



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Old Main STREAM Academy

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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Raleigh, NC 27699-6307

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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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Old Main STREAM Academy

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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: *Old Main STREAM Academy, Inc.*

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

Name of contact person: *Brenda Dial Deese*

Title/Relationship to

nonprofit

: *Member of the Board of Directors*

Mailing address: PO Box 2079
Pembroke NC 28372

Primary telephone: 910-521-9037 Alternative telephone: 910-734-5025

E-Mail address: *brendadialdeese@gmail.com*

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

County: ROBESON

LEA: 780-Public Schools of Robeson County

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: X

Yes:

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

No: X

Yes:

Acceleration

Yes: X

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*

An exceptional need for a charter school in the midst of Indian country (Pembroke, NC) is well documented by local and state data. Native students demonstrate below proficient in tested core areas on the EOG, over representation in the Exceptional Children's programs, significant language delays, high dropout rates, under representation in Academically/Intellectually Gifted programs, and the trajectory for college and career readiness is dismal. Indigenous students reflect low college enrollment rates as compared to other students and the retention rate for persistence is low. These deficits have been ongoing and persistent for past years as noted in past and present North Carolina State Advisory Reports on Indian Education and is well-documented in data and research concerning American Indian students state-wide and across the nation. It is also noted that poverty continues to increase among American Indian populations in Robeson County, which could be correlated to causation of these ongoing and critical educational liabilities. Most certainly, these continued cycles ground generational poverty and disparities, which are evident in Robeson County. Unemployment, health issues, violence and complex social influences are challenges in the daily lives of Indigenous People. Sarah Crittenden Fuller and Cassandra R. Davis (2016) University of North Carolina at Chapel Hill conducted a study to compare student and school characteristics and education outcomes of American Indian students in grades 6-12 in North Carolina with those of non-American Indian students within the state. It should be noted that Robeson County demonstrates the largest population of Indigenous students in public education in the state; it is documented that students identify to at least thirty-three or more tribal affiliations. The study documented this fact stating, 'American Indian students in North Carolina are heavily concentrated in a small number of districts' however, the study did not include the multiple and diverse tribal enrolled members belonging to other tribal nations in Robeson county. Key findings of the study included: American Indian students are absent for more days and have lower advanced course-taking rates and graduation rates. Suspension rates are higher for American Indian students than for their statewide peers, and American Indian students who are suspended are suspended more frequently and for more days on average. This study also cited several studies using national data documenting gaps in education outcomes between American Indian students and their peers of other races/ethnicities. Those outcomes include achievement test scores, absences, graduation rates, and postsecondary attainment. These findings along with the support that the established governing board, tribal communities, and Lumbee Tribal Administration is proposing, prescribes a critical movement for this time in southeastern Indian country. Now is the time to grow opportunities, expectations, and belonging in a charter school for Indigenous students. This information, data, research and the application itself establishes a compelling need to accelerate the planning year and open doors at Old Main STREAM Academy.

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

The proposed location is in the center of Indian country. The most heavily populated Native communities surrounding Pembroke are rural areas. Historically, Pembroke has been considered the 'hub' of the Indian communities, and many activities, social events, and happenings connect

community and identity to Pembroke and Indigenous core collectivistic values. The Old Main STREAM Academy location is a well-respected and recognized location among the Indigenous communities and is ideal for the charter school. Even more specific however is the need to increase academic competencies and skills among Indigenous students. It is demonstrated that the local schools have failed to nurture the intellectual development and academic performance of Native students. Because this has been ongoing and persistent and is evidenced by steadily increasing poverty rates, high absenteeism, and frequent tardies among Native students, there is an exceptional need for this charter school in a location that is nonthreatening. In this context, the location is connected to the identity of Indigenous Peoples. Research well documents the significance of parental involvement in the educational process and the influence parents have on developmental well-being. Research suggests that parenting appears to be the most important factor associated with educational achievement at age 10, which in turn is strongly associated with achievement in later life according to Peters, Seeds, Goldstein and Coleman (2007). Historically, the educational process and educational institutions or schools wherein education has taken place (Indian Nations at Risk, 1990s) proved highly negative experiences because of differing worldviews, value systems, and associations with trauma/poverty. Often, those negative views of education and school institutions held by Indigenous parents were shared and influenced Indigenous students' perceptions of schools and the process of schooling or education. The location for Old Main STREAM Academy is devoid of those associations and is more connected to identity, community, and relationships. This allows for a sense of belonging and highly correlates with aligning and fulfilling Maslow's hierarchy in the areas of psychological needs and self fulfillment/actualization. This exceptional need for location aligns with the mission of Old Main STREAM Academy in that the space for rigor, college and career readiness education is within the landscape of culture and preparing students as leader practitioners. It is nonthreatening and allows students to continue the connection to community, identity and Indigenous values.

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

Yes: x

No:

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

Yes: x

No:

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

The facility is currently identified as the Boys & Girls Club in Pembroke, NC located on 120 Youth Drive. The facility has an industrial kitchen, gym, multiple rooms for classrooms, and bathrooms. A MOA has been reached with the Tribe and Old Main STREAM Academy Board of Directors. The facilities, including the furniture, computers, and equipment will be used for \$1,000.00 per month. A flat rate of \$200.00 will be paid each month for utilities. Appendix A2 demonstrates documentation to Dr. Rose Marie Townsend from

Danielle McLean, Legal and Compliance Officer for the Lumbee Tribe of North Carolina describing the MOA and there is also a blueprint of the facility design attached.

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? Old Main STREAM Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month July

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	05,06,07	150
Year 2	04,05,06,07,08	250
Year 3	04,05,06,07,08,09	300
Year 4	04,05,06,07,08,09,10	350
Year 5	04,05,06,07,08,09,10,11	400

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 governance, operations, finances and student performance.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

brendadialdeese
Signature

Board Chairperson
Title

brendadialdeese
Printed Name

09/28/2018
Date

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:

Old Main STREAM Academy will engage students in innovative, relevant, rigorous, college and career readiness with the purpose of growing Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People.

Clearly describe the mission of the proposed charter school:

Old Main STREAM Academy will provide Indigenous students an environment demonstrating academic rigor, relevance, and connection, engaging in opportunities and expectation for high achievement, growth and community. Federal documentation acknowledges at least thirty-three tribal affiliations in Robeson County. This diversity must be addressed through a combination of rigor, innovation and relevance grounded in best practices, NC Accountability Model, partnerships, and connection to Red Pedagogy.

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.*

Old Main STREAM (OMS) Academy's targeted population includes families who expect high standards. Parental involvement, participation, and families seeking solutions for rigorous curricula, best practices, quality internships, and diverse educational opportunities to grow accomplished and balanced learners will frame the OMS model. Robeson County is the largest county in the State and reflects large poverty dynamics interconnected with marginalized populations and destitution. Historical trauma is a challenge among the Indigenous Peoples as is the historical implications and outcomes of the education processes. The local school district (Public Schools of Robeson County) documents that the American Indian population is the largest student population in the public school system. It is documented in Indian Nations at Risk: An Educational Strategy for Action, A final Report of the Indian Nations at Risk Task Force published by the US Department of Education in October 1991 that tribal leaders, parents, educators, and others from North Carolina testified on the quality of educational institutions that American Indian children attend and the need for improving academic performance. Accordingly, North Carolina State Advisory Council (2018) on Indian Education specifically provides performance information regarding the American Indian population in every public school district in

the State, noted American Indian students in Robeson County continue to be at risk. The North Carolina State Advisory Report on Indian Education and the Consolidated Dated Report documented that proficiency rates of American Indian students lagged behind State and district rates in all tested areas. Proficiency rates of American Indian students also lagged behind their White peers on all EOG and EOC assessments. Additionally, Indigenous students have the status as the second highest rate of short term suspension and are over-represented in Exceptional Children Programs and under-represented in Academically/Intellectually Gifted Programs. The dropout rate for American Indians in Robeson County is higher than the State average and highest among all other populations. However, it is the experience of many local Indigenous People that ability, skill, and potential are deeply embedded in our individual People, but appropriate academic opportunities are not provided in a substantial manner or culturally sensitive manner. As the Nations at Risk report stated, schools are often correlated with high dropout rates, push out factors, and negative attitudes. Factually, our survival attests to the fact that Indigenous People intellectually persevere. Currently, in Robeson County, Indigenous families and students are integrated throughout the 980 mile radius county. OMS will target the Lumbee population as a majority student population and strongly endeavor to be inclusive of the additional substantial thirty-three tribal affiliations (or more) of Indigenous students as identified by student eligibility certification or proof of membership as defined by tribe, band, or group that exist in Robeson County. Multiple tribal affiliations and the definitive presence in a school setting requires response to those diversified individual learning competencies, abilities, and traditional Indigenous values. The recognition of the range of multiple tribal affiliations among the student population will be a first-time acknowledgement to the profoundly significant tribal diversity among student populations in Robeson County and the history of educating Indigenous students in North Carolina state. OMS will accept other ethnic populations as represented in the local school district, with Indigenous populations over-represented. The location of OMS will be in the center of the county, close or in the town of Pembroke. Pembroke is considered the 'hub' of the Indian community and the facility chosen will have the necessary set-up for instruction, transitions, and activities.

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).*

OMS's total projected enrollment will be 150 students in the first year, grades 05,06, 07. We did this grade span for several reasons. Young pre-adolescents and adolescents display unique characteristics in the physical, cognitive, moral, psychological, and social-emotional domains. Further, cultural identity is developing and it is a critical time as it relates to self-determination, academic performance, and generalized well-being. The Centers for Disease Control and Prevention document middle childhood as a developmental milestone reflecting growing independence, the starting point in forming stronger more complex friendships and peer relationships. Indeed, it becomes more emotionally important to have friends and experience more peer pressure during these years. Significantly, it is stated that during this developmental period, young teens face pressures and make critical

choices concerning friends, studying, and school. These milestones and biological happenings layered with general challenges of poverty, mediocre or low expectations, lack of culturally responsive education, and Indigenous-specific generational and traumatic challenges, are powerful and meaningful dynamics for selecting these specific grade levels. Indeed, these years (5th, 6th, 7th) demonstrate that compelling internal and external factors influence decisions regarding high school, courses of study, and applications of self-discipline in educational well-being. OMS will provide positive support, build personal relationships/connections, and nurture developmental abilities to develop and ground expectations for university admission results and/or career readiness. EOG results in Year 1 will provide a blueprint to establish short-range and long-range planning in school careers. The years until entry into college or workforce will allow OMS to effectively address those subjective challenges that can spiral into barriers. During Year 2, grades 04 and 08 will be added, establishing grade spans with a projected population of 250. During Year 3, grade 09 will be added, with a projected population of 300 and this will earmark entry for the first OMS high school year with exciting opportunities inclusive of age-appropriate internships with our partners. During Year 4, grade 10 will be added with a population of 350 and Year 5 will demonstrate the addition of grade 11, with a total population of 400. Year 6 will reflect the first graduating class and during that year plans will be established for a full K-12 school. This gradual expansion will put less pressure on facilities and personnel and provide planning for growth in facilities. In Year 5, it is projected that the school will reach full capacity. The total projected enrollment of OMS is approximately 1.8% of the total enrollment of the LEA. According to the statistical profile (6/15/2018), the ADM for grades 5, 6, 7 in the 2016-2017 totaled 4,949. OMS would represent about 3% of the population.

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

OMS will be a distinguished autonomous charter school in the midst of a school district that is fledgling. OMS offers a specific niche or focus for Indigenous populations. While OMS offers the NC standard course of study and a knowledge base and skills, OMS will also acknowledge and examine how the organization of school knowledge, hidden curriculum absences and the representation of difference in texts and school practices impact Indigenous People. These specific discourses will present as tools for critical thought as it relates to Indigenous Peoples, and all Peoples. It is well documented that standard school curriculum historically and currently have serious implications for Indigenous students. From the Indigenous perspective, in the educational process, Indigenous People are almost always invisible. However, our knowledge of how to survive as people exist and emerge from our contexts, our environment...we had to know how to survive, work out ways of knowing, predict outcomes, learn and reflect; it was necessary to guard preservation and protection...and we still share traditional ways as a community throughout Indigenous communities and nations. These ways of learning and doing will integrate as a community-based rigorous curriculum. These 'factors' will be built into the curriculum, to be thought about reflectively, to create design for implementation and be declared as necessary pedagogy. Again, it is essential to include NC standard course of studies and prepare for a strong curriculum core in a more substantial approach as compared to the existing educational models. The OMS model will

establish college ready- and career ready standards as connected to Red/Indigenous pedagogy. The framework of this educational plan is to operate on a principle of reciprocity and feedback. The educational plan will express mutual benefit for all. The critical difference is that while the students will receive the NC standard course of study, and preparation for college readiness in a rigorous format, students will also engage in the Indigenous ways of knowing pedagogy to advance in dual knowledges and awareness of those knowledges (something that isn't discussed in schools, usually, this awareness is only understood after exiting the Indigenous community and culture). The dual knowledges will ground giftedness/astuteness, identity, and connection to community. This model will recognize the dynamics of culturally-based, culturally relevant, and culturally responsive schooling while celebrating preparedness and innovation in standard courses of study, curriculum, and instruction that define what students know and should be able to do, based on a philosophy of teaching and learning that is evidently not inclusive of Indigenous learners.

