academically, but prepares them to achieve success socially and emotionally as well. Some suggest that this model is a more effective approach than the standard elementary, middle, and high school models. A consistent K-8 experience, with less transition and greater stability, can increase the likelihood of appropriate student development during middle school to prepare students to face the challenges of high school.

Our innovative model will create an environment where each and every child has the opportunity for academic and personal success in high school, college, and their career. As a result, we will be a distinctive public school choice for families in northern Wake County.

4. *In the appendices (Appendix A), 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).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

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

*students.*

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

1. Professional Opportunities for Teachers. With NHA, we will provide extensive training and a unique career progression opportunity for all staff at WFCA. NHA has dedicated resources to train and develop leaders from within its system of 74 schools. High-performing teachers will be able to apply to become a teacher leader, a dean, and ultimately, a principal through NHAs pathways of support. Please reference the response to question three under the "Staff Evaluation and Professional Development" section for more information on the professional development opportunities that will be offered to staff at WFCA.

2. Accountability for Results. Our school will implement all required assessments and will also administer a norm-referenced assessment regularly in order to track student progress and make mid-course adjustments. This data driven approach to instruction will ensure that all students learn and the school will meet all accountability measures as outlined in our charter contract.

3. Expanded Public School Choice. WFCA will offer parents and students in our community the public school choice they desire. We are eager to bring this choice to the families in our area and believe that our partnership with NHA brings a demonstrated track record of success here.

4. Improving Student Learning. Forsyth Charter Academy, the school we intend to replicate, has improved learning for a student population demographically similar to the one we expect to serve at WFCA. Consider the following:

\* For the 2011-12 school year Forsyth Academy students had a fall-to-spring growth rate of 137 percent, where the national average is 100 percent.

Across the country, NHA has improved student learning, as evidenced by the following:

\* Over the last five years, students at NHA partner schools have placed in the 75th percentile nationally on fall-to-spring growth on NWEA assessments. This is consistent across student demographics.

\* State test results from 2010-11 showed NHA partner schools have a higher rate of proficiency than their respective local school districts 74 percent of the time. For urban NHA partner schools, this percentage increases to 76 percent.

5. Opportunities for At-Risk or Gifted Students. Specialized instruction will meet the needs of students at-risk of academic failure as well as students who are academically gifted. Our plan for providing increased learning opportunities for all students is specifically outlined in Section III- Special Programs and "At- Risk" Students.

6. Different and Innovative Teaching Methods. We believe student learning is driven by the quality of instruction. The structure of our school will be one that provides every opportunity for staff to excel. Our school will facilitate professional development sessions to help ensure that different and innovative teaching methods are presented and mastered. Teachers will also receive ongoing coaching and instructional support.

**Goals for the Proposed Charter School:**

- 1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

As the Board of Directors, we will hold NHA accountable for academic, operational, and financial results of our school. We will use several metrics to gauge the success of the school. Academic metrics will include a growth measure, a comparative measure, and a college-readiness measure. Organizational vitality will be measured through student attendance data, parent satisfaction survey results, and a comprehensive review of the overall performance of NHA. Financial viability will be measured by the status of the schools fund balance and an annual financial audit. The status of the schools performance against these measures will be reported at regular board meetings and throughout the year as set by the Board.

Academic metrics are presented below in question 2. Specific operational and financial metrics we intend to use include:

- \* Student Attendance: Each year, WFCA will average a student attendance rate at or above 93 percent.
- \* Parent Engagement: Each year, WFCA will have an overall parent satisfaction rate of at least 80 percent, with at least 50 percent of parents responding to our survey.
- \* Performance of Management Partner: Each year, the Board of Directors will review the performance of, and provide feedback to, its education management partner. The review will be used to identify our management partners successes and opportunities to improve its future performance.
- \* Audit: Each year, WFCA will receive an unqualified financial audit.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The specific and measurable student achievement performance goals for WFCA are detailed below:

\* Growth: Each year, our school will administer a nationally recognized standardized growth assessment in grades 3-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by beginning to end of year growth in grades 3-8.

a. Method: NWEA scores in the school will be compared to other public schools taking NWEA tests across the nation.

b. Timeline: Yearly in the spring.

\* Comparative: On the average of all End of Grade (EOG)/End of Course (EOC) assessments administered, students who are enrolled in at least their second year at Wake Forest Charter Academy will meet or exceed the average performance of the demographically similar nearest neighbor schools.

a. Method: The comparison scores will be populated by the weighted total of EOG/EOC scores from the nearest schools that demographically match the population of Wake Forest Charter Academy.

b. Timeline: Each year in the spring, beginning in the schools second year.

\* College Readiness Goal: Students who are enrolled in at least their third year at Wake Forest Charter Academy will demonstrate measureable progress toward meeting the college readiness thresholds in Math and English, as measured by the nationally recognized standardized assessment administered in grade 8.

a. Method: Student scores will be analyzed and compared to current college readiness thresholds as defined by the chosen assessment.

b. Timeline: Yearly, in the spring, after WFCA has been in operation for three years.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

#### **Instructional Program:**

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.

Our instructional program will be built on NHAs defining characteristics designed to drive significant, meaningful innovation in our school: academic excellence, character development, parent partnerships, and student responsibility.

#### Instructional Methods

Classroom instruction will drive student engagement with the curriculum. Focused lessons may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods. They may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. Collaborative learning may be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher order thinking skills.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers in accordance with student need. Such instructional strategies, identified as highly effective by researchers at Mid-continent Research for Education and Learning, may include the following: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers.

#### Assessment Strategies

We will administer all mandated tests. We will also use a nationally norm-referenced assessment, ACT EXPLORE assessments (grade eight only), interim assessments, and teacher-developed assessments. Results will be measured at the school, classroom, teacher, and student level to ensure that all students learning needs are met while our school also progresses appropriately in terms of its overall goals. Our educational program will be continuously improved through the implementation of formative assessment, a

planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. Teachers will improve student learning by adjusting instructional approaches or methodologies, by modifying resources that teachers use during instruction, or by adjusting their measures of student performance. This process will create a culture of continuous improvement and will ensure that the curriculum is improved over time for the benefit of our students.

#### Meeting the Needs of the Target Student Population

These instructional methods and assessment strategies are proven to work in North Carolina, particularly for students such as those we intend to serve. We plan to replicate the NHA model in use at Forsyth Academy, which is delivering high value for students and parents. Last year, the academic growth of Forsyth students was in the 84th percentile nationally, at a rate of more than 137 percent. The growth rate over the past five years has averaged in the 81st percentile nationally, meaning Forsyth students are learning at a faster pace than 81 percent of their grade-level peers nationally, as measured by NWEA assessments.

#### **K-8 Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

WFCA will be a classroom-based school where students are engaged in learning throughout the school day. We will have four kindergarten classes with 22 students in each class. In grades one to five, we will have three classes per grade level with 28 students per class. In sixth grade, we will have three classes per grade with 27 students per class and in seventh and eighth grades we will have three classes with 26 students per class. Our class sizes are subject to change due to parent demand.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

#### Curriculum Alignment

Our curriculum has been carefully aligned to the Common Core state standards and the North Carolina Accountability Model. We have created unit plans at each grade level that identify the standards to be taught and a timeline for implementation; checkpoints for understanding are integrated throughout instruction. This thoughtful progression of standards will ensure that we meet our mission to prepare students for college and career readiness. While we are not targeting a specific student population, the success of and demand for the NHA curriculum and instructional program at Forsyth Charter Academy and other NHA partner schools makes us confident that it will be successful at WFCA as well.

3. 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.

As described above, while the curriculum identifies and communicates what is essential for students to know and be able to do, classroom instruction at the school will drive student engagement with the curriculum. Focused

lessons may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods, and they may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. Collaborative learning may be used in order to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the individual development of higher order thinking skills.

Beyond this, teaching at our school will include effective, research-based instructional strategies; these will be embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be utilized based on the expected student learning outcomes of the lesson and will be employed by teachers in accordance with student need. Such instructional strategies may include the following, which have been identified as highly effective by researchers at Mid-continent Research for Education and Learning: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Our anticipated first day of school will be August 25, 2014. We will begin school each day at 8 a.m. and dismiss students at 3:30 p.m. for a total school day of 7.5 hours. There will be 420 instructional minutes per day.

Our proposed school calendar corresponds with the standard WCPSS calendar and consists of 185 days of instruction. New Teacher Orientation would occur July 29 through August 1, followed by on-site orientation and professional development for staff from August 11 through 22. The first day of school would be August 25. School will be closed for Labor Day, Thanksgiving (November 27 and 28), Holiday Break (December 23 through January 1), Spring Break (March 30 through April 3), and Memorial Day (May 25). There will be monthly staff professional development days on which students do not report. Students will also not report one day in October and one day in March for parent-teacher conferences. The last day of school would be June 19, 2015 with two days of staff professional development after that.

### **Special Programs and "At-Risk" Students**

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

#### System of Prevention

We expect to enroll a number of students who are below grade level or at-risk of academic failure. Teachers will actively participate in each student's path to achievement. Students succeed when teachers consistently and aggressively monitor their progress. The earlier a teacher sees a

student struggling, the sooner the student can receive additional help. It is the teachers responsibility to ensure that students master the grade-level content expected of them, as articulated through Common Core and state standards. If students are struggling to master this content, or are not yet on a learning trajectory that corresponds with college readiness, then instruction will be adjusted and, if needed, intervention will be provided. Our system is based on our intervention methods, described in detail below.

#### Methods of Intervention

We are committed to providing all students with an education that places them on the path to college readiness, including those who are academically at risk. To meet their needs, we will use a three-tier approach (Response to Intervention, RtI) to provide academic support.

\* Tier One Intervention: In Tier One, classroom teachers will respond to student learning needs within the context of regular classroom instruction. All students will complete a screening assessment at the beginning of each school year, which will provide useful information for planning more effective instruction. In addition, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet demonstrated mastery will receive with supplemental support within the classroom, and corrective approaches regularly include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual student need, and use of learning centers and alternative materials.

\* Tier Two Intervention: If students do not master content through the first tier of intervention, more prescriptive Tier Two interventions will be used. These will be based on a review of a range of factors, including teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms (norm-referenced), state assessment results, and parent input. Students will receive supplemental interventions using programs and approaches that are proven to accelerate student learning. Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming. Student progress will be monitored frequently to ensure that the intervention is effective.

\* Tier Three Intervention: If data shows that some students are not making appropriate progress through Tier Two interventions, the teacher will refer those students for Tier Three interventions. The teacher and intervention support staff will review current intervention strategies, monitor student progress, and work together as student learning progresses. Tier Three interventions will include an intensified approach that focuses on fewer high-priority reading and math skills. One-on-one concentrated and focused tutoring will also be considered. If these interventions do not successfully promote student learning, the school's special education team will conduct a referral meeting to decide whether testing is needed to determine if the student has special needs.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
  - a) Methods for identifying ELL students.
  - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
  - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting

students from ELL services.

