



### Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

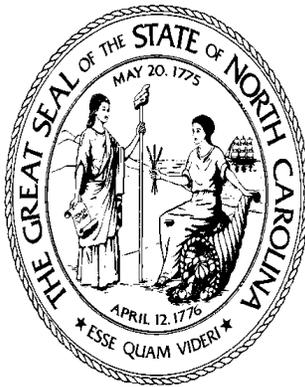
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

#### Subcommittee Members:

Heather Soja  
Tammi Sutton  
Deborah Brown  
Danielle Allen  
Cheryl Turner  
Buffy Fowler  
Bruce Friend  
Alan Hawkes  
Alex Quigley  
Joe Maimone  
Lindalyn Kakadelis  
Tracy Kelley  
Les Stein  
Lynn Kroeger  
Phyllis Gibbs  
Jessica Whalen  
Robert McOuat  
Sherry Reeves

Stephenie Clark  
Steven Walker

**Date of Review:**



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Leadership Academy of Wayne

**Public charter schools opening the fall of 2020**

**Due by 5:00 pm, October 1, 2018**

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**  
**2018 Application Process**  
**To open a charter school in the 2020-2021 school year**

**APPLICATION DUE DATE/TIME**

**October 1, 2018** A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

**APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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VII. \_\_\_\_\_

AGREEMENT PAGE

<u>Application Fee:</u>	<u>85</u>
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<u>Total External Evaluator Votes</u>	<u>87</u>
<u>Total Subcommittee Votes</u>	<u>87</u>
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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Leadership Academy of Wayne

X

Name of Municipality under which charter will be organized or operated:

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: *Leadership Academy of Wayne*

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: *Dr. Kenneth E. Benton*

Title/Relationship to to nonprofitMunicipality: *Board Chair*

Mailing address: P O Box 10744  
Goldsboro NC 27532

Primary telephone: 919-395-5336 Alternative telephone: 919-395-5347

E-Mail address: drbenton2@gmail.com

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

County: WAYNE

LEA: 960-Wayne County Public Schools

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

No: X

Yes:

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

No:

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

*The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

*Demonstrate an exceptional need for the charter school in the proposed location*

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No:

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

Yes:

No:

*Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.*

*Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.*

*Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:*

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

*The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.*

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

1. The school must include grades 9-12.
2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:
  - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
  - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
  - c. The student must be currently under long-term suspension from a public or private school ; or
  - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:

No:

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

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Leadership Academy of Wayne

Is this application for Virtual charter school: Yes: No:

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

Projected School Opening: Year 2020 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	K, 01, 02, 03, 04, 05	522
Year 2	K, 01, 02, 03, 04, 05, 06	610
Year 3	K, 01, 02, 03, 04, 05, 06, 07	698
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08	786
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08	786

*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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

pinklady  
Signature

Board Member  
Title

pinklady  
Printed Name

09/26/2018  
Date

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>This is a high percentage of the LEA. Is this percentage realistic for a rural county spread over a large area with high poverty rates?</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>Aggressive first year open enrollment projections.</u>	<u>Steven Walker</u>	<u>Grade Levels</u>
<u>This is a very large starting number.</u>	<u>Alex Quigley</u>	<u>Grade Levels</u>
<u>Enrollment is a lot in year 1, what is the plan to meet this goal?</u>	<u>Jessica Whalen</u>	<u>Grade Levels</u>
<u>Is it feasible to target 500 students in year 1?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>Very aggressive enrollment numbers for the first year.</u>	<u>Heather Soja</u>	<u>Grade Levels</u>
<u>Pass with questions on enrollment projections for first year. Very aggressive.</u>	<u>Heather Soja</u>	<u>Certify Appl</u>
<u>missing documents-- background checks, resumes, and conflict of interest. It will be difficult to evaluate the school's governance plan without that information.</u>	<u>Deborah Brown</u>	<u>Certify Appl</u>

<b>Reviewer</b>	<b>Score</b>
<u>Heather Soja</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Deborah Brown</u>	<u>Fail</u>
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	<u>Fail</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	<u>Fail</u>
<u>Joe Maimone</u>	
<u>Lindalyn Kakadelis</u>	
<u>Tracy Kelley</u>	
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Phyllis Gibbs</u>	
<u>Jessica Whalen</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Sherry Reeves</u>	
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five 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:*

Develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. "Leading all the Way!"

*Clearly describe the mission of the proposed charter school:*

LAW's mission is to be a transformation agent. Beginning with the individual, the school will be committed to developing a standard of academic excellence in each learner. Each learner will be challenged to exit this school as leaders of learning perpetuating the transformation of their local and global community throughout their lifetime.

### **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.*

The LAW (K-8) primary targeted population are the students in Wayne County Public Schools and

particularly those located in the southern region of the county. The LEA is ethnically diverse with a student population of 37.5% White, 35% Black, 22% Hispanic, and 5.5% Other. The demographics of the schools in the southern region of Wayne County, where the proposed charter school is to be located, includes 33% White, 37.8% Black, and 29.1% Hispanic.

Geographically, the county is divided into North and South by the Neuse River. Numerous small communities are included in the southern region; Mt. Olive is the largest town in this area of the county and Goldsboro is the largest city. Southern Wayne County is bordered by Lenoir, Duplin, Sampson, and Johnston counties. Proximity to I-40, Hwy 13, and I-795 are major connectors for interstate commerce and travel in this highly rural community. Farming is the primary industry. In this rural community parents with school age, children have educational options limited to the 4 elementary and 4 middle schools located in southern area. Currently, in the southern region of Wayne County, there are no public charter schools or private schools available. Parents seeking choice must drive across the Neuse River and into the city of Goldsboro for access to one of 8 private

schools or one of 2 public charter schools. Locating LAW in this portion of the county will offer parents a school choice which they do not have at this time.

Providing parents an option in this region of Wayne County is a critical need as indicated by the School Performance Data of 2016-2017 and recent poverty studies. (January 2018) Data reveals high poverty levels are correlated with school performance grades of Cs, Ds, and Fs. ([www.publicschoolsfirstnc.org](http://www.publicschoolsfirstnc.org)). A review of the performance grades for the schools in the southern region of Wayne County showed that 3 of the 4 elementary schools and 2 of the 4 middle schools had a performance grade of D while one middle school scored a grade of F. (Wayne County School Performance Data, 2016-2017) Most recently (September 2018) two schools in the LEA were proposed for inclusion in the Innovative School District, one of which is located in the southern region of the county.

A study by the NC Poverty Research Fund (January 22, 2018) entitled Goldsboro: Isolation and Marginalization in Eastern North Carolina presented a bleak picture of Wayne County and described the population of the southern region of Wayne County as an area of great need as indicated by a 50% to 70% poverty rate among Black and Hispanic residents. 75% to 93% of the students are identified as living at the poverty level. Of the 33 Wayne County schools, 26 participate in the Community Eligibility Provision Program (CEP) due to the high concentration of free or reduced meal eligible families in the county. Using 2016-2017 data, 93% of the students in the southern region are eligible for free or reduced lunch.

A high poverty rate impacts student achievement. Students with "food insecurity" are more likely to have lower reading performance and schools with the highest poverty have the lowest school achievement grades ([www.publicschoolsfirstnc.org](http://www.publicschoolsfirstnc.org)).

At the District Level, 53.2% of the students in grades 3-8 demonstrated a partial or limited command (scoring Level 1 or 2) of Reading knowledge and skills on the EOG as compared to 42.5% of students in the state. In Math, 58.2% of the students in grades 3-8 scored Level 1 or 2, indicating a limited or partial command of Math skills as compared to 44.6% in the state. Further impact of this low achievement is reflected in the county's 84% graduation rate. Aggregated graduation rates included: Economically Disadvantaged at 82%, Hispanics at 75% and English Language Learners at 35%. The schools in this rural area have a high concentration of poverty and the efforts to offset the effects of poverty are increasingly more challenging.

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

LAW is a K-8 school with a projected enrollment of 786 students. Using 2016-2017 ADM reports, this represents 16% of the K-8 ADM for the LEA.

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

Instructional programs, methods, and materials to be used at LAW are based on numerous years of research. The use of evidence-based programs, methods and materials at LAW versus that of teacher-created materials is a primary factor that sets us apart. The education plan at LAW includes the use of Direct Instruction, Core Knowledge, and Leadership. Many studies have shown children who receive Direct Instruction have significantly higher achievement, make more rapid educational progress, and have higher levels of self-esteem than students in other programs. (Clear Teaching, Barbash 2012). Core Knowledge builds strong foundations for later learning and opens doors for students to effectively participate in society. The leadership program, inspired by Stephen Covey's Leader in Me program, provides a common language for all stakeholders, including staff, students, parents, and Board members. The leadership principles will be integrated into every aspect of the learning environment and drive the development of the school's culture.

The local LEA states that it uses a variety of research-based curriculum materials to "encompass a balanced program of direct and indirect instruction." In some instances, teacher-created materials are used which makes the curriculum only as strong as the individual teacher creating it. Another instructional practice in the local LEA is for instructional teams to develop standards-aligned units of instruction integrated across multiple curriculum areas. These practices can result in a lack of grade level and vertical alignment and are not meeting the academic needs of many students in our targeted population. The lack of consistency from grade level to grade level and school to school has resulted in placing many students at risk of not mastering basic skills necessary for continuous academic achievement and success.

While LAW's educational plan encompasses the use of Direct Instruction and focuses on mastery learning, the local LEA moves forward in the teaching and presentation of concepts and material with limited regard for assuring mastery of critical prerequisite skills. The local LEA pushes all students through the curriculum to meet pacing guide requirements and has a strong focus on EOG testing to determine a student's success or failure. As a result, many students become disengaged learners and academic success is compromised. At LAW the curriculum will be a competency-based approach that ensures mastery of prerequisite content prior to "pacing" forward onto new content.

The local LEA has a comprehensive school counseling program with a focus on intervention, which is distinctively different from LAW's focus on leadership. School counselors work with teachers and staff to develop Character Education units and lessons which focus on developing an understanding of "good character" with limited emphasis on leadership. LAW leadership will not be compartmentalized and reactive, rather it will be the lens with which LAW will approach all learning; including classroom environment, building culture, and instructional prowess.

LAW's solid education plan will set it apart from the local LEA's educational plan by providing carefully constructed sequential programs that are evidence-based with proven results of accelerated learning, dramatically improve achievement, and development of self-confident students. In addition, the programs create a school culture that sees every child as capable and every child as a leader.

4. *In the appendices (Appendix A1), 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.*

LAW will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. In the southern geographic region of Wayne County, the only educational option available to parents is provided through the public schools. Of the counties adjacent to the southern geographic region of Wayne (Lenoir and Duplin, ), there are no private or charter schools within a reasonable traveling distance which would give parents an option. LAW, a K-8 school, will give parents the option for their children to remain on one school campus from kindergarten through eighth grade as opposed to following the local school's grade arrangement of K-4 elementary and 5-8 middle school. This will allow adequate time for students to refine their academic and leadership skills to ensure a seamless transition to the high school of their choice.

LAW will improve student learning. With learning and leadership as the mission, LAW is committed to identifying the academic needs of each student, and using a data-driven approach (Bambrick-Santoyo, 2010) will provide instruction at a level commensurate with the student's skills with grade-level mastery of content in reading, math, language arts, science and history as the goal. Using an MTSS framework, academic needs will be identified and addressed. Teachers will observe, measure, and instruct students using formative assessments to measure and maintain data to support the learning plan for each student. Interim assessments every 9 weeks will measure the degree to which students have mastered what teachers have taught. Results will be used to guide instruction as well as assist with planning for future teaching. Assessment and data review will be a routine

at LAW to ensure that students are learning. As deficits are identified, instruction and interventions will be provided to reduce learning deficits and result in a stronger academic foundation for students. The result will be better-prepared students for high school and Career and College Ready programs and influencing a graduation rate that exceeds that of the LEA (84%, 2016-2017). Further, routines and processes for learning environments will be established to minimize the loss of instructional time.

LAW will increase learning opportunities for all students with a special emphasis on at-risk or gifted students. LAW is open to all students and cannot predict all the student needs which will be present upon opening. Based on the demographics of the LEA, a high number of at-risk students are anticipated. LAW is committed to having an education plan which will meet the needs of all members of the school population. Using a strategic focus on identifying reading, language, and math skills of students, LAW will establish a learning environment that provides opportunities for all learners. Services to meet the needs of the most at-risk students, as well as those on the gifted spectrum, will be carefully identified as students enroll in LAW. Staff members and parents will meet to review and make plans especially for those members of the population with the most extreme needs. Decisions about instructional staff and support services providers will take into account the needs of students. Staff will be coached to deliver instruction in such a manner as to improve student learning and reduce achievement gaps which often exist for the most at-risk student. Using Teach Like A Champion 2.0 (Lemov, 2015) strategies, coaching will be provided in the use of techniques to increase teacher productivity and student performance. Guiding principles include: (1) Using data to guide instruction and measure student learning; (2) Developing strong classroom routines to minimize student distraction, increase predictable teacher behavior and reduce interruptions to learning; and (3) Incorporating rigor into instruction for even the most academic deficient students.

### **Goals for the Proposed Charter School:**

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

#### Academic Goals

1: By the end of Year 1, LAW students will exceed the state performance proficiency score as measured on Reading and Math EOGs and reported on the NC Schools Report Card.

2: By the end of Year 3, LAW students will exceed the state performance proficiency score in Math and Reading as measured on the EOG and reported on the NC Schools Report Card resulting in a Report Card Grade of C.

3: By the end of Year 5, LAW will achieve a School Performance Grade of B as reported on the NC School Report Card.

The five-year goals are ambitious given the targeted population's performance as reported on the 2016-2017 NC School Report Cards. In the first year, teachers will provide instruction to begin closing the student achievement gap. By years three and five, data will reflect the work of students who have benefited from the LAW's educational plan for more than

one year and continue to exceed state performance scores. A strategic plan for assessment needs identification, and instruction is directed at students achieving fluency and proficiency in reading and math. Data (formative, interim, and EOG) supporting instructional effectiveness will be reported to stakeholders.

#### Operations Goals

- 1: LAW will maintain an average daily student attendance rate of 95% or higher as reported in the Principal's Monthly Report throughout the first three years.
- 2: LAW will attain 90% of the projected ADM through effective marketing strategies in the first year.
- 3: LAW will have 95% of classroom teachers with clear initial or continuing licenses by the end of the fifth year.
- 4: LAW will have less than 10% of teachers leaving the school annually by the end of year three.

Students and teachers are at the core of LAW and its mission. Every classroom minute counts in the learning process and students need to be present each day. Monthly reports of student attendance and membership will be provided to the BOD.

Teachers will be required to meet the State licensure requirements. Leadership will provide support through training, coaching, and evaluation to ensure staff success and retention. The BOD will receive updates about licensure standards and possible teacher turnover.

#### Governance Goals

- 1: LAW Board of Directors (BOD) will participate in and document attendance at a minimum of 8 hours of group or individual training annually.
- 2: The BOD will govern the school with transparency and in accordance with The Open Meetings Law on a regularly scheduled basis with no compliance issues reported to the Office of Charter Schools.
- 3: By the end of Year 1, The BOD will develop a performance framework rubric for use to monitor and evaluate LAW's progress towards goal achievement in academics, operations, and finance.

The BOD is a governing board and will require training to govern effectively. The BOD will meet monthly, publicize the meeting schedule, and maintain required records. Monthly reports about academics, operations, and finances by the CEO to The BOD will be used as measures of progress towards goal achievement.

#### Finance Goals

- 1: The BOD will review financial status and LAW enrollment on a monthly basis and will make budget revisions as needed on a monthly basis.
- 2: By the end of the first year, LAW will operate within the established budget and include a 4% contingency fund within the budget.
- 3: By the end of the fifth year, LAW will operate within the established budget with a positive cash balance of \$1.9 million.
- 4: LAW will complete an annual audit of the financial records resulting in an unmodified audit.

The BOD will oversee the school's financial health monthly. Financial

information will be handled in a transparent manner and in accordance with the school's financial policies. A continuous watch on enrollment and funding will be important in the initial days of the school's opening and on a regular basis thereafter.

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

The mission of LAW is the guide for the Board's governance. The mission to provide educational and leadership skills to students that will make a difference in the community and continue beyond is a big undertaking. The goals which have been established for academics, operations, finance, and governance, are centered on the key components which must be continuously reviewed by the LAW Board and the school leadership to ensure the school is moving forward and toward goal achievement. The Board will determine to routinely review the mission and these goals and evaluate on a regular basis the progress being made. Data will continuously be collected and reported to the Board as the evidence to support progress. In the future days of the school, as students exit the K-8 environment and transition to the high school of their choice, it is expected that LAW students will exceed graduation rates and pursue Career and College Ready opportunities.

<b>Section II: Mission and Purposes Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Mission is unclear. What does it mean to "outlast personal experience"? What does it look like?  What does mission look like when it is achieved?	Jessica Whalen	Mission Stat
Strong illustration of need due to the lack of choice in the southern part of the county. Additionally, the quality of traditional public schools is low and the focus on a standard and vetted curriculum will enhance instruction.	Heather Soja	Mission Stat
Clarification is needed around the "outlast personal experience" component of the written mission statement. What is meant by this phrase and what will this look like in action?  What are the impacts if students take their leadership and educational skills beyond the walls of Wayne County? What is the vision of the board to have a direct impact on the local community and how will they accomplish this by the proposed school?	Stephenie Clark	Mission Stat
If your targeted population will mirror the LEA, how does your school solve for the same issues created by poverty in the community?	Deborah Brown	Mission Stat
You indicate that the LAW will focus on direct instruction. Will this be reflected in a lower teacher to student ratio?	Les Stein	Educational
16% of the LEA seems very aggressive.	Steven Walker	Educational
Educational need is based on area leaders reflection and input but it appears no data was collected from families with school age children. Facebook data shows a chart of "response to post", explain what kinds of responses this included. Was this the number of views, likes, comments, etc?  The percentage of the LEA is high.	Buffy Fowler	Educational
Do you have more recent studies rather than from 2012 to justify using Direct Instruction? What evidence do you have that teacher created material is less effective? What evidence can you provide that students in the LEA are disengaged?	Deborah Brown	Educational
Can the school feasibly attract 16% of the K-8 ADM for the LEA? That percentage seems high.  If content is taught using a competency based approach, how will you get to teaching on grade level content if students are several grade levels behind?  What data or information does the applicant have to verify that Wayne County public schools all utilize teacher created materials? Additionally, what data shows that teacher created content is less effective compared to a school created lesson and pacing guide?  Does the applicant have a number of survey responses that show families interested with children of age to attend the school? If so, how many parents responded they would send their child(ren) to LAW?	Stephenie Clark	Educational
Need is obvious as well as difference in curriculum. Would like to know the plans for math as well as assessment.	Heather Soja	Educational
How does LAW significantly differ from LEA?  Please clarify the following: "At LAW the curriculum will be a competency-based approach that ensures mastery of prerequisite content prior to "pacing" forward onto new content". How will LAW find the balance between the two? How will this affect pacing for LAW students, especially low-income students?  How will leadership "will not be compartmentalized and reactive, rather it will	Jessica Whalen	Educational

be the lens with which LAW will approach all learning; including classroom environment, building culture, and instructional prowess"?		
<p>Do students in Wayne County have an option of high school choice? What is LAW's role in this transition process?</p> <p>How will the school track impacts on the student graduation rates if grades served go up to 8th?</p> <p>What additional supports will the school have in place to address other causes that contribute to the widening of the achievement gap and the direct relationship of poverty on that gap?</p> <p>LAW's mission is grounded in leadership development, how do the purposes outlined align with that component of the mission?</p>	Stephenie Clark	Purposes of
<p>Explain rationale of the following: "LAW, a K-8 school, will give parents the option for their children to remain on one school campus from kindergarten through eighth grade as opposed to following the local school's grade arrangement of K-4 elementary and 5-8 middle school". Why is this an issue?</p> <p>Who analyzes and presents data of interim assessments?</p> <p>Strong evidence of meeting several legislative purposes.</p>	Jessica Whalen	Purposes of
<p>by your own wording, your academic goals may not be realistic given the levels of the local population.</p> <p>How will you work to attain a 95% attendance rate, especially given the effects of poverty in the community?</p> <p>How will you measure whether or not your students are "making a difference in the community?"</p>	Heather Soja	Purposes of
<p>You said that you needed this school because other schools were C schools in the area but your goal is to be a C.</p>	Deborah Brown	Goals for th
<p>For the academic goals, by what quantity will LAW exceed the state performance proficiency scores?</p> <p>Some goals outlined are not written in a SMART format, specifically they are not measurable.</p> <p>A major component of the school's mission includes leadership development, why are there no goals around leadership identified?</p> <p>What is the process for how often, by whom, and what particular information around the identified goals will be communicated to the board and other stakeholders?</p>	Alex Quigley	Goals for th
<p>Some goals are not specific enough.</p> <p>Are academic goals ambitious enough? For example, "By the end of Year 1, LAW students will exceed the state performance proficiency score as measured on Reading and Math EOGs". What if the state performance goes down?</p>	Stephenie Clark	Goals for th
<p>I'm not seeing a whole lot of difference in the year 1 goal and the year 3 goal. Do they expect to be a D or F in year 1, but still exceed state proficiency scores?</p>	Jessica Whalen	Goals for th
<p>Concerned about being able to hit enrollment.</p>	Steven Walker	Goals for th
	Steven Walker	Certify Miss

Reviewer	Score
Heather Soja	Pass
Steven Walker	Fail
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass

Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	Fail
Joe Maimone	
Tammi Sutton	
Stephenie Clark	Fail
Sherry Reeves	
Robert McOuat	
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Tracy Kelley	
Lindalyn Kakadelis	

### 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 will 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.

LAW's academic program will be an infusion of the following approaches; Direct Instruction (DI), Core Knowledge, and Leadership. With a population identified as ethnically diverse and economically disadvantaged the infusion of these three approaches will provide for accelerated learning in academics and leadership that impact not only the individual student but the greater community as a whole.