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-218, 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.*

OMS will create new professional opportunities for teachers. The model endeavors to implement teaching basic skills, college readiness practices and knowledge, and balance it with Red pedagogy or an Indigenous collectivistic approach reflecting traditional, cultural, and social practices that focus on identifying gifted strengths and decreasing challenges for maximum student productivity. The model has the distinct opportunity to demonstrate how Indigenous students and marginalized students can thrive in an academic environment that emphasizes high expectations, and cultivates a student terrain that will develop intellectual prowess, self-

determination, and cultural strength. Indigenous professional educators and other Indigenous professionals will create, theorize, design, modify and redesign OMS model fitness. STREAM represents:

-Rigorous core subjects- science, technology, reading, engineering, arts, and mathematics

2)The OMS model will use textbooks, novels, readings of The Standard Course of Study for NC and those accompanying measurements to ensure systematic teaching and learning. Additional reading and activities will be woven into the curriculum to demonstrate practices for culturally responsive teaching and learning.

3)Expanded choices in the types of educational opportunities will be evident in the learning program and approach. The OMS model will provide planning, curriculum, and cultural integrated institutes for educators. OMS will also partner with Indigenous community locally and nationally to influence each other and increase Indigenous persistence in gifted abilities, college readiness, cultural integration/practices, and strengthen expertise and opportunities for students.

4) The collectivistic approach, which renders community connectedness will be a primary catalyst for students to take ownership of their learning, make investments in learning, and better imbue internal motivation triggers. Student learning will also include students becoming aware of learning style preferences, personal orientation, leadership abilities, and creative abilities. Comprehensive understanding and developing these attributes encourages ownership in learning and growing.

5) Leonard Haskie, Navajo, stated that the children are a gift to us all, to their families, to their Indian nations, to the United States and to the world. In an Project Eagle research, and in past editions of the State Advisory for Indian Education Report (NC) it is stated that many American Indian youth feel estranged in their schools, and their own communities as they see few future opportunities. OMS recognizes that gifted American Indian students have unique problems and unique approaches are needed to confront these issues. One Lumbee researcher documented that a cultural value is a sense of belonging (collectistic worldview) in the Indian community. OMS will provide the collectivistic approach integrated with STREAM curriculum and Red pedagogy, as explained earlier, and infuse that in a learning environment to develop a student terrain for learning, cultural nurturing, giftedness, and development.

6)Different and innovative methods will infuse STEM model methodology, and integrate Reading and Arts. Professional development will provide expertise in these areas. OMS will be structured during the teaching of core subjects. Textbooks will be used. Students will memorize formulas, theorems, concepts, even poems and essays. Students will use literature, repetition practices and listen to lectures as well as work in cooperative groups with some studies. The Red pedagogy model and decolonizing methodologies will also be established in OMS. In Decolonizing Methodologies, it is stated that the organization of school knowledge, the hidden curriculum and the representation of difference in texts and school practices all contain discourses which have serious implications for Indigenous students. These methods connect to community-based pedagogy.

In a study, entitled, The Characteristics and Education Outcomes of American Indian Students in Grades 6-12, North Carolina (November 2016)key findings concerning Indigenous students specifically address need and legislative purposes for a charter school. It is necessary to remember that because the majority of public school students in Robeson county are Indigenous, it is

reasonable to conclude that this study heavily relied on this particular school district and the Indigenous population for collecting data. The summary of the study states that research has identified substantial achievement gaps between American Indians and other students on national tests, in graduation rates, and in post secondary attainment. In a 2014 report by the NC State Advisory Council on Indian Education, important achievement gaps were identified between American Indian and White students. The report found that proficiency rates in all tested subjects and at all grade levels were 25-28 percentage points lower among Indigenous students than among White students and that large disparities also existed in dropout rates, graduation rates, Advanced Placement coursetaking, and SAT performance. Findings documented that Indigenous characteristics differ from those of their statewide peers. The percentage of students receiving free or reduced-price lunch and the percentage of students with a disability were higher among Indigenous students than among their statewide peers, and the percentage of students who were identified as academically or intellectually gifted was lower among Indigenous students than among their statewide peers. -Indigenous students are more likely to attend rural schools and schools with a large number of economically disadvantaged students.-Average scores on all middle school and high school standardized tests in the study are lower among Indigenous students than among their within-school and statewide peers. -Indigenous students are absent for more days and have lower advanced coursetaking rates and graduation rates. -Suspension rates are higher for Indigenous students than for their statewide peers, and Indigenous students who are suspended are suspended more frequently and for more days on average. Speaking specifically to Legislative purposes, 1,2, 3, 4, 5, and 6, in an Indigenous worldview, Indigenous People know the meaning of 'through consciousness, our minds have power'. Indigenous students usually do well in elementary, if consistent attendance patterns and relationships are developed within the school and community. OMS recognizes this as a foundation and targets preadolescent years as critical to the continued development of the school career. From an educational perspective, OMS will employ nonverbal measures of intelligence as indicators of giftedness in Indigenous students. Culturally responsive schools dictate that academic intelligence and giftedness should not always be measured according to the experience of 'White America'. These cultural mechanisms must be understood and acted upon so that every instructor and student becomes appreciative of multiple approaches to lifelong learning and accommodating multiple learning styles to grow diverse learners. It is necessary to create professional opportunities for teachers who must be responsible for the learning program and establishing OMS accountability for meeting measurable student achievement. It is necessary to provide parents and students with expanded choices in various types of educational opportunities and cultivate rich student learning. OMS will increase learning opportunities for all students and encourage the use of innovative different teaching methods. OMS will use STREAM, rigorous course of studies and Red pedagogy. OMS's premise is multiple worlds must merge and we will prepare students for the Indigenous world and the larger culture; these are leaders for the global world.

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.

Five goals are purposed for growth. Goal 1-Increase growth by 5% to 10% each year of operation for the first 5 years and establish a baseline. Objective 1: OMS will engage students in innovative, relevant, rigorous, college and career readiness. Method 1:School leadership will meet to review any statistical data and reports available, including PowerSchool, EVAAS, past EOGs, attendance patterns and teacher assessments. Method 2: Implementation of tiered intervention (MTSS) will be utilized for performing below grade level with expectations of continual growth; baselines will be established to increase proficiency. Method 3:Students'learning styles will be identified, progress monitoring established and differentiation strategies used for instructional methods and Indigenous systems of knowledge. Goal 2-Establish a baseline for Red Pedagogy, 100% of the students will participate in specific processes and strategies. Objective 1: OMS will develop Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision. Method 1: OMS will use Indigenous pedagogy and culture-specific approaches to identify skills, cultural understandings, and multiple intellects. Method 2: Students will recognize differences, similarities, and knowledge systems within Indigenous peoples and their relationships to the land and nature. Method 3: Students will participate in STEM education from interdisciplinary, applied and Indigenous approaches. Interdisciplinary STEM will integrate students into a cohesive learning paradigm based on real world applications. Native Science will be used as a metaphor for a range of tribal processes of perceiving, thinking, acting, and coming to know that we have evolved within human experiences and the natural world. Method 4:Students will participate in STREAM from interdisciplinary, applied and Indigenous approaches. R represents the Lumbee River, and connects environmental sciences and Indigenous Peoples as a world application. Indigenous students will reconnect to roles of sensation, perception, imagination, emotion, symbols, and spirit, as well as concepts including logic. Streams and wetlands in tribal communities will be identified as essential in Lumbee culture and history. R is for reading; components for effective learning and strong literacy. Red Pedagogy will discern Indian-style English as a language in Lumbee culture, speech, and determine how that influences standard English and educational processes. A is for a range of Arts, creativity, and problem-solving. Method 5: Students/caregivers will develop awareness of Indigenous methodology, ways of knowing, and instruction to connect and internalize why formal education is essential. Indigenous pedagogy grounds tradition and frames the future using multiple intellect and knowledge systems. Goal 3: OMS will meet annual enrollment projections at 100%, reflecting a majority Indigenous population Objective 1: Host community meet and greets. Method 1: Use federal forms, tribal enrollment, and birth certificates for affiliations. Method 2: Seminars will be held 4 to 6 times yearly. Objective 2: Provide multiple opportunities for prospective students and parents. Method 1: Hang fliers at local venues. Method 2: Utilize technology. Method 3: Create and maintain a website and Facebook account. Goal 4: OMS will meet 95% of budget expectations. Objective 1: The purpose of the budget and the role of the Board is to review, discuss and approve the proposed budget to meet the goals and priorities of OMS. Method 1: Review expense reports as prepared by financial services (monthly/ongoing). Method

2: The financial audit will be reported by an independent audit firm. Goal 5: OMS will measure parent and staff climate, with 85% satisfied. Objective 1 To create a safe learning environment. Method 1: The Board will review data to make informed decisions and involve stakeholders. Method 2: OMS Board will complete governance training.

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

The governing board, through the methods outlined above, scheduled stakeholder and partnership meetings, community connections, and the excellent reputation of OMS, will monitor the progress of the school and the execution of the mission. Reports of the above goals will be shared during board meetings, seminars, and in differing venues throughout the community, educational platforms, and business engagements. UNCPembroke Arts and Science Department, the American Indian Higher Education Consortium and the Center for Indigenous Nursing Research for Health Equity (Florida State University) will partner with OMS to offer multiple educational opportunities for growth to OMS faculty and students. OMS will diligently seek other partnerships to support the mission of OMS. OMS will seek opportunities for students to engage in internships, mentoring, observations, and exposure to the world outside of Indian country. Other indicators of the school's success will include strong parent and community involvement, a high number of student applications, and a wait list. The students will also be involved in culturally relevant projects to appropriately immerse in value-laden community-based approaches, leadership opportunities both in the Indigenous and mainstream contexts and to become aware of Indigenous and community strengths, weaknesses, and problem-solving models (both the individual and the collectivistic/community approaches and perspectives) that Indigenous leaders use. These projects, in addition to progress in NC Standard course of study curriculum, data as it relates to core and college readiness academics, STEM methodologies and engagement and student-faculty satisfaction assessments will be reviewed four to six times yearly with the governing board.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

The curriculum and pedagogy at Old Main STREAM Academy will be based on the innovative, relevant, and rigorous Science, Technology, Engineering, and Mathematics Education Model. Purposefully, the letter "R" is added to the model, alongside the addition of the Arts. This offers the acronym STREAM. The "R" represents the historical Lumber River that is significant to the Lumbee community and other Indigenous populations as a prominent resource. Additionally, the "R" reflects opportunities for Reading. OMS will focus on preparing students to become proficient in Science, Technology, Reading, Engineering, Arts cultural and visual enrichment, and Mathematics. The Red pedagogy design also combats attrition rates, by developing Indigenous dual learners. The STREAM Model:

*Implements rigorous core subjects (science, technology, reading, engineering, arts, and mathematics) that prepares students for 21st Century, lifelong learning

*Utilizes textbooks, novels, and readings of The Standard Course of Study for North Carolina to ensure systematic teaching, learning and Indigenous ways of knowing

*Utilizes additional readings and effectively connects mainstream conceptualizations to Indigenous knowings for culturally responsive teaching and learning

*Implements a design in which students take ownership of their learning and make investments in learning for self-directed, innovative scholarship (learning styles, leadership development, and gifted intelligences)

*Utilizes opportunities for cultural enrichment that builds a relationship between culture and learning.