#### Identification of English Language Learner (ELL) Students

We believe that all teachers are teachers of ELLs. We will work with families to identify these students through language surveys of all households and the WIDA ACCESS Placement Test (W-APT). Initially, we will give all new students the Home Language Questionnaire (HLQ). If the HLQ indicates that the student's home language is English, the student is not an ELL.

#### Assessment and Placement of ELL Students

If the HLQ shows that a language other than English is spoken in the student's home, the school's ELL coordinator will conduct an informal interview. If the interview confirms that the student speaks a language other than English, the student will be given the W-APT to assess proficiency in English. If the student scores at level five or six, then the screening process is discontinued. If the student scores at levels 1-4, the student is then classified as an ELL student and placed in the school's ELL program. We will inform parents in writing about the ELL programs and services available. In this document, which will be written in a language the parent can understand, we will include the placement decision for their child and information on the parent's right to refuse services at any time. ELL students will participate in all required state, school, and classroom assessments to monitor their progress in the core content areas as well as progress in acquiring English.

#### Instructional Programs, Practices, and Strategies for ELLs

ELL students have access to high-quality education and instruction. At our school, ELLs will:

- \* Be held to the same high expectations of learning established for all students.
- \* Become fully proficient in listening, speaking, reading, and writing.
- \* Reach challenging content and performance standards in all content areas consistent with expectations of all students. These standards are defined by the Common Core standards, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education.
- \* Receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- \* Be evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.

The academic success of ELLs is a responsibility shared by all educators, the family, and the community. These beliefs lead us to implement a two-part ELL program with Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD), for students requiring specific instruction in English language.

#### Monitoring and Evaluating the Progress and Success of ELL Students

Annually, our school will administer the ACCESS for ELLs to measure students progress learning English at the student, grade, and school levels. The school will use the results of this assessment, along with teacher observation and input, to determine what services will be provided within the ELL program for each student. For an ELL student to exit the program, he or she must score at the state-approved level for exiting on the ACCESS for

ELLs. In addition, the school will examine data to verify that the student's classroom performance and assessment results also indicate that the student is ready to exit the ELL program and succeed without additional supports and programming. We will monitor all ELL students for two years after they leave the ELL program to ensure that students are not experiencing academic regression due to language barriers. If a student who leaves the ELL program is found to be experiencing difficulty due to language constraints, the student may be re-assessed and may re-enter the ELL program.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
  - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

#### Identification of Gifted Students

We will use a nationally normed assessment in reading, language usage, and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. We are committed to continually monitoring student progress and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments.

#### Instruction of Gifted Students

Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means, including: enrichment; differentiation in content, process, products, and/or learning environment; infusion of higher-order thinking skills; and individualized learning opportunities. When needed, we will accelerate grade-level or content-level learning, taking into consideration the specific needs of each individual student. Students at or above grade-level will be consistently challenged through their engagement with classroom curricular content and high-quality instruction. Likewise, the school will use teaching methods designed to ensure that gifted and talented students are challenged appropriately.

#### Monitoring and Evaluating the Progress of Gifted Students

Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. Deans will meet weekly with their staff to review lesson plans and provide feedback, and staff will be observed weekly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, including those who are gifted and talented.

### **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) Amendments of 2004* (20 U.S.C. 1400 et seq.), 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 educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

When a student enrolls at our school, the parent will be asked to indicate if their child has an IEP or Section 504 plan and provide a copy of this document immediately. We will review all students files to determine if the student was previously enrolled in a special education program. If the student was enrolled in such a program, an immediate request for records will be sent. A re-evaluation of the students eligibility will take place to ensure that all of the required documentation is in the students file. If the student transfers from out-of-state, the initial referral process will be followed to determine eligibility for exceptional childrens (EC) services in NC. Our special education staff will review the most recent IEP and evaluation data and will provide comparable services until records are received or the referral process takes place consistent with state and federal requirements.

### Student Identification and Child Find

We will incorporate Child Find efforts in our awareness/marketing efforts to attract the broadest possible spectrum of students. Families of students with special needs will be informed of the school and its services through these efforts. Printed information will be available in the school. We will comply with our obligations under IDEA, including 34 CFR 300.125, and will provide appropriate notification to parents consistent with state and federal requirements.

### Intervention Assistance Team

We will have strategies in place to identify students with disabilities. If a student is having trouble with general assignments in their regular classroom, the teacher or parent can refer the student to the schools Intervention Assistance Team (IAT). This team will consist of at least the principal/designee, a classroom teacher, and the referring teacher. The students parent or guardian will be invited to participate in this meeting. The IAT will assist the general education teacher in the design of research or evidence-based intervention for the student and shall review and analyze all available data, including response to intervention results, classroom performance data, discipline data, data on state assessments, and any other data that will provide information about the student. This data will be used to help determine the best options for the student, including continuing the current interventions, referring the student for an evaluation, or conducting no further action.

If the parents disagree with the IAT actions or decision, the parents have the right to request a special education evaluation. The school will have a meeting with the parent to consider the parents concerns and request. We will respond to this request consistent with state and federal requirements.

#### Evaluation of Possible Students with Exceptionalities

If the IAT believes that the student should be referred to the IEP team for consideration for an initial evaluation, a referral will be immediately initiated. The IEP team will consist, at the minimum, of a general education teacher, the special education teacher, and the parent(s). Other team members may be invited to this initial meeting. The team will conduct a meeting to determine whether psycho-educational tests or other tests are needed to determine if the student is an exceptional child as defined by IDEA and state requirements. Parent notice and consent will be requested prior to initiating testing. The school will have 90 calendar days to complete its evaluation and determine eligibility. If the student is eligible, this team, including the parent, will be responsible for identifying the students needs and developing an individualized educational plan to address these needs. (continued below)

#### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

We will maintain high academic expectations for all of our students and will provide each student the identification, assessment, and educational program he or she needs. Educating students with special needs requires both individualization of the educational program and inclusion in the general education setting. We will educate all students to the greatest extent possible (consistent with LRE requirements) in the general education setting and, as necessary, provide individualized, one-to-one, and small-group instruction in the general education setting, in a pull out setting, or more restrictive setting consistent with the students IEP.

Students with disabilities are general education students first. Students requiring specially designed instruction will have their services delivered in the general education classroom, resource room, or other more restrictive setting based on their individual needs, as decided by the IEP team with consideration to the least restrictive environment. Our school will prepare and execute individualized strategies for the full range of students it serves. We realize that the Least Restrictive Environment (LRE) for some students with special needs may be in a more supportive environment in a local schools self-contained program or residential placement at the charter schools expense. Teachers of students with disabilities and related services will be provided with consultation and staff development by a dean and special educator to assure that students receive the modification of instruction and assessment accommodations required by their IEPs.

We shall adhere to all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities

Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act of 1990. The school, consistent with applicable law, will ensure that all students with disabilities that qualify under the IDEA receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) where all students are properly evaluated and parents are involved in the development of and decisions regarding their child's IEP and know their rights.

#### Monitoring of the Implementation of Individualized Education Plan

We will designate one dean to oversee implementations of IEPs with support from NHA. This dean will conduct a weekly one-on-one meeting with the resource room teachers to discuss the progress of students with special needs and the timing of any annual reviews and three-year re-evaluations. In addition, IEPs will be reviewed to determine the duration of services to verify compliance with the student's IEP. Progress reports will accompany report cards and deans will discuss student progress relative to IEP annual goals at one-on-one meetings. General education teachers will keep a record of the accommodations and modifications that are to be made in the general education setting relative to instruction and testing.

#### Communication with Parents

The school will ensure that parents of children with special needs are told, through progress reports sent with report cards, how their children are progressing on annual IEP goals and in the general curriculum. Parents will receive these updates at least as frequently as parents of other children. Parents will receive progress reports on IEP goals/objectives consistent with the report card marking period designated by the school. The Special Education Procedural Safeguards will be provided to each student's parent/guardian as required by law. In the event that the child's needs extend beyond the capacity of the school setting, the school will work with the parent and the local district to explore other educational options. Ultimately, an IEP meeting would be scheduled to properly determine a new placement. (continued below)

#### (Continued from Question 1) Evaluation of Possible Students with Exceptionalities

Once the evaluations have been completed, the results will be shared with the evaluation team and used to determine eligibility for special education, consistent with all federal and state definitions. If eligibility is established, the committee will design an appropriate educational program for the student through development of an IEP. The contents of the IEP must be based on the individual needs of the students and satisfy the requirements of a free appropriate public education provided in the least restrictive environment.

#### Record Requests

We will request a records transfer from the school or district of origin. If a complete special education record is not received within 14 days of the date the school is notified or has reason to believe that the student was formerly a special education student, the school will reach out to the previous school for additional information. If the requested information is not obtained, the school will initiate the special education referral or re-evaluation process.

#### Record Confidentiality

We will ensure that records are managed confidentially as defined in the

North Carolina Policies Governing Services for Exceptional Children. We will provide parents access to records in a secure and confidential manner. All records will be kept in a locked file cabinet and signed out when they are reviewed. All electronic records of services for exceptional children will be entered and maintained in a password-protected proprietary system.

#### Record Compliance

We will ensure that records are kept in compliance with the North Carolina Policies Governing Services for Exceptional Children and any additional guidance from the North Carolina Department of Public Instruction. We will utilize the prescribed departmental policies and procedures to ensure timely and appropriate record-keeping and dissemination.

--

#### (Continued from Question 2) Provision of Related Services

Students with IEPs requiring the provision of related services (such as speech therapy, social work, physical and occupational therapy) will be provided with such services consistent with their IEP. Services will be provided through the school by properly certified/licensed therapists/providers who will be either directly employed by the school, contracted through the local school district/regional service center, or contracted through an agency.

#### **Student Performance Standards**

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

#### Student Performance Standards

We will reach the student achievement objectives, as outlined under Question 2 of the "Goals for the Proposed Charter School," through implementation of a rigorous curriculum; the use of data including data from formative assessments and regular observational data to inform instruction; an intentional professional development program designed to help teachers become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life. Parents, students, and staff will collaborate to create an environment that values both academic achievement and strong moral character.

#### Use of Assessments

As described above, the school will administer all state and/or federally mandated tests. We will also use measurements of academic growth and proficiency beyond those required by state law, including norm-referenced assessments, ACT EXPLORE assessments (grade eight only), interim assessments, and teacher-developed assessments. Beyond this, our schools educational program will be continuously improved through the implementation of formative assessment, a planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. Teachers will work

to improve student learning by adjusting instructional approaches or methodologies, by modifying resources that teachers use during instruction, or by adjusting their measures of student performance. This process will create a culture of continuous improvement at WFCA and will be at the core of the schools efforts to ensure that the curriculum is improved over time for the benefit of our students.