The DI approach involves; carefully sequenced curriculum of knowledge and skills, explicit teaching, flexible grouping, and mastery learning. The research base on the effectiveness of the DI approach is overwhelming, stretching now over 50 years. Most recently studied by John Hattie (2010) Visible Learning, DI was found to accelerate learning in basic skills and cognitive processing (the application of learning and reasoning - critical thinking).

The Core Knowledge sequence will provide an avenue to ensure that all children are provided a core of shared knowledge that establishes a foundation from which children can expand, apply, analyze, evaluate and create (Blooms Taxonomy). One of the greatest barriers to education that impacts economically disadvantaged and ethnically diverse populations is access to background knowledge and language (Marzano, 2014; ASCD, 2004). The infusion of the Core Knowledge sequence with the DI approach delivers the necessary access to core knowledge that will impact background knowledge and language.

Leadership at Law will embody 21st-century learning that builds on life and career skills, communication and collaboration, creativity, and expansion of information. Use of Franklin Covey's Leadership provides for our student's opportunity to develop their fullest potential by understanding paradigms of leadership, potential, change, motivation, and education/scholarship.

The major instructional methods that will be employed at LAW are embedded within the DI programs. Additional techniques that impact performance will be extracted from Teach Like a Champion 2.0. Six major instructional methods that form the foundation of LAW's academic model include:

- (1.) Direct Instruction
- (2.) Competency-based learning: A systems model that enables personalized learning to provide flexibility and support to ensure mastery of the identified knowledge or skill.

(3.) Mastery learning: Starting by identifying a student's instructional level, teaching to mastery is a method that incorporates the specific levels of learning into daily instruction.

(4.) Interim and Formative assessments: The use of interim and formative assessments will assure that the learning environment will engage students and end with a specific performance on a task that aligns with the NC Essential Standards.

(5.) Feedback: At LAW Feedback includes reflection & responding to assessment data, as well as communication of praise, criticism, and advice (Hattie, 2014; Lang, 2012). Tying in leadership and habits of discussion, the inclusion of how to receive and give feedback will be crucial for the targeted population.

(6.) Computer Assisted Instruction: Technology use at LAW will focus on enhancing learning experiences, increasing personalized learning, and teaching children digital citizenship skills.

The framework from which LAW will monitor its academic model is that of a Multi-Tiered System of Support (MTSS). Within the MTSS framework LAW adheres to a driven-by-data approach that includes; (1.) Universal Screening, (2.) Interim Assessments, (3.) Formative Assessments, and (4.) Summative Assessments. This assessment strategies support (and drive) the overall instructional programs and methods outlined in LAW's academic model through the identification of student instructional levels, the establishment of academic growth goals, measurement of student growth towards NC Essential Standards, validation of intervention support, and identification of acceleration or remediation opportunity.

### **Curriculum and Instructional Design:**

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

The basic learning environment at Law will revolve around engagement. The instructional program, methods, and assessment strategies that will be the foundation of the academic plan provide teachers with an instructional structure that yields high levels of teacher-student and student-student interaction. Teachers will give students extensive opportunities to participate, to get involved, and to lose themselves in learning that is important, interesting, and meaningful using instructional techniques embedded in DI programs and complemented by Teach Like A Champion. An overemphasis on a "facilitation" and the student-centered environment in traditional public schools results in our ethnically diverse and economically disadvantaged population of students becoming detached, confused, frustrated, and ultimately either behavior problems or withdrawn from learning. At LAW learning environments will be established that are positive, explicit, normalize error, adhere to gradual release, and accelerated. The teacher will serve as an activator as outlined in Hattie's (2010) Visible Learning. When students are released to engage in the student-centered application of learning they will do so with well-formed habits of discussion, collaboration, and leadership.

LAW is committed to the NC initiative to reduce class sizes. Kindergarten homeroom classes will be structured to serve 18 students. 1st and 2nd grade

will provide for 21 students per homeroom and 3rd-8th grade will not exceed 22 students per class. These smaller class sizes will foster the classroom environment and overall leadership culture that LAW will strive to achieve.

The elementary school will consist of grades K-5. This is different than the current traditional public schools in the area that have been forced to incorporate 5th grade with middle school students due to facilities. LAW believes in accelerated learning but it will remain conscious of the developmental and social differences between elementary school students and middle school students. LAW believes that keeping 5th grade at the elementary facility will provide yet another choice for families within the targeted population in the southern area of Wayne County, NC.

The middle school will consist of grades 6-8. Teachers will be departmentalized at the middle school (this approach may be replicated 2nd-5th grade to support subject matter expertise). Initial planning for the middle school is to use period-based scheduling with core content areas being 55-60 minutes. The period-based scheduling approach lends itself well to the learning environment of high engagement as teachers will be trained through instructional techniques to accelerate learning and unlock motivation that creates instances of an illusion of speed within the classroom that keeps all students engaged with little loss of instructional time.

Per LAW's academic model and commitment to competency-based and mastery learning, students in grades K-8 will receive core instruction in reading and math at their instructional level. This will result in students transitioning to specific reading and math classrooms that may be different from their traditional homeroom. Transitions for reading and math will be structured and routinized to reduce the loss of time during transitions. Flexible regrouping based on LAW's MTSS Framework and dedication to accelerated learning may occur from time to time during the school year resulting in updated schedules for students. This process will be explained thoroughly to the parents and students that attend LAW. The culture of LAW is not that of one teacher, one group of students, but that of all teachers, all students. This reinforces our culture of leadership by fostering shared ownership, distributed leadership, collaboration, and teamwork among both teachers and students. Other core content areas will provide for a more heterogeneous environment contingent on student performance.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The core curriculum at LAW remains the NC Essential Standards as outlined by the State Board of Education. This ensures direct alignment with the North Carolina Accountability Model. As indicated in the academic goals, the targeted population will exceed the States expected academic growth as measured on NC End of Grade Assessments within the first three years of opening. To accomplish this goal LAW will leverage the use of DI programs, the Core Knowledge Sequence, and Franklin Coveys Leadership model. These three core components that formulate the essence of LAW are what drives our mission to develop within every child educational and leadership skills that impact the individual, transform a community and outlast personal experience.

The evidence base on how the use of DI Programs positively impacts students identified as ethnically diverse and economically disadvantaged is overwhelming. Research dating back to 1977, Project Follow Through, provides compelling evidence of the impact that DI programs have in educating children for life. DI provides rapid academic gains, gains that persist, and gains that increase self-esteem because children have real skills they can apply to a variety of situations (Bloom's Taxonomy). DI programs are aligned to the Common Core State Standards and internal lesson planning by a team of expert teachers who under the guidance of school leadership will extend those lessons to include additional standards-based program mapping that aligns to LAW's Interim Assessments. Standards-based program mapping involves more than knowing state standards; posting standards, learning goals, or objectives in a classroom, referencing standards in lessons; or "covering" a curriculum. It means consistently identifying and teaching lessons specifically designed to ensure that students have access and opportunity to learn the skills and knowledge that lead to mastery of the standard.

The Core Knowledge Sequence has recently been recognized as an Exemplary Achievement Gap Closing approach. In 2016 Center City PCS in Washington D.C. (Charter School, Title I School, School Choice) was recognized by the U.S. Department of Education as a National Blue Ribbon School. This school exists in a community of extreme poverty, violence, and ever reducing the opportunity for children. The identification of Core Knowledge as a curriculum tool targeted toward establishing educational excellence and equity for all students provided confidence in LAW's choice to use Core Knowledge with our targeted population. Use of Core Knowledge includes the process of curriculum-mapping (also called domain mapping) that does not supplant the greater NC Essential Standards but rather provides a coherent organizational plan with content and skills that compliment the NC Essential Standards.

The infusion of Leadership into the curriculum at LAW directly aligns with North Carolinas commitment of preparing future ready students for the 21st century. The correlation between 21st Century Skills and Leadership is seamless and has been actualized across 101 schools in North Carolina. Specifically, Franklin Covey highlights AB Combs Magnet School in Wake County, NC as a Lighthouse School and model of implementation of the Leadership initiative. Further, Similar to Public School 861 (Highest Rated School in New York City) that serves a diverse population including English language learners (ELL), 20% special needs students, and 69.5% of students identified as economically disadvantaged, the population of children that

LAW has targeted to serve will experience increased accountability, responsibility, creativity, problem solving, communication, teamwork, and adaptability throughout their educational experience. Use of the Leadership model is also reported as resulting in lower rates of behavior incidents, increased attendance, and increased achievement on State testing (Franklin Covey).

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

LAW will subscribe to the use of evidence-based instructional strategies proven to have an increased impact on student learning. Specifically, LAW will rely on the use of instructional strategies that are identified as resulting in accelerated learning and the closing of achievement gaps when working with ethnically and economically diverse populations. As provided within John Hattie's (2010) research and resulting text, *Visible Learning*, and results across schools that are part of the Uncommon School Network and Teach Like A Champion, primary instructional strategies will include:

(1.) Direct Instruction (DI): Emphasize teacher-student connection through high levels of engagement. Maximize the effectiveness of the limited time teachers have with students (every minute matters-sense of urgency). Fundamentally inclusive and optimistic in the belief that every student can succeed.

(2.) Five Principles of Classroom Culture: Classroom culture that sustains and drives excellence requires a variety of types of interactions that coexist; discipline, management, control, influence, and engagement. From engineering efficiency through strategic investment in routines to ensuring 100% of your classroom is engaged in learning. Teachers will establish classroom culture that is positive, details what to do, utilizes least invasive interventions to address behaviors, and exudes firm calm finesse.

(3.) Teacher-activator: Teachers are deliberate change agents and direct learning using strategies that include reciprocal teaching (habits of discussion), feedback, mastery learning, goal setting and challenges, and the use of behavioral and graphic organizers.

(4.) Teach Like a Champion 2.0 Chapter 3, Setting High Expectations: Setting high expectations as a strategy alone often fails in execution, LAW teachers will use techniques outlined in Teach Like a Champion 2.0 to bring this strategy to life in the classrooms. Four primary techniques including, No Opt Out, Right is Right, Stretch it, and Format Matters.

These primary instructional strategies will be born from LAW's mission to develop within every child educational and leadership skills that impact the individual, transform the community and outlast personal experience. They provide the avenue from which teachers and staff will establish a school culture of leaders and learners that are honest, sincere, value hard work, and are kind toward others. That culture will extend across grade levels increasing in depth of understanding and application as students mature resulting in students that will be true competitors as they enter high school and extend to college and a global workforce.

The Professional Development Model used will increase teachers' levels of mastery in use of the instructional strategies and will adhere to a novice

to expert approach that provides for differentiation of training and support. The model will include elements of traditional professional development (theory, demonstration, and practice) and extend to include in-class instructional coaching. The strategies that teachers are trained on will be supervised and coached by expert instructional specialists who have been identified as model teachers. These strategies will also be directly aligned to teacher evaluations (conducted by school administration) to support the identification of exemplary teaching, build internal sustainability, and identify opportunity for additional professional development.

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

The Instructional Program at LAW is based on carefully analyzed content matter identifying central organizing ideas and generalizable strategies that enable students to accelerate learning. Instructional topics and objectives are organized into tracks that allow for systematic skill development across the length of a school year and are aligned not only to grade level competencies but vertically across grade level competencies to include the educational experience as a whole. Learning objectives established as critical competencies aligned with the NC Essential Standards provide a clear indication of student readiness by highlighting opportunities for acceleration and the need for intervention. Student achievement and academic growth are continually monitored through the MTSS framework that provides a clear indication of where students are and which level of intervention they may need to meet an end of grade level standards.

Student placement, progress reports, and report cards will be communicated with students and parents throughout the year, and dates will be posted publicly on the school calendar. Academic profiles will be generated for every student at LAW as part of the leadership program. Leadership and Data binders will provide an outline of the student's academic profile including placement/screening data, lesson progress, mastery test data, transition/promotion requirements, interim assessments, and student goals. These profiles will facilitate (student-led 2nd-8th grade) parent-teacher conferences.

The design of LAW's Instructional Program is purposeful in its inclusion of generalizable strategies (use of Big Ideas) that students can strategically integrate across learning instances. For example, regarding history and civilization, an initial Big Idea of approaching history through a Problem-Solution-Effect model will be taught. Then, this strategy will be integrated vertically across grade levels providing a schema from which to approach new information. This will be replicated in Reading, Math, and Writing and will set the stage for LAW students to conquer secondary education through the application and manipulation of both core academic concepts and the use of Big Ideas. While early levels of the Instructional Program focus on recall, understanding, and application, upper levels will drive student analysis, evaluation, and creativity (Blooms Taxonomy) providing a framework for students on how to learn. Infused with Leadership development for all children, LAW students will not only excel in academics but will also excel in collaboration and teamwork, flexibility and adaptability, communication, accountability, and initiative (all aligned

with 21st Century Skills).

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar submitted in Appendix C reflects a commitment of LAW to exceed the minimum requirement set out in the State Board of Education Policy BEPL-001 of 1,025 instructional hours. The commitment to exceed this requirement coincides with the tenets of the mission statement as outlined in the Instructional Program of academic acceleration and acquisition of leadership skills. The school day will be scheduled Monday through Friday 8:00a - 3:30p. Instructional hours will be calculated at 6.5 per day to account for arrival, homeroom, dismissal, and lunch. This will provide for 55-60 minute core instructional classes (Reading, Writing, Math, History, Science, Electives) as well as additional enrichment and acceleration classes (example daily schedule listed below). LAW will consider annually the impact of adhering to the local educational agency approved academic calendar to support families that may have children in both the traditional and charter setting.

LAW takes teacher professional development seriously. As a cornerstone to assuring that the teachers execute the Instructional Plan and become proficient in use of our core instructional strategies LAW will schedule extended professional development days by having teachers report to the school two weeks prior to the first instructional day. LAW will also schedule data analysis work days that follow interim assessment scheduling for teachers and instructional support staff to analyze student assessment data and generate responsive action plans.

End of year activities will reflect transformational leadership activities and will include grade level and department teams meeting to review student progress and growth, reflect on leadership goals, and provide feedback on the overall implementation of the Instructional Program (student placement, interim assessment, professional development, coaching, evaluations, resources, and student/teacher retention efforts).

Primary Grades Example:

8:00a-8:10a	Arrival & Homeroom
8:10a-8:30a	Leadership
8:30a-9:30a	Reading
9:35a-10:35a	Writing
10:40a-11:40	Math
11:45-12:15	Recess
12:15-12:45	Lunch
12:50-1:50	History & Science
1:55-2:55	Electives
3:00p-3:30p	Enrichment & Acceleration

Upper Elementary & Middle School Example:

8:00a-8:10a	Arrival
8:10a-8:30a	Leadership
8:30a-9:25a	ELA
9:30a-10:25a	Non Fiction/History & Writing
10:30a-11:25	Math
11:30a-12:25p	Electives
12:25p-1:20p	Lunch
1:25p-2:20p	Science
2:25p-3:30p	Clubs & Intervention

**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.*

LAW believes that all students will learn if taught carefully. Prevention and intervention strategies will revolve around a commitment to a Multi-Tiered System of Support (MTSS) framework. This framework includes Universal Screening, Tiered Interventions, and Progress Monitoring. This affords LAW the ability to predict, identify, and respond to academic difficulties within the diverse population. Further, it provides succinct progress monitoring from which to celebrate success and identify additional areas for intervention. Academic leadership will schedule monthly team meetings to review student progress within the MTSS model.

Universal Screening: Nationally norm-referenced (such as NWEA MAP, DIBELS, AIMSweb) will be scheduled three times per year (Fall, Winter, Spring) to support the initial identification of intervention supports for students, measure academic growth, and validate program and instructional decisions identified for intervention use.

Tiered Levels of Instruction: LAW will adhere to a 3-Tier model for instructional interventions. Each tier will address instructional approach and delivery techniques proven to be effective for use with diverse student populations. Tier 1 supports (colloquially referred to as "core"), will provide for differentiation of instruction within the general classroom as identified through student progress on formative and interim assessment data. Tier 2 supports (colloquially referred to as "core plus more"), will provide additional targeted learning supports for students identified as needing additional support in a specific academic module or competency to obtain mastery within the curriculum. Additional supports center around increasing the intensity of instructional delivery and may include pre-teaching or reteaching opportunities for students, increased opportunities to practice within the class (more individual turns), small group instruction, or additional time on task outside of the normal instructional period. Tier 3 supports (colloquially referred to as "supplanting the core"), include students identified as needing intense intervention. Students identified as needing Tier 3 supports are often performing academically 1.25-2.0 years below their peers. A focus on the intensity of instruction is not often enough to accelerate learning and close achievement gaps. For this reason, LAW will often supplant the core program (or Tier 1 services) until adequate growth indicates a transition in intervention to Tier 2 supports. LAW supplanted intervention programs remain aligned to the

greater Instruction Model and may include; Corrective Reading, Corrective Math, Reading Mastery I, II, and Edmark.

**Progress Monitoring:** A critical aspect of the MTSS framework, progress monitoring ensures that interventions are measured and continually on the forefront of academic thought driving instructional decisions. At each tier, progress monitoring includes a combination of formative assessments (weekly/every 10 days), and interim assessments (every 4.5wks to 9wks). Formative assessments may include both program assessments and use of nationally norm-referenced progress monitoring tools (for example DIBELS, and AIMSweb as needed). The level of intervention supports and helps determine the level of frequency with which progress monitoring assessments occur and reviewed. For example, tier 1 interventions may include progress monitoring every 10 days (teacher responsibility) and formally reviewed by a team monthly, while Tier 2 and 3 interventions may be used weekly and reviewed every 2 weeks or weekly respectfully.

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 ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

As required in NC, students enrolled at LAW will complete the Home Language Survey to determine if a student meets the ELL criteria for identification. Once identified, the student must be assessed using the following: Kindergarten, The WIDA Placement Test or (W-APT) will be used for identification and placement. For students in grades 1-8, the WIDA Screener will be given. Results of these assessment tools will be used to assist with accommodations and instructional planning for ELL. Documentation of the ELL learning plans will be maintained in the Dean of Academics Office.

To guide instruction, LAW will refer to the English Language Development Standard Course of Study (ELD SCS). Instruction will be designed to address the English Language Proficiency Standards including developing the social and instructional language and developing the learner's skills for content area success in language arts, math, science, and social studies. Designed to develop the student's skills, students will be immersed in phonemic awareness, word recognition, vocabulary and word meaning and continue on to oral reading and comprehension of content and extending to the expressive and written language of all content areas through the inclusion in Direct Instruction and the Core Knowledge Curriculum. Teachers of ELLs will be reminded to provide instruction to challenge the student and not to teach as though the student has no skill. Exposure to new and complex content with scaffolded activities and instruction will ensure the higher order thinking skills of the ELL are tasked.

LAW will monitor the progress of ELLs using an MTSS Framework. Teachers of ELLs will instruct and collect data regarding the student's performance and maintain documentation. Working in collaboration with the Dean of Academics and other LAW teachers of ELLs, monthly meetings will be held to review

student data, report concerns and determine strategies for ensuring students are making progress towards their learning goals. Annually, ELLs will be assessed using the Accessing Comprehension and Communication in English State to State (ACCESS). Students who achieve a Comprehensive Objective Composite (COC) on the ACCESS will exit ELL services.

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.*

LAW will welcome and encourage the enrollment of students with all learning abilities. During the school year, LAW will systematically review data from a variety of sources which will help the school identify students performing at a higher level. The data sources may include EOG results, NWEA assessment results, classroom assessments, teacher observations, and other informal measures. This data will provide relevant information to drive instructional decisions rather than labeling students and will allow teachers to appropriately differentiate to meet the academic needs of students. Under the current academic model, specifically the use of Direct Instruction programs, students will be taught at their identified instructional level. Additional differentiation within the classroom may include; computer-assisted intervention, small group instruction, pull out enrichment (project-based learning). Monitoring of progress will continue under MTSS. Professional development will be provided to teachers on differentiated instruction and how to provide enrichment opportunities for high-ability students to foster their academic growth and success.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special 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)*

LAW will comply with the Individuals with Disabilities Act (IDEA), Child Find Mandate, Section 504 of the Rehabilitation Act and laws to identify

students enrolled who have previously been found eligible for special education (SPED) services. Policies and procedures will be consistent with the States eligibility statutes. As students enroll, the EC Coordinator will access the Comprehensive Exceptional Children Accountability System (CECAS) case management and data analysis system as a means to help identify students already determined eligible.

Policies and procedures to complete evaluations, eligibility determinations, Individualized Education Plans (IEPs), educational placements consistent with States statutes will be followed. Upon receipt of a request, evaluations will be conducted, eligibility determined; and for a child found to be eligible, IEP developed within timeline policies. LAW will follow evaluation procedures and provide notice to parents. LAW will follow evaluation procedures that ensure assessments and evaluation materials are non-discriminatory, valid, and reliable and administered by trained professionals in accordance with all Federal and State policies, procedures, and statutes. The evaluation will be sufficiently comprehensive to identify all of the child special education and related services needs.

Students who have been determined eligible under section 504 of the Rehabilitation Act of 1973 will be placed under the care of a case manager. Students 504 accommodation plan will list specific accommodations, supports, and/or services needed to access the curriculum. The plan will also identify sources for services and designate a person(s) responsible for ensuring the plan is implemented. 504 plans will be reviewed monthly and annually.

Child Find Posters and Brochures that will be mailed annually to LAW will be displayed in prominent positions for easy public access. Child Find information will also be posted on LAWs website. LAW will work to establish relationships and work cooperatively with community and agencies and programs providing services to children.