The pedagogical design and model for Indigenous students promote a community connected approach as well as decolonizing methods(Grande,2004) of teaching and learning. OMS will be semi-originitive and will adopt the STREAM Model. STREAM will apply the basic elements of STEM, and empower the utilization of Reading and the newly established Arts. The STEM Model is a global perspective. STEM is distinguished for making advancements in the core subject areas of Science, Technology, Engineering, and Mathematics. OMS aspires to create those same opportunities. However, the curriculum will evolve beyond STEM, and include additional opportunities for Reading and the Arts components, blended with cultural enrichment activities. Lee(2009) asserts that "for Indigenous communities, the importance of education reaches further than the mastery of academic content and critical thinking skills as Indigenous children need to be inspired to contribute to their communities". Research documents that when dominant cultural values and

practices serve as the only basis for decision-making about schooling, AI students become disengaged. It is critical in the proposed instructional system model, to identify gifted individuals. The OMS Scholars Program will develop students' philosophical and cultural thinking. Scholars will focus on the learning progressions in the Standard Course of Study, Assessments for Standard Course of Study, and learning practices that are culturally aligned to community, tradition, and culture. OMS will integrate opportunities for students to participate in tribal traditions, practices, and community based projects. OMS Scholars Program will include current classics, biographies of great American Indian people and non-text classics (art, music and Indigenous oral and written history). Moreover, OMS will use all resources possible, including AIHEC, UNCP College of Arts & Sciences Department, Lumbee Tribe, Center for Indigenous Nursing Research and others to engage, provide internships, and opportunities for students. Indeed, "the past several decades have yielded extensive and rich insights about what education practices and policies that best support the learning of American Indian students. Undeniably, when local, state and national resources, knowledge, and approaches to teaching and learning are capitalized on, AI/AN students flourish" (Nelson, Barber & Trumbull, 2015).

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.

Old Main STREAM Academy's school day operates from 7:45 to 2:45. A six-block schedule will serve grades 5, 6, and 7. The 60 minute 6 blocks is planned for student engagement in STREAM activities. Class changes will reflect 3 minute change time. Students will be encouraged to explore, self-inquire, self-direct, self-motivate, and cull creative productivity (develop talents and abilities and grow innate talents and abilities to produce creative and original products), and connect to natural environments. Adequate time is provided for all content areas. An interdisciplinary approach to learning will utilize, engage, establish, and master discernment as to how Indigenous knowings connect to society and global practices. The instructional day begins at 7:45 and lunch will be 30 minutes, staggered for grade levels. The average class size at OMS is 20. Student-centered classrooms and cross curricular instruction delivery is the focus for relevant, rigorous delivery and to make certain core subjects and Indigenous pedagogy are coherent and interconnected. This approach is designed for comprehensive reading development through cross-curricular teaching, relevancy of culture, and STEM educational practices. Teachers will be encouraged to create conducive environment settings with small group instruction as indicated by student reading levels. Student centered classrooms will provide facilitated instruction and guidance for self-directed teaching, repetitive natural learning style practices and holistic learning. Additionally, student-centered classrooms will allow for cultural collaboration to generate awareness for connectedness. These methodologies are catalysts for creativity and inspire Indigenous youth to critically think about processes of learning and their position/contribution to the Indigenous community. These approaches catapult intrinsic motivation increasing student focus and self-inquiry to galvanize an authentic love for learning. These practices integrate knowing, relationships, and instruction with reading, river, and

arts. STEM education encompasses processes including critical thinking, analysis, problem-solving and application of those procedures and disciplines in life situations. Deep learning and instruction mandate diverse designs in the classroom. Classrooms may use individual desks (for instructor-led lessons) and/or moving those together for cooperative groups and pairs. Basically, classrooms will be set up to fit the needs of students and promote well-being. Mindfully, in this design, Indigenous pedagogy practices will be utilized. Students will use practices such as mutualism, holistic orientation, working with Indian-style language, meaningful connections to environment, and practicality - culturally grounded content and instruction integrated with Western democracy educational content and standards to promote socio-emotional and intellectual growth of Indigenous youth as noted by culturally-based charter schools. Pointedly, strong school climates must cultivate a sense of culture and group honor. Group honor relates to collectivistic and sense of belonging values that are both traditional practices in Indigenous communities. These academic focuses will emphasize the need for self-discipline, integrity, and offering unique educational experiences and opportunities to excel in a range of academia. OMS will identify comparable targets (e.g. local public schools, other charter schools, best schools in the region or the state) and motivate students to competitively appraise their accomplishments from individual and collectivistic perspectives (e.g., test scores, rankings in academic competitions). There will also be competitions among homerooms (e.g., cultural creations, pride in presentation of classrooms). The instructional design will also include required service learning for students and parental involvement criteria. We will identify these targets and effectively communicate expectations to all.

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 OMS mission specifies that the American Indian (majority Lumbee) populations will utilize the North Carolina Accountability Model and standard courses of study curriculum to the fullest extent and further, include Red or Indigenous pedagogy (used interchangeably), project-based learning, and interdisciplinary/ cross disciplinary practices. The OMS model is designed to grow Indigenous practitioners and leaders that are college and career ready and practices old collectivistic ways and values. Purposefully, the model will encourage a novel ideology that engages Indigenous People enjoying school experiences from diverse perspectives encompassing skills and constructing philosophies based from their experiences; students will observe, learn and do from multiple worldviews and curriculums, contextualizing mainstream, Indigenous, and global studies

integrated in meaningful ways. Notably, this model will capitalize on each student's gifts, strengths, and connection to the community. Student weaknesses will be identified early on and educational plans/MTSS interventions will be strategically and consistently implemented to strengthen weaknesses. This curriculum model will frame a need to learn and grow. It will establish a fundamental love for lifelong learning in OMS students. North Carolina state standards are defined sets of knowledge that emerge out of course disciplines. The skills that evolve are based on mainstream values and operations. The OMS mission offers our students a way to connect those sets of knowledge to the Indigenous way of life and learning. It articulates the need for Indigenous visibility and dual-based knowledge systems provided through a Red Pedagogy model, and growing Indigenous leaders. The Accountability model, standards, and teaching methodologies for North Carolina standards have a prominent stance in OMS. But, the OMS curriculum will integrate Indigenous knowings and practices to provide space for Indigenous pedagogical components that teach, acknowledge and celebrate culture and community connections from an Indigenous worldview. Thus, the student defines accomplishments and achievements from a dual learning perspective. Hare and Pidgeon (2011) argue that Indigenous youth "struggle to find relevance in mainstream curriculum and pedagogy that largely ignore Indigenous histories, worldviews, and perspective" (p. 94). State standards are exclusively for mainstream learners while the OMS curriculum is designed to find a balance between and finally connect mainstream culture and Indigenous culture (e.g., relevant literature and activities). Data and research documents deficits in proficiency, interests, and motivation among American Indian students schooling in mainstream operational school climates. According to Klug and Whitfield (2003), "The future for the education of American Indian youth depends on our willingness to work with Native communities in developing a plan that includes future goals and the types of learning experiences desired for young people in schools . . ." (p. 292). Indian country in Robeson County is ready and able to confront this challenge through innovation, relevant, rigorous curriculum and a community system that values education, perseverance, and strength. Methodologies and strategies include project-based learning, interdisciplinary/cross disciplinary instruction, Indigenous Pedagogy, service learning, parent involvement, and high-stakes testing. Delpit (2012) states, "all children have much greater potential than we ever imagine, but our rigid educational system assumes that some children are incapable of achieving academically and that one model of instruction fits all" (p. 103).

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.*

The middle school faculty of OMS will be expected to implement project based teaching, Red/Indigenous pedagogy, and interdisciplinary/cross disciplinary methodologies. NCDPI website, Wikki Central, STREAM curriculum, UNC-Pembroke, tribal support, and professional development through various sources will serve as resources and partners. STREAM and Indigenous Pedagogy are the instructional programs and curricular hallmarks infused with student-centered approaches to use in coursework, activities, internships, and educational opportunities. STREAM will focus on STEM (Science,

Technology, Engineering, and Mathematics), the R integrates Reading and the River (Lumbee); the A includes sharing knowledge with communication, voice, and aesthetics through visual and cultural arts. The R and the A in STREAM will cultivate rhythmic and emotional use of math, physics, physiology and language with visual arts. It also encompasses understanding sociological developments, human nature, and ethics with liberal arts. Red Pedagogy integrates all core areas from an exclusive Indigenous perspective- it encourages Indigenous social and political thought. These differing paradigms encourage learning identity and community from a healthy holistic perspective and engaging in core subjects and learning from a global perspective. It culls an interdisciplinary-learner or a dual-based thinking collaboration that provides the individual identity and collective identity with a living and accommodating learning structure for ever-changing personal and global development(steamedu). This innovative approach of STREAM offers a perspective that provides space for cultural and community connections. STREAM lessons are designed with educators, for educators, who contribute to creating and aligning to the needs of the students. Subject areas become contextual and are coordinated to support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other(steam.edu.com). Even more specific, the R provides community connection, and promotes deeper understanding and transference of knowledge across the subjects. Teachers will engage in exploring, refining, and developing Indigenous pedagogy. Each grade level will engage in professional development, grade level professional learning communities, and interdisciplinary grade level collaborative communities. Teachers will be aware of student standards for each grade level. There will also be expectation of student accountability. Teachers will provide overviews and comprehensive analyses of students' strengths and weaknesses. Student led conferences will occur, where students inform parents of curricula contents, personal strengths, weaknesses and plans as to how to continue to develop strengths and strengthen challenges. These strategies will prepare students for a life-long career and life-readiness ways of educating and learning for a changing global world; it also prepares the Indigenous student to appreciate their place in this world. Emanuel (2018), a scholar that continues to identify with 'home' explains this ideology. He writes that Lumbee people continue to identify strongly with the river and with its tributary swamps. Indeed, Red Pedagogy will ground the idea that for OMS students, in their distinct roles as tribal members, an option is to evolve as collectivistic advocates. An example is the Lumbee River, adjacent wetlands and ecosystems and landscapes that support traditional crafts and ceremonies. The lands are becoming degraded or destroyed as a result of climate change...it is becoming increasingly difficult for Lumbee people to pursue these facets of identity. OMS offers the tools to increase Indigenous autonomy and will provide dual-based instructional strategies to experience academic success without compromising identity and in fact, using traditional knowings connected to core curriculum in significant ways.

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.*

Most of the tribal youth in Robeson County, North Carolina, not unlike other Indigenous youth, experience an education that is significantly disconnected

from their history, heritage, and culture (Reyhner, 2006). Seemingly, although untrue, the Indigenous community has allowed the United States (U.S.) education system to minimize opportunities for Indigenous cultural pedagogy within the Public Schools of Robeson County (PSRC). It is widely known that the U.S. educational system's purpose is to prepare students for college and career readiness using a formal curriculum; a curriculum that clearly does not address cultural sensitivities. However, Common Core State Standards (CCSS) employ learning goals and demonstrate what students are expected to learn at each grade level. The standards are research and evidenced based (although a norming sample with Indigenous students is highly questionable), aligned with college and career expectations, and the standards are based on rigorous content and the application of knowledge through higher-order thinking skills. Proficiency of these requirements reflects successful mastery of concepts and will determine readiness for transition as critical assurances. OMS students will utilize these standards and goals, but OMS students need more. CCSS standards will also integrate with our partners' curricula expertise at the university level. Students will engage in these core concepts and mastery of concepts as hallmarks of readiness. Additionally, the grade-specific goals will include curricular Indigenous models (Red Pedagogy) to comprehensively integrate tribal identity and cultural sensitivity when teaching American Indian youth (Castagno & Brayboy, 2008) at OMS. One such particular model to reference in the instructional plan is celebrating survival-survivance. So, while mainstream education emphasizes the demise and cultural assimilation of Indigenous Peoples, the OMS model accentuates the degree to which Indigenous Peoples and our Robeson County communities have retained cultural and spiritual values; it also notes the authenticity in resisting mainstream ways. Similarly, the OMS model for Indigenous curriculum includes centering in consciousness of landscapes, images, themes, metaphors, and stories of the Indigenous worlds and the disconnecting of many of the cultural ties between mainstream and Indigenous ways (Smith, 2012). Lastly, throughout this application, is the term connecting. Connectedness positions individuals in sets of relationships with other people and with the environment. Lumbee oral histories link people through genealogy/Peoples to the land, to stars, birds, fish, animals, insects, and plants. To be connected is to be whole. Obviously, Red/Indigenous Pedagogy can be infused in Core Standards in a holistic manner, and CCSS standards then become relevant to Indigenous students. This methodology will compliment student readiness to transition from grade to grade- learning is real and applicable. Thus, the STREAM focused curriculum aligned with the North Carolina Standard Course of Study ensures that all disciplines are rigorously taught. STREAM compliments requirements with huge doses of relevance and additional innovation through partnerships. OMS will utilize lesson plans, unpacking documents, the wiki space, as well as other resources to prepare students for testing and grade to grade transitioning. These processes will ensure that students are prepared to transition from grade to grade.