#### Criteria for Promotion

Promotion of each student to the next grade will depend on the students achievement of grade-level educational objectives outlined in our curriculum. These objectives will be communicated to students daily, and shared with parents. In addition, teachers will give students on-going and actionable feedback so they can track students progress in achieving their learning goals.

As the Board of Directors, we will authorize the schools principal to determine the promotion and placement of students in accordance with state law. The principal will consider: state law; the input of teachers, parents, and the parent committee, as required by law; the knowledge and skill of the student; available student testing and performance data; a students special education accommodations and language skills; the physical, psychological, social, and academic readiness of the student; and the teachers availability to meet the students academic growth needs if the student were to be placed, accelerated, transferred, or retained.

#### Exit Standards

As a K-8 school, students will not graduate from our school but will be promoted to high school. However, we believe that, as stewards of student learning, we must ensure that students graduate from WFCA academically prepared for a rigorous high school program and with the required skills, both social and academic, to graduate from high school and be college ready. The practice of promoting students who have failed to master part of their grade level curriculum is incompatible with our mission. The retention-promotion procedure will start at the beginning of the school year with the identification of students who are not succeeding academically.

The final decision regarding placement, acceleration, promotion, or retention of a student will rest solely with the principal.

#### **Student Conduct:**

Provide a brief narrative that disseminates 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.

Provide a draft copy of the student handbook within the appendices (Appendix C).

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 regards 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.

#### Student Conduct

We will create a positive school culture and align our discipline policy

with this desire.

We are committed to challenging each child to achieve: this is the guiding philosophy of our school discipline policy. Our implementation of a Behave with Care program will establish a learning environment with clear rules, expectations, procedures, and structure to ensure that students understand the potential consequences of their actions, while still feeling welcomed and supported. Thus, the discipline policy will be naturally embedded into the culture of the school.

The Behave with Care program is designed to reinforce positive behaviors so problem behaviors are less likely to arise. Teachers and school staff will consistently reinforce positive behavior using strategies such as building relationships, developing classroom social contracts, praising positive behavior, and giving individual student affirmations. These proactive measures will establish and strengthen a positive culture at the school. We will emphasize preventing problem behaviors, developing positive social skills and problem-solving skills, and delivering consistent consequences to address negative behaviors. We will establish clear expectations of acceptable conduct in each classroom and throughout the school. These expectations will be consistent to ensure that students understand the expectations and feel supported by their teachers.

#### Draft Parent-Student Handbook

Please see Appendix C for our draft Parent-Student Handbook. The Handbook includes: our practices for effective discipline; a sample list and definitions of the offenses which may result in suspension or expulsion of students; our discipline policy for students with disabilities; and the policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

*Name of Private Nonprofit:* Wake Forest Charter Academy

*Mailing Address:* 1035 Lake Royale

*City/State/Zip:* Louisburg NC 27549

*Street Address:* 1035 Lake Royale

*Phone:* 919-357-4649

*Fax:* 866-783-0487

*Name of registered agent and address:* Hilda A. Parler  
107 S. White Street  
Wake Forest, NC 27587

Authorized by North Carolina Secretary of State on February 12, 2013

*FEDERAL TAX ID:* 90-0942554

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)  
 No

**NOTE:** If the non-profit organization has yet to obtain the 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.

**Governance and Organizational Structure of Private Non-Profit Organization:**

The private nonprofit corporation 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.

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
-------------------	-------------	---------------------------	--------------------

Corey Hutcherson	Director	WAKE	Educator/Real-Estate Appraiser
Angela Mills	Director	WAKE	Professional Spanish Interpreter
Marilyn Bonnett	Vice President	WAKE	Educator/Volunteer
Salina Gary	Treasurer/Secretary	WAKE	Retired - Human Resources
Hilda A. Parlér	Lead Applicant/Chair	WAKE	Owner - Parlér Properties/ Former Educator

**Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)**

- 1. A description of 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.*

We will function as a governing board, while delegating day-to-day school operations to our management partner, NHA. In our governance role, we will oversee school operations and ensure the schools goals and accountabilities are being met in accordance with the schools mission. We will regularly review reports from NHA on the schools academic progress, organizational vitality, and financial viability. We will make adjustments as necessary.

We will work with NHA to recruit, hire, and supervise the lead administrator for WFCA.

- 2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Our governing Board currently consists of five Wake County residents who are passionate about expanding public school choice in northern Wake County. Our members bring to the Board extensive experience in education, business, human resources, and real estate. We represent diverse constituencies including the North Eastern Business Alliance, Wake Forest Chamber of Commerce, Wake Forest Senior Center, and the Wake Forest Womans Club.

As a governing Board, we will set school policy and oversee the implementation of the educational program. Our diverse skills, expertise, and constituency representation will ensure effective oversight of NHAs delivery of the educational program, including the evaluation of the school leader. We will work to provide opportunities for all stakeholders to be actively involved and effectively represented at our meetings and through the operation of the school. Once our school is operational, we will seek to add a parent to our board to further aid us in understanding what is important to one of our most important stakeholder groups.

- 3. 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?*

Ms. Hilda Parler, a Wake County resident, has long desired to establish a

charter school in the county. She learned of NHA and examined the company's performance in North Carolina and across the county. After reaching out and meeting with NHA representatives to discuss establishing a charter school in Wake County, she began networking with other Wake Forest residents to bring together a founding Board to submit a charter application. Ms. Parler was able to identify four members to serve on the founding board.

As needed, we will seek new members who possess the experience and ability to individually make a meaningful contribution to the Board and to effectively govern the school. Qualifications for Board members will include an interest in children and their education, enthusiasm for the school and commitment to its mission, and willingness to give time and energy to the school. Board members' special expertise in such areas as finance, education, legal, business, and Board governance will help address specific needs of the school. Board members must be willing and able to represent the community and interpret community needs and views, and demonstrate a commitment to represent the school to the community.

We will seek to anticipate board vacancies to the extent possible. For example, we will ask members to notify the Board Chair early in the year of the members' term expiration if he or she does not wish to renew the term. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts and associates who may wish to serve on the Board. Per Section 8, Article 4 of our Bylaws, in the event of a vacancy, an interim member would be sought for the remainder of the term.

*4. How often will the board meet?*

The Board will meet monthly, as included in our bylaws.

*5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).*

Board orientation and training, which will take place before and during the first year of operation, will be structured around three modules. The modules will cover topics such as parliamentary procedures, articles of incorporation and bylaws, authorizer contracts and renewal process, services agreement with NHA, lease and other property issues, nonprofit 501(c)(3) status, conflict of interest issues, governmental ethics for charter school board members, state open meeting and public information laws, appropriate issues for executive session, role of the Board regarding student discipline (including suspensions and expulsions), budgets and financial statements, effective measurement of student academic progress (understanding the results of planned assessments), measurement of parent satisfaction, required annual reports, crisis management plans, school improvement plan, NCLB accountability, and the parent/student handbook. Future Board members will be trained using this framework within their first year of Board service.

We will proactively engage in training on an on-going basis and will conduct/attend at least one professional development session for Board members each year. We intend to take part in the monthly training webinars offered by the NCDPI Office of Charter Schools that focus on different aspects of board governance and best practices. These webinars will cover topics such as board roles and responsibilities, strategic planning, developing and managing school policies, financial sustainability and

viability, and committee development.

The Board will also seek advice and expertise on board governance from a number of excellent national and local sources for governance training, including the North Carolina Charter School advocacy organizations, The Center for Public Skills Training, and the National Charter School Resource Center. We will schedule three to five hours of governance training each year, selecting the programs that best meet the current needs of individual members and the school.

6. *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.*

Pursuant to Section 5, Article 8 of the Boards bylaws, a Board member shall inform the Board of any direct or indirect conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction is approved only by a vote of the majority of Board members who have no conflict of interest. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved. We will work with our independent legal counsel should real or apparent conflicts of interest arise.

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

Our Board will require that school leadership and our operational partner NHA develop and recommend policies to the Board, with the guidance of our Board counsel. We will then review and vote on each policy to ensure consistency with our mission and a focus on what's best for parents and students. Once a policy is set, we will expect the school leadership team and NHA to develop practices and procedures consistent with each Board-approved policy.

8. *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.*

At this time, our Board has not approved any advisory bodies, councils, or associations. The need for such bodies will be evaluated once operations are under way, and will be consistent with our bylaws and applicable law.

### Governance and Organizational Structure of Private Non-Profit Organization (continued)

#### Include in the Appendices:

9. *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).*
10. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).*
11. *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 (Appendix F).*
12. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*

13. Copy of any board policies if adopted already (Appendix H).

14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**

***If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.***

**Not Applicable**

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: National Heritage Academies

Address: 3850 Broadmoor Ave SE

Grand Rapids MI 49512

Website: www.heritageacademies.com

Phone Number: 616-222-1700

Contact Person: Mack Moore

Fax: 616-222-1701

Email: mmoore@heritageacademies.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.*

A key part of the school's mission is to prepare students for college and career readiness. To accomplish this vision and to best serve students, we have recognized that we need the expertise of an education service provider. This Board embraces a philosophy of governance that is, a focus on oversight, not operations. We believe an education service provider, specifically an education management organization (EMO), will be the best fit for our school's mission.

In our search for an education service provider, we sought out National Heritage Academies (NHA), a leading EMO, based on our review of their partnerships with other schools in North Carolina. With more than 17 years of experience, NHA currently partners with 74 public charter schools in nine states, including five in North Carolina, with two in the Greater Triangle area. In each of these schools, NHA delivers a comprehensive college-preparatory K-8 educational model. NHA's comprehensive approach and record of success solidified the company as our ideal choice as an operating partner for WFCFA.

A significant benefit of our partnership with NHA is the company's commitment to providing the initial and ongoing investment needed to ensure a successful opening. This investment will include securing a facility, making monetary contributions to ensure that the educational program is fully implemented from day one, and making a commitment to giving (not loaning) further financial support if projected revenues fall short of operational expenses. These and other provisions are outlined in our draft services agreement with NHA, provided here as Appendix J.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

*Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

During the process of searching for management organizations our lead applicant, Ms. Parler, contacted several groups, including Zintro Consultants. For numerous reasons, none of the organizations were a good fit. After doing some additional research, and reviewing a number of recently submitted charter applications on the Department of Public Instructions website, Ms. Parler found National Heritage Academies. She was immediately impressed with NHAs offerings and the organizations experience serving students and families in North Carolina. Additionally, she was impressed by the focus on character development and the organizations commitment of capital, without creating debt for the board.