Parents will complete a student information form that has questions about a students special education or 504 eligibility. If eligibility is indicated, due diligence will be used to obtain records as soon as possible. Contact will be made with the previous school to expedite the transfer of the student's record to ensure the continuation of services. All student records will be requested within 30 days of enrollment and will include requests for IEPs, supporting documents and/or 504 Plans.

Student records will be kept in a locked facility to protect privacy. Access will be authorized in accordance with law.

LAW will comply with IDEA and State procedures and policies to determine students eligible for special education. EC staff will participate in professional development to develop an understanding of compliance related to Informed Consent, Prior Written Notice, Initial Evaluation/Reevaluation, Eligibility, IEP Development and Implementation, and Secondary Transition. Checklists to ensure compliance in evaluation procedures for determining eligibility, timely placement, development of IEPs, monitoring, reporting progress and delivery of services will be developed. EC staff will, upon receipt of student record(s) from a previous LEA/, conduct an internal review of record(s) and take action to address compliance issues if found. Checklists and related documents/ forms will be reviewed by the EC Coordinator at LAW. Procedural safeguards will be established, maintained, and implemented that meet State requirement. A current copy will be posted on LAWs website.

## 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.*

Educational programs, strategies, and additional support will be provided to ensure a full continuum of services for students with disabilities. LAW will use research-based programs steeped in evidence as being especially effective when working with students of all abilities. LAW will comply with IDEA and provide accommodations and needed services for students based on the 504 plans or IEPs. LAW believes that a student with a disability is entitled to receive a Free and Appropriate Public Education (FAPE) in the students least restrictive environment. Specially Designed Instruction (SDI) will be embraced. Evidence-based Instruction and interventions will be used to ensure students with disabilities receive high-quality instruction and services that result in progress toward academic and functional standards, graduation, and meaningful post-secondary outcomes. Research-based instruction and practices will be used to meet the unique needs of students with disabilities. SDI will address gaps and/or accelerate academic, behavioral, and/or functional progress toward age and grade level standards. Teachers will monitor the progress of each student to gauge his/her responsiveness to instruction and adjust instruction accordingly. LAW will ensure all school programs, activities, and environments are accessible to students with disabilities. LAW will take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services to students with disabilities. Facility space will be dedicated to ensuring the full continuum of educational settings are available according to student IEPs including separate, resource classroom, and inclusion.

The overall academic program at LAW will be based on an infusion of Direct Instruction, Core Knowledge, and Franklin Covey Leadership. Students with disabilities will have full access and participate to the greatest extent possible in the school-wide academic programs, based on their IEP. LAW understands that no practice, even an evidence-based practice or a promising practice supported by the best available evidence, is guaranteed to work for every individual learner; therefore, the progress of each individual learner will be monitored to gauge students responsiveness to instruction and adjust instruction according to the data. Data will be used to determine if additional instructional programs including, but not limited to the following should be considered and used with students with disabilities: Edmark, Wilson Reading, and Orton Gillingham Instructional Programs.

EC teachers will be responsible for monitoring the implementation of IEPs for students with disabilities. Monthly progress monitoring data will include a review of the EC students IEP goals, provision of related services, accommodations and modifications to ensure SDI is being delivered according to the IEP and the student is making adequate progress towards annual goals. Then decisions will be made to gauge success or need for

additional/different interventions. LAW will track goal progress using Universal Screening Data, NWEA, Measures of Academic Progress (MAP) and mClass DIBELS. EC teachers will also employ the use of a variety of appropriate assessment instruments to regularly monitor progress towards IEP goals. Assessment data will be recorded regularly and used to adjust SDI as needed. Data binders will be kept for each EC student.

LAW's proposed plan for providing related services is to contract services with private licensed accredited agencies for Speech and Occupational Therapy. Services for psychological/ educational evaluations will also be contracted. All agencies will provide documentation of current licenses as well as employee drug testing and criminal background checks.

### **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 **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

LAW's academic goals include:

1: By the end of Year 1, LAW students will exceed the state performance proficiency score as measured on Reading and Math EOGs and reported on the NC Schools Report Card.

2: By the end of Year 3, LAW students will exceed the state performance proficiency score in Math and Reading as measured on the EOG and reported on the NC Schools Report Card resulting in a Report Card Grade of C.

3: By the end of Year 5, LAW will achieve a School Performance Grade of B as reported on the NC School Report Card.

LAW will include additional evaluation and assessment tools in support of state and federally mandated tests. As part of the MTSS framework LAW will include the use of summative, interim, and formative assessments to evaluate, predict, and inform instructional decisions. LAW will include the use of nationally normed assessments such as NWEA MAP, AIMSweb, and mClass DIBELS to support summative data and facilitate the evaluation of student learning at the end of instructional units by comparing that learning against the North Carolina Essential Standards. These assessments will be used to help monitor LAW's academic plan and to measure student academic growth over time. These summative assessments will provide evaluative evidence of the execution of the LAW academic plan and will contribute to a discussion on both the intensity and approach used to achieve accelerated learning as well as student preparation for promotion.

Promotion decisions for all students (including EC and ELL) will be based on a combination of MTSS data, classroom grades, maturity & social skills,

academic growth, and state EOG scores. Recommendations for retention will be submitted to academic leadership prior to the start of the final semester. Parents will be informed of retention recommendations via a scheduled conference. However, the final decision for promotion will be made after EOG testing. Appeal to promotion/retention decisions may be made to the Dean of Academics for review. The State of North Carolina and LAW will empower all final promotion authority with the lead administrator of the school, identified as the Dean of Academics. Promotion criteria that will be considered:

Attendance requirements

- Average classroom grade of 70 or above in a subject area
- Meets/Exceeds growth as measured by norm-referenced assessments
- Rating of proficient on grade level Reading/ELA EOG Assessment
- Rating of proficient on grade level Math EOG Assessment

LAW will abide by the state mandates with regard to the Read to Achieve legislation.

**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.*

*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.*

LAW seeks to create a safe, respectful and responsible environment. Students will be expected to be well-behaved at all times, to respect themselves, others and property. LAW believes that self-discipline is a set of habits, routines, and beliefs that students must develop in order to be successful. LAW's code of conduct, policies, and procedures should provide guidance and direction to help students develop a sense of self-discipline thus reducing or eliminating the need for negative consequences.

LAW teachers will practice strong classroom management. Consequences and rewards will be used to ensure a safe and productive learning environment. It is the belief that self-discipline and classroom management will work together to create a successful learning environment.

When students struggle with adhering to rules, teachers will apply logical and appropriate consequences for small distractions (being out of one's seat or not having supplies ready for class). Techniques that minimize classroom disruptions will be used (hand signals or physical proximity) Teach Like A Champion 2.0 (Lemov, 2015)

For minor, but more disruptive and persistent offenses teachers will use an

array of logical consequences, delivered with empathy and within the context of the infraction. Infractions would include pushing, shoving, throwing objects, or failure to follow a teacher's directions.

LAW will implement a school uniform policy which has been shown to be an effective and powerful tool for fostering an orderly and respectful climate. Uniforms establish: the sense of belonging; instill a sense of tradition; provide a sense of safety on campus; distinguish students within the community; and serve as social levelers.

The integrity of the disciplinary process will be preserved by all staff who will be expected to model the attributes of leadership, integrity, and respect for diversity. The school culture established by LAW's classical liberal arts program will minimize the need for more severe disciplinary actions. However, the Director of Students (DS) has the authority to suspend or expel students through the use of a due process procedure. This would include a notice to the student and parent and a time established for a hearing. Suspension or expulsion violations which are considered major offenses include possession of firearms, hazing or bullying, substance abuse, and continual disruptive behavior.

Teacher responses to major offenses requiring immediate removal of a student from a classroom will follow a clear process of communicating with the DS who will remove the student from the classroom and decide the appropriate consequence and complete all documentation. The parent/guardian will be notified by the DS and a time for a disciplinary hearing will be set.

LAW recognizes specific procedures with regard to discipline of students with disabilities and will adhere to the disciplinary procedures mandated by The Individuals with Disabilities Education Act (IDEA) and Section 504 of The Rehabilitation Act of 1973. The protections apply to students with disabilities who have Individual Educational Plans (IEP) or Section 504 plans and also apply to students not yet determined eligible, but for whom the school is deemed to have knowledge that the student may have a disability in accordance with IDEA and State Board of Education rules.

#### Grievance Procedures

The DS will notify a parent/guardian of a suspension or recommendation for expulsion including the reason. The parent/guardian who believes that due process or the discipline procedures have not been properly followed may initiate a formal complaint or grievance within 5 days to the CEO as established within the Complaint/Grievance Policy at LAW. The CEO will make a reasonable effort to hear the appeal within seven (7) school days. The CEO will inform the Board of Directors (BOD) and in collaboration with the BOD determine the final decision.

<b>Section III: Education Plan Concerns and Additional Questions</b>		
What is the math program to be used? This is not spelled out.	Heather Soja	Instructiona
How will you use & infuse the Covey leadership principles?	Deborah Brown	Instructiona
Leadership is not a curriculum. This application references a lot of items but doesn't present their education vision coherently.	Alex Quigley	Instructiona
Are 21-22 students in a classroom a small classroom?  When will the following be decided: "Teachers will be departmentalized at the middle school (this approach may be replicated 2nd-5th grade to support subject matter expertise)"?  Explain the rationale of using homogeneous groups vs. heterogeneous groups.  When will flexible grouping be determined to occur?  Where will expert instructional specialists (or model teachers) come from? If they are from the school, how are they determined?  Who makes academic profiles for students?  Are action plans made school-wide? by grade? content area? or teachers? Please clarify.  What kinds of electives will LAW offer? What does enrichment and acceleration look like?	Jessica Whalen	Curriculum a
How will you ensure students engagement and student-to-student interaction in a Direct Instruction environment? What will shared ownership and distributive leadership look like in practice? How will you make decisions about "flexible regrouping?" What practices will you borrow from schools like AB Combs?	Deborah Brown	Curriculum a
In addition to students being taught math and reading at their instructional level, will students have the opportunity to engage with on grade level content in preparation for EOGs?  What is the process for students changing classrooms to receive instruction on their grade level? More specifically, how often throughout a nine-week period or school year could a student move up or down to classrooms to receive instruction at their level?  Who will be tasked with creating the student academic profiles and what information will be included?	Stephenie Clark	Curriculum a
I've actually never seen a traditional public that has 5th grade in middle school.	Alex Quigley	Curriculum a
Who will be in charge of testing and monitoring the EL programming at the school?  Will EL students receive additional support outside of the general education classroom, such as small group instruction by an ESL teacher?  What is the rationale behind not utilizing a nationally normed test for gifted identification?  Can parents or students refer themselves to be identified as gifted?  Will not labeling students as AIG have any implications on a student's class placements in High School?	Stephenie Clark	Special Prog
How is progress monitoring documented and who completes the documentation?  There is no ELL teacher listed as offering support to ELL students. Explain rationale.	Jessica Whalen	Special Prog

How will ELL students be monitored after exiting ELL program?		
Who will monitor LAW's ELL program?	Les Stein	Special Prog
Who will be responsible for coordinating the school's AIG program?		
How will you incorporate your mission/leadership skills in working with your AG population?	Deborah Brown	Special Prog
Who is responsible for ensuring the IEP plan is implemented?  Are there other options for the following to be provided to low-income students or students with no internet access: "Checklists and related documents/ forms will be reviewed by the EC Coordinator at LAW. Procedural safeguards will be established, maintained, and implemented that meet State requirement. A current copy will be posted on LAW's website"?	Jessica Whalen	Exceptional
What procedures will the school have in place to identify students who may be eligible for EC services, but parents or stakeholders did not request an evaluation?  What role, if any, will MTSS play in student identification for evaluation and EC services eligibility?  What is the process for identifying students coming from other schools and the parents do not mark required paperwork correctly outlining that their child has an IEP or 504 plan?  What will the school do if they receive incomplete or inaccurate paperwork for a student?	Stephenie Clark	Exceptional
What will the full continuum of services look like at LAW?	Stephenie Clark	Exceptional
How will you incorporate leadership principles in working with your EC population?	Deborah Brown	Exceptional
Discuss what the full continuum of programs may look like at LAW?	Buffy Fowler	Exceptional
Who is responsible for keeping data binders for EC students?	Jessica Whalen	Exceptional
While the applicant states promotion decisions being based on a combination of indicators, there are no promotion standards outlined.  How will the school communicate with families if the final promotion or retention decision will not be made until after EOG testing?  What are the specific attendance requirements?  What happens if a student does not score a 3 or higher on the math and reading EOGs across grades 3-8? Does the school have the capacity to retain students based on those scores?	Stephenie Clark	Student Perf
Goals in year 1 and year two do not seem to have much difference.	Steven Walker	Student Perf
How will the following affect promotion, "Average classroom grade of 70 or above in a subject area"? Detail plans to transition student mindset from passing at a 60 to now 70 at LAW.	Jessica Whalen	Student Perf
These plans do not seem to line up with your mission to create student leaders. How will students be invited into the decision making process, the reflection process, and the creation of school culture?	Deborah Brown	Student Cond
How will students be supported behaviorally and academically while out of class? What happens if more than one person is removed at the same time? How will this the efficiency of Director of Students?	Jessica Whalen	Student Cond
The application indicates only a surface level of TLAC.	Alex Quigley	Student Cond
Applicant states that teachers will use an array of logical consequences, will these be normalized for all teachers to use? Are teachers expected to create their own consequences for infractions?  Since the mission of LAW includes developing leaders, what role do students have in shaping the culture of the school and how can the leadership program be leveraged to create a safe environment?  At what age can a student be expelled from LAW?	Stephenie Clark	Student Cond

For students with a disability, what is the process to conduct a manifestation determination? What is the time frame, who is involved, and who decides on the relevant members of the team?		
Lacks a coherent vision.	Alex Quigley	Certify Educ

<b>Reviewer</b>	<b>Score</b>
Alex Quigley	Fail
Tammi Sutton	
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	
Deborah Brown	Fail
Steven Walker	Pass
Heather Soja	Pass
Stephenie Clark	Fail
Sherry Reeves	
Robert McOuat	
Jessica Whalen	Pass
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass
Tracy Kelley	
Lindalyn Kakadelis	
Joe Maimone	
Alan Hawkes	

#### **IV. GOVERNANCE 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:**

##### **School Governing Body:**

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

*Name of Private NonprofitMunicipality:* Leadership Academy of Wayne

*Mailing Address:* P.O. Box 10744

*City/State/Zip:* Goldsboro NC 27532

*Street Address:* 1939 Aman Dairy Road Dunn NC 28334

*Phone:* 919-395-5336

*Fax:*

*Name of registered agent and address:* Kenneth E. Benton  
1939 Aman Dairy Road  
Dunn, NC 28334

*FEDERAL TAX ID:*

##### **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)

X 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.

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. 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. Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Kenneth E. Benton	Chairman	SAMPSON	Pastor and Entrepreneur	NC Teacher, Principal, Superintendent Certificate	N
Marilyn C. Benton	Secretary	SAMPSON	Business Owner, Education Consultant	NC Teacher Certification	N
Todd F. Forgett	Treasurer	Out of State	Business Owner, Educator	NC Principal Certification VA Teacher Certificate	N
Diane S. James	Member	WAYNE	Part-time EC Teacher	NC Teacher Certification	N
Monica G. Paredes	Member	LENOIR	Translator	Medical Interpreter Certificate	N

**Please provide the following in this location of the APPLICATION:**

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.*

Leadership Academy of Wayne (LAW) Board of Directors is the governing body of the school. It will play an essential role in the school's success through its initial leadership and ongoing oversight of the school's operation. The Board will be accountable for the governance of all aspects of the school and each Director will accept responsibility for the sustainability of the school as well as the academic performance of the students. The Board shall be guided by a set of ByLaws that define how it will operate and oversee all aspects of the school. The Board will act to ensure compliance with North Carolina Charter School Laws as well as the terms of the Charter Agreement between the Board and the State of North Carolina. The Board's focus will be governance, financial oversight, and school policy. Of specific concern will include: approval of policies and procedures; financial review, oversight, annual adoption of the operating budget, an annual review of the financial audit, approval of personnel recommendations made by the CEO, contract approvals and participating in scheduled board training.

The LAW Board will appoint a CEO who will oversee the management of the school. Criteria for selection for appointment of the CEO will include:

knowledge of organizational management and school operations; knowledge of charter school law and school governance; budgeting and staffing experience; and the appointee must be willing to embrace and execute the LAW Charter Application as approved by the NC State Board of Education. The appointed CEO will be responsible for the implementation of LAW's Charter and reporting to the Board of Directors. The CEO will serve as an advisor to the Board as identified in the ByLaws and will serve as a non-voting member of the Board of Directors.

The Board will establish an evaluation procedure for an annual review of the CEO's performance. The Board will use the North Carolina Executive: Principals Evaluation Process for the CEO's review. The CEO will provide monthly "State of the School" reports to the Board ensuring that school management will be transparent and in full view for planning and evaluating.

Once appointed, The CEO will establish and implement the procedures for hiring the school personnel and will be instrumental in the hiring of the Dean of Academics (DA) and Dean of Operations (DO). Applicants will complete the LAW Employment Application. Best applicants, as determined by the CEO will complete the PrincipalSight by Gallup as a screening tool to assist with identifying candidates for the positions. Top candidates will be interviewed and the CEO will make recommendations to the Board for consideration and final hiring approval. Once these positions are filled, The DA and DO will report to the CEO, who will serve in an advisory role to them. Annual evaluations of the DA and DO will be completed by the Board using the North Carolina Executive: Principal's Evaluation Process.

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.*

LAW Board of Directors will be a governing board comprised of not less than 5 or more than 9 members. As stated in the ByLaws, the board members will include diverse members of the community with various skills and expertise in areas needed to support the governance of the school. The Founding Board consists of 3 Board Members with 2 additional members added. The 3 Founding Board members have backgrounds in education and business; the 4th member has a background in Exceptional Children Education and the 5th member is Bilingual and provides contracted translation services. Additional members will be sought with expertise in finance, public relations and marketing, building and property management, and human resource services.

The governing board will commit to training to effectively develop the skills needed to oversee LAW's operations. At the forefront of decision making will be the mission statement of the school, the established goals and an expectation of data and information to support the work towards goal accomplishment.

The Board will evaluate the school's success based on 1. Student enrollment. 2. Student achievement 3. Financial stability, and ultimately, 4. The impact of learning and leading of our students in the bigger

community.

The Board will strive for membership that is representative of key stakeholders by actively seeking parents and community members with a commitment to the mission of the school.

- 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?*

The Founding Board of Directors consists of 3 members: Dr. Ken Benton, Dr. Marilyn Benton, and Dr. Todd Forgette. All three are lifelong educators with a passion for delivering excellence in education. While all three have had diverse experiences in and outside of education, their passion is education. The decision to partner together to develop LAW resulted from seeing the tremendous need for an alternative to the public schools for the southern region of Wayne County. All three share complementary skills in the planning, organization, execution, and evaluation of educational enterprises. Dr. Forgette has held leadership roles in two other charter schools. Dr. Ken Benton has served as the Founding Board Chairman of a charter school.

As other Board Members were needed, criteria were established for additional persons which included: 1. Willingness to commit extensive time to prepare the charter application; 2. Training and leadership expectations for a successful governing board; and 3. Knowledge of education, finance and budgeting, contracts and judicial matters.

Diane James was invited to join as a trusted and valued member of the education community in Wayne County. Her extensive background in Exceptional Children's services and knowledge of implementing quality programs for the most At-Risk Students was considered essential for the LAW community.

The fifth Board Member is Monica Paredes. Ms. Paredes has experience working in after-school tutoring and serving in communities with a large Hispanic population. She has been employed previously by Founding Board Members, Drs. Ken and Marilyn Benton. Her strong work ethic and willingness to serve in a volunteer capacity were considered. She has served the Board by providing Spanish translation of information for the website. Her perspective on student needs and especially the growing Hispanic community in the southern region of Wayne County will be important as the school moves forward.

Prominent community members of Wayne County were interviewed for positions on the Board of Directors. All agreed there is a great need for the school in the southern region of the county and endorsed the Founding Boards efforts, but were unwilling to commit to the time required to develop the Charter and train for the opening of the school. Their future support is anticipated.

The founding board will continue to seek additional members with no less than 5 and no more than 9 members including 2 parents of LAW students and community members of up to 3. As stated in the ByLaws, vacancies will be filled within a reasonable time once a Board Member position becomes open and in accordance with the ByLaws established for LAW.

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

The Board will meet monthly until full approval of the application; then, monthly during the planning year and Ready To Open process. Once opened, meetings will be held monthly. Called meetings will be held if it is so determined by the Chairman or two Board Members. Board meetings will be held in compliance with the NC Open Meetings Law.

- 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.*

The selection of new Board Members will include an application and interview with current Board members. All Board Members must be willing to commit to following the ByLaws and adhering to the Conflict of Interest Policy.

All Board Members including current and future are expected to prioritize their support of LAW through professional development and training and board meeting attendance so that decision making is informed and participatory and aligns with the mission of the school.

LAW Board of Directors will attend the trainings provided by the OCS scheduled in advance of the school opening.

LAW Board of Directors will engage an outside organization to provide ongoing professional development for the board as aligned with the mission for the school of learning and leading. Topics for training will include but are not limited to: Ethics and Conflicts of Interest, Board Responsibilities and Legal Roles of Boards, Review of School Finance, Board Operating Process and Board Meeting Protocol, Evaluation Criteria for School Leadership, and Board Self-Assessment.

- 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.*

LAW Board of Directors will strive to uphold the highest ethical standards and will work to ensure that conflicts of interest are avoided. LAW Board of Directors has a fiduciary responsibility for the school, its members, and the greater community. The Board has the responsibility of overseeing the affairs of LAW with honesty and prudence. All decisions will be made in good faith and no member shall improperly use the position with or knowledge gained from the organization for their personal benefit.