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?*

Old Main STREAM Academy will not include a high school during the first years of establishment.

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.*

Our calendar will follow requirements of the State Board of Education policy for School Calendar and Instructional time found in the policy category of Basic Education Plan. Students will attend 180 instructional days. Each school day will operate for approximately 7 hours or 420 minutes, 330 core instructional minutes or a total 1,025 instructional minutes for the year. However, these instructional minutes does not reflect planned and potential after school activities and practicums that will include intensified tutoring support for students identified as struggling or at-risk or students working with AIG or community and cultural projects. Additionally, faculty, staff, community partners or internship mentors will provide learning opportunities and mentoring/internship opportunities to participate in during the day and after school. The proposed calendar provides teacher workdays for professional staff development, MTSS, college ready, core and Red Pedagogy curriculum initiatives. During the 2019-2020 first year, three additional professional staff development days will be added to the calendar. Professional development for orientation, core curriculum, Red Pedagogy, and integration of core curriculum and Red Pedagogy will occur July 31-August 2, leading into regular three workdays before the start of school, August 5-7. Old Main STREAM will also host evenings or Parent Nights for parents to stay informed of progress, challenges, conferencing and opportunities for involvement, consultation, and support for STREAM initiatives. There will be ongoing communication with Old Main STREAM partners, stakeholders and other potential partners during the school year and throughout the summer break.

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.*

The STREAM focused curriculum is structured in a way that all students are given opportunities to be innovative and content offered will be relevant and rigorous. All students will have equal access to content and opportunities of academic success. Developmentally, additional experiences and instructional methodologies (repetitive and or differentiated learning experiences) are necessary to ensure the growth of all students. Thus, students will experience learning at their instructional level through the use of STREAM project-based learning opportunities. Students that are at-risk will be identified by classroom observations and performance on assessments, including Reading Assessments, End of Grade Tests and demonstration of content mastery. At the discretion of teachers, students may be assigned supplementary assignments to assist in meeting growth expectations. OMS will utilize a teamwork (and Professional Learning Community collaboration) approach to prevent and intervene with students that are not performing at expected levels. To ensure continued progress and academic student growth, a team of faculty members, the student (if

appropriate), and at least one parent or caregiver will develop a plan to assist the student with meeting the curriculum goals of the school. Resources will be available to support the educational efforts of all students, including at-risk students. The Multi-Tiered Systems of Support (MTSS) will be used in screening instruction at OMS. The concept of MTSS strives to ensure practices, policies, and programs are aligned to practices, policies, and instructional methodologies. MTSS will be used to emphasize professional development and instructional support for educational practices delivering instruction. It is noted that for most marginalized populations, students often display some type of delay(s). With this in mind, OMS will use the following rubric process to identify and work with 'at-risk' students.

1- Specialized support is provided for identified students to receive classroom support and additional intense support. 2- Baseline data for each at-risk student (screening, EOG scores, grade level assessments, Indigenous assessments, discipline and attendance trends) are documented. 3- Differentiated instruction is strategically implemented based on student's identified learning style. 4- Baseline monitoring progress and responses are documented. Classroom evidences will also be assessed including 1- Quality Teaching-level of rigor, student centered classrooms, and instruction strategies aligned with student needs. 2- Leadership - Professional development for teachers is established and engaging. There is a focus on learning and a cyclical process for monitoring instructional practices; a student-centered culture is evident as are high expectations; 3- Social Emotional in classroom instruction and tutorials. There is targeted support to address needs, increase attendance, decrease tardies, decrease discipline incidents, and increase parental support, if needed.

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.*

While it is important to recognize ELL students as defined by NCDPI, it is also equally significant to understand that many Indigenous students speak an Indian-style English that is not acceptable or valued in mainstream education. Factually, Walt Wolfram has researched the topic, and PBS documents particular patterns of pronunciation, grammar and vocabulary among the Lumbee People. Therein, this is a a multifaceted issue. For the traditional ELL students:

1) Identification

OMS will use the Home Language Survey (HLS) to identify ELL students, and it will use the World-Class Instructional Design and Assessment (WIDA) to determine the level and time of services these ELL students will receive.

2) Instructional programs, practices, and strategies

If OMS has more than 15 ELL students, an ESL teacher will be contracted, even with 10 ELL students or less, a part time ESL teacher will be hired with contractual contingencies. The ESL teacher will help the school administrator determine each ELL student's achievement level to make appropriate grade level placement and scheduling. OMS's ELL programming may include ESL, bilingual education, and inclusion. ELL students will have

individual plans which include assessment information and accommodations. Parent/community volunteers or college student volunteers who speak these ELL students' primary language will be enlisted to help them in school.

(3) Monitoring and Evaluation

ELL students will take the Assessing Comprehension and Communication in English State-to-State for English

Language Learners (ACCESS for ELLs) test each year. It will be used to assess their English language proficiency and progress in listening, speaking, reading, writing, and comprehension. ELL students exited from the program will be monitored for a minimum of 6 months. Support will be provided if they begin to have difficulty. Differentiated Instruction will be included in the teachers lesson plans to address and include ELL students.

For our Indian-style English and dialects at OMS there will be acknowledgement of the speech and discussion of why OMS students should learn standard English. However, Indian-style English and the history(amalgamation of tribal peoples) of that will be celebrated. The objective for standard English is to develop the student's competence in the English language to a level which will allow the student to become prepared as a component of college or career readiness.

1) Use research-based methods to improve skills in the language domains of listening, speaking, reading, and writing, along with higher-order thinking skills and academic content knowledge.

2) Students will be provided standards based language lessons focusing on the communication skills of listening, speaking, reading, writing, and understanding, and implementing techniques/strategies used in language.

3) Differentiated support of language instruction will be delivered using a variety of strategies, materials, and methods based on students' English proficiency levels.

The learning environment for the Indian-style English would be oral, interactive, comfortable, non-threatening, and familiar. This approach is based on the QKS ELL Program a Native Hawaii Program [QUEEN KA'AHUMANU School- <http://qks-esll.k12.hi.us>]

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.*

American Indians are underrepresented in intellectually gifted programs in North Carolina. Stuart Tonemah writes on the historical attitude and appropriate assessments for Indigenous students. OMS will integrate Indigenous assessment approaches with existing NC DPI standard criteria. A primary focus will remain on the learning progressions entailed in the Standard Course of Study, assessments within the Standard Course of Study, and excelling in specific disciplines (Red Pedagogy) or with partnerships. Additionally, OMS will integrate opportunities for students to build upon their cultural knowledge and experiences as a basis for learning and giftedness. Moreover, parent nominations, teacher nominations, and peer nominations will assist in identifying additional intellectually gifted students. Differentiated instruction strategies will be included in teachers' lesson plans to address and include intellectually gifted

students. American Indian Research and Development, Inc. (AIRD) examined and reviewed several assessment procedures and instruments. OMS will also use the American Indian Gifted and Talented Assessment Model, in addition to DPI's criteria to identify giftedness. AIRD establishes that grouping approaches of students should be given consideration. Indigenous students prefer Cooperative Learning, Exclusive Grouping and Wholistic Designs (Students learn how concepts affect the entire person, including one's values and philosophy) to enhance individual potentials and abilities in some learning environments. AIRD strategies are embodied in Red Pedagogy. Gentry, Fugate, Wu & Castellano (2014) stated that specific considerations should be given to developing Indigenous student strengths in naturalist, spiritual, leadership, visual-spatial, art, music, creative problem solving, and communication domains. Programs and curriculum should be tied to culture and delivered according to learning preferences and cognitive styles of the students with a focus on opportunities to solve relevant problems in small group settings. These strategies significantly connect to Red Pedagogy and instructional approaches proposed in the application.

An OMS Scholars Program will recruit and enlist students with gifted attributes. OMS Scholars Program will develop students' philosophical and cultural thinking. OMS Program will include current classics, biographies of great American Indian people and non-text classics (e.g., art, music), and the design of culturally aligned projects (videos, drawings, crafts, etc.). Students inspired by great minds will want to know all the great works in the Indigenous world. The OMS Scholars Program will be utilized for motivating students in the area of gifted education but will be open to all the students. The STREAM Model inspires students to challenge themselves and reach beyond the expected. Group and relevant problem-solving in instruction will be focused and aligned with student needs and core content. Pedagogical strategies will combine traditional culture with contemporary techniques allowing for opportunities to observe, practice, and demonstrate skillsets. Connections and alignment will be discussed for real world application.

Strong Native community participation and collaboration with parents, elders, and other community resources will be viable and inclusive of community resources and partnerships. Plans for monitoring and evaluating the progress and success of intellectually gifted students include:

- Community service learning. Students will participate in service learning that is challenging yet motivational. Students will self-monitor their engagement and progress within the community. Students will share product outcomes in cooperative settings and discuss collaboration/collectivistic involvement.
- Results-driven planning. Teachers will have year-end products and skills in mind to design a (rubric) when planning comprehensive year lessons.

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)*

Identification of students who have previously been assessed to be eligible for special education services are protected under Section 504 of the Rehabilitation Act and will be initiated through the enrollment process or during the admission process. Cumulative records and exceptional children's records will be requested when the student is enrolled in OMS. IEPs and 504 plans will be developed, maintained, and updated as required to provide services for each identified child. Parents will be asked to provide signed consent to allow OMS personnel to request these records from the child's previous school.

To ensure that OMS is in full compliance with the 'Child Find' mandate, children can be referred for further evaluation via a written request to the Lead Administrator to determine if a child has a disability and needs special education services. Parents, staff, or student self-identification may also initiate the referral process. The administration will submit a written request for an evaluation for suspected disability(ies) with signed informed parental consent for diagnostic evaluations by an appropriate, contracted diagnostician to determine if special education services are required. This request will contain information about the reason for the referral. A tiered system (MTSS-RTI) of interventions will be provided to help struggling students make progress. A tracking system will be in place for teachers to monitor individual progress. Additionally, progressive monitoring and assessments are conducted during the intervention period to better determine whether the student is responding to the interventions and to modify strategies as indicated by the monitoring system. If the student is found to be eligible for services, the IEP team (an administrator, general education and special education teacher, parent, student(if developmentally appropriate),and relevant related service providers) will hold an IEP meeting. They will develop goals to address the student's needs and determine the related services required to support the student in an OMS instructional inclusive environment. The IEP will be shared with the child's teachers, parents, and related services staff for implementation. If the child requires accommodations for more effective learning, but not EC services, a 504 Plan is written.

All student records will be maintained in files marked 'confidential file' in a locked room and locked filing cabinet. The cabinet will indicate by labeling who has access to the information. The lead administrator, EC coordinator, and administrative assistant will have direct access and will monitor who is accessing the files. Each file will include a sign-out document to record the following: printed and signed name, the date, and reason for file review. Files must be kept in the file room. The Lead

Administrator and EC coordinator will be responsible for monitoring compliance with all federal and state laws, policies, timelines and ensuring that all files include quarterly progress notes from the EC teacher and related services staff. IEP team meetings will be held at least annually. If needed, meetings for individual students will be held more often, with parents notified of meeting date, location, and time. OMS will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. School employees will receive training as related to the confidentiality of student records consistently, at least yearly. If areas of non-compliance are noted, OMS will take necessary to ensure best practices.

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.*

1. As part of the educational programming at Old Main STREAM Academy, initially, an exceptional children's education teacher will be contracted and part of the faculty; this teacher will fulfill the role of coordinating services and provide support to teachers, students, peers, and families. Purposefully, each child with an Individualized Education Plan receives a Free Appropriate Education in the Least Restrictive Environment. OMS will implement best practices and engagement strategies to provide every opportunity for success. MTSS/RtI evidence-based interventions will be the framework to provide intensive instruction daily to promote learning and dismantle struggles.

2. Students will receive their course content from core content teachers, and extra-curricular teachers with strong, ongoing support from exceptional education teacher, and required related service providers. The exceptional education teacher will also serve in capacity as coordinator for related service providers providing support within the typical instructional area (classroom, playground, etc.) as much as possible. The exceptional teacher will spend time working in classroom(s) in an inclusion setting and working one on one with the child as required to provide needed supports and interventions and reinforce instruction. The exceptional children's teacher will work closely and collaboratively with classroom and extracurricular teachers and other school staff to provide them with support and training so they may appropriately address students' goals and provide required accommodations and modifications. The exceptional teacher will assess delays related to environment. The goal will be to support student learning in the least restrictive environment and placement for acquisition and application of knowledge and skills. Students requiring individualized support will receive intense intervention and repetitiveness. Interventions will be specific to individual student needs. Support practices will include explicit and systematic instruction, individualized or small groups of 3 to 5 students, and focus on underlying skills and structures for math and reading.