Ultimately, as a Board we have selected NHA based on the organizations expertise, resources, experience, and success in North Carolina and across the country. We believe NHA is uniquely positioned to deliver the educational program we envision for WFCA. We are assured by the financial and operational resources and expertise NHA brings to this effort, coupled with our diverse professional backgrounds, that we can provide an excellent educational choice to families in our area.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

EMO Student Performance, Governance, and Financial Data

We chose NHA due to its strong record academically, its long-standing partnerships with other schools in North Carolina, and the organizations solid financial footing.

National EMO Performance Examples

National Heritage Academies partners with local boards to build and operate public charter schools that serve students in grades K-8. NHA's system of schools is designed to eliminate achievement gaps and provide public school choice to families, with the clear objective of preparing children for success in high school, college and beyond. For the 2012-13 school year, NHA is serving nearly 48,000 students in 74 schools in nine states. Nearly 22,000 students are on waiting lists.

To provide a consistent measure of achievement state-by-state, the academic performance of schools partnering with NHA is measured by performance on the NWEA Measures of Academic Progress assessment, which is a nationally norm-referenced, computer-adaptive assessment taken three times per year by all students in NHA partner schools. For NWEA assessments, proficiency is defined as at or above the 50th percentile nationally for each grade level.

For the fall 2012 baseline assessment, the highest-performing NHA partner school was Greensboro Academy in Greensboro, North Carolina, with 85.7 percent of students testing proficient. Greensboro Academy opened in 1999. The lowest-performing NHA partner school on the fall 2012 assessment was Regent Park Scholars Charter Academy in Detroit, Michigan, which opened in 2011. Sixteen percent of students began the year at or above the 50th percentile nationally.

As this is a "snapshot" in time, the gaps observed between the highest-performing and lowest-performing schools in NHA's portfolio do not accurately record the trajectory and pace of growth observed at the schools over time. More than 17 years of experience has demonstrated that students who enter an NHA partner school below grade-level quickly accelerate their learning and close or eliminate achievement gaps, especially relative to their local district peers.

In short, we know that while some students in NHA partner schools are not currently meeting academic performance standards, they are demonstrating a positive trajectory toward meeting those standards. And in over three-fourths of NHA partner schools, students outperform their peers at the local district schools they would otherwise attend.

- 4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

Our Board is independent of NHA. As the charter holder for the school, we are responsible for the achievement of the charter goals and the advancement of our mission. We are partnering with NHA to deliver an educational program that we are confident will serve our community well, achieve our charter goals, and advance our mission. The terms of our services agreement with NHA are favorable to us as the governing body of the school, and we will hold NHA accountable for results at the school, as set out further in Question 6 below. We will retain independent legal counsel, will annually contract with an independent auditor, and will contract with a third-party evaluator of the educational program as desired.

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

As the Board, we intend to contract with NHA for the provision of management services. The proposed services agreement between our Board and NHA is contained in Appendix J. Pursuant to that agreement, teachers will be jointly employed by the Board and NHA, and administrators and other staff will be solely employed by NHA. This arrangement is necessary for the administration of employment benefits, does not reduce the Board's authority to hire and fire teachers, and complies with N.C. Gen. State. 115C-238.29F(e)(1). Additionally, this arrangement was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. Please see Article VIII, Section B of our services agreement, provided as Appendix J.

- 6. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

As described in Article II, Section B of the proposed services agreement, as the Board of Directors, we will hold NHA accountable for academic, operational, and financial results at the school. We will use growth, comparative, accountability, and college readiness measures to evaluate academic progress. We will use student attendance data, parent satisfaction survey results, and a comprehensive review of the overall performance of NHA as operational measures. Financial viability will be measured by the status of the school's fund balance and an annual financial audit.

Either party may terminate the agreement prior to the end of the term, with or without cause, with ninety days written notice. As the Board, we may terminate the contract if NHA fails to remedy a material breach of the agreement within 30 days notice of such a breach. Examples of a material

breach include NHA failing to account for or make expenditures approved by the Board in the annual budget, NHA failing to follow Board-approved policies and procedures, the school or NHA receiving an unsatisfactory performance rating as reported by a state or independent evaluator, or NHA taking or failing to take any action that places the charter in jeopardy of termination, suspension, or revocation.

7. *Is the facility provided by the EMO/CMO? Y If so what is the rental cost per square foot?*\$25.02

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

NHA partners with five charter schools in North Carolina in arrangements that are similar to our partnership for WFCA. As with our school, for these campuses the services fee rendered to NHA is 100 percent of revenue, less an amount for Board discretionary use in the educational program. In return, NHA takes on all operational risk involved in delivering the educational program outlined and defined in the charter contract. NHA guarantees the delivery of the educational program approved in the schools budget, even if revenues are not sufficient to meet that obligation. While operational budget deficits are absorbed by NHA, operational budget surpluses are also captured by NHA, with the exception of the monies the boards of directors retain to support their various discretionary programs. Therefore, should there be a positive balance at year end in a boards discretionary account; those monies are carried forward to the next year. A three-year budget surplus and fund balance report for the five charter schools partnered with NHA in North Carolina is listed in the following paragraph.

The five NC public charters schools partnered with NHA have maintained the following fund balances over the past three fiscal years (2010, 2011, 2012) respectively: Greensboro Academy; \$41,280, \$56,408, and \$24,376; Forsyth Academy; \$21,903, \$6,114, and \$14,977; Research Triangle Charter Academy; \$15,972, \$14,663, and \$28,525; PreEminent Charter School; \$37,919, \$34,270, and \$43,829; and Queens Grant Community School (K-8 program only); \$47,615, \$66,469, and \$65,831.

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.**

**Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.**

**X Not Applicable**

**Applicable" and follow the direction #3 in the Application Specifications.** Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

**Not Applicable**

1. The proposed charter school will be governed by
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Our rationale for replicating Forsyth Academys K-8 program is simple. The school has been successful academically, has displayed sound governance and financial responsibility, and serves a student population similar to the one we expect for WFCA.

Math proficiency among Forsyth students has averaged 80.3 percent over the past three years, including 91.2 percent math proficiency among 8th grade

Forsyth students in 2011-12. Reading proficiency has averaged 67.6 percent, with 70.6 percent of middle school students proficient on average in 2011-12. Eighty-four percent of eighth grade students performed at or above grade-level on the Algebra I end-of-course test, compared to 78 percent statewide. With a higher proportion of students in poverty, Forsyth has a demonstrated track record of closing the achievement gap: more economically-disadvantaged students passed the end-of-grade tests in both reading and math than the state average for students of a similar background.

Since its opening in 1999, Forsyth has evidenced its fiscal responsibility through consistent unqualified audits. The school has also had excellent compliance rates.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

For the last three years, Forsyth has served a student population; within which an average of 71 percent of students qualify for free and reduced-price lunch subsidies. Demographically, the school is currently 52 percent African-American, 20 percent Hispanic, 21 percent White, and seven percent multi-ethnic or another ethnicity.

Total enrollment in the 2010-11 school year was 681, with 704 in 2011-12 and 711 in the 2012-13 school year. Each year, the school has maintained a small waiting list.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

We are a group of Wake County residents who are passionate about expanding public school choice for Wake Forest families. Collectively, our experience in education, business, and community relations will strengthen our ability to govern a public charter school. We are partnering with an experienced management company to deliver a rigorous educational program that has been proven to work with a student population much like the one we intend to serve at WFCA. And we are retaining independent legal counsel to better inform our oversight of the education program NHA will deliver.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

### **Projected Staff:**

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

Nothing has a greater impact on student learning than the quality of a student's teacher. The Board and NHA will take great care to identify and recruit high-quality instructional staff for our school and an experienced school leadership team. The school leaders we seek must be dedicated to helping students and staff perform at their best. They must also show a

clear commitment to implementing the NHA educational program.

Our school will benefit from NHA's extensive teacher candidate network and recruitment capabilities. NHA currently employs more than 4,000 teachers in its 74 partner schools across the country. It is constantly seeking out and screening potential candidates through traditional and new media strategies, including job fairs, university career fairs, social media, and direct referrals. Pursuant to the proposed services agreement, NHA will provide access to and recommendation of such teachers to the school leadership team for consideration, and to our Board for approval and hiring.

We will leverage both internal and external candidate searches. The search will identify teachers who are committed to our focus of promoting high expectations and academic growth, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

In the spring before the school opens, top candidates for each position will be sent to the principal for further evaluation and selection. Once a candidate is recommended by the school leadership team to the Board and final referencing and criminal background checks are in place, the candidate will be finally approved and hired by the Board. He or she will then receive a start date and orientation instructions. We aim to have all positions filled before New Teacher Orientation in late July. (continued below)

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

#### Relationship Between Employees and Non-Profit Board

As described earlier, teachers will be jointly employed by the Board and NHA, and administrators and other staff will be solely employed by NHA. We will make use of NHAs expertise in recruiting, training, compensating, and advancing instructional staff for WFCA. For WFCA teachers, NHA will screen candidates, present recommendations for hiring and promotion, report on employee performance, and refer disciplinary action. As the Board, we will make final determination on teacher hiring and termination.

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

We will leverage NHAs expertise in identifying qualified candidates for positions at the school. This includes screening applicants against the qualifications and certifications required by the position and conducting a criminal background check. We will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Candidates presented to us for final hiring approval will be qualified for the position they are seeking to fill. We will review their qualifications and background checks before making a hiring determination.

Through our services agreement with NHA, we delegate day-to-day management of school operations to NHA. Having set policy, we will trust the discretion and expertise of the school leadership team for the initiation of teacher discipline or dismissal referral procedures. As a Board, we will deliberate and decide upon teacher dismissal recommendations presented to us by the school leadership team. We will measure academic growth and proficiency and hold staff accountable for success in these areas.

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

*employment.*

We believe the "total rewards" approach of NHA will be highly attractive to teachers and staff in our community. We will leverage NHAs experience to implement compensation plans that are highly competitive in the local market. We intend to build our own base pay scales, instead of strictly following the state salary schedule. We intend to opt-out of the state teachers retirement system.

NHAs total rewards approach starts with base pay, which includes a set salary or hourly pay rate. Teacher salary guidelines will be used with differentiated levels of pay based on years of experience and performance. NHA uses a non-scheduled approach to salary in order to provide flexibility at the school level to meet specific school needs. We will use pay for performance, with performance being measured by student achievement. Starting salaries typically are 95 percent of starting salaries in the local market for teachers. Please reference our budget for more specific salary information. NHA currently jointly-employs more than 135 teachers in the five North Carolina public charter schools it is partnering with.

Separate bonus plans will exist for various groups of employees. Teachers may also be eligible to earn additional compensation for supporting other student learning programs such as tutoring, mentoring new teachers, coaching sports, and/or working on special curriculum projects.