As required in the ByLaws, the Board will adopt a conflict of interest policy. Board members will be responsible for avoiding any behavior or action that may result in a conflict of interest. Each Board Member will complete a conflict of interest affirmation indicating awareness and adherence to the Board's conflict of interest policy.

In the event a situation arises for which a Board Member is aware of a potential conflict, the member will recuse himself from any actions regarding the situation and a record of this action will be documented in the meeting.

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

LAW Board of Directors is a governing body of a nonprofit organization with the responsibility for establishing policy by which the charter school will operate. Policies will be established in accordance with LAW's mission and ensuring the school's programs and operations align with the Charter application and all State and Regulatory requirements and as noted in NC GS 55A-3-02 General Powers. As policies are considered by the Board, the decision making process will include a thorough review of the policy area to

ensure a full understanding by all members and taking into consideration all stakeholders. All policies will be established with an unanimous vote of the Board of Directors.

*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.*

As stated in the Bylaws, LAW Board of Directors may establish an Advisory Board to serve "as a resource at the direction and pleasure of the Board of Directors by providing advice, assistance, expertise, and support to the Board of Directors for the advancement and promotion of the mission and vision of the Corporation". This Advisory Board may include a Chairperson appointed by the Board of Directors who will serve as a non-voting member of the Board.

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

LAW Board of Directors will establish procedures for parent and staff member grievances. As the Board is a governing board, it will be their responsibility to establish procedures that are fair for all members of the organization, allow for an expedient process, and ensure that the school's operations are not interrupted. While it is the Board's intent that communications and decision making will promote cooperative relationships and equitable outcomes for all members, the Board is aware that differences and disputes may arise which warrant an opportunity for parents and staff members to express their concerns. By following the established procedures, it is intended that amicable resolutions will result. Grievance procedures for parents and staff members will be made available on the school website and included in the Student/Parent Handbook and Employee Handbook.

Parent Grievance Procedure will include 1. The parent with a grievance should make an appointment with the staff member with whom there is a grievance. The parent and staff member will meet and share with an intent to clarify concerns and resolve the matter. 2. If the matter is not resolved at the meeting between the parent and staff member, the parent may make an appointment within 5 days of the appointment with the staff member, to meet with the Dean of Academics or Dean of Operations who will review the matter, and following the policies of the school, will affirm the teacher's decision, or provide an alternate decision, as aligned with the policies of the school. 3. If the decision offered by the DA or DO is not satisfactory to the parent, the parent may make an appointment within 5 days of the appointment with the DA or DO, with the CEO who will review the grievance and all the attempts to settle the matter. The CEO will ensure that policy is followed by all parties and that an equitable resolution has been determined. If all evidence indicates that policy has been followed, the CEO will affirm the decision of the DA or DO. 4. If the CEO determines that policy has not been followed, the CEO has the right to amend the decision. 4. The CEO will report the matter to the Board, at which time, the Board may determine to consider a policy review for future grievances of its kind.

Staff Member Grievance Procedure will include 1. The staff member with a grievance should make an appointment to meet with their direct supervisor regarding their grievance. If the grievance is directed to the staff member's direct supervisor, then the grievance may be taken to the DA or DO

who is responsible for the specific grievance area. At this meeting, the grievance is heard and investigated after which a decision about the matter is made within 5 days and a written follow up is provided to the aggrieved staff member. 2. The CEO will receive and review the DA or DO's decision. 3. Upon receipt of the decision, if the staff member feels the grievance has not been satisfactorily addressed, within 5 days of the receipt of the decision, the staff member may request a hearing of the Board in writing to the CEO. 4. The Board would schedule a hearing with the staff member in accordance with NC Open Meeting Law. 5. The Board will investigate the grievance and provide a final written decision to the staff member within 10 days of the hearing.

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

#### Include in the Appendices:

1. 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). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. 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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

### 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.*

**X Not Applicable**

**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.*

**X Not Applicable**

### Projected Staff:

*Below, please outline a list of positions anticipated for the charter school (e.g., principal/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, course offerings and align*

*with the proposed budget.*

## Projected Staff List

CEO

Dean of Academics

Dean of Operations

Director of Students and Testing

Content Area Teachers

Exceptional Children's Teachers

Elective Teachers (Ex. P.E., Art, Technology)

Teacher Assistants

Maintenance and Custodial Caretakers

Bookkeeper

Receptionist

Enrollment and Attendance

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

Include the following information for the proposed charter school:

LAW Board will seek to recruit the highest performing teachers. Various social media platforms including the LAW Website, Facebook notifications, and other employment sites will be used to promote the specific positions for which LAW will be hiring. These tools will be most helpful as it will be important to seek professionals from outside our rural location. In the local community "word of mouth," promotions will be used. These will include notices to the local churches, the community colleges in the surrounding counties as well as the University of Mt. Olive and East Carolina University.

LAW student population will be diverse in social, economic and academic needs, and the highest-performing teachers will be needed to ensure effective delivery of the school's services. To assist with identifying the teachers with the best potential, LAW will use TeacherInsight by The Gallup Path. This tool will help to identify those who will be a good fit for the school. It has demonstrated content and criterion-related validity as well as fairness across Equal Employment Opportunity classifications of race, gender, and age. While this will not replace teacher interviews, it will assist in the initial screening process.

Teacher retention will be essential for the school's continuity in services and the success of the students. LAW will make every effort to provide competitive salaries and benefits for its teachers. As LAW is a Charter and must maximize all financial and human resources, creating a school culture that is positive and fulfilling, allows for professional growth, and leadership opportunities for individuals will be equally as critical for retaining high-performing teachers.

### *2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

LAW Board of Directors is a governing board and is responsible for oversight of the school's operations. The Board of Directors will select and appoint the CEO. The Board of Directors will hire all employees at the recommendation of the CEO. The Board of Directors has the power to terminate

employees upon recommendation by the CEO. As a governing board, the Board of Directors will not be involved in the day-to-day operations of the school so there will be limited access to school employees other than during board meeting highlights. Board members will be expected to support the school and its employees by attending special events.

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

LAW BOD will be responsible for the final approval for employment and dismissal of all personnel. The BOD will establish the policies for employment and dismissal whereby procedures will be set forth. LAW is an Equal Opportunity Employer and will abide by all Federal Employment Guidelines including Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Equal Pay Act, and The Americans with Disabilities Act. LAW is an At-Will employer.

Procedures for hiring personnel include:

An application must be submitted to be considered for a position.

The Dean of Academics (DA) or Dean of Operations (DO) will review applications. References will be checked.

Applicants with an acceptable review will complete the TeacherInsight by The Gallup Path and those with acceptable scores will be interviewed by the DA or DO and CEO.

Background Checks (Nationwide Sex Offender, State Criminal Check, Nationwide Criminal Search, County Criminal Record, and Social Security Number Trace) will be completed.

Successful candidates will receive an employment offer from the CEO. Candidates will have 48 hours to accept in writing offers for employment.

The CEO will recommend candidates to the LAW BOD.

Upon approval by the BOD, candidates will be notified in writing.

Procedures for dismissing school personnel includes:

1. The LAW BOD will make final decisions to dismiss school personnel.

2. Dismissals result when an employee fails to follow the corrective action plans for educational or personal improvement, violation of school policy, violation of state or local laws, and failure to look out for the safety and welfare of students. The employee may be put on suspension until a review of the offense can be completed.

3. The direct supervisor of an employee with an offense will present the matter to the CEO who will recommend a hearing with the BOD.

4. BOD will make the final decision regarding employee dismissal.

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

CEO	\$80,000
Dean of Academics	\$45,000 - \$50,000
Dean of Operations	\$45,000 - \$50,000
Director of Students and Testing	\$40,000 - \$45,000
Content Area Teachers	\$40,000 - \$50,000
Exceptional Children's Teachers	\$40,000 - \$50,000
Elective Teachers	\$30,000 - \$40,000
Teacher Assistants	\$15,000 - \$19,500
Maintenance and Custodial Caretakers	\$23,000 - \$32,000
Bookkeeper	\$20,000 - \$31,000
Receptionist	\$23,000 - \$30,000

Enrollment and Attendance

\$23,000 - \$30,000

Employment benefits for all personnel include health insurance and participation in a retirement plan.

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

LAW Employee Grievance Procedure will include 1. The staff member with a grievance will make an appointment to meet with their direct supervisor regarding their grievance. If the grievance is directed to the staff member's direct supervisor, then the grievance may be taken to the DA or DO who is responsible for the specific grievance area. At this meeting, the grievance is heard and investigated after which a decision about the matter is made and a written follow up is provided to the aggrieved staff member within 5 days of the meeting. 2. The CEO will receive and review the DA or DO's decision. 3. Upon receipt of the decision, if the staff member feels the grievance has not been satisfactorily addressed, within 5 days of the receipt of the decision, the staff member may request in writing to the CEO a hearing before the BOD. 4. The BOD will schedule a hearing with the staff member in accordance with NC Open Meetings Law. 5. The Board will investigate the grievance and provide a final written decision to the staff member within 10 days of the hearing.

Regarding termination, LAW BOD will identify specific conduct which may result in the termination of an employee which will be provided in the Employee Handbook and made available upon employment. Specific acts which may result in Suspension of Employment and Termination include Habitual violation of LAW Policies, Sexual Misconduct, Criminal Behavior and Abuse of Children. These acts would be brought to the attention of the CEO who along with the DA or DO, would investigate to determine the extent of the violation. The CEO would bring the recommendation to the BOD for review and further investigation as needed. The BOD will make the final decision regarding Suspension and/or Termination.

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

LAW employees will be hired to fulfill the responsibilities as identified in the job description including supporting the overall operation of the school (parking lot duty, lunch duty, student supervision during non-class times) and will be paid through the funds received from the state. LAW is not aware of any positions with dual responsibilities at this time.

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

LAW BOD will recruit qualified staff to serve the anticipated special needs population. Based on the demographics of the targeted population, the board is budgeting for 12% of the student population to potentially require specialized staff. Identification of staffing needs will begin at the time of receiving student registration information. As needs are identified (EC, ELL, and Gifted), specific personnel will be recruited and hired. For students requiring specialized services (speech and physical therapy), service providers will be identified and contracted with LAW to avoid any delay or service interruptions for the students.

Gifted students will be served through a rigorous classroom instructional

program and monitored for meeting the student's needs.

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

The following positions with roles and responsibilities, qualifications, and licensing will be required by the BOD.

The CEO will provide management of LAW and will report directly to the BOD, serve as a non-voting member of the BOD and as an advisor to the BOD. Qualifications include leadership of organizations, knowledge, and experience in school organizations, knowledge of business and financial management. Preferred credentials include advanced degrees in Education and/or Business.

The Dean of Academics will be responsible for the academic and achievement leadership of the school. The DA will oversee instruction, student behavior, testing, Exceptional Children, Federal Programs, professional development, and all personnel within these areas. Qualifications include Knowledge and experience in schools as a Principal or Assistant Principal. Preferred credentials include meeting the North Carolina Licensure requirements for Principal or Assistant Principal.

The Dean of Operations will be responsible for all non-instructional services including Facilities, Transportation, Meals, Student Information Systems/Attendance, Contracts, Bookkeeper, Receptionist, Custodian, and Professional Development for these areas. Qualifications include Knowledge and experience in facility management, strong organizational and leadership skills, excellent Communication skills. Preferred credentials include meeting the North Carolina Licensure requirements for Principal or Assistant Principal or a 4 Year Degree in Management with equivalent experience.

Content Area Teachers will plan instruction that is aligned with North Carolina Standards and the educational plan for LAW, provide instruction to students, demonstrate classroom management, maintain student records, communicate with parents, participate in professional development, and support the school's safe and orderly environment and ensure that student needs are met. Bilingual skills are preferred but not required. Qualifications include a minimum 4-year degree in their teaching area. Licensing requirements include meeting the North Carolina Licensure Requirements for Classroom Teacher.

Exceptional Children's Teacher will plan instruction that is aligned with the student's IEP or 504 Plan, provide instruction to EC students, demonstrate classroom management, maintain student records, documentation and reporting for EC students, attend all IEP or 504 Plan meetings as scheduled with school staff and parents, communicate with parents, participate in professional development and support a safe and orderly environment. Qualifications include a minimum 4-year degree in Exceptional Children. Licensing requirements include meeting the North Carolina Licensure Requirements for Exceptional Childrens Teacher.

Elective Teachers may include Physical Education, Art, Music, and Information/Technology. These teachers will plan instruction that is

aligned with North Carolina Standards and the educational plan for LAW, provide instruction, demonstrate classroom management, maintain student records, communicate with parents, participate in professional development, and support the school in ensuring a safe and orderly environment and that student needs are met. Qualifications include a minimum 4-year degree in their teaching area. Licensing requirements include meeting the North Carolina Licensure Requirements for Classroom Teacher.

The Receptionist will oversee the front desk of the school, answer the phone, receive communications from parents and other community members and relay information to appropriate parties. Computer skills including sending emails, data/student information website and other social media used by the school. Qualifications include a minimum 2 year Associates degree, Bilingual, and exceptional computer skills.

Bookkeeper will work under the direction of the Dean of Operations.

The Bookkeeper will maintain the financial information including receiving funds, maintaining records, payroll information, teacher and student attendance, and work in tandem with the Financial Services Provider. Training in the use of Power School and other software needed for the school's record keeping will be provided. This person must be eligible to be bonded. Qualifications include a minimum Associates Degree in Accounting, Business, and experience in accounting, record keeping, and bookkeeping.

Management and Custodial Caretaker will maintain the school in a clean and sanitary manner and will report to the Dean of Operations. Specific tasks may include: picking up trash, sweeping, mopping, vacuuming, or using industrial cleaning equipment to clean floors, cleaning and stocking bathrooms, making sure buildings are secure, cleaning windows, and minor building maintenance and repairs. The custodian will play a critical role in promoting the school climate and must be willing to develop leadership skills. Qualifications include 5 years experience in Housekeeping/Custodial work. Must be willing to receive training in OSHA and First Aid, Emergency Preparedness including Fire and Tornado Safety, Workplace Safety, and Hazard Communications Requirements.

Teacher Assistant (TA) will reinforce lessons presented by the teacher by reviewing material with students one-on-one or in small groups. TA will enforce school and class rules and help maintain appropriate student behavior. The TA will assist with other activities in the classroom and the school as directed by the assigned teacher or the DA. Qualifications include a High School Diploma, a passion, and experience in working with children, computer skills, and bilingual skills. Preferred credentials include a Two-Year degree, 48 hours of college credit or pass a competency test in reading, writing, and math.

Director of Students and Testing will be responsible for student behavior and discipline and the schedule and implementation of testing. Overseeing Data Collection and providing testing data is included. Preferred credentials include a Master's in Curriculum, Administration, Counseling or related field of education. Licensing requirements include meeting the North Carolina Licensure Requirements for their professional area.

Enrollment and Attendance Position will oversee student admission, enrollment, withdrawals, and attendance. This individual will be trained in the use of Power School. Exceptional computer skills are expected. Qualifications include a 2-year degree.

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

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

The Dean of Academics will be responsible for maintaining records for teacher licensure requirements and professional development for the academic staff as aligned with the school's Licensure Renewal Plan.

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

LAW will strive to employ the most highly qualified teachers to provide the instruction for the students to be served. LAW will abide by GS 115C-218.90 (a) (1) regarding employment requirements, and specifically by ensuring that all teachers of core content areas will be college graduates, and at least 50% of these teachers will be licensed in North Carolina. Teachers without North Carolina licensure credentials will be hired with a 60-day provision to establish NC licensure or a plan for completing this requirement. In accordance with the named statute, for those who fail to comply with this requirement, the LAW BOD may discharge the employee.

LAW will provide support to new teachers through participation in the Beginning Teacher Support Program.

LAW BOD and school leaders recognize the many challenges faced by new and beginning teachers. In order to ensure retention of highly qualified individuals, onboarding of staff by the school leadership will be a critical first step. All staff will participate in a beginning of the year training where LAW's mission and annual goals will be shared. Expectations regarding teacher professional performance and creating a leadership culture will be included. Support systems will be established through professional learning communities which will meet on a regular schedule where specific topics will be discussed. Teachers will have an opportunity to get clarity to items of concern and review best practices on a variety of topics including curriculum, teaching strategies, behavior management as well as school operational and procedural concerns.

Taking a lesson from Teach Like A Champion 2.0 (Lemov, 2015), not only will LAW work to establish an environment where students can feel safe making mistakes, LAW will embrace the Culture of Error with the teachers and staff. In this environment, teachers can feel free to ask questions and seek support for improving their classroom performance and their delivery of instruction without the threat of evaluative repercussions. This type of support to the teaching staff will be essential to develop the instructional environment and leadership atmosphere the students will need.

Evaluation will be an integral part of ensuring teacher success. Clearly defined expectations by the leadership and teacher goals which specifically align with the mission and goals of the school will ensure an evaluation that results in a productive outcome for all members of LAW. Informal and formal evaluations will occur. Tracking walkthrough data and informal

observations will be used by the DA to determine future professional development topics for whole staff training as well as for exploration within the professional learning communities. Follow-up with teachers will be used to give feedback and assist teachers with implementing changes to improve effectiveness. (Leverage Leadership, Bambrick-Santoyo, 2012)

LAW will rely upon the North Carolina Educator Evaluation System(NCEES) for the evaluation process for its professional staff. This tool includes the standards for teacher evaluation and will be maintained online through the Dean of Academics' Office. The teacher evaluation process will include self-assessment, personal goal setting, observation and conference for providing feedback, establishing professional development, and a summative evaluation. It is the intent that through this process all LAW teachers will be successful in their roles and evaluation will have a positive impact on teacher retention and teacher effectiveness.

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

At the core of teacher effectiveness will be quality professional development. LAW will provide professional development opportunities for all staff throughout the school year on various topics.

Core components of the professional development plan include:

Beginning of the School Year training will give staff a full view of what is expected during the school year. This two-week training will set the tone for the year, and allow the leadership to share the school's mission, goals, curriculum, and instructional delivery, and ensure that teachers will be effective in working with their students.

Coaching will be ongoing at LAW. It is highly probable that many of the staff employed at LAW will have limited previous experience with Direct Instruction and Core Knowledge Implementations. Once the initial training is provided during the Professional Development days at the beginning of the year, coaching support during classroom instructional time will be available. During walkthroughs and brief observations, coaching needs will be noted and support will be provided. Teachers may request coaching support from the DAs office which may include in-class coaching or opportunities to observe other professionals within their grade level who may be displaying best practices within the curriculum delivery.

Data Analysis Professional Development days have been identified after each term's Interim Assessments have been completed. These specific days will be used for individual and grade level Data Analysis. Areas of need for planning effective instruction, coaching support, and addressing individual student needs will be identified. Data Analysis days are critical as teachers will be developing the skills and knowledge of viewing student learning on an individual basis. Mastery of content by students, reviewing interim assessments and how these align with NC Standards and End of Year testing will be also be included in the data discussions.

- 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.*

LAW staff will report to work two weeks prior to school opening. During these two weeks, designated days of training will be provided by members of the school's leadership and external consultants in the following areas:

General School Operations and Health and Safety procedures will be reviewed with all staff. These procedures will ensure effective day to day operations and create routines for the staff in daily activities including procedures for: attendance, school arrival and departure, breakfast and lunch, daily school schedule, fire, tornado, and lock-down, emailing and messages, communications with the leadership, communications with parents.

Direct Instruction and Core Knowledge: Training will include subject content and effective delivery strategies, effective planning, and evaluation. An emphasis on why this curriculum has been chosen for the students at LAW and the achievement gains which can result from an effective implementation will be included.

Classroom and Behavior Management: Included in this training will be LAW's expectations regarding classroom behavior of students and best practices for managing the behavior of students.

Leadership Training: This will establish why leadership is important at LAW and how it should be integrated into the daily instructional program. Specific leadership principles will be taught and strategies for incorporating these into the instructional program for students will be provided.

During these two weeks, staff will have opportunities to work in grade level groups to establish a rapport and develop a plan on how they expect to work together as a team. Instructional planning for content area teachers will occur. Grade level mapping of the curriculum will be initiated.

Staff will be allotted time to plan individually and prepare for their students. Teachers will be encouraged to review any student data which has been received.

- 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.*

Instruction of students is the primary mission of LAW. To ensure effective instruction, teachers must be allocated time to train and plan. LAW school calendar includes 17 work days 10 of which are placed at the beginning of the school year. Included in these full days will be a schedule of group training and time for individual and small group planning. These are not optional days for the staff, but required days of work. There are fewer breaks in the schedule outside of the traditional holidays, which should result in greater instructional continuity for students. Teacher hours are from 7:30 to 4:00 daily with student dismissal occurring at 3:30.

At the end of each 9 weeks, interim assessments will be given to students and a work day will follow to allow time for teachers to review assessment data, determine specific student needs and make adjustments to instruction going into the new 9 week period. By establishing these professional

development days as Data Analysis Days, LAW is setting a precedent regarding the importance of assessments and their results. Coaching during Data Analysis sessions will provide teachers with skills and knowledge to become more aware of the instructional program and how their students are responding to instruction. Further, this type of precision teaching will increase awareness of student needs and result in more strategic instruction for all students.

Four professional days are included at the end of the school year. These days will be used for finalizing end of year student data, year-end evaluations of school year by the staff, and goal setting for the upcoming school year. All school staff will participate in the year-end evaluations and goal setting. Results will be used by the leadership during the summer in preparation for the upcoming school year.

### **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.218.45(a-i) 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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).*

LAW will market the school to the parents and students in the county and the surrounding communities. Our strategies will include traditional advertising options, social media and website exposure, and attendance at public and community events.

Traditional advertising and marketing will include:

Area newspapers which will be contacted upon the school's final approval by the SBE and made aware of the plans to proceed with the opening. Local radio and TV outlets will be contacted and time will be requested to appear on Public Awareness Programs to share information about the forthcoming opening of the school, the timeline for opening, and how parents may seek enrollment for students.