3. The Exceptional Children's Teacher will function as the IEP case manager. This role is designed for making certain that services and supports are in

place. The case manager will be responsible for evaluations and communicating with parents about process and testing. Eligibility meetings will be scheduled with parents and teachers to discuss evaluation outcomes and needed services. At this point, the case manager becomes the primary point of contact. The case manager will oversee the IEPs of all exceptional students. Tasks include maintaining and organizing paperwork and evaluations for the student, up-to-date paperwork and making sure that everyone is following the IEP. This includes monitoring classroom management for students. The case manager will work with teachers and parents, and write the IEP document. Teachers are responsible for integration of the exceptional education student

into the regular classroom. This includes adaptation of curriculum, instruction, and the classroom environment to facilitate learning and development. Parents will be an integral part of the IEP team; relationship building is critical in all facets.

4. Related services including transportation, developmental, corrective, and other supportive services such as speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, therapeutic recreation, counseling services, rehabilitation counseling, orientation and mobility services are varied. These services will be coordinated by the exceptional children's teacher. The plan will begin with establishing an interdisciplinary team and integration of services to ensure success for the student.

5. Monitoring and student load will determine need for contractual services/contingency.

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.*

1) OMS has high performance expectations based on the NC standards, Red Pedagogy strategies and educational opportunities. The former is used to correlate and maintain state promotion standards while the latter is used to develop connections and relevancy between identity, culture and dual-based learning in the school setting that proves directly applicable to personal aspirations, interests, or cultural experiences of students. Students in 5th through 7th grades should perform at Level 3 or above on EOG tests to be promoted. School year 2019-2020 will be a baseline, school accountability growth results will be determined using EOG tests scores and EVAAS. OMS will work with required data to determine if exceeded expected growth (OMS goal), met growth, or did not meet expected growth. OMS will adhere to all state accountability and testing requirements, including administration of state

math, reading, and science assessments. College- and career-readiness (CCR) content standards and mastery will be implemented through partnering with the support of American Indian Higher Education Consortium (AIHEC) and UNCP Department of Arts and Sciences. Standards for CCR include 1) on track for being prepared for college and career at the conclusion of high school 2) demonstrating preparedness to be successful at the next grade level. Every Student Succeeds Act (ESSA) according to the DPI Website, calls for the state to support individualized instruction and learning for both students and educators and continues to explore and promote emerging initiatives for personalized learning. The ESSA plan will support the mission of Old Main STREAM Academy via the commitment to continuous innovation for students and educators. OMS will be inclusive in administering and analyzing the performance of state assessments, administered by the state including EOG/EOC assessments in English language arts/reading, mathematics, and science, and as the school grows, the ACT, and ACT WorkKeys. OMS will demonstrate 95% of eligible students.

2.OMS Evaluation tools external to state mandated tests include:

1) Learning-styles assessments to gauge learning styles and teaching styles
2) Formative (Ongoing): Frequent monitoring to assess student learning as it happens *Benchmark (1-3 per year): Evaluations of student mastery on common grade-level standards.

3) Observations and Products Identifying Indigenous Strengths- Problem-Solving Skills, Leadership Attributes, Respect for community and tribal elders, human and personal qualities- collectivistic understanding, self-discipline, connection of core content to natural environment and Lumbee River, community, philosophical, interdisciplinary and cultural understanding;

4) Project-Based Indicators (big-open ended questions, challenges, problem-solving abilities, critical thinking, communication, collaboration and creativity)

5) Early warning information assessments and feedback to determine how to restructure instruction as a result of student performance.

Summative Evaluation- What does performance outcomes demonstrate as a result of the instructional program? Baseline(Ongoing): Analyze evidences and data to determine approaches and identify what students know and where gaps are.

* Oral Reading Fluency Checks

* Journals/Interactive notebooks

* Teacher observations

* Anecdotal records of student performance (cumulative record patterns)

3.The criteria for promotion as stated will be communicated with parents during parent orientation. Publications with criteria will be available and accessible. OMS expects students to meet grade-level standards and progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level established academic standards. Instruction is focused on OMS Academy core academic standards, Red Pedagogy and college and career readiness standards. OMS will implement strategies to address varying needs and interests of individual students and determine best practices to address academic deficiencies. To further promote student learning, schools and parents/caregivers will form partnerships that involve parents educational goals; foster shared responsibility among students, parents and staff; and encourage ongoing two-way communication between parents and the school. All students will be required to wear uniforms. Uniforms will create a more

level-playing field and will reduce peer pressure and bullying (procon.org). At-risk students who have difficulty passing required tests will be evaluated on a case-by-case basis and factors including growth, assessment tool outcomes, and teacher observations will be considered.

4. Students shall progress through the grade levels by demonstrating growth and discipline in learning and by meeting grade-level academic standards established by the state and Old Main STREAM Academy. All students will be aware of current grade level and high school graduation requirements. Oral and written communication will be generated as to why mastery of grade level goals and objectives are critical and how this evolves into college and career readiness success for next grade, high school and beyond. High expectations, excelling, and developing leadership character are to be hallmarks of Old Main STREAM Academy. Middle school students in grades 5, 6, and 7 are required to achieve a grade of "D" or higher in English language arts, math, science, and social studies in order to be promoted. Students will have the opportunity to participate in remedial initiatives in core subjects if needed or requested by student and/or parent. Exceptional education students on an alternative curriculum per the student's IEP, will be provided additional latitude of passing, especially if the student demonstrates proficiency in other pedagogies or skills. Otherwise, students are held to the same policies in effect for general education.

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.*
1. 1) Effective discipline is mandatory for effective classroom management. The Positive Behavioral Intervention Support (PBIS) framework and Indigenous Values (Appendix B) will establish the foundation for responsive classrooms. The practices of PBIS promote positive behaviors while implementing the importance of social behaviors. Overall, the mission and proposed Education Plan of the school is to offer innovative, relevant, and a rigorous curriculum. Our focus is to prepare students that are proficient in STREAM, and we believe the PBIS model and research identified core values that emerged from southeastern Indigenous Peoples' living culture will assist in creating a positive school-wide culture that supports OMSs educational and social efforts. Significantly, student uniforms will be required to encourage positive behaviors. It is documented that school uniforms transcends barriers on appearances and increases focus on studies. Additionally, students will associate with aspiring Indigenous leadership worldview attributes and accountability (Appendix B). According to Horner & Sugai (2015), PBIS emphasizes core features and evidence based strategies, implements systems that support and sustain

effective practices, collects and uses data for decision making, and has an implementation process (pp. 82-83). Using this research and protocol assist in culturally equitable academic and social competence. Research and writing is documented regarding Indigenous values and leadership characteristics. These values will be integrated into practices for discipline. There is also an Indigenous Leadership Styles assessment that (OILS) that has been used with Indigenous leaders in the region.

2. These offenses may result in-school discipline or suspension of students:

- Violence
- Hate violence or speech
- Sexual harassment
- Selling or using drugs, alcohol or tobacco
- Bullying
- Using profanity at a staff or faculty member
- Noncompliance with a staff or faculty member
- Disrupting the class repeatedly
- Skipping a class without permission

These offenses may result in expulsion of students:

- Possessing a gun or other deadly weapon on school grounds or at a school activity.
- Making a bomb threat
- Using a deadly weapon to commit a crime off school grounds.
- Selling illegal drugs at school or outside school.

3. When a decision needs to be made about an EC student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offence is a result of his disability. If the answer is yes, then the student will not be disciplined but steps such as developing a behavioral intervention plan, revising the behavioral plan, or working with the parent for external counseling services to help the student reduce behavioral problems. If the answer is no, then the student will be disciplined utilizing the discipline protocol of any other student.

4. The more severe the disciplinary action is the more formal the due process requirements are. The administrator (s) must have a conference with the student to explain what rules have been violated, what evidence supports the allegations, and what punishment the student will get. The student will have the opportunity to give his explanation as due process. The parent will be notified of the reason and duration of the suspension, and the right to appeal. Long-term suspension hearings shall be conducted in accordance with state law and students will be provided procedural due process. If the student or parent disagrees with the suspension, they can request a meeting with the school principal to resolve the grievance. If the grievance is not resolved, a written appeal may be made to the school board at the next regular board meeting. A time and place of the scheduled hearing will be determined and the parents notified expediently. The overall process of any situation must ensure that due process is provided in any situation.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

Name of Private Nonprofit

: Old Main STREAM Academy, Inc.

Mailing Address: Post Office 2709

City/State/Zip: Pembroke NC 28372

Street Address: 120 Youth Drive

Phone: 910-734-5025

Fax:

Name of registered agent and address:

Dr. Brenda Dial Deese
67 CHIEF DR
Pembroke, NC 28372

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)
 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 School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Dr. Tiffany Locklear	Director	ROBESON	Professor	Doctorate of School Education	N
Dr. Rose Marie Lowry-Townsend	Director	ROBESON	CEO Lumbee Tribe's Boys & Girls Clubs	Doctorate in School Administration	N
Dr. Brenda Dial Deese	Director	ROBESON	Consultant	Doctorate in Counselor Education	N
Mr. Lemark Harris	Director	ROBESON	Facilities Management	MBA	N
Dr. Joseph Roberts	Director	ROBESON	Physician	Medical Doctor	N
James Freeman	Director	ROBESON	Business Entrepreneur	Masters in Public Administration	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.*

A Board of Directors has been established with a North Carolina Not-for-Profit Corporation for the sole and exclusive purpose to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statutes 115C-238.29A et seq. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of the school and its programs. Directors will be required to demonstrate commitment to the mission and purpose of Old Main STREAM Academy, and will be required to attend regular meetings and accept committee memberships. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to: Finance, Personnel, Facility, Curriculum, Exclusion or others as needed. The Board will bear final responsibility for the school's academic success, organizational viability, and faithfulness to the terms of the charter by developing and approving the annual budget in addition to school policies. It will set goals and review strategies to continually guide the school towards the fulfillment of its mission. The board shall perform a thorough search utilizing a wide array of established educational leadership job posting sites, and will hire the founding principal with the following characteristics at a minimum:

Masters Degree in Educational Leadership or equivalent Professional Educators Certificate in Educational Leadership or Equivalent; Minimum three

to five years prior experience as a principal of a public or charter school; Verifiable and quantifiable evidence of ensuring student academic success; and prior experience as a start-up school leader. The Board of Directors will supervise the school principal via a continuous improvement and reflective leadership process consisting of data review of the following:
Academic benchmark and end of course/grade data;
Financial data including monthly budget versus actual, cash flow, enrollment and financial audits;
Stakeholder data including annual parent, staff, student surveys, staff and student attrition data; and
Strategic planning toward achievement of the school's short term and long term goals.

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.*

The governing board consists of six members. Professional expertise to be represented includes finance, medical, administrative skill sets, educational (former superintendent, human resource expertise, curriculum, student services/student advocacy and counseling, school administration), curriculum consultant, grant writing, technology, entrepreneur skills, cultural responsiveness/sensitivity, Red Pedagogy specialties/knowings/study, and southeastern Indian cultural grounding. Proficiency and expertise will ensure the operational success of Old Main STREAM Academy. All business and affairs shall be managed by the governing Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of the school and its programs. Directors will be required to demonstrate commitment to the mission and purpose of Old Main STREAM Academy, and will be required to attend regular meetings and accept committee memberships. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to: Finance, Personnel, Facility, Curriculum, Exclusion or others as needed. The Board will bear final responsibility for the school, academic success, organizational viability, and faithfulness to the terms of the charter by developing and approving the annual budget in addition to school policies. It will set goals and review strategy to continually guide the school towards the fulfillment of its mission. The board shall perform a thorough search utilizing a wide array of established educational leadership job posting sites, and will hire the founding principal with the following characteristics at a minimum: Masters Degree in Educational Leadership or equivalent. Professional Educators Certificate in Educational Leadership or Equivalent; Minimum three to five years prior experience as a principal of a public or charter school; Verifiable and quantifiable evidence of ensuring student academic success; and prior experience as a start-up school leader. The Board of Directors will supervise the school principal via a continuous improvement and reflective leadership process consisting of data review of the following:
Academic benchmarks and end of course/grade data; and the
Financial data including monthly budget versus actual, cash flow, enrollment and financial audits;
Stakeholder data including annual parent, staff, student surveys, staff and

student attrition data; and

Strategic planning toward achievement of the schools short- term and long-term goals

Principal evaluation instrument.