Eligible employees will receive an exceptional combination of medical, dental, and vision insurance at a low cost. NHA currently pays nearly 85 percent of all medical and dental expenses incurred by employees or their families. Employees may open a flex spending account to set aside a portion of earnings to pay for certain qualified expenses. (continued below)

*5. Provide the procedures for employee grievance and/or termination.*

Our Board and NHA will adopt a process to aid teachers in resolving a concern or grievance. The principal or dean will be the first line of communication for teachers to address a concern, followed by a representative at the NHA Service Center. Employees may also take advantage of an employee hotline that lets them provide feedback anonymously through a third-party contractor. Concerns submitted by employees confidentially via the hotline (online or via phone) are immediately referred to the NHA Service Center for review. In the rare event that a teacher cannot resolve a concern by speaking directly with the school leadership team, by communicating with an NHA representative, or by communicating through the hotline, teachers may bring the unresolved concern to the Board.

Employment with the Board and NHA is on an at-will basis, and teachers will be jointly employed by the Board and NHA. Policies and procedures have been defined to handle unacceptable leadership or employee performance. We will create a working environment that allows administrators to make decisions sensitive to the demands of students. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, or suspension/administrative leave. Employees will receive additional coaching when necessary because we hope all employees can grow and succeed. If a teacher does not meet performance expectations or there is a

significant violation of policies or procedures, termination of employment may be recommended to the Board. Please see the draft Employee Handbook included in Appendix L for more information on corrective action.

6. *Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

Not applicable. No positions will have dual responsibilities within or outside the school organization.

7. *Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

The school will recruit and hire highly qualified teachers certified in special education to ensure quality instruction for students with disabilities. All new staff will participate in a summer orientation session. A resource room teacher will provide academic support to students with special needs. Ancillary staff will be provided through employment or on a contractual basis. Credentials of all staff will be reviewed in advance to assure compliance with the highly qualified teacher requirements. Teachers who do not possess the required credentials will be provided with a reasonable timeframe to meet the state requirements. Ancillary staff will possess the state required credentials before providing services to eligible students. As determined by our student population, we may also seek to hire qualified staffing for ELL and gifted students. We will use the recruitment and retention processes described above for these positions.

8. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

#### Staffing Roles, Responsibilities, and Qualifications

Teacher candidates will possess a Bachelors degree and appropriate teaching certificate or licensure. A candidate will have a demonstrated ability to communicate and work effectively with parents; adapt to individuals specific needs; adapt to differences and changes in characteristics of students, programs, leadership, staff, and community; use varied teaching methodologies to accommodate students unique learning styles; evaluate tests and measurements of achievement; and work effectively as a team member. Teachers will be responsible for implementing the curriculum, coordinating with educational assistants, maintaining current achievement level information, assigning additional studies to students not meeting or exceeding achievement, keeping accurate student records, and establishing classroom procedures. Teachers will also be responsible for ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the principal.

(Continued from Question 1)

We recognize the importance of having an engaged and motivated staff to sustain consistent academic success. We believe teachers and staff need to be in the classroom and we hold teachers and staff accountable for absenteeism. If a student is scheduled for a day of class, we believe the teacher should also be in the classroom. Obviously, emergencies happen and there may be academic conferences or professional development needs that take a teacher out of the classroom.

Once staffed appropriately, the school will adopt a number of other practices designed to ensure that we continually support, develop, focus, and retain staff so we reach and maintain an optimal level of performance. The school leadership team will have opportunities to formally and informally recognize faculty and staff, and the peer recognition program

will let staff members recognize a colleague (during a staff meeting) for his or her good work. We will survey all employees at least once each year. The results of the surveys will be shared with the staff, and the school will develop action plans to foster continuous improvement and high engagement for all employees. Our systems and practices will specifically encourage and promote staff retention. The school leadership team will be evaluated on their ability to build, develop, and retain a strong instructional team. We acknowledge that retaining teachers is of utmost importance to our students academic success.

--

(Continued from Question 4)

Staff will be offered a 401(k) retirement plan with an employer match of 50 percent of the first six percent of compensation contributed to the plan by the employee, with immediate vesting. Full-time employees will receive basic life and accidental death and dismemberment (AD&D) insurance in the amount of \$25,000. NHA also offers optional group term life insurance for employees and eligible dependents, such as spouses and children. Employees will pay for any optional life insurance they choose. Short- and long-term disability insurance will be provided after a one-year waiting period at no cost to the employee. Full-time and part-time employees will be eligible for 50 percent tuition reimbursement for courses taken toward a job-related degree or continuing education credits.

### **Staff Evaluation and Professional Development**

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

Human resources functions, including teacher licensure and professional development, will be provided by NHA as part of our services agreement.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

#### Plan to Mentor and Retain Staff

The schools leadership structure is intentionally designed to enable each teacher to work closely with his or her dean on a weekly basis to focus on specific development needs. Each teacher will be observed on a weekly basis by his or her dean. Feedback and coaching from these observations will occur during the weekly meeting between each teacher and dean. The frequency and quality of coaching around teaching practice will support our schools commitment to individual professional growth. As detailed in Section IV. Staffing Plans, Hiring, and Management, there are several techniques used to retain staff through development and recognition.

Teachers will work with their dean to address individual professional development needs. The needs will be gleaned from dean-observed teaching practices included in the Teacher Observation Protocol (TOP). The TOP includes more than 60 research-based teaching skills and techniques. A director of school quality (DSQ) will also support the school leadership team. The role of the DSQ is similar to that of a superintendent someone who will bring demonstrated success as a teacher, dean, or principal. The DSQ will become intimately familiar with the school.

All new teachers will be assigned a mentor to assist with day-to-day questions and concerns. Scheduled meetings with the mentor provide consistent and on-going support for curriculum, instructional practice, and

classroom management. Mentors will also conduct periodic classroom observations and provide feedback after the visit to further improve instruction.

#### Teacher and Instructional Staff Evaluation

We will create a working environment that allows administrators to make decisions that reflect student needs. NHA's human resources practices begin with a recruitment process that will help identify the best possible teachers for WFCFA. The distributed leadership model will enable weekly observation of classroom practices, dedicated one-on-one coaching, and collaborative grade-level planning throughout the school year. These observations and coaching sessions will serve as the foundation for a performance review system that provides formal evaluations/appraisals of staff twice per year.

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

We believe that there should be no artificial limits to professional development. The school leadership team will be responsible for determining the school's professional development needs and working with NHA to develop a customized plan designed to meet these needs. We will invest significant resources, both time and money, including available state and federal grant dollars, to provide robust and meaningful professional development opportunities.

The core components of our professional development plan are detailed below.

- \* **New Teacher Orientation:** In the summer, all new teachers and leaders will participate in NTO: a four-day immersion program to onboard staff by sharing the school's purpose and vision and addressing specific curricular and instructional needs.

- \* Teachers hired after the beginning of the school year will attend a three-day NTO session provided by NHA throughout the school year.

- \* **School-based Professional Development:** Teachers will participate in additional staff development days prior to the start of school. The purpose is to communicate additional expectations to teachers and staff, including non-instructional processes and procedures, to provide new teachers with the opportunity to conduct grade level planning with their colleagues, and to deepen knowledge around core concepts related to the formative assessment process, classroom management, building student relationships, and school-wide behavior support systems.

- \* Building-wide professional development efforts during the school year will be focused on the areas identified in the School Improvement Plan (SIP), which will serve as a comprehensive needs assessment of student achievement, school environment, teacher and parent community, and administrative data, that will help the school identify strategies to meet those needs in the upcoming school year.

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

Our professional development plan, detailed above, will take place prior to and throughout the school year. Before our school opens, staff will participate in:

\* New Teacher Orientation: An introduction to our mission; training in the schools positive approach to classroom management, Behave with Care; an overview of our curriculum and curricular tools; and time for collaboration on grade-level best practices.

\* School-Based Professional Development: The staff will also spend time setting their goals for student learning through year-long planning. Prior to school, the staff will also spend time getting to know one another and forming a cohesive culture among and across grade levels.

\* On-Course: Also available to our staff through NHA is an extensive library of online e-learning modules. Staff will use these modules to understand the Teacher Observation Protocol and learn strategies for success in the classroom.

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

#### Professional Development Throughout the Year

The schools calendar, daily schedule, and staffing structure accommodate our professional development plan for WFCA teachers. Approximately four days will be set aside for staff professional development. Students would not report to school on professional development days. In addition to dedicated professional development time, the daily schedule incorporates 45 minutes of planning time for teachers. We will allow administrators to schedule faculty meetings at appropriate times that do not impede teaching and learning. At least one planning period each week will be dedicated to development in grade-level teams. Thirty minutes of a planning period each week will be dedicated to a one-on-one meeting with each teachers dean to discuss feedback and provide coaching for ongoing development. We will establish staff schedules that permit meeting and cooperation with parents.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

### **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 reflects 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-238.29F(g)(5)).*

#### Marketing Plan

Our marketing plan will create broad awareness of WFCA throughout our community. We do not intend for our school to just be one among many in the community; our school will immerse itself in our community and its culture by becoming an active contributor to the communitys success. To this end, we will implement an ongoing outreach and marketing strategy that will include quantitative and qualitative research as well as both traditional and non-traditional media. This outreach will include significant grassroots efforts. As a tuition-free public charter school, we will market to all without bias. Our goal is to provide a high-quality education for all students within northern Wake County. We are confident in the communitys interest following the success of our survey, which is detailed in Appendix

A, and the high demand for the only charter school choice in our community, Franklin Academy, as evidenced by the schools 1800 student waiting list.

#### Community Outreach

As we continue to develop our school, representatives of our board and NHA will meet with members of our community to assess the interest of prospective parents. We may choose to accomplish this through diverse focus groups and public opinion polls, and/or in other less formal manners. We want our school to provide students with a high-quality education and meet the needs and expectations of the parents and guardians who choose our school for their children.

Should we receive preliminary charter approval, our marketing efforts will intensify. A dedicated local admissions representative with strong community contacts will be hired before the opening of the school to lead grassroots marketing and the building of community relationships. Included in that grassroots effort will be outreach to the following groups:

- \* HeadStart, preschool programs and area childcare providers.
- \* Local chambers of commerce, Rotary, Lions Club, Moose Lodge, etc.
- \* Community churches.
- \* Boys and Girls Clubs, community centers, agencies and neighborhoods.