Social Media and Website Exposure:

Information about LAW, Board Meeting Schedule, Location of Parent Information Meetings, the timeline for opening, and enrollment procedures will be shared. Parents may submit questions for response via the contact section on the website. Parents may access and submit the online application during the open enrollment application period. For parents with limited internet access, copies of the application will be made available at the Parent Information Meetings and other community events. Parents may complete and return to the DO at the identified temporary location.

Community Engagement Opportunities:

LAW is committed to being a contributing member of the community it will serve, and this service begins with attendance at 3 major community centered events: Mt. Olive Pickle Festival, Pig in the Park, and Seymour Johnson Air Show all held in the Spring of 2020. These are highly attended events by

all members of the county and surrounding communities. LAW will be represented by Board Members and school leadership and will provide information to parents about the school and its opening.

LAW will host Open House activities for the community to visit the school and meet the staff. New student/parent orientations will be held prior to the opening of school for opportunities to meet and share school information. Parents will be encouraged to attend to become familiar with the school in advance of its opening for the new year.

To ensure clear communication will be provided to all interested parties, LAW will provide information in English and Spanish.

### **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.*

Upon approval, LAW will initiate a parent community engagement plan. Communications promoting the announcement and planning process regarding the opening of the school will be available through social media and the LAW website. Parents and community members will be invited to attend LAW Information meetings hosted by Board Members where information about the school will be presented and specific questions from attendees can be addressed. The timeline for the school's opening, the process for applying to the school and the lottery, as well as the school's offerings, will be shared. Community organizations will be contacted to make presentations to community members of the plans and opportunities forthcoming with the opening of LAW.

LAW will commit to attend three community events in the Spring, 2020 where information about the school and the enrollment process will be shared. These events include Mt. Olive Pickle Festival, Pig in the Park, and Seymour Johnson Air Force Base Airshow. All three events are well established in the community and are attended by the local county members as well as members from the surrounding counties. While these events are opportunities for LAW to share information with families, these events also represent LAW's commitment to being a part of the greater community.

Months prior to the opening of school, LAW will promote specific dates for visiting the school. At these visits, students and families will be encouraged to ask questions and clarify their understanding of the school and its mission. Families will be encouraged to consider their roles in volunteering and contributing to the activities of the school. LAW will host Open House for all students and families whereby they will meet the school leadership and teachers. Orientation for all families and students will be held where LAW's educational plan, classroom and behavior management plans will be shared.

Parent engagement will be a critical part of the success of LAW. Opportunities for parent engagement will begin with the Board Members and school leadership who will work together to establish a school environment

that is transparent and worthy of the families' and community's trust. Recognizing that parents make a choice to enroll students in LAW, the school leadership will be aware of the broad range of skills and talents available within the LAW parent community. The school leadership will promote parent engagement opportunities and seek volunteer support from parents in a variety of areas.

A Parent Engagement Committee will be established. Comprised of volunteers, community supporters, teachers, school staff and one member of the school leadership, this group will meet monthly to plan for opportunities to share information about the school as well as other activities (Teacher Appreciation, End of School Celebration, Fall Celebration and seasonal activities). Grade level volunteers will be sought to assist teachers with activities and coordinated around the school calendar. As the years of the school progress, activities will be reviewed and evaluated for their effectiveness and benefit towards the mission and goals of the school.

Strong family and school partnerships will begin with sharing the mission of LAW. Communication of specifics regarding the educational plan will be of paramount importance. School leadership will provide clear expectations of students and seek parental support as all school members work with students. Strong partnerships will result when parents and teachers have confidence in LAW and its educational plan. This academic partnership between parents and teachers will be of the highest priority and will be achieved through open communication of information regarding individual student performance. As trust in the mission and educational plan are established, additional partnerships will develop to ensure the fulfillment of LAW's mission.

## **Admissions Policy**

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

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

The open enrollment application period will begin upon final approval of the application and continue through February 27, 2020, 5:00 pm. Parents may submit an application online through the school's website, or submit a printed application to LAW's physical location. Prior to the open enrollment application period, parents may submit an Interest Survey and will be notified of the open enrollment application period once the time is confirmed.

LAW will abide by GS 115C-218.45 Admission Requirements and GS 115C-218.45 (g) Lottery procedures for siblings in establishing policies and procedures for the open enrollment lottery plan.

LAW will be open to all students who qualify for enrollment in a NC Public School. LAW shall not discriminate against any student based on ethnicity, national origin, gender, or disability. A completed application will be the only requirement for admission to LAW. Applications for enrollment for the first year will begin upon final approval by the SBE and continue through February 27, 2020, at 5:00 pm for grades K-5. At the close of the application period, it will be determined if a lottery is required or if LAW will continue to accept applications for the 2020-2021 school year.

If there are more applicants for a specific grade than there are seats, the lottery will be held on March 12, 2020, a location that will be made public. Parents will be notified of the lottery results within 5 days of the lottery.

Families with multiple siblings will submit only one surname to represent all siblings in the family for the lottery. If the surname is chosen, then all siblings shall be admitted to LAW to the extent of available space and admission does not exceed the grade capacity. For families with multiple birth siblings, the surname of the siblings shall be entered into the lottery to represent all multiple birth siblings, and if selected, all multiple birth siblings shall be admitted.

LAW will give enrollment priority to children of the BOD and children of the school's full-time employees up to a limit to not exceed 15% of the school's total enrollment.

After the first year, currently enrolled students will be eligible to continue at LAW, and parents will be required to declare their intent to continue by March 18, 2021, and are not required to enter the lottery for seats. Siblings of currently enrolled students who have declared their intent to remain at LAW will be given priority placement for the next year.

A waitlist will be established if all seats for each grade are filled at the time of the lottery. Students not selected for a seat at the lottery will have their names pulled and recorded to the waitlist in the order of selection. The waitlist will be used to fill seats in the order listed in the event of student withdrawals, transfers or failure to attend.

Withdrawals/transfers must be completed by a parent/guardian in writing to the DO indicating the intent to withdraw/transfer and provide the newschool location. Once approved by the DO, the vacant seat will be filled by the first name of a student on the waitlist in the grade of the withdrawing/transferring student.

Re-enrollments may occur. Parent/guardian must submit a new application for the student. If seats are available the student may enroll in the designated grade. If all grade seats are filled, the student will be placed on the appropriate grade level waitlist and be notified upon an available seat.

There are no pre-admission activities for students or parents enrolling in LAW.

Dean of Operations must be informed in writing by parent/guardian of the intent to withdraw/transfer a student from LAW. Written intent should include the name and address of the school to which the student will be enrolled to ensure accurate transfer of records and student information. The written intent will be considered a written permission to disclose and submit the student's records.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT**

**Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Wayne County Public Schools
- LEA #2 Duplin County Schools
- LEA #3 Lenoir County Public Schools

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.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 960	LEA 310	LEA 540	LEA 960	LEA 310	LEA 540	LEA 960	LEA 310	LEA 540	LEA 960	LEA 310	LEA 540	LEA 960	LEA 310	LEA 540
Kindergarten	86	2	2	86	2	2	86	2	2	86	2	2	86	2	2
Grade 01	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Grade 02	80	2	2	80	2	2	80	2	2	80	2	2	80	2	2
Grade 03	84	2	2	84	2	2	84	2	2	84	2	2	84	2	2
Grade 04	86	1	1	86	1	1	86	1	1	86	1	1	86	1	1
Grade 05	86	1	1	86	1	1	86	1	1	86	1	1	86	1	1
Grade 06	0	0	0	86	1	1	86	1	1	86	1	1	86	1	1
Grade 07	0	0	0	0	0	0	86	1	1	86	1	1	86	1	1
Grade 08	0	0	0	0	0	0	0	0	0	86	1	1	86	1	1
	502	10	10	588	11	11	674	12	12	760	13	13	760	13	13
	522			610			698			786			786		

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
501(c)(3) not yet obtained.	Deborah Brown	Tax-Exempt S
Pass with questions about the realistic enrollment projections for the first year.	Heather Soja	Certify Gove
What areas does LAW's board feel they need more expertise in? Are there plans to increase legal and finance expertise on the team?	Jessica Whalen	Governance a
Only one board member lives in the county.	Steven Walker	Governance a
How will the functions and duties of the board be divided/shared?	Deborah Brown	Governance a
<p>Where do parents and students fit on the provided organizational chart?</p> <p>What type of information will be required to be included in the principal's "State of the School" report?</p> <p>If the mission of the school includes leadership, how will the board measure and evaluate the success of the school within the context of student leadership skills?</p> <p>With regards to the conflict of interest response, will the board member who has a conflict of interest also recuse themselves from the discussion portion?</p> <p>Is the CEO the final stop for parent grievances? What types of parent grievances will the board entertain and make a formal decision on?</p>	Stephenie Clark	Governance a
N/A	Deborah Brown	Proposed Man
<p>Are there any plans to recruit teachers through additional ways (i.e. job fairs, online job boards)?</p> <p>There is no ELL support teacher in staffing plan. Explain rationale.</p> <p>Explain the rationale of EC teachers/Core Content teachers being paid the same.</p>	Jessica Whalen	Staffing Pla
<p>Significant difference in projected salary of CEO (80k) and Administrators (45k-50K).</p> <p>Number of administrators seems high for number of students.</p> <p>Salary range (45k-50k) for employees holding advanced degrees such as administrators may be a deterrent to finding qualified administrators.</p>	Buffy Fowler	Staffing Pla
<p>Will there be an EL support teacher in the staffing model?</p> <p>What is the role of the "enrollment and attendance" personnel?</p> <p>If the hiring process is limited to the three lead administrators (CEO, DO and DA), how can the school vet for a good cultural fit if teachers are not included at some level of the process?</p> <p>What is the rationale behind having teacher salaries and the DA/DO salary cap at the same level? Do they not have different roles and responsibilities?</p> <p>Will all employees be considered "at-will" employees?</p> <p>If the board plans to hire EC, ESL, and Gifted staff as needed based on student enrollment, will the first few weeks of school be too late to identify the best candidates to provide these services?</p>	Stephenie Clark	Staffing Pla
<p>How will you be sure TeacherInsight doesn't keep you from seeing potentially effective teachers for your program, especially if you are recruiting from local colleges with newer teachers just out of school?</p> <p>How will you recruit and retain from difficult to fill fields like EC and STEM?</p>	Deborah Brown	Staffing Pla
Why will teachers who teach electives be paid less than content area teachers?	Les Stein	Staffing Pla
Is there a process to requesting PD outside of LAW? How does this work? Will expenses be covered?	Jessica Whalen	Staff Evalua
Who completes teacher observations? What does the request process for coaching		

support of teachers look like?		
Do the ten workdays at the beginning of the year impact teacher pay? ie., is salary figured to include extra workdays?	Buffy Fowler	Staff Evalua
What kind of ongoing cycles of support will you have for BTs? Who will diagnose PD needs, design, deliver and evaluate PD? How will you teach leadership skills/Covey type principles to your staff? How will you evaluate if your staff is incorporating leadership skills in their classroom?	Deborah Brown	Staff Evalua
How often do walkthroughs and brief observations occur? What type of feedback is given to teachers? Are they provided with a rubric of expectations so they know the areas they are proficient and others in which they need to develop?  Beyond the two weeks of training before school begins, what type of professional development opportunities throughout the school year will staff members have access to?  Applicant outlined that data dives will occur after each interim testing period, but beyond analyzing data what other opportunities for development are teachers provided?  Applicant outlined that teachers may request coaching support, who will be providing this coaching?  Can teachers seek outside professional development? If so, who will be responsible for expenses incurred?  Staff development will include 17 days, 10 of which occur at the beginning of the year, 3 of which are data dive days, and 4 of which are after school is out for the summer. How does this model align with a budget of \$70K for professional development? How will those funds be used?	Stephenie Clark	Staff Evalua
How will you engage families whose work schedules and/or childcare needs may not allow them to participate in traditionally scheduled school events? How will you work with parents to develop an awareness of Covey style leadership principles?	Deborah Brown	Parent and C
How are ED parents supported in order to increase their involvement? How will a Parent Engagement Committee engage parents?	Jessica Whalen	Parent and C
Who will monitor the progress and actionable outcomes of the Parent Engagement Committee?	Stephenie Clark	Parent and C
Are there any consequences associated with a parent's failure to declare their intent to return?  Clarify the statement, "siblings of currently enrolled students who have declared their intent to remain at LAW will be given priority placement for the next year." If a family does not provide the correspondence of intent to return will they be refused the sibling preference outlined in general statute?	Stephenie Clark	Admissions P
What is the rationale behind having 90 Kindergarten students each year funnel into only 84 available spots in 1st grade the next year? What will the school do if all 90 Kindergarten students would like to return for first grade?	Stephenie Clark	Projected St
Applicant states that in year one there will 90 kindergarten students and then in year two only 84 1st graders. Are you planning on losing or retaining 6 kindergarten students from year one to year two and not replacing them?  Figures seem high due to the percentage of the LEA.	Buffy Fowler	Projected St
I am not sure how realistic the projections for the first year are.	Heather Soja	Projected St

Reviewer	Score
Alex Quigley	Pass
Alan Hawkes	
Bruce Friend	

Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	
Deborah Brown	Pass
Steven Walker	Pass
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Pass
Robert McOuat	
Sherry Reeves	
Stephenie Clark	Pass
Tammi Sutton	

## **V. OPERATIONS**

### **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.*

LAW will be proactive in identifying and meeting the transportation needs of students. While not required to provide transportation, it is recognized that the targeted population may require additional support to ensure students have access to the school.

Once a family has been notified of admission to the school, the Dean of Operations (DO) will begin efforts to determine the transportation needs which may exist. Families will complete the Student Information paperwork and will be asked to identify how the student will get to and from school. Options may include: parent/guardian/family member drop off and pick-up; carpool with a friend or other student; drop off and pick up by daycare provider; no source of transportation.

If a parent indicates there will be no source of transportation, the DO will communicate with the parent and determine the options which may be provided. Arrangements to include the student in a carpool group will be the first option to be considered.

For those families living in the southernmost region of the county, a bus route with the Goldsboro Wayne Transportation Authority (GWTA) has been established and is available for parents and students. In the event this is a needed option, LAW will provide a staff member to ride the bus, supervise LAW students and provide the fee for riding the bus (fee provided by the school) to and from school as needed. The transportation service has been interviewed and stated LAW must provide an adult from the school and pay for the student riders as the service cannot contract with the Charter School. In a discussion with the Mt. Olive Chamber of Commerce President, the option for the GWTA service was confirmed and highly recommended.

LAW will promote its opening to the local daycare providers. The two largest providers in the southern region of the county offer transport to and from a student's school.

In the most extreme circumstances where there are no other options, the school will contract with a transportation service to provide pick-up and drop-off for the student.

### **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.*

One of the most basic needs according to Maslow's Hierarchy of Needs, is food, and for this reason, LAW will be committed to ensuring that each

student has a daily breakfast and lunch option. The decision to include breakfast reflects the needs of the targeted population and specifically the southern region where 93% are eligible for free or reduced lunch. (2018 CEP Annual Report).

LAW will contract with a food vendor to provide breakfast and lunch which meet the guidelines of a healthy meal using the National School Breakfast and Lunch Meal Patterns for Grades K-8. Menus reflecting choices will be provided monthly.

Parents may select the days and meals for students and pay using an online site. For parents with limited internet access, a paper option will be made available through the homeroom teacher. Payment through the online site is preferred, but cash payments will be received by the homeroom teacher, receipted, and turned into the designated staff member for processing following LAW procedures for handling money as outlined in LAW's Fiscal policies. Using the Income Eligibility Guidelines provided by the State Child Nutrition Services, students who are eligible for free or reduced meals will be confidentially identified by the Dean of Operations and meals will be made available. Meals will be delivered daily by a Vendor, with breakfast being delivered the day prior to serving so it is on site for the next morning's meal.

An area in the facility will be designated for meal preparation and meet the guidelines as specified within the National School Lunch Plan Policy. Meals will be served to students by designated staff or parent volunteers. Parents not choosing school meals may send lunch for the student. Lunches may be eaten in a common area or in the classroom. Breakfast will be served in the homeroom classroom from 7:45 am to 8:00 am. Lunches will be scheduled and served on a staggered schedule between 11:15 am and 1:00 pm.

**Civil Liability and Insurance (GS 115C-218.20):**

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

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$5,165.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$6,545.00
Property Insurance	\$800,000	\$1,179.00
Motor Vehicle Liability	\$1,000,000	\$250.00

Bonding Minimum/Maximum Amount	\$150,000	\$250,000	\$573.00
Other	\$1,000,000		\$6,675.00
Total Cost			\$20,387.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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.

pinklady 09/26/2018

(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.*

LAW Board members have met and discussed the facility needs with a local realtor and a builder as well as a bank who will be considered for the financing of the facility once the charter is approved.

In the discussion with the realtor, the southern region of Wayne County has been identified as the location. Included in the discussion was the acreage needed to accommodate a facility. As recommended in the Public Schools of NC Facility Guidelines, LAW will seek a property of 15 acres plus 1 acre per 100 students resulting in an approximate 25-acre plot of land. At this time no specific plot has been identified, but the realtor continues to present options for review. Further, the realtor is aware that no obligations or commitments can be made regarding the purchase of any property until the charter application has been approved by the SBE.

The discussion with the builder included two parts. The initial conversation included the timeline for the building process from the time the charter is approved until the Certificate of Occupancy is issued. No later than one year prior to the opening of the school in August 2020, the building process will begin. The builder has assured LAW this is adequate time to complete a concrete tilt-up or panelized construction facility, barring no unforeseen circumstances. The second conversation included the actual process for getting the facility built including assistance as needed with site analysis, site and zoning approval, budgeting for the cost of

construction, site cost, and the design cost. The builder has agreed to work with a local realtor in the review of property for an appropriate location.

In the event that a location with adequate land and an existing structure were to be found as a favorable option for LAW, the builder is willing to work with LAW to determine the feasibility of retrofitting the space for the school.

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

Suggested cost for the construction of the facility is \$110.00 per square foot. This cost is considered comparable to the cost for commercial and educational spaces in the proposed area according to a local commercial realtor.

**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.*

Leadership Academy of Wayne (LAW) is aware of the sense of urgency regarding the facility and receiving the Certificate of Occupancy for an on-time opening. Members of the board have discussed with various builders of our concern about the timeline for completing the facility. There are many factors which can cause a delay in facility completion, some of which are beyond the control of the Board and the builder. In light of these concerns, the Board has discussed some possibilities for a temporary location in the event of an unforeseen delay. Potential sites include: there are 2 large churches in the southern region of Wayne which have spaces which could accommodate the projected student enrollment number. Renting temporary space from the University of Mt. Olive is another option for consideration. The readiness and accessibility of the facility are of paramount importance for the opening of the school. Again, this issue has been addressed with builders. As a Board, the intent is to be proactive to solidify all land and building transactions as soon after LAW receives State Board approval. Further, every effort will be made to maintain open lines of communication with the builder as to the progress of the facility so that any need to secure temporary facilities will be addressed far enough in advance of the opening of school so as to inform parents and assure them of the school's opening.

Temporary space arrangement to accommodate approximately 24 student classrooms and a space for administration will be the minimum with an adequate and safe traffic pattern. Given the potential number of students, it may be necessary to use 2 or 3 sites. While this is not the most desirable, it may necessary for a short time.