Key stakeholders include partnerships, community members, parents, and civic and/or local and Indigenous supports. Any group or individual are welcome to attend monthly board meetings, and will be able to share and discuss concerns or ideas if protocol is followed to be added to agenda. Additionally, OMS will participate by invitation in conference meetings, professional developments, or any valid opportunities to discuss OMS Academy. Likewise, parental involvement is a component in the vision of OMS. Parental involvement and participation is expected monthly to demonstrate commitment and investment to OMS mission, purposes and student success.

- 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 initial founding board in 2018 began as a grassroots effort catapulted by concerned Robeson County citizens with the quality of education made available to our Indigenous students. Specifically, Public Schools of Robeson County does not have a consistent reading curriculum established in grade levels or spans in the schools. Also, as evidenced by existing data, Indigenous youth were confronted by multiple issues and did not have opportunities to identify with Red Pedagogy which progressively eradicated identity and sense of well-being. Further, there are no plans or vision to integrate arts into the learning processes, so our group formed to pursue a charter school and offer these types of opportunities and a curriculum aligned with developmental readiness. Still, we recognized that OMS needed more diverse experience to really balance a school, so an active group of Robeson County citizens was targeted. The current governing board provides the necessary balance of educational background, parental/caregiver support, business acumen and local experience necessary to open and operate a highly successful heterogeneously populated charter school. Interested candidates attended an informational meeting hosted by the original founding board members, and chose to serve in support of the school's mission and purpose. Board seats have staggered terms such that 1/3 of the positions expire each year, to allow for consistency in board operations while at the same time allowing for the composition of the board to thoughtfully evolve in parallel to the school. New board members who are citizens of Robeson County shall be elected by a majority vote of the current Board of Directors members, or by such committees as the Board of Directors may establish pursuant to the bylaws. Vacancies occurring due to events outside of the natural term expiration will be filled as quickly as possible with qualified Robeson County candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits.

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

The board shall meet no fewer than ten times per year, and shall conventionally meet once per month: including the annual meeting, a school readiness meeting in early August, and mandatory monthly meetings during the school year. The board will schedule additional meetings as needed.

- 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 staggered term limits imposed via the bylaws ensure that there remains a consistent number of inveterate Board members who can provide guidance and leadership to new members of the Board. Each new member shall receive a Board Book which will include: a copy of the charter application, charter contract, North Carolina School Board Association Governance Standards, bylaws, school policies and procedures, budget, prior year financial audit, conflict of interest policy and prior year board minutes. At the first meeting following a new member joining the board, new member orientation training will be conducted by the Board Chair. This training will explain all items within the Board Book, the mission of the school and the instructional design. The Board Chair will articulate how the documents are used in the discharge of duties as a member of the Board. In addition to new member orientation, the Board will undergo at least six hours of professional development, in one hour modules at each board meeting, in the following areas: Charter School Legal and Legislative Updates, Financial Policy and Oversight, Data Driven Decision Making, School Improvement Planning, Instructional Leadership, and Effective Governance. All board members are required to attend the trainings, or otherwise acquire the information after the board meeting, and pass an assessment after each module which demonstrates understanding of the curriculum. Training will also be available as funds allow for training on the State and National levels.

- 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.*

The Board of Directors will accept only the highest standards of ethical and moral conduct from its Members and the school staff. Due to the important role played by the Board, all Directors (members) undergo the same background check procedures as employees of the school, and will conduct themselves in accordance with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple two-thirds majority vote of the Board of Directors at any meeting. Directors (members) will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors. Matters that come before the Board of Directors which places a Director in a perceived conflict of interest between the interests of the Corporation of the Board member, his/her family, and/or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter in the event the Board upon review of the potential conflict of interest deems that a conflict in fact has or will occur. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31. Article XII of the bylaws details specific and comprehensive measures the Board adopts to proactively avoid actual

conflicts, including the requirement that all Board of Directors sign an annual statement that he/she:

1-Has received a copy of the conflicts of interest policy

2-Has read and understands the policy,

3-Has agreed to comply with the policy, and

4-Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. The bylaws also include a due process by which a perceived conflict may be investigated fully in order to decide if a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist. As of the submission of the charter application, the Board of Directors has signed the annual statement so that no perceived or real conflicts exist, or will arise should the Old Main STREAM charter application be approved.

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

Guided by the school's mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The board's policies will have two purposes: to provide direction to the school staff in implementing the school's goals and to ensure the school meets legal requirements and obligations of the charter contract. The board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal policies, the board may research policies established at other charter schools in the county and state. OMS will be guided by existing research and established best practices; the board may also seek legal consultation and advice to avoid legal entanglements and practice best policies. Both the board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancED/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering data/information and thoughtful analysis of relevant school data. Goals will be established for school policies that match a SMART format (Specific, Measurable, Achievable, Relevant and Time-Bound). The board will implement the policies in furtherance of the schools mission, and will evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement. Furthermore, the school will undergo AdvancED accreditation in its third year of operation to provide external review and feedback to the schools programs and decision-making process.

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.

There are two main advisory groups who serve critical roles within the organizational structure of Old Main STREAM Academy: the School & Community Advisory Council (SCAC) and the Parent-Teacher Organization (PTO). The School & Community Advisory Council is responsible for the development and review of the School Improvement Plan, in addition to other roles and duties assigned to it by the Old Main STREAM Academy Board of Directors. Given the importance of the School Improvement Plan as the document which will both guide and evaluate the school's programs, both the Principal and the Board Chair will serve as adhoc members of the SCAC. The remaining composition of the SCAC will consist of parents, staff, community members and, when appropriate, students. To ensure that parents and the local community have

the largest voice in the school improvement process, at least 51% of the SCAC will be comprised of non-school staff. The Parent-Teacher Organizations role in the school is responsive in nature therefore the PTO will evolve to meet different needs as the school grows and becomes more established. In the initial years, the PTO will help to establish a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-school communication. As the school becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school. The membership of the PTO will be free of charge to any and all school community members in the first two years of the school. An executive committee will be established in the first year of the school to provide leadership and direction to the PTO. The Principal as well as an active Governing Board member will serve on the PTO executive committee in order to ensure continuity of the school's mission and purpose as realized in the decisions, actions and events that arise from the PTO.

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

Parents or Staff who have a grievance at Old Main STREAM Academy will use the following procedure in order to solve issues with other interested parties. Grievances will be resolved promptly, equitably and in the educational best interests of children. This policy is not intended to replace other professional, informal discussion and resolution of issues as they may arise. The Aggrieved Party will raise the grievance with the lowest-level appropriate member of the faculty or staff via written note or email, and the staff member will then seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff as appropriate. Staff will endeavor to resolve issues at this level within 3 school days of initiation of this grievance. If the problem persists and cannot be solved at the staff level, the Aggrieved Party can appeal to the appropriate school leadership team member. School leadership will endeavor to resolve issues at this level within 3 school days of initiation of this step. If the grievance is not satisfactorily resolved by School Leadership, the grievance may be submitted to the School Board Chair in writing for mediation. The Board will review and their decision will be final. Resolution at this level will occur by the next regularly scheduled Board meeting, unless that Board meeting is less than 3 school days after reporting at this level. The only student disciplinary matters that may be appealed to the Board are those taken under N.C. Gen. Stat. 115C-390.7, 115C-390.10, or 115C-390.11. Recommendations from the Principal to exclude a student from the School can also be heard by the Board.

Governance and Organizational Structure of School Governing Body (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).*

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

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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.

Teachers-Middle 7.00
Teachers Arts .5
Teacher Music .5
Teachers PE 1.00
Salary - Principal 1.00
Receptionist/Secretary/Power School 1.00
Maintenance/Custodian 1.00
Contracted Services Finance
Contract Services for Legal
Contracted Services for Exceptional Children
Contracted Services ELL

Substitutes as needed

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The Board of Directors is committed to attracting and recruiting leaders that display and model leadership characteristics that are valued by the Indigenous community. Collectivistic values and Western values will demonstrate balance and place. Teachers will have interpersonal skills and

create a school culture that reflects belongingness and expertise in discipline. The school principal will be visible within the community and larger Indigenous communities, maintain communication with stakeholders and partnerships, target social media, use word of mouth recruitment and partnerships with the local university to assign interns to the school based on performance and traditional knowings. Relationships with partnership schools and leader connectors to Indigenous communities will help recruit high quality teachers committed to our mission of developing students to expect innovative, relevant, rigorous, college and career readiness opportunities. Candidates selected for hire will be given a comprehensive explanation of the school's educational program and opportunities for Red Pedagogy professional development, expected climate and culture, performance objectives and overall vision of Old Main STREAM academy. The Board of Directors understands and values the retention of high performing staff and recognizes that relationships developed and those resulting benefits increase quality within the school. The Board of Directors will work to ensure all employees are provided with competitive benefits, performance raises and employee services, within the school's financial parameters and responsibilities. An open-door approach for input and discussion from the school's staff is important to the mission of Old Main STREAM Academy's successes. Survey tools will also assist in measuring variables that correlate to high-performing teachers and faculty.

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

The School will be a not-for-profit, at-will, private employer with plans to participate in the NC Retirement System. The employees will be employed by the school under the purview of the Board of Directors. The Board will hire the Principal and the Principal will recommend for hire all subordinate staff. The School will provide a competitive compensation plan to attract and retain integral, loyal, and committed employees/leaders. The Board of Directors will promote a healthy, productive work environment that rewards creativity, integration of Red Pedagogy and performance.

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

Old Main STREAM Academy is an equal opportunity employer and WILL NOT discriminate against any applicant, contractor or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status. This policy extends to all terms, conditions and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is also our policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoffs, and terminations. According to NC Charter School law GS_115C-238.29F (e) (1), all NC Charter Schools shall adopt a background check policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Old Main STREAM Academy is required to apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. According to NC Charter School Law, a Charter School may employ an applicant

conditionally while the board is checking the person's criminal history and making a decision based on the results of the check. Employment is based on mutual consent - both the employee and the School have the right to terminate employment at any time, with or without notice, for any lawful reason, or for no reason at all. The most common circumstances under which employment is terminated include resignation, discharge, reduction-in-force, or retirement. The full hiring policy and procedure is included in the applicable handbook.

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

The Board recognizes that in order to attract and retain qualified, effective school staff members, that both the salary and benefits offered to staff must be competitive with the surrounding area. As evidenced in the school's budget, the average salary for all instructional certified staff will be reflective of the state. The School expects to hire a range of instructional staff with a wide range of experience and will adjust the budget accordingly. School Leadership salaries also reflect local market rates as well. Non-instructional staff has been budgeted to include a range of \$12.50-\$14.00 dollars per hour for front office and custodial staff, which is the competitive market rate. For other specialized non-instructional 12 month staff such as the Business Manager, the board will be seeking at least a Bachelors Degree for these 12 month positions and has created salary schedules as proposed in the budget to confer salaries within the current market that are competitive. The school will offer health insurance (possibly through the North Carolina State Health Plan) as required by federal, State, and local laws. Additionally, dental, vision, disability, and life insurances will be offered to employees at market rates and to those who qualify according to applicable State and federal law. Holiday pay will also be offered to full time employees, up to 11 equivalent work days per year, holiday pay up to 11 days. Vacation/Annual and sick leave time will be offered to 12 month full time employees, and will be negotiated individually per position.

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

Employment with the Old Main STREAM Academy is based on mutual consent with both the employee and the School having the right to terminate employment at any time, with or without notice, for any lawful reason, or for no reason at all. The most common circumstances under which employment is terminated include resignation, discharge, reduction-in-force, or retirement.

The grievance process is as follows:

Step 1: To file a grievance, an employee must submit a letter in writing to the Principal of the School. If the Principal of the School is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board.

Step 2: The Principal of the School, Chairman, or Vice-Chairman shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the outcome, the employee shall respond to the Principal in written or through a meeting that is documented and signed by both the Principal and employee.

Step 3: If the employee is not satisfied with the response the employee may file an appeal by submitting a letter in writing to the Board. This must be done within 5 business days of the initial response from the Principal, Chair, or Vice-Chairman.

Step 4: The appeal shall be considered by the Board at its next regularly

scheduled monthly meeting, provided such meeting is more than seven days after the filing, or the Chair of the Board may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

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

It is possible that PowerSchool/bookkeeper and custodial and maintenance duties be shared by the same position. Part-time staff may have dual responsibilities by assisting in the breakfast and lunch service during the school day. The staff will be funded through the regular operating budget and the school will receive no net revenue from the school lunch program. There are no additional positions inside or outside of the organization that will have dual job titles.