Our advertising effort may include the placement of outdoor and/or radio and Internet ads several months before the schools opening. This effort may include ads on WDCG, WFXC, and WQOK and Wake Forest Gazette, The News and Observer, Wake Forest Weekly and The Carolinian and Facebook, Google, Wakeforestgazette.com, wakeweekly.com, and carolinaparent.com. In addition, the admissions representative and other school representatives, including the principal, will host monthly enrollment information meetings for parents at a location that is convenient to the community. These meetings will be promoted by direct mail within a three-mile radius of the school. Parents will have the opportunity to learn more about the schools mission, design, and overall academic program at these meetings. In particular, the school will host events for parents of students with special needs, so that they can ask questions and learn about the special education services that the school will provide.

#### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

We believe that building strong relationships with parents and students is essential to maximizing student retention and optimizing student learning. Research on effective schools indicates that strong parental involvement is most often the result of effective school-home communication. We are committed to maintaining open dialogue between the school and our students parents or guardians and to beginning these partnerships as early as possible.

#### Parent Involvement Prior to School Opening

If we receive a charter, we will begin reaching out to the community as a whole. We will formally contact families through a variety of outlets to

inform them about our school, the enrollment process, and how they can become involved. These outlets may include: radio, television, billboards, bus ads, and other paid media options. In addition, parents in the community surrounding the location of our school will receive invitations to participate in parent informational meetings and "meet-and-greets" with the principal and staff.

A monthly newsletter, school website, and school Facebook page will keep interested families connected to the happenings of the school as we prepare to open. Social media sites will be an additional tool to assist us as we form connections between the school and parents. While the facility is prepared for occupancy, we will establish a temporary office where prospective parents can visit for more information. A family orientation will be held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teacher and classmates, and other staff. Before school opening, staff and parents will initiate the relationships that we hope to foster in our school community. These early contacts will help us establish a healthy rapport with parents once the school is open.

#### Engaging Partnerships between Families and the School

We will consider our parents our partner in their students education. Their opinions and perceptions will hold weight for the leadership of our school. We want to provide a high-quality education for all students who enroll in our school. We also want to ensure that we are meeting the expectations of our parents who have chosen to send their children to our school.

Once the school is operational, and to ensure that we receive direct input from our partners, parents will have two opportunities each year to complete a confidential survey called "Voice of the Parent." This survey will seek to ensure that their expectations and students needs are understood and consistently met. Voice of the Parent is designed to systematically drive action and accountability so that the school remains parent-, student-, and community-focused at all times. We will seek input from our parents in a variety of areas, including: parent satisfaction; academic success; teacher satisfaction; communication; and likelihood of re-enrolling.

Our parents will be encouraged to form clubs or groups to support activities in the building. These groups will be led by parents and when necessary, staff can participate in the meetings to show support for and encourage parental involvement. Lastly, we intend to add a parent representative to our board to ensure we are staying abreast of issues important to our parents.

#### Parent Room

To help parents feel at home in the school and to encourage their presence and active involvement in their child's education, we will have a dedicated parent room. This room will give parents a place to gather and build relationships with one another, discuss matters of mutual interest, and afford them an opportunity to feel comfortable and take ownership in the school. The room will also provide parents access to online school materials and computers to log into NHAS student information system to monitor and track their child's attendance and academic progress over the course of the year.

## **Admissions Policy**

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *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 withdraws and transfers.*

We will comply with all applicable federal and state laws related to admissions and enrollment. Our admissions policy is included in Appendix R.

### Open Enrollment Period (OEP) and Deadlines

The OEP for the first year of operation will tentatively begin on April 1 and last for two weeks. In subsequent years, the OEP is from the first day of the school year until 5 p.m. on the last business day in February of the current school year.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the OEP.

All applications received after the OEP will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available, or to the waiting list.

### Random-Selection Process

The random-selection process will be performed using a computer software from an independent company and will be open to the public. A neutral third-party person will be present during the random selection process. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority. After all eligible names have been randomly selected; the school will add the names of applicants who submitted applications after the OEP in the order in which they were received. The random-selection process will be video-recorded and the video recording will be the official record of student placement.

### Enrollment Preferences

Enrollment preference will be first given to currently enrolled students. Next preference is given to the following ordered categories: children of the schools principal, teachers, and teacher assistants, siblings of currently enrolled students who were admitted to the school in a previous year, and all remaining applicants. If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple births.

In our first year, the school may give preference to children of the initial members of the schools board of directors, so long as these children are limited to the lesser of 10 percent of the schools total enrollment or to 20 students.

#### Waiting Lists

Applications received after the OEP will be added to the end of the waiting list for the appropriate grade in the order in which they were received. All applicants on a waiting list must re-submit an application for the following school year during the next OEP.

#### Application Withdrawal

Accepted applicants must confirm their intent to attend the school within four weeks of acceptance. The school will send all applicants a postcard to inform parents and guardians that the student will forfeit his or her registered status in the school and will not be enrolled if he or she does not attend the first day of school or call in to request an excused absence.

#### Re-enrollment

Once students are enrolled, they will be re-enrolled at the school for successive years without re-entering the random-selection process.

#### Transfers

Applications for the current school year will be accepted until the end of the current school year, and available seats will be filled as applications are received. Student transfers will be processed upon receipt of a properly completed records release from another school.

#### Withdrawn Students and Transfers

Student withdrawals will be processed upon parental request. The school will withdraw a student on the first day of school if they are absent without excuse, if this practice is communicated to the family and attempts to contact the student are documented.

Student withdrawals and transfers will be effective the date in which the student was last in attendance at the school. Once a student has been withdrawn or transferred, a new application must be submitted if there is further interest in attending the school.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
LEA #2 Franklin County Schools  
LEA #3

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.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000	LEA 920	LEA 350	LEA 000
Kindergarten	70	18		70	18		70	18		70	18		70	18	
Grade 01	67	17		67	17		67	17		67	17		67	17	
Grade 02	67	17		67	17		67	17		67	17		67	17	
Grade 03	67	17		67	17		67	17		67	17		67	17	
Grade 04	67	17		67	17		67	17		67	17		67	17	
Grade 05	45	11		67	17		67	17		67	17		67	17	
Grade 06	0	0		43	11		65	16		65	16		65	16	
Grade 07	0	0		0	0		43	11		65	16		65	16	
Grade 08	0	0		0	0		0	0		42	10		62	16	
	383	97		448	114		513	130		577	145		597	151	
	480			562			643			722			748		

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

We will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend WFCA. We anticipate that the majority of our students will reside within a close proximity to our school.

We do not intend to directly provide school bus services, nor contract with the Wake County Public School System for the provision of transportation services. We believe that asking parents to partner with us in transportation will allow members of the staff to greet students and parents during morning drop-off and afternoon pick-up. This will give students a transition between school and home that is safe, smooth, and welcoming. This approach will also involve parents who transport their children more deeply in the day-to-day life of the school. In this way, parents will develop a deeper rapport with teachers, school leaders, and other families. Finally, we believe that this method allows students to arrive at school more focused on the activities of the day and with lower levels of anxiety.

We recognize that this transportation strategy may not be a viable option for every family. In these cases, other options may include carpools, private carriers, and public transportation. During orientation before the first day of school, we will offer parents and guardians resources to coordinate their transportation needs. We will not let transportation be a barrier to any child attending the school. Once we determine a school location, we will work to identify and share public transportation options that are available. Weve also built in \$5,000 in our budget for possible transportation needs, including for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

We may use an online program that has been successful at other NHA partner schools called Ride Finder. In this program, an office administrator will serve as the schools transportation liaison, will coordinate the transportation needs of students, and will work to connect families that may be able to carpool and share transportation responsibilities.

### **School Lunch Plan:**

*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.*

We recognize the importance of providing meals to our students. Following USDA procurement requirements and in compliance with Federal Regulation 7 CFR 210.16, a food service provider will be contracted to operate our food service program. Students will pay a predetermined price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program and the School Breakfast Program.

All meals will meet the nutritional requirements set forth by the United States Department of Agriculture in accordance with the National School Lunch Program and School Breakfast Program. Our food service provider will also provide extensive support with menu planning, nutritional analysis, food handling safety, and sanitization. Cold breakfast and a hot meal for lunch will be offered daily with federal subsidies for qualifying students to meet students needs and ensure that students can focus on the work of learning and not their physical hunger.

NHA has extensive experience in handling all the required aspects of these programs. We will hold NHA accountable for the success of this program.

**Civil Liability and Insurance (GS 115C-238.29F(c)):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$2,225.00
Officers and Directors/Errors and Omissions	\$3,000,000		\$1,000.00
Property Insurance	\$25,000		\$415.00
Motor Vehicle Liability	\$1,000,000		\$185.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$275.00
Other	\$1,000,000		\$750.00
Total Cost			\$4,850.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) 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.

hparler 02/27/2013

\_\_\_\_\_  
 (Board Chair Signature) (Date)

**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.*

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).*

To date, we have combined our own local knowledge of the community with insights from members of NHAs real estate acquisition team to begin an exhaustive review of opportunities for renovating or constructing a school building.

We prefer to find a suitable parcel where a new facility can be constructed consistent with our intended educational model. However, in our real estate search efforts, we are not ruling out existing facilities that can be renovated cost-effectively to suit our schools programmatic needs. If we identify a facility suitable for rehabilitation, NHA will take the lead by virtue of its extensive experience retrofitting existing facilities to house its educational program.

Once a site has passed the necessary due diligence and site acquisition has been finalized, NHA will manage the construction process. The facility will be constructed and equipped in a fashion similar to other NHA partner schools and will comply with all health, building code, and safety requirements, as well as meet all regulations as outlined by the Americans with Disabilities Act. Given NHAs knowledge of and experience with site acquisition and construction timeline, we are confident that our school will be complete in sufficient time for an August 2014 opening.

**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.*

In order to get a head start on our facilities plans, our board put members of NHAs real-estate team in touch with the Wake Forest planning department, so that we could all more fully understand our municipalities land use approval process. NHA was able to meet with the planning department and reported at our following board meeting that they were impressed by the streamlined process the planning department presented. In cooperation with NHA, we are now laying out a timeline for land acquisition that will keep us on-track for an on-time school opening in August of 2014.

In order to ensure we stay on track, we intend to identify a number of properties that will suit the construction of a new or renovation of an existing facility. If there are any unforeseen hurdles with our preferred property, we will be well-positioned to move expeditiously to secure one of the other properties from our "short-list" of viable real estate opportunities. Our facility will be approximately 45,000 square feet, including 28 classrooms; a gymnasium; an art room; a music room; a media center/library; a parent room; multiple student support rooms; administrative spaces; and a front office.