X

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
The transportation plan is insufficient for the area and population.	Alex Quigley	Certify Oper
<p>Applicant provided data in the mission and purposes section of the application that stated 75% to 93% of the students in Wayne County were identified as living at the poverty level. Does this transportation plan align with the needs of that subgroup population?</p> <p>The budget outlines funds for buses, gas, and maintenance but the applicant states they will utilize a bus route with the Goldsboro Wayne Transportation Authority. In addition, students cannot ride the bus alone, so what support system will the school have in place in the event a family member cannot ride with their student?</p> <p>What systems are in place to ensure equity for students in the community you intend to serve? <u>One big component of this is providing transportation.</u></p>	Stephenie Clark	Transportati
I think there needs to be another plan for transportation. A rural school with above average poverty will need to have transportation for students to access the option. I would recommend <u>community stops using used buses.</u>	Heather Soja	Transportati
<p>It is concerning that transportation plan does not adequately support targeted population.</p> <p>Please clarify the following: "For those families living in the southernmost region of the county, a bus route with the Goldsboro Wayne Transportation Authority (GWTA) has been established and is available for parents and students. In the event this is a needed option, LAW will provide a staff member to ride the bus, supervise LAW students and provide the fee for riding the bus (fee provided by the school) to and from school as needed". When would it be determined as a needed option? What does that look like?</p>	Jessica Whalen	Transportati
<p>The transportation plan needs clarification. What kind of arrangements have you made with the Goldsboro Wayne Transportation Authority (GWTA)? Will this means of transportation be reliable on a daily basis and at the hours of school operation? What guarantees will the GWTA offer to make sure that transportation will be available?</p> <p>Given the socioeconomic makeup of your anticipated students, and their geographic dispersion, isn't it logical to assume that the large majority will need transportation?</p>	Les Stein	Transportati
How will the address the needs of students with disabilities that have transportation as a related service on their IEPs?	Robert McOuat	Transportati
<p>With the high poverty rate of the targeted population how many students are you projecting will need Transportation?</p> <p>Where in the budget is the salary for the staff riding the bus? Discuss how the bus route with GWTA would work. It appears there are 5 different routes, how have you identified which route would deliver students to school? How would students that need to ride a different bus and then transfer work? If bus stops are not located directly at student's house, what will happen is an adult is not waiting on a student at the bus stop? Will the staff member on the bus be responsible for bringing student back to school?</p> <p>Identify the daycares that would bring kids to school in Wayne County?</p> <p>If half of your students need transportation and use GWTA that would cost approximately \$90k. There is \$60k budgeted.</p>	Buffy Fowler	Transportati
<p>The demographics of the geographic area where LAW will be located show that the majority of students will qualify for free/reduced meals. Will you assign someone to run the meal program within the school? Who will be responsible for the administrative responsibilities that come with the free/reduced meal applications?</p> <p>What procedures will you establish for teachers handling funds for meals? Who will collect the money for the school as a whole?</p>	Les Stein	School Lunch
There is no staff designated as child nutrition staff. The targeted population and school size of 502 the first year, who will be completing child nutrition paperwork and	Buffy Fowler	School Lunch

distributing and recording which children received meals. With the importance of documentation of a federal program this job is not appropriate for volunteers. Explain how the \$45k was determined in the child nutrition line (Note: this is not listed in salaries)		
Clarification: Will the school be a part of the School lunch program or just provide a similar option to its students?	Heather Soja	School Lunch
Will the school participate in the National School Lunch Program or simply have a vendor who supplies the meals reflective of the program?  What policies and procedures will be in place to ensure that homeroom teachers are accurately taking lunch funds and turning them into the appropriate staff person for processing? How will the school limit fraudulent activity?  If breakfast is delivered the day prior to serving, does this mean each breakfast will be a cold option only? Will there be any opportunity for students to have a hot breakfast option?  Will the facility not have a dedicated location for lunch services? Who selects where lunches can be eaten, teachers or students?	Stephenie Clark	School Lunch
How will students who forget lunch or money be supported to ensure they eat?  Who is the designated staff member that will process lunch money from teachers?  How will the facility accommodate early deliveries? When will these deliveries occur, during the school day or after the school day? Will someone need to stick around to pick up the deliveries, if so, who would this be?  It is concerning to have parent volunteers serve lunch rather than a staff member.	Jessica Whalen	School Lunch
This insurance quote was based on 480 students. Applicant shows the school will be 502 the first year and to grow in the future.	Buffy Fowler	Civil Liabil
Building a new building is the main plan.	Steven Walker	Facility and
What kind of details can you provide about the building you intend to create? What needs will it serve? How many classrooms, performance spaces, gathering spaces, athletic/playground spaces, etc? re: contingency plan-- will a diverse population of students feel comfortable if the school ends up needing to be located on a church property?	Deborah Brown	Facility and
Please clarify the following: "Given the potential number of students, it may be necessary to use 2 or 3 sites". Are these sites together?	Jessica Whalen	Facility and
Have there been any discussion with the churches or University of Mt. Olive to host the school? How was the figure of 194k determined for the first year and why the increase to 293k the second year?	Buffy Fowler	Facility and
What will be the square footage of the facility?  What is the estimated total cost for the facility given that the board would like to construct at the cost of \$110.00 per square foot?  Will the church facilities be large enough to serve the projected student enrollment figures in year 1-2?  If the school selects 2 to 3 sites, how long will you be at the determined locations? What impact would this have on your projected growth to 700 students by year 3? How will you determine how to break up the grade levels?  Will the 2-3 temporary locations be close in proximity and does the board have confidence that splitting up grade levels to multiple locations will not have an adverse affect on attracting families with multiple students?	Stephenie Clark	Facility and

Reviewer	Score
Heather Soja	Pass

Leadership Academy of Wayne - Develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. "Leading all the Way!"

Tammi Sutton	
Deborah Brown	Fail
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	Fail
Joe Maimone	
Lindalyn Kakadelis	
Tracy Kelley	
Les Stein	Pass
Lynn Kroeger	
Phyllis Gibbs	
Jessica Whalen	Fail
Robert McOuat	
Sherry Reeves	
Stephenie Clark	Fail
Steven Walker	Pass

## VI. 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 Year 1

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1960 - Wayne County Public Schools</p>			
	<b>Revenue</b>	<b>Approximate Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for Year 1</b>
	State Funds	\$5,842.33	502	\$2,932,849.66
	Local Funds	\$989.00	502	\$496,478.00
	Federal EC Funds	\$4,311.06	60	\$258,663.60
	<b>Totals</b>			\$3,687,991.26
	<p>LEA #2310 - Duplin County Schools</p>			
	<b>Revenue</b>	<b>Approximate Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for Year 1</b>
	State Funds	\$5,931.16	10	\$59,311.60
Local Funds	\$1,009.00	10	\$10,090.00	
Federal EC Funds	\$4,464.16	2	\$8,928.32	
<b>Totals</b>			\$78,329.92	
<p>LEA #3540 - Lenoir County Public Schools</p>				
<b>Revenue</b>	<b>Approximate Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for Year 1</b>	
State Funds	\$5,898.36	10	\$58,983.60	
Local Funds	\$1,129.00	10	\$11,290.00	
Federal EC Funds	\$3,578.95	2	\$7,157.90	
<b>Totals</b>			\$77,431.50	

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**Total Budget: Revenue Projections Year 1 through Year 5**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>-State ADM Funds</b>	\$3,051,145	\$3,565,415	\$4,079,685	\$4,593,955	\$4,593,955
<b>-Local Per Pupil Funds</b>	\$517,858	\$605,050	\$692,242	\$779,434	\$779,434
<b>-Exceptional Children Federal Funds</b>	\$274,750	\$322,171	\$365,282	\$408,393	\$408,393
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$3,843,753	\$4,492,636	\$5,137,209	\$5,781,782	\$5,781,782

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections Year 1 through Year 5**

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Chief Executive Officer	1	\$80,000	\$80,000	1	\$82,400	\$82,400	1	\$84,872	\$84,872	1	\$87,418	\$87,418	1	\$90,040	\$90,040
Dean Of Operations	1	\$48,000	\$48,000	1	\$49,440	\$49,440	1	\$50,923	\$50,923	1	\$52,450	\$52,450	1	\$54,024	\$54,024
Administrative Assistant	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Bookkeeper	1	\$30,000	\$30,000	1	\$30,900	\$30,900	1	\$31,827	\$31,827	1	\$32,782	\$32,782	1	\$33,765	\$33,765
Admissions, Enrollment, & Attendance	1	\$23,523	\$23,523	1	\$24,228	\$24,228	1	\$24,956	\$24,956	1	\$25,704	\$25,704	1	\$26,475	\$26,475
Receptionist	1	\$23,523	\$23,523	1	\$24,228	\$24,228	2	\$24,956	\$49,912	2	\$25,704	\$51,408	2	\$26,475	\$52,950
Custodians	2	\$23,780	\$47,560	2	\$24,493	\$48,986	2	\$25,228	\$50,456	2	\$25,985	\$51,970	3	\$26,765	\$80,295
A - Total Admin and Support:	7		\$252,606	7		\$260,182	8		\$292,946	8		\$301,732	9		\$337,549
Instructional Personnel:															
Dean Of Academics	1	\$48,000	\$48,000	1	\$49,440	\$49,440	2	\$50,923	\$101,846	2	\$52,450	\$104,900	2	\$54,024	\$108,048
Director Of Students & Testing	1	\$45,000	\$45,000	1	\$46,350	\$46,350	2	\$47,740	\$95,480	3	\$48,000	\$144,000	3	\$49,000	\$147,000
Core Content Teacher(s)	25	\$44,360	\$1,109,000	29	\$45,492	\$1,319,268	33	\$46,541	\$1,535,853	37	\$47,538	\$1,758,906	37	\$48,774	\$1,804,638
Exceptional Children Teacher(s)	3	\$45,667	\$137,001	4	\$46,000	\$184,000	4	\$46,750	\$187,000	5	\$48,000	\$240,000	5	\$49,000	\$245,000
Electives/Specialty Teacher(s)	4	\$42,000	\$168,000	5	\$43,260	\$216,300	6	\$44,557	\$267,342	7	\$44,557	\$311,899	8	\$45,894	\$367,152
Teacher Assistants	9	\$19,500	\$175,500	9	\$19,500	\$175,500	10	\$20,000	\$200,000	10	\$20,000	\$200,000	10	\$20,500	\$205,000

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Substitute Teacher Pay	1	\$28,000	\$28,000	1	\$34,200	\$34,200	1	\$38,000	\$38,000	1	\$42,000	\$42,000	1	\$42,000	\$42,000
B - Total Instructional Personnel:	44		\$1,710,501	50		\$2,025,058	58		\$2,425,521	65		\$2,801,705	66		\$2,918,838
A+B = C - Total Admin, Support and Instructional Personnel:	51		\$1,963,107	57		\$2,285,240	66		\$2,718,467	73		\$3,103,437	75		\$3,256,387
Administrative & Support Benefits															
Health Insurance	7	\$6,000	\$42,000	7	\$6,000	\$42,000	8	\$6,000	\$48,000	8	\$6,000	\$48,000	9	\$6,000	\$54,000
Retirement Plan--Other	7	\$1,070	\$7,490	7	\$1,070	\$7,490	8	\$1,070	\$8,560	8	\$1,070	\$8,560	9	\$1,070	\$9,630
Medicare	7	\$517	\$3,619	7	\$532	\$3,724	8	\$535	\$4,280	8	\$535	\$4,280	9	\$540	\$4,860
Social Security	7	\$2,210	\$15,470	7	\$2,277	\$15,939	8	\$2,277	\$18,216	8	\$2,313	\$18,504	9	\$2,313	\$20,817
D - Total Admin and Support Benefits:			\$68,579			\$69,153			\$79,056			\$79,344			\$89,307
Instructional Personnel Benefits:															
Health Insurance	43	\$6,000	\$258,000	49	\$6,000	\$294,000	57	\$6,000	\$342,000	64	\$6,000	\$384,000	65	\$6,000	\$390,000
Retirement Plan--Other	43	\$1,200	\$51,600	49	\$1,386	\$67,914	57	\$1,386	\$79,002	64	\$1,299	\$83,136	65	\$1,333	\$86,645
Medicare	43	\$573	\$24,639	49	\$592	\$29,008	57	\$613	\$34,941	64	\$628	\$40,192	65	\$644	\$41,860
Social Security	43	\$2,450	\$105,350	49	\$2,533	\$124,117	57	\$2,624	\$149,568	64	\$2,685	\$171,840	65	\$2,755	\$179,075
E - Total Instructional Personnel Benefits:			\$439,589			\$515,039			\$605,511			\$679,168			\$697,580
D+E = F - Total Personnel Benefits			\$508,168			\$584,192			\$684,567			\$758,512			\$786,887
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	7		\$321,185	7		\$329,335	8		\$372,002	8		\$381,076	9		\$426,856
B+E = H - Total Instructional Personnel (Salary & Benefits)	44		\$2,150,090	50		\$2,540,097	58		\$3,031,032	65		\$3,480,873	66		\$3,616,418
G+H = J - TOTAL PERSONNEL	51		\$2,471,275	57		\$2,869,432	66		\$3,403,034	73		\$3,861,949	75		\$4,043,274

**Operations Budget: Expenditure Projections**  
**Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Furniture (Capitalized)	\$21,868	\$6,843	\$6,843	\$6,843	\$6,843
	Computers (Capitalized)	\$15,000	\$6,000	\$6,000	\$6,000	\$6,000
	Software	\$5,250	\$5,512	\$5,788	\$6,077	\$6,077
	Office Supplies	\$6,400	\$6,500	\$6,500	\$6,500	\$6,500
	Copier leases	\$9,000	\$9,450	\$9,922	\$10,418	\$10,418
	Communications & Telephone	\$9,710	\$6,530	\$6,858	\$7,199	\$7,199
	Human Resources: Onboarding	\$5,000	\$5,500	\$6,050	\$6,655	\$6,655
	Admin. & Support Professional Development	\$2,500	\$3,000	\$3,500	\$4,000	\$4,500
Professional Contract	Legal Counsel	\$4,500	\$4,635	\$4,774	\$4,917	\$5,064
	Student Accounting	\$18,270	\$21,350	\$24,430	\$27,530	\$27,530
	Financial	\$62,863	\$76,171	\$84,962	\$93,753	\$93,753
	Technology Support	\$6,000	\$6,600	\$7,260	\$7,986	\$8,784
Facilities	Facility Lease/Mortgage	\$194,666	\$293,440	\$293,440	\$293,440	\$293,440
	Student Furniture (Capitalized)	\$110,022	\$23,900	\$23,900	\$23,900	\$12,000
	General Supplies	\$5,000	\$6,000	\$7,200	\$8,640	\$9,504
	Maintenance	\$20,000	\$22,000	\$24,200	\$26,620	\$27,951
	Custodial Supplies	\$12,000	\$15,250	\$17,500	\$19,650	\$19,650
	Security	\$3,550	\$7,100	\$7,455	\$7,827	\$8,219
	Insurance (pg19)	\$20,387	\$22,425	\$23,098	\$23,791	\$24,505
Utilities	Electric	\$32,850	\$40,000	\$43,200	\$46,656	\$46,656
	Water/Sewer	\$15,000	\$18,000	\$19,440	\$20,995	\$20,995
	Trash	\$5,000	\$6,500	\$7,020	\$7,581	\$7,581
Transportation	Buses	\$60,000	\$30,000	\$30,000	\$30,000	\$30,000
	Gas	\$30,000	\$37,500	\$46,875	\$58,593	\$58,593
	Oil/Tires & Maintenance	\$10,000	\$15,000	\$15,750	\$16,537	\$16,750
Other	Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$45,000	\$54,000	\$60,000	\$65,000	\$65,000
	Travel	\$1,000	\$2,500	\$3,000	\$3,000	\$3,000
	K - TOTAL Administrative & Support Operations	\$740,836	\$761,706	\$804,965	\$850,108	\$843,167
	Instructional:					
Classroom Technology	Instructional Computers	\$81,860	\$53,856	\$53,856	\$53,856	\$25,000

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	(Capitalized)					
	Instructional Technology (Non Capitalized)	\$8,247	\$3,000	\$3,000	\$3,000	\$3,000
	Software	\$10,000	\$18,300	\$20,940	\$23,580	\$23,580
Instructional Contract	Staff Development	\$70,000	\$80,000	\$90,000	\$100,000	\$100,000
	Exceptional Children Service	\$95,000	\$111,500	\$126,057	\$142,500	\$142,500
	Testing Services	\$6,264	\$7,320	\$8,376	\$9,432	\$9,432
Books and Supplies	Instructional Materials	\$14,350	\$15,400	\$16,478	\$17,631	\$18,865
Books And Supplies	Ec Instructional Materials	\$5,450	\$5,831	\$6,239	\$6,676	\$7,143
Books and Supplies	Curriculum/Texts	\$160,000	\$112,500	\$127,000	\$150,000	\$80,000
	Copy Paper	\$18,000	\$24,400	\$31,720	\$41,236	\$41,236
	Testing Supplies	\$2,000	\$4,000	\$6,000	\$8,000	\$8,000
	L - TOTAL Instructional Operations	\$471,171	\$436,107	\$489,666	\$555,911	\$458,756
	K+L = M - TOTAL OPERATIONS	\$1,212,007	\$1,197,813	\$1,294,631	\$1,406,019	\$1,301,923

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
J - TOTAL PERSONNEL	\$2,471,275	\$2,869,432	\$3,403,034	\$3,861,949	\$4,043,274
M - TOTAL OPERATIONS	\$1,212,007	\$1,197,813	\$1,294,631	\$1,406,019	\$1,301,923
J+ M =N TOTAL EXPENDITURES	\$3,683,282	\$4,067,245	\$4,697,665	\$5,267,968	\$5,345,197
Z - TOTAL REVENUE	\$3,843,753	\$4,492,636	\$5,137,209	\$5,781,782	\$5,781,782
Z - N = SURPLUS / (DEFICIT)	\$160,471	\$425,391	\$439,544	\$513,814	\$436,585

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

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

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

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

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

The student enrollment number was projected based on several factors. 1. Several members of the LAW BOD have experience with charter schools and are aware of the interest of parents for options of educating their children. Parent and public interest were further supported during the social media campaign promoting the proposed charter school. Through Facebook posts about the proposed school, over 3600 contacts were made with approximately 300 of these being from the Spanish community which is highly represented in the southern region of the county. 2. Current performance of the LEA's schools and especially those in the southern region is less than desirable with the majority of the schools in the southern region reporting a D on the NC Schools Report Cards. Further, two LEA schools were subject to inclusion in the Innovative School District. 3. Conversations with one current County Commissioner and one previous Commissioner both indicated the significant need for improving the schools in the LEA, and especially in the southern region. One Commissioner stated, "Parents are clamoring for a change." He also stated there is a problem with overcrowding in the schools in the proposed area. A charter school in this area would give parents a choice and give some relief to the student numbers at the southern region schools. 4. A meeting with a leading realtor in Wayne County shared that selling homes to families in the southern region was a challenge as parents were concerned about "poor schools" in the areas.

Using these factors and a review of the student enrollment in the LEA, the student enrollment by the fifth year in the K-8 school was determined to be 786. This determination was based on estimates of the LEA's student enrollment in 2017-2018 of 18,358. As the school will be marketed to all students in the LEA and located in the southern region of the county, an approximate 4% of the students would enroll from the LEA and an approximate one-half percent from two adjoining LEAs would enroll. From previous experiences with charter schools, the BOD determined that grades K-2 would have significant student enrollment since these students families would have less "school loyalty" and be more open to considering options other than the local schools.

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The student enrollment break-even point for LAW has been determined to be 365 which is 70% of the projected enrollment for year one.

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

LAW has determined a contingency plan in the event anticipated revenue is not sufficient to meet the financial needs of the school. First, curriculum and instructional materials cost will be adjusted to the number of students actually enrolled. Second, a reduction in staff including the number of teachers and teacher assistants based on the student enrollment and grade distribution along with one leadership staff position will occur. Third, LAW will review anticipated preliminary enrollment numbers by early Spring, 2020 and review the facility plan including furniture and other fixtures to make adjustments regarding actual projected need. Fourth, the student accounting and financial services providers fees are based on enrollment numbers, and this fee would be adjusted accordingly.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

The budget does not rely on any funds other than the state, county, and federal funds.

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

The student teacher ratio is 20 to 1.

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

LAW will contract for services for student accounting and financial services. Acadia's Services have been reviewed by the BOD. No agreement or commitment for services have been made at this time; however, the fees for their services have been used in developing the budget. Providers for exceptional children's services (speech, occupational, etc.) will be contracted based on the needs of the students. No providers for these services have been considered at this time. Contract services will be considered for yard maintenance, but no provider has been identified at this time. Coaching and training for instructional support will be contracted, but providers have not been identified. A food service provider will be contracted for breakfast and lunch.

The BOD will use a bid process to establish contracts. A request for bids will be published and three bids will be taken for each individual service. The BOD will establish criteria for selecting contractors. Upon receipt of bids, criteria for selection will include: references and reputation of the service provider, experience in working with charter schools, the service's student success rate, availability and proximity to the rural proposed location, cost, and actual services to be included. The lowest bid will always be considered; however, the contract may not be awarded to the lowest bidder.

The CEO will be given guidelines by the BOD for allowance of purchases of up to \$500.00. Such purchases will be reported to the BOD at the next regularly scheduled board meeting. Purchases of more than \$500.00 and all contractual agreements must be presented to the BOD before such purchases

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [danielle.allen@dpi.nc.gov](mailto:danielle.allen@dpi.nc.gov).

are made or contracts are made for the school.

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

LAW's mission is focused on developing educational and leadership skills in students that will impact the individual, transform community, and outlast personal experience. The targeted population and the school's proposed location include economically disadvantaged members. LAW will strive to bring a change into the community through classical education and leadership training of its children.

To accomplish this mission, LAW will commit resources to employ highly qualified teachers at a competitive salary schedule and with benefits. Additionally, training and coaching support throughout the first year for all staff and subsequent years to all staff and especially new staff is budgeted. Teacher training is critical to ensure effective instructional delivery yielding the highest possible achievement results. After five years, and the K-8 school has a record of students who transition from LAW to their chosen high school option, the mission will continue to be fulfilled as LAW students take the learning and leadership experiences into their new communities.

LAW's efforts towards educational achievement will be supported by the development of leadership skills. Investment in strong school leadership beginning with the CEO and the Deans of Academics and Operations sets a leadership priority for all members of the school. Specific job descriptions for each member of the leadership staff will ensure that leaders are focusing on their areas of responsibility with minimal distractions and interruptions to handle concerns not within their roles.

LAW's targeted population will include economically disadvantaged members. The leadership anticipates most families will transport their children to school; however, to ensure the choice option is available to all families, funds for transportation have been budgeted.

LAW's proposed facility is designed to accommodate the classical approach to education model which will be used. Sufficient classroom space for content teachers, elective teachers, exceptional children's teachers and support services will be available. A multipurpose room will be available for school programs and use as an indoor PE/recess area in inclement weather. A designated outside play/PE area is included in the facility plan.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

LAW's goal for the general fund balance is 4% for the first year and increase annually up to 7.5% by the fifth year.

LAW will develop the fund balance using two major strategies.

1. LAW will market the school to the targeted population and strive for full enrollment beginning in the first year. Through intense recruitment, enrollment, and follow-up with families, LAW will sure-up parents' commitments to have students "in the seats" on opening day. With full enrollment being the primary method for establishing a positive fund balance, teachers and staff will immediately contact students who do not attend the first day and within the first ten days to determine why they are not in attendance. Waitlisted students will be placed in seats when parents indicate a change of plans. Full enrollment will generate the funds

from the state, county, and federal sources identified in the budget and on which all expenditures have been based.

2. Full adherence to the budget by all parties will be the standard by which all expenditures are measured. Regular reviews of the financial statements and the budget by the CEO and the DO will occur to monitor the status of LAW's finances. Monthly, the BOD will review the finances and budget information including the monthly expenditures.