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.

Old Main STREAM Academy will have at least one contracted staff person certified in EC, ELL, and AIG in anticipation of serving these students prior to the school opening. The Principal shall ensure adequate review of enrollment packages and Power School data to identify all supplemental staffing needs based upon student population enrollment data. As the school opens, data collected from files, and home language surveys to help OMS determine the number of additional certified staff needed to provide the appropriate support services, resources and materials for these student populations. OMS will continue to hire appropriate numbers of certified or content staff as students who enroll are identified as EC, AIG or ELL programs. This will be an ongoing process to make certain 504 plans, IEPs, and AIG plans are individualized and implemented.

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

The principal must have at least a Masters Degree in School Administration from an accredited school with at least 3-5 years experience in administration.

Each middle school teacher must have at least a BS degree in Middle School certification (grades 6-9) or discipline certification and at least three years experience.

All other teaching positions must have teaching or content certification in their area of assignment with at least three years of experience.

The contracted school finance person must have a BS degree in Business with a concentration in accounting with at least three years experience in school finance at the level of system finance officer or assistant finance officer. The first two years of operation, the finance officer position will be contracted.

All non-certified positions require a high school diploma and at least three years of experience in assigned areas.

PRINCIPAL

Establishes high quality academic programs - academic and Red Pedagogy integrated, and monitors school mission implementation, responds to the needs of students, teachers, faculty, and models leader attributes.

Maintains and cultivates active relationships and connections to the

Indigenous community

Establishes and maintains a safe, effective, quality learning environment in the school.

Serves as a liaison and member to existing partners and designs opportunities for community projects, student internships, and college/career opportunities

Encourages student self-discipline, parental involvement, and coordinates school events

Prepares classes and guides the learning process toward achievement

Employs instructional techniques, and studies student learning styles and teaching preferred styles - for optimal instruction and learning, plans professional development

EXCEPTIONAL CHILDREN TEACHER/ Delay(s) and AIG

Learns to identify Indigenous giftedness and delayed cognition/skills among Indigenous students and provides evidences to teachers/community

Works to align standard identifiers practices of EC/AIG to strengthen deficits and increase AIG abilities

Maintains compliance in all formats

Attend and facilitate EC/PLCs Evaluations, MTSS

TEACHERS

Know and understand NC Professional Teaching Standards and integration of Red Pedagogy

Gather data and evidences to support student performance in relation to standards and attaining goals

Guides the learning process and understands student learning styles

Creates classroom environments for rigor, relevance, belongingness, and readiness

Develop and implement strategies to improve personal performance/attain goals in areas as individuals and collectively

Demonstrates self as a leader and models practices for students

Encourage students to assist in developing ideas for Red Pedagogy through stories, knowings, and ancestors

Creates a climate of high expectations, self-discipline, preparedness, and persistence

Staff Evaluation and Professional Development

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

The Principal will work directly to ensure that all staff are appropriately licensed and/or certified, have documented professional development opportunities and maintain active NC certification. These reports will be maintained in SAR.

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.*

Every Student Succeeds Act simplifies the process of identifying and hiring "highly qualified" teachers. Old Main STREAM Academy provides procedural guidelines and support that enhance the likelihood of recruiting highly effective staff. OMS is designed to improve student learning and academic achievement of all students enrolled in the school. The Board understands that in order to promote superior academic achievement, they must build

instructional capacity of the staff. OMS Academy will implement a tool for staff evaluations, observations and feedback. OMS Academy will develop a Licensure Plan that outlines and meets the required formal and informal evaluation expectations. OMS Academy will implement a purposeful mentor program for new teachers and provide ongoing support for all staff as they learn the new instructional model for delivery and become comfortable with OMS Academy instruction. Initial professional development will be uniform for all staff in the workshop model and STREAM integration. Ongoing training and professional development will be individualized, content and/or grade specific tailored to the specific needs of each teacher based upon student growth data, leadership feedback, and personal reflections in their personal development plans. The professional development provided by vendor-based training will provide teachers the CEUs necessary to qualify teachers for NC licenses and re-certification. The School will implement board-approved licensure plans. All staff will be evaluated through a variety of measures. The school will use established programs and protocol to document mentorship, participation and formal observations to measure student academic growth. At the end of school year, staff will have comprehensive evaluation meetings with leadership to review their performance, student growth, and a value-added component that measures their value to their team, grade level and OMS Academy at large. Teachers will have the opportunity for salary raises and bonuses in a merit pay system. All returning staff will participate in some amount of yearly increases which may be tied to state/local allotments (if available). The highest performing teachers may qualify to receive higher salary increases or bonuses. Stipends will also be paid to teachers who offer their expertise in an extended learning program (ELP) and serve as team leaders, coaches, committee chairs etc. The goal for the Board is to recruit, train and retain a premier staff of highly qualified instructors dedicated to the mission of OMS Academy to improve academic performance.

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.*

Core components of the professional development plan are novel in educational programs, but support Indigenous students to create an environment that demonstrates academic rigor, relevance, and connection. All professional development will provide experiences and expectation for teachers to define high achievement, growth and community among Indigenous students. Multiple opportunities for professional development will be offered both individualized and uniform, internally and externally. Professional development opportunities will model how to integrate Red Pedagogy in standard course of studies. The school is located in the heart of Indigenous communities, and local Indigenous researchers will support Red Pedagogy initiatives internally, but also, there are professional development opportunities at the local university in the American Indian Studies Department, School of Education, School of Arts and Sciences and the American Indian Higher Education Consortium. There are professional opportunities to learn processes of integrating Red Pedagogy at the national level. Some faculty at the local university are part of the Indigenous community. OMS faculty will have opportunity for growth in content specific areas, internally and externally. Professional opportunity will be afforded in professional learning communities-grade and/or school but also

individualized, to continue developing expertise or to strengthen specific content topics. There will be opportunities to continue the process of growing knowledge (general subject, content-specific, and Indigenous knowings) and integrating subject expertise and skilled teaching of that particular subject with Red Pedagogy. Additionally, professional development will include opportunities to learn and implement conceptual meaning regarding developmental stages of students, learning styles, teaching-preferred styles, differentiation instructional strategies, Indigenous giftedness (Scholars Program) and community-based projects.

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.*

During the first year, professional development will begin on Wednesday, July 31- August 2, 2019. The first three days of professional development, teachers will be paid a stipend. The first three days will present orientation of Old Main STREAM academy and Red Pedagogy. Red Pedagogy will focus on Grande's framework of understanding how Red Pedagogy and how traditional Indigenous knowledge systems informs and decolonizes the processes of immersing in only mainstream beliefs as it relates to American Indians' learning. Core values, or traditional values versus individualistic values (or mainstream) values will be connected to community based projects and developing tribal roles for the good of the People. Faculty and cultural preservationists will have opportunity to reach back in memory to bring examples of Red Pedagogy and impact of mainstream education to those traditional ways. Examples of working with the land, connections to nature, and oral stories will then be aligned to standard curriculum. Faculty and staff will also dialogue about how Indians are defined by mainstream, and how southeastern Indians 'fit' into this contrived definition; generally, Indians are admired as long as they appear to be what mainstream imagine/desire them to be (ecologically noble savages). The Red Pedagogy curriculum will be presented by local Indigenous researchers that have established/grounded southeastern Indian research outcomes, cultural preservationists connected to the local tribes, and community members/elders. It is probable that professional development and modeling integration of Red Pedagogy into standard curriculum will occur at designated times during the year, and as part of Professional Learning Community opportunities. This provides opportunity for faculty and community to influence professional development and curriculum. During the three days of Red Pedagogy professional development, identifying Indigenous giftedness will also be a topic. Tribal-Cultural Assessments, definitions, and checklists will be reviewed and discussed. As Old Main STREAM Academy grows throughout the next four to five years, the Red Pedagogy model professional development will become a consistent and embedded conceptual framework integrated in the standard course of study, STEM and STREAM initiatives, and college and career readiness to leadership practitioner practices. Other unique aspects of the curriculum will be authentically partnering with university faculty and AIHEC constituents to delve into college readiness to create pathways for student success from a unique community of tribally chartered and university institutions working to strengthen tribal nations the university perspective. The school year begins August 5-7. Professional development during these beginning days will include how to prepare students for college readiness skills and integrating higher order and critical thinking skills

into standard course curriculum and going beyond. July 31-August 2, 2019- Red Pedagogy Model and Integration of curriculum into Standard Courses of Study August 5, 2019- Partnering with College Faculty - College Readiness - Higher Order and Critical Thinking Professional development that will occur on identified dates and externally (American Indian Higher Education Consortium) during the first year.

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.*

Appendix C demonstrates the OMS instructional calendar; teacher workdays are highlighted in red. The budget also demonstrates that finances have been designated for professional development, including the three days prior to the start day of teacher workdays. Teachers will have opportunities to engage in professional opportunities internally and externally through our partnerships with UNCPembroke and American Indian Higher Education Consortium. These opportunities may require content-specific opportunities, grade level developmental or cultural responsiveness opportunities. If needed, substitutes will be used to supplement the instructional day for students. The budget also provides opportunity for Red Indigenous curriculum building and design for integration of instruction. These opportunities are offered during Professional Learning Communities (PLC) and/or after school to fully integrate Red Pedagogy and Standard Course of Study concepts. Again, partners from UNCPembroke will be involved in these curriculum designs and alignment, as will cultural preservationists from within the tribal community and the consortium to better understand educational issues pertaining to AI students. Administration, faculty, and partners recognize that a critical component to the success of OMS is professional and personal commitment in bringing Red Pedagogy and rigor to our students. The instructional schedule will be implemented and operated with fidelity. It is anticipated that many of the faculty will be from the large Indigenous teacher community and this will assist with Red Pedagogy conceptualizations and implementation. Factually, discussion of Indigenous 'knowings' and aligning these concepts to content specific topics will emerge from group dialogue and determining how Indigenous concepts 'fit' into specific content. This process will be ongoing during the first year and occur during PLCs, after school meetings, professional development and grade level planning. The calendar will accommodate these opportunities for design, because the community indicated buy-in and the need for culture relevance in the survey. It is also necessary for Red Pedagogy conceptualizations to continuously be reviewed, modified, and examined to make certain of alignment, rigor, and relevancy. During these professional opportunities, the Scholars Program, giftedness, developmental stages, learning-styles, teaching-preferred styles, differentiation and community based projects will also be identified as professional development topics. The staffing structure consists of 7 core teachers, 1 PE, 1/2 Art and 1/2 Music, and contracted services for ELL and AIG. There will be support for cultural preservationists to model and assist in the integration of Red Pedagogy. It is critical that all staff participate and accrue continuing education credits. All teachers will participate in PLCs and after school professional development. When faculty participates in specialized professional development externally, including content specific, STREAM initiatives, college readiness strategies, Red Pedagogy, a train the trainers for the school faculty will occur. Similarly, it is critical for

the school faculty to participate in professional development as a team to continue to build cohesiveness, expertise, and motivational thinking ideas for OMS. These opportunities will also establish the process to accrue continuing education units. Professional development, PLCs, internal and external opportunities for growth, train-the-trainer sessions, and partnering initiatives will all be focused to continuing to create and grow the spirit of the mission of OMS -Old Main STREAM Academy. The goal is to engage students in innovative, relevant, rigorous, college and career readiness with the purpose of growing Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People.

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 G.S. 115C.218.45 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)).

OMS School Board and faculty will include representation of members from the extended Indigenous community or will demonstrate vested connections. Communications and information concerning the new school and opportunities for learning will occur and circulate in gatherings, work, faith-based communities, and grass-roots efforts in and around the county. Critical descriptors of OMS will display on flyers, social media- Facebook, and printed materials. Information will prominently frame the mission statement, Old Main STREAM Academy curriculum standards and Red Pedagogy tenets. The originality of the charter school design was developed by founders, educators and team members embedded in the Indigenous community. The final product is defined by the needs of the Indigenous People in the community. It was established on the survey that 92% of the participants believed that cultural connections were needed for our students. The Board, local community supporters, and partnerships will engage interested community members through public presentations. The promotion plan will originate to target multiple tribal affiliations and necessary documentation to present for enrollment to serve the multiple Indigenous tribal affiliated students as identified by student eligibility certification or proof of membership as defined by tribe, band, or group. OMS will provide guidance through the internet and hardcopy as to how to access applications and assistance for completing applications. OMS will host opportunities to meet with families. Information regarding dates, times, and location will be established and circulated appropriately. Open enrollment periods will be advertised to ensure equal opportunity for acceptance. Old Main STREAM Academy believes in the mission statement to engage students in innovative, relevant, rigorous, college and career readiness with the purpose of growing Indigenous leader practitioners that demonstrate preparedness, persistence,

self-determination, commitment, and vision for the good of the People. It is recognized that Indigenous students will strive to fulfill this purpose, and these youth are advocacy entities throughout the lands in Indian communities.