### V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

#### **Budget: Revenue Projections from each LEA 2014-15**

**SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL**

*The formula for figuring these allotments can be found in the Resource Manual Finance Section.*

See Charter School Dollars per ADM on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- 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 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

#### LEA #1920 - Wake County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	383	\$1,698,329.24
Local Funds	\$2,030.00	383	\$777,490.00
Federal EC Funds	\$3,743.48	50	\$187,174.00
<b>Totals</b>			\$2,662,993.24

#### LEA #2350 - Franklin County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,909.84	97	\$476,254.48
Local Funds	\$1,377.80	97	\$133,646.60
Federal EC Funds	\$3,743.48	13	\$48,665.24
<b>Totals</b>			\$658,566.32

**Total Budget: Revenue Projections 2014-15 through 2018-2019**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
-Exceptional Children Federal Funds	\$235,839	\$284,900	\$332,700	\$381,100	\$402,600
-Local Per Pupil Funds	\$911,137	\$1,066,500	\$1,220,500	\$1,371,100	\$1,420,000
-Other Funds*	\$1,430,625	\$891,714	\$636,281	\$307,626	\$185,368
-State ADM Funds	\$2,174,584	\$2,492,100	\$2,880,000	\$3,266,300	\$3,417,600
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	<b>\$4,752,185</b>	<b>\$4,735,214</b>	<b>\$5,069,481</b>	<b>\$5,326,126</b>	<b>\$5,425,568</b>

**\*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 statements, etc., on the availability of these funds.**

**Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.**

**Personnel Budget: Expenditure Projections 2014-15 through 2018-2019**

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
<b>Personnel:</b>															
Principal	1	\$67,500	\$67,500	1	\$69,500	\$69,500	1	\$71,600	\$71,600	1	\$73,800	\$73,800	1	\$76,000	\$76,000
Dean	2	\$43,700	\$87,400	3	\$44,800	\$134,400	3	\$45,900	\$137,700	3	\$47,000	\$141,000	3	\$48,200	\$144,600
Registrar	1	\$29,300	\$29,300	1	\$30,000	\$30,000	1	\$30,800	\$30,800	1	\$31,500	\$31,500	1	\$32,300	\$32,300
Office Administrator	1	\$22,800	\$22,800	1	\$23,300	\$23,300	1	\$23,900	\$23,900	1	\$24,500	\$24,500	1	\$25,100	\$25,100
Admissions Representative	.38	\$27,600	\$10,488	.38	\$28,400	\$10,792	.38	\$29,300	\$11,134	.38	\$30,200	\$11,476	.38	\$31,100	\$11,818
Core Content Teacher(s)	18	\$34,600	\$622,800	21	\$35,200	\$739,200	24	\$36,300	\$871,200	27	\$37,000	\$999,000	28	\$38,000	\$1,064,000
Electives/Specialty Teacher(s)	3	\$34,600	\$103,800	3	\$35,200	\$105,600	3	\$36,300	\$108,900	3	\$37,000	\$111,000	3	\$38,000	\$114,000
Library Technology Specialist	1	\$32,500	\$32,500	1	\$33,400	\$33,400	1	\$34,200	\$34,200	1	\$35,000	\$35,000	1	\$35,900	\$35,900
Exceptional Children Teacher(s)	1.5	\$34,600	\$51,900	2	\$35,200	\$70,400	2	\$36,300	\$72,600	2	\$37,000	\$74,000	2	\$38,000	\$76,000
Exceptional Children Aides	.8	\$21,300	\$17,040	.8	\$21,900	\$17,520	1.6	\$22,600	\$36,160	1.6	\$23,200	\$37,120	1.6	\$23,900	\$38,240
Social Worker	.2	\$38,000	\$7,600	.2	\$38,900	\$7,780	.4	\$39,900	\$15,960	.4	\$40,900	\$16,360	.4	\$41,900	\$16,760
Recess Aides	.63	\$20,500	\$12,915	.75	\$21,100	\$15,825	.88	\$21,700	\$19,096	1	\$22,400	\$22,400	1	\$23,000	\$23,000
Substitute Teachers	.69	\$19,355	\$13,355	.8	\$19,750	\$15,800	.89	\$20,509	\$18,253	.98	\$21,328	\$20,901	1.02	\$21,962	\$22,401
Total Personnel	31.2	\$426,355	\$1,079,398	35.9 3	\$436,650	\$1,273,517	40.1 5	\$449,309	\$1,451,503	43.3 6	\$460,828	\$1,598,057	44.4	\$473,362	\$1,680,119
<b>Benefits:</b>															
Benefit Waive	4.3	\$163	\$701	4.79	\$188	\$901	4.57	\$219	\$1,001	4.53	\$243	\$1,101	5.49	\$219	\$1,202
Federal & State Unemployment Taxes	30.5	\$1,023	\$31,202	35.1 3	\$1,036	\$36,395	39.2 5	\$1,070	\$41,998	42.3 8	\$1,109	\$46,999	43.3 8	\$1,148	\$49,800
Health & Dental	25	\$10,100	\$252,500	29.0 1	\$10,300	\$298,803	33.0 3	\$10,500	\$346,815	36.0 7	\$10,700	\$385,949	36.1 1	\$10,900	\$393,599

Wake Forest Charter Academy

Insurance															
Incentives/Stipends/Bonuses	30.5	\$1,967	\$59,994	35.1 3	\$2,007	\$70,506	39.2 5	\$1,946	\$76,381	42.3 8	\$1,914	\$81,115	43.3 8	\$1,950	\$84,591
Life & Disability Insurance	29.3	\$133	\$3,897	33.8	\$136	\$4,597	37.6	\$146	\$5,490	40.6	\$145	\$5,887	41.6	\$147	\$6,115
Retirement Plan	30.5	\$911	\$27,786	35.1 3	\$937	\$32,917	39.2 5	\$950	\$37,288	42.3 8	\$968	\$41,024	43.3 8	\$994	\$43,120
Social Security & Medicare	30.5	\$2,797	\$85,309	35.1 3	\$2,864	\$100,612	39.2 5	\$2,912	\$114,296	42.3 8	\$2,964	\$125,614	43.3 8	\$3,046	\$132,135
Total Benefits	241. 6	\$17,694	\$479,687	278. 38	\$18,062	\$565,597	310. 7	\$18,342	\$646,778	335. 48	\$18,656	\$713,669	343. 48	\$19,033	\$737,849
Tuition Reimbursement	30.5	\$456	\$13,908	35.1 3	\$446	\$15,668	39.2 5	\$446	\$17,506	42.3 8	\$460	\$19,495	43.3 8	\$470	\$20,389
Workers Compensation	30.5	\$144	\$4,392	35.1 3	\$148	\$5,199	39.2 5	\$153	\$6,005	42.3 8	\$153	\$6,484	43.3 8	\$159	\$6,897
<b>Total Personnel Budget</b>	272. 8	\$444,049	\$1,559,085	314. 31	\$454,712	\$1,839,114	350. 85	\$467,651	\$2,098,281	378. 84	\$479,484	\$2,311,726	387. 88	\$492,395	\$2,417,968

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

**Operations Budget: Expenditure Projections 2014-15 through 2018-2019**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books And Supplies	Copier & Printing Costs	\$13,100	\$15,300	\$17,600	\$19,900	\$21,000
	Instructional Equipment	\$108,200	\$113,000	\$119,000	\$125,000	\$127,100
	Office Supplies	\$18,700	\$19,700	\$22,800	\$26,000	\$27,500
Books and Supplies	Curriculum/Texts	\$197,100	\$43,400	\$54,000	\$56,200	\$22,100
	Instructional Materials	\$89,400	\$87,800	\$92,100	\$82,600	\$84,100
	Testing Supplies	\$31,800	\$31,500	\$33,300	\$35,300	\$36,100
Human Resources Costs	Staff Development	\$100,600	\$71,300	\$72,700	\$74,200	\$75,500
	Staff Recruitment & Retention	\$154,400	\$89,500	\$96,400	\$98,100	\$93,000
Other	Administrative Support	\$172,700	\$172,700	\$172,700	\$172,700	\$172,700
	Contracted Services	\$125,700	\$158,900	\$204,100	\$210,400	\$216,800
	Curriculum Development & Intervention Services	\$50,200	\$50,200	\$50,200	\$50,200	\$50,200
	Facility Acquisition	\$141,400	\$0	\$0	\$0	\$0
	Food Plan	\$95,100	\$108,900	\$123,000	\$137,400	\$144,100
	Insurances	\$13,300	\$13,500	\$13,800	\$14,100	\$14,200
	Legal & Audit	\$72,100	\$72,200	\$72,400	\$72,500	\$72,700
	Marketing Plan	\$75,300	\$75,500	\$75,600	\$75,800	\$75,900
	Office Equipment	\$7,000	\$10,000	\$10,500	\$11,000	\$11,300
	Other (Field Trips, Dues & Fees, Board Exp)	\$43,100	\$43,600	\$44,200	\$44,700	\$45,100
	Partner Relations	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Property Taxes	\$32,000	\$65,200	\$66,600	\$68,000	\$69,400
	Transportation Plan	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel, Meetings & Meals	\$12,400	\$13,000	\$13,700	\$14,400	\$14,800
Rents And Debt Services	Custodial	\$116,100	\$118,400	\$120,800	\$123,200	\$125,700
	Maintenance & Repair	\$114,100	\$117,500	\$84,600	\$85,400	\$86,400
Rents and Debt Services	Facility Lease/Mortgage	\$1,125,900	\$1,125,900	\$1,125,900	\$1,125,900	\$1,125,900
	Rent of Equipment	\$12,200	\$13,000	\$13,800	\$14,700	\$15,000
Technology Technology Hardware	Software	\$11,800	\$1,800	\$1,900	\$1,900	\$1,900
	Technology Services	\$143,400	\$145,300	\$147,300	\$149,400	\$151,500
Utilities	Electric	\$46,700	\$47,600	\$48,600	\$49,600	\$50,600
	Energy	\$3,300	\$3,400	\$3,400	\$3,500	\$3,600
	Phone	\$2,100	\$2,500	\$2,900	\$3,300	\$3,500
	Water/Sewer/Trash	\$8,900	\$10,500	\$12,300	\$14,000	\$14,900
	<b>Total Operations</b>	<b>\$3,193,100</b>	<b>\$2,896,100</b>	<b>\$2,971,200</b>	<b>\$3,014,400</b>	<b>\$3,007,600</b>

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,559,085	\$1,839,114	\$2,098,281	\$2,311,726	\$2,417,968
TOTAL EXPENDITURE (OPERATIONS)	\$3,193,100	\$2,896,100	\$2,971,200	\$3,014,400	\$3,007,600
TOTAL EXPENDITURES	\$4,752,185	\$4,735,214	\$5,069,481	\$5,326,126	\$5,425,568
TOTAL REVENUE	\$4,752,185	\$4,735,214	\$5,069,481	\$5,326,126	\$5,425,568
ANNUAL NET PROJECTIONS	-\$0	-\$0	\$0	-\$0	-\$0

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

## Revenue Consideration

In accordance with N.C. Gen. Stat. 115C-228.29H and as stated on page 35 of the Charter Resource Manual, "the state allocates dollars depending on the county or city school system in which the charter school is located", not where a student resides. However, the online application system does not allow the applicant to reflect this in year one, and instead bases state funding allocations on the county or city school system in which the student resides, not where the school is located. It is our understanding that a student's residence is only considered for the allocation of local per pupil funds, not state ADM dollars. Due to the system constraints, we recognize that our budget for State ADM Funds in year one may be slightly overstated.