3. LAW BOD will carefully review all facility plans and designs. Every effort will be made to commit to a reasonable and functional facility without overextending the school's financial resources. In conversations with builders, board members have been cautioned to be aware of hidden costs when considering architectural design versus a standard school design.

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

In February 2018, contact was made with a bank to discuss its possible financing of the school's facilities. The bank took a positive stance pending the proposed school's charter application is approved. Once the application is approved, the BOD will begin working with the bank representative to determine the financing plan and work towards finalizing arrangements. The bank will issue a bond to its investors interested in investing funds to build the school. At the initial meeting, the need for start-up funds was also discussed. To cover these costs, the bank proposed that potential investors may be willing to put forth funds to be used for start-up costs.

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

LAW does not have assets from other resources.

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

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

LAW BOD will establish financial policies that will ensure internal controls regarding the school's financial operations.

Internally, LAW will have specific procedures to ensure funds are handled in a safe and transparent manner.

The LAW BOD has determined, upon charter approval, to engage Acadia for Fiscal Management Services. Their services will include budget planning and management, accounts payable and check writing, payroll processing, and tax reporting, reconciling monthly bank statements, preparing monthly financial reports, maintaining general ledger information in preparation for the audit and review of draft audit information. The bookkeeper, under the direction of the Dean of Operations and under the management of the CEO will work with the Fiscal Management Services provider regarding the routine financial operations for the school. The Director of Operations will maintain a record of all assets including an updated inventory and will maintain a record of gains and losses of assets. Records regarding expenses along with receipts will be maintained and shared with the Fiscal Management Service Provider. LAW will contract with an audit company to complete the financial audit. The BOD will review all financial information monthly and oversee that the established financial policies are followed.

Internally, LAW will maintain a petty cash fund for emergencies. Checks and balances on this fund will include authorization for expenses and paid receipts. Any staff member who receives funds will provide a receipt to the individual. Funds will be turned in to the bookkeeper who will receipt the funds and deposit on a scheduled basis as established in the LAW Financial Policies and Procedures. Monthly reports regarding these funds will be provided to the BOD.

Funds generated through fundraisers or gifts and donations will follow the double receipting process with the bookkeeper being the second receptor. Funds will be deposited and included in the reports provided through Acadia's services.

The CEO, Bookkeeper, and Dean of Operations will meet on a scheduled basis to review school finances and ensure that financial procedures are being followed. The Dean of Operations will complete a monthly audit of the Bookkeeper's records.

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

The Founding Board has discussed the necessity for a successful opening of LAW. All members have experience in charter school leadership and/or support services for students.

It is the intent of the Founding Board Chair, Dr. Kenneth Benton, to resign from the board and serve as the CEO of the school. Dr. Benton has a wealth of experience in school leadership, business, and charter school operations. Further, he is a lifetime member of the Wayne County community, and has

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tremendous name recognition in the local education community. His knowledge of leadership and organizational operations will be valuable. Dr. Benton has successfully opened one charter school as a Board Chairman. Further, as leadership is a part of the school's mission, new leaders will need leadership support especially in the opening of a new school. The Dean of Academics, Dean of Operations and Director of Students will work in tandem with the CEO and will be training to ensure sustainable leadership for LAW. The CEO's position has a salary of \$80,000.00.

The Direct Instruction model and Core Knowledge Curriculum have been strategically chosen to address the academic needs of the targeted population. The Board will seek bids for coaches and trainers with a proven track record for effectively assisting schools with implementing these programs. Dr. Todd Forgette, Founding Board Member, has extensive experience in this area, and his company, Ronnis Systems, Inc. can provide these services. In the event the BOD considers Ronnis Systems, Inc. as the best option, Dr. Forgette will recuse himself during a discussion and vote, or resign from the BOD.

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

LAW has contacted and received a proposal from Potter and Company.

Potter and Company

Samuel M. Leder, CPA

434 Copperfield Boulevard NE

Suite A

Concord, NC 28025

704-786-8189 phone

704-786-4447

[www.gotopotter.com](http://www.gotopotter.com)

A final commitment with Potter and Company has not been made by the Board at this time, but the information has been reviewed.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
with concerns on financing a new building and low salaries and benefits for teachers.	Heather Soja	Certify Fina
Where will the EC Federal funds money be made up in the first year as this money will not be available until year 2?	Jessica Whalen	Total Budget
Salary for Dean of academics is very low for a quality leader. I am also concerned about the lack of retirement benefits and it could mean not attracting and retaining high quality staff as per the goal regarding licensure and quality in the application.	Heather Soja	Personnel Bu
Will you provide any incentive for teachers to obtain higher degrees or certification from NBPTS?	Deborah Brown	Personnel Bu
<p>How does the board intend to attract viable candidates for the administrative positions with a salary very close to core content teachers?</p> <p>What is the rationale behind having 8 elective teachers for 700 students?</p> <p>Does the board plan on making the substitute teacher a full time staff member? What can be attributed to the change in salary from \$28K in year 1 to \$42K in year 5?</p> <p>What is the rationale behind having 3 personnel with the title and role of "director of students and testing"?</p>	Stephenie Clark	Personnel Bu
<p>Who will be responsible for monitoring student transportation? The operations budget identifies \$60,000 for buses but the personnel budget does not include bus drivers. Will the school employ drivers?</p> <p>Who will be responsible for monitoring the breakfast and lunch programs? The operations budget identifies \$45,000 for child nutrition. Will you employ a lunch program coordinator?</p>	Les Stein	Personnel Bu
<p>Administrator salaries and teacher salaries are very similar but CEO significantly higher.</p> <p>What will be the draw to your school with low admin salaries and not participating in state retirement?</p> <p>Do you think not participating in state retirement will impact the number of experienced teachers you can recruit?</p>	Buffy Fowler	Personnel Bu
There is no money budgeted for ELL teacher. Explain rationale.	Jessica Whalen	Personnel Bu
<p>Where is the audit included in the budget?</p> <p>What is included in the buses section of the budget? How does this align with transportation plan?</p> <p>How many student computers is included in the budget?</p> <p>What is included in the "Instructional Technology" section for Classroom Technology?</p> <p>There are no ELL materials in the budget. Explain rationale.</p>	Jessica Whalen	Operations B
<p>Explain numbers for student accounting and financial. Is this contracted services? If so, are so many administrators required?</p> <p>Explain 5k for general supplies.</p> <p>Explain why the amount for buses goes from 60K to 30k after the first year. This budget appears you plan to purchase buses or run your own. This was not in the transportation plan. The transportation plan describes a plan to partner with local transportation authority, do you plan the number of students needing transportation will decrease?</p> <p>What is gas budget for if you are paying transit system?</p>	Buffy Fowler	Operations B

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I think the lease/mortgage is too low for a new building. This could pose a problem in the overall projected budget.	Heather Soja	Operations B
Clarification is needed around why there are transportation expenses outlined in the budget, but the transportation plan does not indicate an intent to purchase buses.  What will the \$70K to \$100K cover with regards to professional development?  What data did the board use to put together some of the budget expense line items? For example, what would cause copy paper to increase from \$18,000 to nearly \$41,000 in year 5 with an increase of only 200 students?  What figures did the board use to base their estimates for Exceptional Children Services?	Stephenie Clark	Operations B
Budget may be understated due to unknown building costs. Also, quality staff will require additional funding. Transportation efforts need to be increased.	Heather Soja	Total Expend
Break even of 365 would appear to be after making adjustments for revenue loss.	Steven Walker	Budget Narra
If students in grades K-2 would have less "school loyalty", why are those larger enrollment numbers not reflected in the projected enrollment table?  What will the board do if they cannot land 3 bids for a given service?  What is the process and policy for purchases over \$500.00? Are there any emergency purchases that may need to occur that are greater than \$500.00 and if so, will the board still need to see and approve this purchase before a transaction?  Board outlined that teacher training is critical, yet there are only 17 professional work days, of which 14 are either before school starts or after the last day of school. What opportunities will staff have to grow professionally?  What budget items can be linked directly to the mission of developing students in the capacity of leadership?	Stephenie Clark	Budget Narra
Are there checks and balances involved with the bookkeeper receiving funds and depositing them? How will the school ensure that the receipts and funds deposited are reconciled accurately?  How will the board ensure there is a competitive applicant pool for the position of CEO of the school? Additionally, if this position will not be open for applicants, should the salary schedule be revisited as a governing board of directors?	Stephenie Clark	Financial Au

Reviewer	Score
Heather Soja	Pass
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Alan Hawkes	
Alex Quigley	Fail
Joe Maimone	
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	
Robert McOuat	
Jessica Whalen	Pass
Phyllis Gibbs	
Lynn Kroeger	
Les Stein	Pass

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [danielle.allen@dpi.nc.gov](mailto:danielle.allen@dpi.nc.gov).

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Tracy Kelley	
Lindalyn Kakadelis	

**VII AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.*

*\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-218.1(c).*

pinklady

Date: 09/26/2018

**Applicant Signature:**

The foregoing application is submitted on behalf of Leadership Academy of Wayne (*name of non-profit corporation/board of directors for the proposed municipal charter school or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "TCS-U-013," all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: pinklady

Board Position: Board Member

Signature: \_\_\_\_\_

Date: 09/26/2018

Sworn to and subscribed before me this

Leadership Academy of Wayne - Develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. "Leading all the Way!"

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

## OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total External Evaluator Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total Subcommittee Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

***Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.***

### **Initial Screening**

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<b>Mission, Purposes, and Goals</b>	- stephenie_clark
<b>Education Plan</b>	- stephenie_clark
<b>Governance and Capacity</b>	- stephenie_clark
<b>Operations</b>	- stephenie_clark
<b>Financial Plan</b>	- stephenie_clark
<b>OVERALL</b>	- stephenie_clark - stephenie_clark - stephenie_clark - danielle_allen

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> If your targeted population will mirror the LEA, how does your school solve for the same issues created by poverty in the community? - deborahbrownnc</p> <p><u>Mission Statement</u> Mission is unclear. What does it mean to "outlast personal experience"? What does it look like?  What does mission look like when it is achieved? - pttsj3</p> <p><u>Mission Statement</u> Clarification is needed around the "outlast personal experience" component of the written mission statement. What is meant by this phrase and what will this look like in action?  What are the impacts if students take their leadership and educational skills beyond the walls of Wayne County? What is the vision of the board to have a direct impact on the local community and how will they accomplish this by the proposed school? - stephenie_clark</p> <p><u>Mission Statement</u> Strong illustration of need due to the lack of choice in the southern part of the county. Additionally, the quality of traditional public schools is low and the focus on a standard and vetted curriculum will enhance instruction. - heather_soja</p> <p><u>Educational Need and Targeted Student Population</u> You indicate that the LAW will focus on direct instruction. Will this be reflected in a lower teacher to student ratio? - lstein692</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>Educational need is based on area leaders reflection and input but it appears no data was collected from families with school age children. Facebook data shows a chart of "response to post", explain what kinds of responses this included. Was this the number of views, likes, comments, etc?</p> <p>The percentage of the LEA is high. - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> Do you have more recent studies rather than from 2012 to justify using Direct Instruction? What evidence do you have that teacher created material is less effective? What evidence can you provide that students in the LEA are disengaged? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> How does LAW significantly differ from LEA?</p> <p>Please clarify the following: "At LAW the curriculum will be a competency-based approach that ensures mastery of prerequisite content prior to "pacing" forward onto new content". How will LAW find the balance between the two? How will this affect pacing for LAW students, especially low-income students?</p> <p>How will leadership "will not be compartmentalized and reactive, rather it will be the lens with which LAW will approach all learning; including classroom environment, building culture, and instructional prowess"? - pttsj3</p> <p><u>Educational Need and Targeted Student Population</u> Can the school feasible attract 16% of the K-8 ADM for the LEA? That percentage seems high.</p> <p>If content is taught using a competency based approach, how will you get to teaching on grade level content if students are several grade levels behind?</p> <p>What data or information does the applicant have to verify that Wayne County public schools all utilize teacher created materials? Additionally, what data shows that teacher created content is less effective compared to a school created lesson and pacing guide?</p> <p>Does the applicant have a number of survey responses that show families interested with children of age to attend the school? If so, how many parents responded they would send their child(ren) to LAW? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Need is obvious as well as difference in curriculum. Would like to know the plans for math as well as assessment. - heather_soja</p> <p><u>Educational Need and Targeted Student Population</u> 16% of the LEA seems very aggressive. - dswalker</p> <p><u>Purposes of Proposed Charter School</u> Explain rationale of the following: " LAW, a K-8 school, will give parents the option for their children to remain on one school campus from kindergarten through eighth grade as opposed to following the local school's grade arrangement of K-4 elementary and 5-8 middle school". Why is this an issue?</p>
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<p>Who analyzes and presents data of interim assessments? - pttsj3</p> <p><u>Purposes of Proposed Charter School</u> Do students in Wayne County have an option of high school choice? What is LAW's role in this transition process?</p> <p>How will the school track impacts on the student graduation rates if grades served go up to 8th?</p> <p>What additional supports will the school have in place to address other causes that contribute to the widening of the achievement gap and the direct relationship of poverty on that gap?</p> <p>LAW's mission is grounded in leadership development, how do the purposes outlined align with that component of the mission? - stephenie_clark</p> <p><u>Purposes of Proposed Charter School</u> Strong evidence of meeting several legislative purposes. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u> by your own wording, your academic goals may not be realistic given the levels of the local population. How will you work to attain a 95% attendance rate, especially given the effects of poverty in the community? How will you measure whether or not your students are "making a difference in the community? - deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> Some goals are not specific enough.</p> <p>Are academic goals ambitious enough? For example, "By the end of Year 1, LAW students will exceed the state performance proficiency score as measured on Reading and Math EOGs". What if the state performance goes down?</p> <p>- pttsj3</p> <p><u>Goals for the Proposed Charter School</u> For the academic goals, by what quantity will LAW exceed the state performance proficiency scores?</p> <p>Some goals outlined are not written in a SMART format, specifically they are not measurable.</p> <p>A major component of the school's mission includes leadership development, why are there no goals around leadership identified?</p> <p>What is the process for how often, by whom, and what particular information around the identified goals will be communicated to the board and other stakeholders? - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> I'm not seeing a whole lot of difference in the year 1 goal and the year 3 goal. Do they expect to be a D or F in year 1, but still exceed state proficiency scores? - dswalker</p>
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	<p><u>Goals for the Proposed Charter School</u>          You said that you needed this school because other schools were C schools in the area but your goal is to be a C. - a_quigley</p> <p><u>Certify Mission, Plan, Goals</u>          Concerned about being able to hit enrollment. - dswalker</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u>          How will you use &amp; infuse the Covey leadership principles? - deborahbrownnc</p> <p><u>Instructional Program</u>          What is the math program to be used? This is not spelled out. - heather_soja</p> <p><u>Instructional Program</u>          Leadership is not a curriculum. This application references a lot of items but doesn't present their education vision coherently. - a_quigley</p> <p><u>Curriculum and Instructional Design</u>          How will you ensure students engagement and student-to-student interaction in a Direct Instruction environment?          What will shared ownership and distributive leadership look like in practice?          How will you make decisions about "flexible regrouping?"          What practices will you borrow from schools like AB Combs? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u>          Are 21-22 students in a classroom a small classroom?</p> <p>When will the following be decided: "Teachers will be departmentalized at the middle school (this approach may be replicated 2nd-5th grade to support subject matter expertise)"?</p> <p>Explain the rationale of using homogeneous groups vs. heterogeneous groups.</p> <p>When will flexible grouping be determined to occur?</p> <p>Where will expert instructional specialists (or model teachers) come from? If they are from the school, how are they determined?</p> <p>Who makes academic profiles for students?</p> <p>Are action plans made school-wide? by grade? content area? or teachers? Please clarify.</p> <p>What kinds of electives will LAW offer? What does enrichment and acceleration look like? - pttsj3</p> <p><u>Curriculum and Instructional Design</u>          In addition to students being taught math and reading at their instructional level, will students have the opportunity to engage with on grade level content in preparation for EOGs?</p> <p>What is the process for students changing classrooms to receive instruction on their grade level? More specifically, how often throughout a nine-week period or school year could a student move up or down to classrooms to receive instruction at their level?</p>

	<p>Who will be tasked with creating the student academic profiles and what information will be included? - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u> I've actually never seen a traditional public that has 5th grade in middle school. - a_quigley</p> <p><u>Special Programs and "At-Risk" Students</u> Who will monitor LAW's ELL program?</p> <p>Who will be responsible for coordinating the school's AIG program? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u> How will you incorporate your mission/leadership skills in working with your AG population? - deborahbrownnc</p> <p><u>Special Programs and "At-Risk" Students</u> How is progress monitoring documented and who completes the documentation?</p> <p>There is no ELL teacher listed as offering support to ELL students. Explain rationale.</p> <p>How will ELL students be monitored after exiting ELL program? - pttj3</p> <p><u>Special Programs and "At-Risk" Students</u> Who will be in charge of testing and monitoring the EL programming at the school?</p> <p>Will EL students receive additional support outside of the general education classroom, such as small group instruction by an ESL teacher?</p> <p>What is the rationale behind not utilizing a nationally normed test for gifted identification?</p> <p>Can parents or students refer themselves to be identified as gifted?</p> <p>Will not labeling students as AIG have any implications on a student's class placements in High School? - stephenie_clark</p> <p><u>Exceptional Children – Identification and Records</u> Who is responsible for ensuring the IEP plan is implemented?</p> <p>Are there other options for the following to be provided to low-income students or students with no internet access: "Checklists and related documents/ forms will be reviewed by the EC Coordinator at LAW. Procedural safeguards will be established, maintained, and implemented that meet State requirement. A current copy will be posted on LAW's website"? - pttj3</p> <p><u>Exceptional Children – Identification and Records</u> What procedures will the school have in place to identify students who may be eligible for EC services, but parents or stakeholders did not request an evaluation?</p> <p>What role, if any, will MTSS play in student identification for evaluation and EC services eligibility?</p> <p>What is the process for identifying students coming from other schools and the parents do</p>
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	<p>not mark required paperwork correctly outlining that their child has an IEP or 504 plan?</p> <p>What will the school do if they receive incomplete or inaccurate paperwork for a student? - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> Discuss what the full continuum of programs may look like at LAW? - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> How will you incorporate leadership principles in working with your EC population? - deborahbrownnc</p> <p><u>Exceptional Children – Education Programming</u> Who is responsible for keeping data binders for EC students? - pttsj3</p> <p><u>Exceptional Children – Education Programming</u> What will the full continuum of services look like at LAW? - stephenie_clark</p> <p><u>Student Performance Standards</u> How will the following affect promotion, "Average classroom grade of 70 or above in a subject area"? Detail plans to transition student mindset from passing at a 60 to now 70 at LAW. - pttsj3</p> <p><u>Student Performance Standards</u> While the applicant states promotion decisions being based on a combination of indicators, there are no promotion standards outlined.</p> <p>How will the school communicate with families if the final promotion or retention decision will not be made until after EOG testing?</p> <p>What are the specific attendance requirements?</p> <p>What happens if a student does not score a 3 or higher on the math and reading EOGs across grades 3-8? Does the school have the capacity to retain students based on those scores? - stephenie_clark</p> <p><u>Student Performance Standards</u> Goals in year 1 and year two do not seem to have much difference. - dswalker</p> <p><u>Student Conduct and Discipline</u> These plans do not seem to line up with your mission to create student leaders. How will students be invited into the decision making process, the reflection process, and the creation of school culture? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> How will students be supported behaviorally and academically while out of class? What happens if more than one person is removed at the same time? How will this the efficiency of Director of Students? - pttsj3</p> <p><u>Student Conduct and Discipline</u> Applicant states that teachers will use an array of logical consequences, will these be normalized for all teachers to use? Are teachers expected to create their own consequences for infractions?</p>
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	<p>Since the mission of LAW includes developing leaders, what role do students have in shaping the culture of the school and how can the leadership program be leveraged to create a safe environment?</p> <p>At what age can a student be expelled from LAW?</p> <p>For students with a disability, what is the process to conduct a manifestation determination? What is the time frame, who is involved, and who decides on the relevant members of the team? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> The application indicates only a surface level of TLAC. - a_quigley</p> <p><u>Certify Education Plan</u> Lacks a coherent vision. - a_quigley</p>
<p><b>Governance and Capacity</b></p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> 501(c)(3) not yet obtained. - deborahbrownnc</p> <p><u>Certify Governance</u> Pass with questions about the realistic enrollment projections for the first year. - heather_soja</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the functions and duties of the board be divided/shared? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What areas does LAW's board feel they need more expertise in? Are there plans to increase legal and finance expertise on the team? - pttj3</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Where do parents and students fit on the provided organizational chart?</p> <p>What type of information will be required to be included in the principal's "State of the School" report?</p> <p>If the mission of the school includes leadership, how will the board measure and evaluate the success of the school within the context of student leadership skills?</p> <p>With regards to the conflict of interest response, will the board member who has a conflict of interest also recuse themselves from the discussion portion?</p> <p>Is the CEO the final stop for parent grievances? What types of parent grievances will the board entertain and make a formal decision on? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Only one board member lives in the county. - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Why will teachers who teach electives be paid less than content area teachers? - lstein692</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