Additionally, although the online application classifies the Exceptional Children Funding as "Federal", it is our understanding that these funds are a state allotment and should be classified as "State" funding. The Department of Public Instructions website (<http://ec.ncpublicschools.gov/finance-grants/allotment-allocations/per-child-allocations>) supports this understanding by noting that the per pupil funding is State Aid (PRC 32). To be conservative, we have not budgeted federal exceptional children funds (i.e., IDEA), because we do not have a formal commitment for funding.

## Revenue Assumptions

\* We plan to open our school with capacity for 480 students in grades K through 5, increasing to a full capacity of 748 students in grades K through 8 by 2018-19. We are confident, through the results of our survey and demand for Queens Grant Community Schools K-8 program, that we can meet our projected enrollment numbers. The per-pupil state allocation is estimated at \$4,434 per student, and as a conservative measure, we are projecting no funding increases for the first two years. In years three through five of the forecast period, a one percent annual increase has been budgeted.

\* Our budget reflects a mix of students from Wake County (80 percent) and Franklin County (20 percent). Based on current local per-pupil funding for students residing in those districts, we anticipate local funding of \$2,030 per pupil for students from Wake County and \$1,378 per pupil for students from Franklin County. As a conservative measure, we have not built in any increases in local per-pupil funding for the five-year forecast period.

\* We assume that 13 percent of our student population will require some level of special education services. We have incorporated into the budget our understanding that the special education allotment from the state will be at a rate of approximately \$3,743 per pupil. (continued below)

2. *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

As part of its comprehensive scope of services, NHA will provide the schools accounting, purchasing, and payroll business functions as detailed in the services agreement. As the Board, we will contract annually with an independent, certified accounting firm to perform an audit of the schools finances.

#### Financial Systems and Processes

As mentioned previously in the application, our services agreement with NHA provides us with a full suite of school operations services including administrative services such as accounting, purchasing, and payroll.

**Payroll:** To fulfill its obligations to the Board for complying with generally accepted accounting principles, NHA will utilize a standardized software system, Lawson. Lawson will internally manage all transactions related to the payroll function.

Employees will be paid every other Thursday. Hourly employees must enter their time for the two-week pay period into the Lawson system. The supervisor must approve and release all time entered into the Lawson system before it can be utilized to generate the payroll. Once payroll has been computed, it will be transmitted to an outside service provider, ADP. ADP will print the checks and distribute them to the school. The checks will then be disbursed to employees by the schools office staff.

There are many controls surrounding the payroll processes. In addition to those described above, any changes to payroll amounts must be processed through the Lawson system and will require our principals approval as well as approval from NHAs People Services department. All hours worked will be submitted through the Lawson system and must be approved by a member of the school leadership team. The hours worked will be further reviewed by NHAs payroll department for reasonableness. Throughout the year, the schools business analyst will compare the actual positions and payroll from the Lawson system to the budget and discuss any discrepancies with the principal.

**Purchases:** NHA also uses Lawson to manage its purchasing, general ledger, grant accounting, fixed assets accounting and cash disbursements activities. NHA has formalized written policies for purchasing (grant and non-grant), accounts payable, corporate credit cards, Board discretionary funds, principal discretionary funds and school money handling, deposits, and security policy. (continued below)

3. *Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

The spending priorities outlined in the schools budget projections align

with our mission for WFCA. NHA provides a proven comprehensive educational program curriculum, transportation, professional development, staffing, and more that aligns with our vision for the school. Our budget has been drafted to include the costs for teachers and the curricular tools necessary to implement our academic program. We do not plan to provide transportation. However, we will not allow transportation to be a barrier for any child. Therefore, we have included \$5,000 per year in our budget for transportation of exceptional children. We have included the costs for initial staff development and on-going sessions to meet the needs of all teachers at our school.

Under our services agreement with NHA, NHA will provide the comprehensive scope of services described throughout this application. NHA will also provide an up-front investment in the school to sustain it until growth stabilizes revenues against expenditures. For these services and this commitment, NHAs fee will be 100 percent of public revenue received, less \$35,000 reserved by the Board for discretionary use in the educational program. Thus, the school will not maintain a small, contingency operational reserve. As stated, NHA commits to meeting the educational program outlined in the approved budget regardless of any shortfalls in public funding.

- 4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

Through our partnership with NHA, the company has committed to pre-operational funding, as well as contributions not loans to meet shortfalls between revenue and budgeted expenditures. Evidence of this commitment is provided in Appendix P.

- 5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

As delineated in our services agreement with NHA, the company is planning to provide a substantial contribution not a loan to ensure the educational program we envision for WFCA can be implemented from day one. In the event revenues are lower than anticipated, NHA has committed to meeting the expenditures outlined in the approved school budget with a no-obligation contribution.

- 6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.*

Our budget includes estimated contributions from NHA to ensure the delivery of the educational program in the first year of operation. Our budget estimates a total operating contribution by NHA in the amount of \$3 million for the first five years of operation until school growth and corresponding revenue are robust enough to support the educational program we intend to deliver.

(Continued from Question 1)

#### Revenue Assumptions

\* The school leadership team will strive to meet the needs of all students. To advance this effort, the school will use available Title I and II-A grant monies to invest in a variety of research-based academic interventions, including academic specialists and paraprofessionals who support classroom teachers and provide small-group interventions. Other interventions may also

be considered. Because these funds have not been guaranteed, they are not incorporated in the budget included here.

\* We anticipate reimbursement from the National School Lunch Program through the Department of Agriculture to cover approximately 30 percent of the food service expenditures at the school. Food sales to students are expected to cover around 35 percent of total food service costs.

\* As mentioned previously in the application, our services agreement with NHA provides us with access to funds, if necessary, to cover expenditures in the early years of the schools operations. The budget includes an estimated contribution from NHA of \$1.4 million in the first year of operation, \$816 thousand in Year 2, and \$550 thousand in Year 3, gradually declining through Year 5 until the school nearly stands on its own financially.

#### Expenditure Assumptions

Our school will open with enough teaching staff to serve 18 classrooms, as well as music, art, and physical education programs. The resource room will be staffed with sufficient teachers and paraprofessionals to meet the needs of special education students. Based on our anticipated student population, English language learner (ELL) teachers are not included in budget projections but will be added if needed. Based on current estimates for the first year, we have budgeted 1.5 full-time equivalent (FTE) resource room teachers and one 0.8 FTE paraprofessional, supplemented with contracted speech, occupational therapy, and psychology services. We also plan to have a part-time social worker, and substitute teachers as necessary.

While instructional expenses are driven by student enrollment and the number of classrooms and will increase with growth, administrative personnel costs and other operating costs are more fixed in nature and after initial investments in the school, are expected to grow only by inflation during the five-year period. Such costs would include facilities related expenditures such as rent, utilities, and custodial costs, as well as items such as legal and audit, marketing, and partner relations (which includes administrative assistance from NHA to our Board).

#### Break-even Student Enrollment

Our experience and due diligence have made us confident that our enrollment projections are achievable. We believe we are uniquely positioned to operate a financially viable school irrespective of the pace of enrollment. This confidence stems from our partnership with NHA and its commitment of capital to our mission. In accordance with the attached services agreement, NHA will be responsible for providing the facility, the staff, and the materials for a fully operational school. This eliminates the burden of private fundraising and philanthropy. It also relieves the Board of the equally difficult task of seeking funds from a bank or lending institution to supplement per-pupil funding. What's more, NHA will make all necessary financial contributions to the school to ensure that WFCA has all necessary operating resources from day one. We expect our school to receive contributions from NHA during the start-up phase and the initial years of operation. For these reasons, we will not have a defined break-even point, only a focus on providing the best public charter school choice possible to the students and families who choose WFCA.

(Continued from Question 2) Purchases:

Most WFCA purchases will begin with a purchase order. The purchase order must be submitted electronically by the school to NHA's purchasing and accounting departments via the Lawson system. The school must make a note in

the Lawson system when the item is received. When the invoice is received, the Lawson system will match it against the purchase order and the receipt prior to payment. Once the invoice is properly matched, it will be assigned the proper general ledger account number and processed for payment. The invoice will then be sent for review and approval by an accounting staff member. All checks in excess of \$2,500 will be reviewed by NHAs senior manager of school accounting.

All checks, regardless of value, will require two signatures. The only authorized signers are NHAs senior manager of school accounting and director of corporate finance. Our Board Chair and Treasurer will also be authorized signatories on the schools bank account. Bank reconciliations will be performed monthly. All cash receipts and transfers to the bank accounts will be posted individually, and NHAs accounting department will ensure a proper segregation of duties. On a monthly basis, NHA will compare the actual expenditures to the Board approved budget and discuss any discrepancies with the principal.

Audits: Annually, we will select an independent, state-licensed public accounting firm with experience in the K-12 sector. The selected firm will perform a financial statement audit for the school and, if required, State and Federal Single Audits. The audit will also review the adequacy of the system of internal control to ensure that financial statements are accurately presented in accordance with generally accepted accounting principles in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

**Financial Audits:** (No more than a half of a page)

*Describe the procedure and method for conducting an independent financial audit for the proposed charter school.*

Annually, our Board will require that management procure proposals from state-licensed independent public accounting firms with experience in the K-12 sector. The selected firm will perform the financial statement audit for the school. The audit will also review the adequacy of the system of internal control to ensure that financial statements are accurately presented in accordance with generally accepted accounting principles in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Furthermore, the audit will comply with North Carolina regulations, including the State Single Audit requirement. A report will be issued on the auditor's considerations of the internal control system over financial reporting and also will test compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters.

In the event the school should expend \$500,000 or more in federal funds during a fiscal year, the independent auditor will also perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted in a timely manner to ensure that the report will be completed by the state-specific deadline. The audit expense will be included in the schools Board-approved budget.

Schools partnering with NHA have a history of clean records on their financial audits. This record, coupled with our Board's own expertise and commitment, makes us confident that the school can and will maintain the highest standards of fiscal responsibility and accountability.

*Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.*

Our board is currently investigating the following firms to conduct our audit:

Name: Deloitte & Touche, LLP  
Address: 150 Fayetteville St., Raleigh, NC 27601  
Phone Number: 919-546-8000

Name: BDO USA, LLP  
Address: 5430 Wade Park Blvd, Raleigh, NC 27607  
Phone Number: 919-754-9370