<p>Significant difference in projected salary of CEO (80k) and Administrators (45k-50K). Number of administrators seems high for number of students. Salary range (45k-50k) for employees holding advanced degrees such as administrators may be a deterrent to finding qualified administrators. - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> How will you be sure TeacherInsight doesn't keep you from seeing potentially effective teachers for your program, especially if you are recruiting from local colleges with newer teachers just out of school? How will you recruit and retain from difficult to fill fields like EC and STEM? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Are there any plans to recruit teachers through additional ways (i.e. job fairs, online job boards)?</p> <p>There is no ELL support teacher in staffing plan. Explain rationale.</p> <p>Explain the rationale of EC teachers/Core Content teachers being paid the same. - pttjs3</p> <p><u>Staffing Plans, Hiring, and Management</u> Will there be an EL support teacher in the staffing model?</p> <p>What is the role of the "enrollment and attendance" personnel?</p> <p>If the hiring process is limited to the three lead administrators (CEO, DO and DA), how can the school vet for a good cultural fit if teachers are not included at some level of the process?</p> <p>What is the rationale behind having teacher salaries and the DA/DO salary cap at the same level? Do they not have different roles and responsibilities?</p> <p>Will all employees be considered "at-will" employees?</p> <p>If the board plans to hire EC, ESL, and Gifted staff as needed based on student enrollment, will the first few weeks of school be too late to identify the best candidates to provide these services? - stephenie_clark</p> <p><u>Staff Evaluation and Professional Development</u> Do the ten workdays at the beginning of the year impact teacher pay? ie., is salary figured to include extra workdays? - buffy_fowler</p> <p><u>Staff Evaluation and Professional Development</u> What kind of ongoing cycles of support will you have for BTs? Who will diagnose PD needs, design, deliver and evaluate PD? How will you teach leadership skills/Covey type principles to your staff? How will you evaluate if your staff is incorporating leadership skills in their classroom? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u> Is there a process to requesting PD outside of LAW? How does this work? Will expenses be covered?</p>
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	<p>Who completes teacher observations? What does the request process for coaching support of teachers look like? - pttsj3</p> <p><u>Staff Evaluation and Professional Development</u> How often do walkthroughs and brief observations occur? What type of feedback is given to teachers? Are they provided with a rubric of expectations so they know the areas they are proficient and others in which they need to develop?</p> <p>Beyond the two weeks of training before school begins, what type of professional development opportunities throughout the school year will staff members have access to?</p> <p>Applicant outlined that data dives will occur after each interim testing period, but beyond analyzing data what other opportunities for development are teachers provided?</p> <p>Applicant outlined that teachers may request coaching support, who will be providing this coaching?</p> <p>Can teachers seek outside professional development? If so, who will be responsible for expenses incurred?</p> <p>Staff development will include 17 days, 10 of which occur at the beginning of the year, 3 of which are data dive days, and 4 of which are after school is out for the summer. How does this model align with a budget of \$70K for professional development? How will those funds be used? - stephenie_clark</p> <p><u>Parent and Community Involvement</u> How will you engage families whose work schedules and/or childcare needs may not allow them to participate in traditionally scheduled school events? How will you work with parents to develop an awareness of Covey style leadership principles? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> How are ED parents supported in order to increase their involvement? How will a Parent Engagement Committee engage parents? - pttsj3</p> <p><u>Parent and Community Involvement</u> Who will monitor the progress and actionable outcomes of the Parent Engagement Committee? - stephenie_clark</p> <p><u>Admissions Policy</u> Are there any consequences associated with a parent's failure to declare their intent to return?  Clarify the statement, "siblings of currently enrolled students who have declared their intent to remain at LAW will be given priority placement for the next year." If a family does not provide the correspondence of intent to return will they be refused the sibling preference outlined in general statute? - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> Applicant states that in year one there will 90 kindergarten students and then in year two only 84 1st graders. Are you planning on losing or retaining 6 kindergarten students from year one to year two and not replacing them?</p>
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	<p>Figures seem high due to the percentage of the LEA. - buffy_fowler</p> <p><u>Projected Student Enrollment (Table)</u>                  What is the rationale behind having 90 Kindergarten students each year funnel into only 84 available spots in 1st grade the next year? What will the school do if all 90 Kindergarten students would like to return for first grade? - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u>                  I am not sure how realistic the projections for the first year are. - heather_soja</p>
<p><b>Operations</b></p>	<p><u>Certify Operations</u>                  The transportation plan is insufficient for the area and population. - a_quigley</p> <p><u>Transportation Plan</u>                  How will the address the needs of students with disabilities that have transportation as a related service on their IEPs? - robert_mcouat1</p> <p><u>Transportation Plan</u>                  The transportation plan needs clarification. What kind of arrangements have you made with the Goldsboro Wayne Transportation Authority (GWTA)? Will this means of transportation be reliable on a daily basis and at the hours of school operation? What guarantees will the GWTA offer to make sure that transportation will be available?</p> <p>Given the socioeconomic makeup of your anticipated students, and their geographic dispersion, isn't it logical to assume that the large majority will need transportation? - lstein692</p> <p><u>Transportation Plan</u>                  With the high poverty rate of the targeted population how many students are you projecting will need Transportation?</p> <p>Where in the budget is the salary for the staff riding the bus? Discuss how the bus route with GWTA would work. It appears there are 5 different routes, how have you identified which route would deliver students to school? How would students that need to ride a different bus and then transfer work? If bus stops are not located directly at student's house, what will happen is an adult is not waiting on a student at the bus stop? Will the staff member on the bus be responsible for bringing student back to school? Identify the daycares that would bring kids to school in Wayne County? If half of your students need transportation and use GWTA that would cost approximately \$90k. There is \$60k budgeted. - buffy_fowler</p> <p><u>Transportation Plan</u>                  It is concerning that transportation plan does not adequately support targeted population.</p> <p>Please clarify the following: "For those families living in the southernmost region of the county, a bus route with the Goldsboro Wayne Transportation Authority (GWTA) has been established and is available for parents and students. In the event this is a needed option, LAW will provide a staff member to ride the bus, supervise LAW students and provide the fee for riding the bus (fee provided by the school) to and from school as needed". When would it be determined as a needed option? What does that look like? - pttsj3</p> <p><u>Transportation Plan</u>                  Applicant provided data in the mission and purposes section of the application that stated</p>

	<p>75% to 93% of the students in Wayne County were identified as living at the poverty level. Does this transportation plan align with the needs of that subgroup population?</p> <p>The budget outlines funds for buses, gas, and maintenance but the applicant states they will utilize a bus route with the Goldsboro Wayne Transportation Authority. In addition, students cannot ride the bus alone, so what support system will the school have in place in the event a family member cannot ride with their student?</p> <p>What systems are in place to ensure equity for students in the community you intend to serve? One big component of this is providing transportation. - stephenie_clark</p> <p><u>Transportation Plan</u> I think there needs to be another plan for transportation. A rural school with above average poverty will need to have transportation for students to access the option. I would recommend community stops using used buses. - heather_soja</p> <p><u>School Lunch Plan</u> The demographics of the geographic area where LAW will be located show that the majority of students will qualify for free/reduced meals. Will you assign someone to run the meal program within the school? Who will be responsible for the administrative responsibilities that come with the free/reduced meal applications?</p> <p>What procedures will you establish for teachers handling funds for meals? Who will collect the money for the school as a whole? - lstein692</p> <p><u>School Lunch Plan</u> There is no staff designated as child nutrition staff. The targeted population and school size of 502 the first year, who will be completing child nutrition paperwork and distributing and recording which children received meals. With the importance of documentation of a federal program this job is not appropriate for volunteers. Explain how the \$45k was determined in the child nutrition line (Note: this is not listed in salaries) - buffy_fowler</p> <p><u>School Lunch Plan</u> How will students who forget lunch or money be supported to ensure they eat?</p> <p>Who is the designated staff member that will process lunch money from teachers?</p> <p>How will the facility accommodate early deliveries? When will these deliveries occur, during the school day or after the school day? Will someone need to stick around to pick up the deliveries, if so, who would this be?</p> <p>It is concerning to have parent volunteers serve lunch rather than a staff member. - pttsj3</p> <p><u>School Lunch Plan</u> Will the school participate in the National School Lunch Program or simply have a vendor who supplies the meals reflective of the program?</p> <p>What policies and procedures will be in place to ensure that homeroom teachers are accurately taking lunch funds and turning them into the appropriate staff person for processing? How will the school limit fraudulent activity?</p> <p>If breakfast is delivered the day prior to serving, does this mean each breakfast will be a</p>
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	<p>cold option only? Will there be any opportunity for students to have a hot breakfast option?</p> <p>Will the facility not have a dedicated location for lunch services? Who selects where lunches can be eaten, teachers or students? - stephenie_clark</p> <p><u>School Lunch Plan</u> Clarification: Will the school be a part of the School lunch program or just provide a similar option to its students? - heather_soja</p> <p><u>Civil Liability and Insurance</u> This insurance quote was based on 480 students. Applicant shows the school will be 502 the first year and to grow in the future. - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> Have there been any discussion with the churches or University of Mt. Olive to host the school? How was the figure of 194k determined for the first year and why the increase to 293k the second year? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> What kind of details can you provide about the building you intend to create? What needs will it serve? How many classrooms, performance spaces, gathering spaces, athletic/playground spaces, etc? re: contingency plan-- will a diverse population of students feel comfortable if the school ends up needing to be located on a church property? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u> Please clarify the following: "Given the potential number of students, it may be necessary to use 2 or 3 sites". Are these sites together? - pttjs3</p> <p><u>Facility and Facility Contingency Plan</u> What will be the square footage of the facility?</p> <p>What is the estimated total cost for the facility given that the board would like to construct at the cost of \$110.00 per square foot?</p> <p>Will the church facilities be large enough to serve the projected student enrollment figures in year 1-2?</p> <p>If the school selects 2 to 3 sites, how long will you be at the determined locations? What impact would this have on your projected growth to 700 students by year 3? How will you determine how to break up the grade levels?</p> <p>Will the 2-3 temporary locations be close in proximity and does the board have confidence that splitting up grade levels to multiple locations will not have an adverse affect on attracting families with multiple students? - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> Building a new building is the main plan. - dswalker</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u> with concerns on financing a new building and low salaries and benefits for teachers. -</p>

	<p>heather_soja</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Where will the EC Federal funds money be made up in the first year as this money will not be available until year 2? - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Who will be responsible for monitoring student transportation? The operations budget identifies \$60,000 for buses but the personnel budget does not include bus drivers. Will the school employ drivers?</p> <p>Who will be responsible for monitoring the breakfast and lunch programs? The operations budget identifies \$45,000 for child nutrition. Will you employ a lunch program coordinator? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Administrator salaries and teacher salaries are very similar but CEO significantly higher.</p> <p>What will be the draw to your school with low admin salaries and not participating in state retirement? Do you think not participating in state retirement will impact the number of experienced teachers you can recruit? - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will you provide any incentive for teachers to obtain higher degrees or certification from NBPTS? - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> There is no money budgeted for ELL teacher. Explain rationale. - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How does the board intend to attract viable candidates for the administrative positions with a salary very close to core content teachers?</p> <p>What is the rationale behind having 8 elective teachers for 700 students?</p> <p>Does the board plan on making the substitute teacher a full time staff member? What can be attributed to the change in salary from \$28K in year 1 to \$42K in year 5?</p> <p>What is the rationale behind having 3 personnel with the title and role of "director of students and testing"?  - stephenie_clark</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salary for Dean of academics is very low for a quality leader. I am also concerned about the lack of retirement benefits and it could mean not attracting and retaining high quality staff as per the goal regarding licensure and quality in the application. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Explain numbers for student accounting and financial. Is this contracted services? If so, are so many administrators required? Explain 5k for general supplies.</p>
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<p>Explain why the amount for buses goes from 60K to 30k after the first year. This budget appears you plan to purchase buses or run your own. This was not in the transportation plan. The transportation plan describes a plan to partner with local transportation authority, do you plan the number of students needing transportation will decrease? What is gas budget for if you are paying transit system? - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Where is the audit included in the budget?</p> <p>What is included in the buses section of the budget? How does this align with transportation plan?</p> <p>How many student computers is included in the budget?</p> <p>What is included in the "Instructional Technology" section for Classroom Technology?</p> <p>There are no ELL materials in the budget. Explain rationale. - pttsj3</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Clarification is needed around why there are transportation expenses outlined in the budget, but the transportation plan does not indicate an intent to purchase buses.</p> <p>What will the \$70K to \$100K cover with regards to professional development?</p> <p>What data did the board use to put together some of the budget expense line items? For example, what would cause copy paper to increase from \$18,000 to nearly \$41,000 in year 5 with an increase of only 200 students?</p> <p>What figures did the board use to base their estimates for Exceptional Children Services? - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> I think the lease/mortgage is too low for a new building. This could pose a problem in the overall projected budget. - heather_soja</p> <p><u>Total Expenditure Projections (Table)</u> Budget may be understated due to unknown building costs. Also, quality staff will require additional funding. Transportation efforts need to be increased. - heather_soja</p> <p><u>Budget Narrative</u> If students in grades K-2 would have less "school loyalty", why are those larger enrollment numbers not reflected in the projected enrollment table?</p> <p>What will the board do if they cannot land 3 bids for a given service?</p> <p>What is the process and policy for purchases over \$500.00? Are there any emergency purchases that may need to occur that are greater than \$500.00 and if so, will the board still need to see and approve this purchase before a transaction?</p> <p>Board outlined that teacher training is critical, yet there are only 17 professional work days, of which 14 are either before school starts or after the last day of school. What opportunities will staff have to grow professionally?</p>
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	<p>What budget items can be linked directly to the mission of developing students in the capacity of leadership? - stephenie_clark</p> <p><u>Budget Narrative</u> Break even of 365 would appear to be after making adjustments for revenue loss. - dswalker</p> <p><u>Financial Audits</u> Are there checks and balances involved with the bookkeeper receiving funds and depositing them? How will the school ensure that the receipts and funds deposited are reconciled accurately?</p> <p>How will the board ensure there is a competitive applicant pool for the position of CEO of the school? Additionally, if this position will not be open for applicants, should the salary schedule be revisited as a governing board of directors? - stephenie_clark</p>
<b>OVERALL</b>	<p><u>Grade Levels Served and Total Student Enrollment:</u> This is a high percentage of the LEA. Is this percentage realistic for a rural county spread over a large area with high poverty rates? - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment is a lot in year 1, what is the plan to meet this goal? - pttsj3</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Is it feasible to target 500 students in year 1? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Very aggressive enrollment numbers for the first year. - heather_soja</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Aggressive first year open enrollment projections. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> This is a very large starting number. - a_quigley</p> <p><u>Certify Application</u> missing documents-- background checks, resumes, and conflict of interest. It will be difficult to evaluate the school's governance plan without that information. - deborahbrownnc</p> <p><u>Certify Application</u> Pass with questions on enrollment projections for first year. Very aggressive. - heather_soja</p>

<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	

Leadership Academy of Wayne - Develop within every child educational and leadership skills that impact the individual, transform community, and outlast personal experience. "Leading all the Way!"

<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

<b>Overall Summary</b>	
<b>Initial Screening</b>	The Office of Charter Schools deemed this application complete on October 5, 2018.
<b>Application Review</b>	<p>Dr. Allen stated that Leadership Academy of Wayne is proposing to locate in Wayne County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is not a LEA impact statement and there is not a due diligence report for this applicant.</p> <p>11</p> <p>Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant does not have any special requests and is not a repeat applicant. The applicant is not partnering with an EMO or CMO.</p> <p>* Board members introduced themselves. The Board Chair spoke about the proposal for the charter school in the southern portion of Wayne County. He stated there are approximately five schools in the area that are D and F schools. He stated it is a high poverty area that needs a school of choice.</p> <p>* Ms. Turner stated the enrollment numbers are not reasonable. Mr. Walker agreed.</p> <p>* The Board Chair stated the schools in the area are crowded and spoke about the need for the school in the area. He confirmed the enrollment numbers are only 6% of the LEAs enrollment.</p> <p>* Ms. Kroeger expressed concern about the stated operational goal of having 90% ADM because of how that impacts the budget.</p> <p>* Mr. Walker asked about the decision to build the first year. The Board Chair stated they are open to renovation or leasing facilities.</p> <p>Motion: Committee motion to allow Leadership Academy of Wayne to continue to full interview.</p> <p>Motion: Cheryl Turner</p> <p>Second: Heather Vuncannon</p> <p>Vote: Unanimous Committee Vote-Pass</p> <p>Motion: Full CSAB motion to allow Leadership Academy of Wayne to continue to full interview.</p> <p>Motion: Steven Walker</p> <p>Second: Sherry Reeves</p> <p>Vote: Unanimous Pass</p>
<b>Application</b>	Dr. Allen stated the school is proposed to locate in Wayne County. Dr. Allen gave a brief

<b>Interview</b>	<p>introduction of the schools proposed enrollment and grade levels. There was not an LEA impact statement, but there was a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated there are no special requests, the applicant is not a repeat applicant, and the application was deemed complete. The applicant did not receive third-party assistance.</p> <p>* Dr. Benton introduced herself at Secretary of the board. Mr. Forgette introduced himself as Treasurer of the board. Ms. James introduced herself as a teacher and a board member. Dr. Benton introduced himself as the founding Board Chair.</p> <p>* Ms. Turner expressed concerns about the enrollment projections. She stated 16% of Wayne County LEA is substantial.</p> <p>* Mr. Quigley asked if there are any more board members. Dr. Benton stated there is one that was unable to be here.</p> <p>* Ms. Reeves asked if any board members live in Wayne County. Dr. Benton stated there are two members that live there and stated he is a lifetime Wayne County resident but recently moved.</p> <p>* Mr. Walker asked for clarity on the board member interests in academic business such as Academic Plus and Ronnis Systems. Dr. Benton stated that Academic Plus only does some consulting. He stated Ronnis Sytems is a good corporation from what he understands, and he stated that the board would also receive 2-3 bids for services and go with the best proposal.</p> <p>* Mr. Walker asked what Dr. Benton learned from Wayne Prep. Dr. Benton stated be aware of wolves in sheeps clothing.</p> <p>* Dr. Benton spoke about possible contractors for the facility. He stated nothing has been formally established. He stated the financing would take place with either Highmark or GGP.</p> <p>* Mr. Quigley asked if Dr. Benton would be the principal. Dr. Benton stated yes.</p> <p>* Mr. Quigley stated the enrollment plan is very aggressive. Dr. Benton stated there was a mistake in the application and it would actually be 6% of Wayne County LEA ADM. Dr. Benton spoke about wanting to locate in the southern end of Wayne County where there is no school choice. Dr. Benton stated the board is confident that many parents would consider a choice that is closer to them. Dr. Benton spoke about the importance of marketing and the boards plans to market the school.</p> <p>* Mr. Quigley asked for clarity on the targeted population. Dr. Benton stated there is a large free and reduced lunch population in the county. Dr. Benton stated she estimates 70-95% free and reduced lunch. Mr. Quigley stated the application doesnt reflect that number. Ms. Reeves agreed. Mr. Quigley stated there is not enough budgeted for meals and nothing budgeted for transportation. Dr. Benton explained the experience she had running afterschool programs where parents provided transportation. Dr. Benton stated they will develop a plan for transportation if needed. She explained possibilities with localtransportation providers. Mr. Quigley stated that there seems to be a disconnect between estimating so many free and reduced lunch children and not having a transportation plan.</p> <p>* Mr. Quigley asked about the curriculum budget. Mr. Forgette spoke about the curriculum costs associated with getting the curriculum programs established.</p> <p>* Mr. Quigley asked for clarity on the mission statement. Dr. Benton spoke about legacy and the community needs. She spoke about reading and math proficiency. She stated our goal is that students are able to move to the next level of schooling after leaving at 8th grade. She stated we are hoping and believing that they will be able to make a difference in their community.</p> <p>* Ms. Sutton asked what goals are being used to measure leadership. Dr. Benton stated goals will be added as they progress. She stated academic scores will be a good indicator because if a student is responsible for him or herself, it impacts others in a positive way.</p>
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<b>OVERALL</b>	<p>Ms. Turner asked if Dr. Benton would stay on the board after the school is up is running. Dr. Benton stated they would abide with any conflict of interest requirements.</p> <p>* Mr. Quigley stated it seems like we are running into the same problem with a board that will decrease upon the opening of the school. Mr. Quigley asked for Dr. Benton, potential Principal, to describe a day in the life of a student. Dr. Benton stated the idea of the school would be to open at 8AM and for students to go into homeroom, then leadership training, then reading and math, and direct instruction. Dr. Benton spoke about using the Covey leadership model.</p> <p>* Mr. Quigley asked what the bulk of the staff development budget would comprise. Dr. Benton stated he would expect most of it to go to teacher development. Dr. Benton stated the core would go toward Direct Instruction development.</p> <p>* Ms. Reeves stated she anticipates a high Hispanic population in this area. She asked how the school will meet the needs of the population. Dr. Benton stated usually it is the parents that have the problem with English and not the students. Dr. Benton stated they would provide resources as needed for those students and parents.</p> <p>* Mr. Friend stated the enrollment numbers are quite large for a rural area. Mr. Friend asked if they have had any community meetings or surveys, other than Facebook interest. Dr. Benton stated meetings had low turn-out, but he spoke with county commissioners that were supportive of the school because the traditional public schools are overcrowded.</p> <p>* Mr. Maimone stated his biggest concerns are the numbers and community interest. SR Motion that CSAB does not move Leadership Academy of Wayne to RTO status. LK second.</p> <p>Dr. Benton asked the board to reconsider their concerns and expressed disagreement with some of the external evaluators.</p> <p>* Mr. Quigley stated that the external evaluator comments are not bearing on his concerns right now. Mr. Quigley stated that he is making an evaluation based on the application in front of him. Mr. Friend stated he feels the same and that the CSAB must vote on the application in front of the board.</p> <p>* Mr. Hawkes stated that the CSAB is holding these applications to high standards that are off the mark. Mr. Friend stated he believes the schools he has been a part of could meet this standard. He stated that when he came before the CSAB, he had actual parent evidence of interest. He continued that the board he brought before the CSAB was the board that the SBE was giving the charter to.</p> <p>Mr. Quigley stated the standard is high and the process has become more rigorous as more schools have opened and that is natural. He continued that there is only one person on the board that doesnt have a potential exit opportunity off the board.</p> <p>Vote: CT, LK, AQ, LKr, SR, TS, BF Opposed: AH, PG, SW Motion passed.</p>
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