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.*

A 2016 dissertation, titled, *In Parent Voices Revisited: American Indian Relationships with Schools*, provided insight as to how to communicate with and engage parents belonging to Indigenous populations. It should be noted that the sample population that participated in the study was from NIEA (National Indian Education Association) conferences. The OMS lead applicant and board chair have participated in and presented professional development in multiple NIEA conferences. Significant findings included that when parents ranked themselves important in their child's education, they usually had a fairly high knowledge of the curriculum, and they sought involvement in their students education. The sample population in the study also noted that the faculty [at the school] will meet and work with parents/caregivers. Understanding and respect for Native American culture was another significant finding. Obviously, the school design and mission statement clearly define expectations and purposed outcomes for OMS; the board members and faculty will be embedded in the Indigenous community and demonstrate leader strengths. Communication, community and historical connections will be ongoing. Parents will be encouraged to attend PTOs, curriculum nights, partnership meetings, student led-conferences and maintain consistent communication with faculty and administration. Faculty will provide information regularly and consistently concerning student performance through report cards, interim/progress reports, and both formal and informal communication. Students that demonstrate as at-risk or failing will have additional letters of notification and parents will be invited to participate in MTSS processes and other support meetings. The study also documented that participants stated having cultural activities and resources such as American Indian programs, resource centers, after school activities, clubs for children and families, and an advocate or liaison at the school to welcome and assist American Indian students and families increased parent involvement. Red Pedagogy curriculum and strategies are critical to frame, discuss, demonstrate, and celebrate an established continuity in sense of belonging and invitation at OMS. Parents will be encouraged to share knowledge, skills and efforts in community connections, oral histories, and interdisciplinary knowings in Red Pedagogy. Parents will also be expected to volunteer monthly, maintain an awareness and engagement with our external partnerships through meetings, involvement and information. It is purposeful for OMS students to view parents and the school as collaborators with significant influence and expectations for OMS students. Students will learn that they are expected to participate in partnership educational opportunities and learn how to blend Indigenous knowledge systems with mainstream Standard Course of Study/Common Core State Standards to become proficient dual learners/thinkers. Red Pedagogy will provide advocacy for Indigenous identity while holistically constructing a model to evolve into

dual Indigenous learners in a college and career readiness context. The study also identified barriers, that included feeling intimidated or unwelcome by the school, perceiving that the school lacked cultural sensitivity, having a difference in interpersonal communication styles[for the Indigenous population in southeast NC, that would be an Indian-style English], and having previous negative experiences with schools -either a parents' own experience or one involving their child. Other barriers from the home perspective included parents or families having difficulties with scheduling, transportation, childcare, or financial situations. OMS board members and faculty have practice with these issues and have developed coping mechanisms, resources, and problem-solving strategies to address the barriers. Trust and belonging to the Indigenous community will be tremendous assets.

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.*

1. Once the approval for OMS has been received, flyers will be disseminated throughout the county and posted in specific venues during January 2019 - June 2019. An OMS website will begin to be designed and constructed with enrollment application period dates of (beginning in March 2019) and enrollment deadline (last application accepted in July 2019). Procedures for submitting the application and contact information will be included on OMS materials. As each application is submitted to the designated person/checkpoint, the application will be numbered, dated, and time-stamped. The designated contact will appropriately receive and process every application and initial each application as it is processed.

Enrollment information must be found to be true and valid (grade level, addresses, etc.) and all sections of the application must be complete. The status of the application is jeopardized if found not valid, thus the application will not be considered for admission.

2. There will be no enrollment lottery plan, but biological and/or legal adoption sibling preference for enrollment will be a student enrollment preference.

3. On the date for the board to review incoming applications to assure admittance criteria is valid, grade levels/and numbers for each grade level will be formulated. The remaining completed applications as numbered, dated, time-stamped, and initialed will then be used to develop a student wait list.

Students that withdraw and or transfer will complete a withdrawal form included in the Student Handbook and found on the OMS website. Parents

and/or legal guardians will identify on the form if the student is transferring to another school in the district, homeschooled, or transferring out of state. The form will include the name and address so that cumulative records can be forwarded, once a request is received from the school. Once the student has withdrawn and the information is entered into PowerSchool, the withdrawal process is official. If the student decides to reenroll, the application process is initiated again, with those same procedures. If there is a wait list, the student will be placed accordingly. When a student withdraws from OMS, enrolls in a public school in another state or in a non-public school, and then returns to OMS and is accepted upon the application process, he/she is to be coded as if the transfer was from the original public or charter school.

4. The purpose of the preadmission activity is to complete the OMS application and to make certain that parents are willing to support the mission of OMS and be involved in the educational process. If parents do not believe that they possess necessary skill sets or competencies to tutor or offer insight in the core curriculum, then there are opportunities in other venues at OMS, including Red Pedagogy integration, PTO and student-led conferences, and/or tasks such as monitoring, mentoring, and/or assisting with school related activities.

5. Policy and procedures for student withdrawals and transfers will align with the NC Department of Public Instruction Student Accounting Manual in the Student Information System. The withdrawal and transfer form is available in Student Handbook. OMS will adhere to the ten day rule or consecutive absences when a student accumulates ten consecutive days of unlawful absences, he/she is to be withdrawn from membership as of the first day following his/her last day in attendance. Withdrawal policies and transfer policies will be aligned with PowerSchool and the Student Information System. Students will be withdrawn on the day following their last day in attendance. Students will be required to complete the withdrawal form to provide academic information, attendance information, and necessary addresses, such as address of OMS, address to school transferring to and residence; cumulative records will be sent after a request for records is received by OMS.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

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 Public Schools of Robeson County
 LEA #2
 LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000
Grade 04	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 05	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 06	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 07	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 08	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 09	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
Grade 10	0	0	0	0	0	0	0	0	0	50	0	0	50	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
	150			250			300			350			400		

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

Old Main STREAM Academy will provide transportation to any student who lives outside the one and one-half miles of the school. OMS charter school will purchase three buses during the planning year for the first year to offer transportation and eliminate barriers related to lack of transportation. Although the location of OMS is in the geographic center of Robeson County, the County demonstrates a large land mass. The strategic designated location points for students will include northeast (old Cancer Center), southwest (Harpers Ferry), and northwest (Hwy 710, Island Grove). Three drivers will be contracted by OMS to provide round trip transportation every morning and afternoon. The drivers will have the responsibility of maintaining cleanliness, safety, and reporting any mechanical or procedural issues. Safety will be stressed at the school and with parents/caregivers and riding the bus will be presented as a privilege. Student passengers are expected to conduct themselves according to bus discipline policies in order to maintain their riding privileges. Other viable options include parents providing transportation and/or carpooling. If needed, OMS will contract for transportation with other available safe venues for off the school site visits, field trips and other opportunities. Old Main STREAM Academy will provide transportation for students as prescribed by law, G.S. 115C-218.40. OMS will seek funding sources, grants and additional support for transportation, if there is a need.

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.

OMS will partner with the Public Schools of Robeson County and meals will be transported onsite to OMS. It is already established in the school system that all students are designated as qualifying for free lunches through the Healthy Hunger Free Kids Act of 2010. The overall purpose of the Community Eligibility Provision is to improve access to nutritional meals for students by providing meals "at no cost" to all students Public Schools of Robeson County. The following statement regarding the nutrition program states- The Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, well being and their ability to learn. Learning is supported by promoting healthy habits for lifelong nutrition and fitness practices. Student meal counts and student participation in the School Lunch Program will be maintained. All food handlers will have completed or will complete the necessary food handling training as required by state law. Accordingly, the blueprint (Appendix A2) demonstrates that our OMS school kitchen is equipped with

industrial equipment, including a stove, oven, refrigerator, sinks, and areas for preparation. OMS will follow sanitation and reporting requirements that are mandated by the Health Department. Additionally, OMS will use the option to contract with food vendors. The menus will be published well in advance, at least one month prior to indicate pre-selected lunch dates to allow for planning by students and parents.

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

The Nonprofit

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

- 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		\$6,200.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,500.00
Property Insurance	\$300,000		\$600.00
Automobile Liability	\$1,000,000		\$4,500.00
Crime Coverage Minimum/Maximum Amount	\$250,000	\$250,000	\$1,200.00
Other	\$0		\$.00
Total Cost			\$16,000.00

*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.

brendadialdeese 09/28/2018

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Once the charter school has been approved: we will apply pursuant to GS 115C-238.29A or the SBE will grant a license for operation. We will follow the specified charter terms:

complete the five year review process and be consistent with State law, SBE policies and term of agreement.

We will follow the Status of Parties to the Charter, Application-Binding of the Charter School Act and operate by the Charter School Governing Board, OMS board of directors, and all other applicable laws and regulations. OMS recognizes that the nonprofit ensures that it is compliant with laws and regulations governing employment, environment, disabilities, children with special needs, transportation, and student records. OMS will comply with all applicable health and safety laws and regulations. OMS will continue to pursue federal tax-exempt status and have it secured no later than twenty-four months from the date of SBE approval of OMS. Admission and enrollment of students will be as determined and prescribed by the Charter School Act. Other Educational Certificate of Occupancy components that OMS will follow include Financial and governance warnings, Children with Special Needs and Reports. Notifications to SBE will include conditions that are likely to cause it to violate the terms of OMS, and circumstances such as closure of OMS, the arrest or charge of any members of the governing board, changes in its corporate status, default on any obligations. SBE will be notified if student enrollment decreases by 20% or more compared to the most recent pupil count submitted. OMS will comply with state and federal laws, the local board of education, the SBE, its agents and the State Auditor to examine and copy all records, reports, documents and files regarding OMS. OMS is subject to the Public Records Law, Chapter 132 of the General Statutes. OMS is subject to all provisions of Article 29 of Chapter 115C and OMS will ensure compliance with the Family Educational Right to Privacy Act.

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

The Lumbee Tribe is allowing use of the facility for approximately .50 per square foot. The cost is not comparable to any other commercial or educational spaces and demonstrates the commitment of the Indigenous People to the community.

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

The contingency plan will be the Pembroke Housing Authority Center. This was a strong contender for the location, because it is comparable in size but the Boys & Girls Club facility was offered at the low cost per square foot. The Pembroke Housing Authority Center is a clear choice, and is located on the west side of Pembroke, close to UNC Pembroke. If the Pembroke Housing Authority Center was used all programs would be implemented as planned.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1780 - Public Schools of Robeson County

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,446.71	150	\$967,006.50
Local Funds	\$553.37	150	\$83,005.50
Federal EC Funds	\$3,868.59	20	\$77,371.80
Totals			\$1,127,383.80

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$967,007	\$1,611,677	\$1,934,013	\$2,256,348	\$2,578,684
-Local Per Pupil Funds	\$83,006	\$138,342	\$166,011	\$193,679	\$221,348
-Exceptional Children Federal Funds	\$77,372	\$147,006	\$174,086	\$205,035	\$232,115
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,127,384	\$1,897,025	\$2,274,110	\$2,655,062	\$3,032,147

***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:															
Lead Administrator	1	\$52,000	\$52,000	1	\$54,500	\$54,500	1	\$56,500	\$56,500	1	\$58,500	\$58,500	1	\$61,500	\$61,500
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$24,000	\$24,000	1	\$48,000	\$48,000
Clerical	1	\$29,438	\$29,438	1	\$30,321	\$30,321	1	\$31,231	\$31,231	1	\$32,168	\$32,168	1	\$33,133	\$33,133
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$19,817	\$19,817	1	\$20,412	\$20,412	1	\$21,024	\$21,024	1	\$21,655	\$21,655	1	\$22,305	\$22,305
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	3		\$101,255	3		\$105,233	3		\$108,755	4		\$136,323	4		\$164,938
Instructional Personnel:															
Core Content Teacher(s)	6	\$38,000	\$228,000	13	\$39,140	\$508,820	16	\$40,314	\$645,024	18	\$41,524	\$747,432	22	\$42,769	\$940,918
Electives/Specialty Teacher(s)	2	\$38,000	\$76,000	3	\$39,140	\$117,420	4.5	\$40,314	\$181,413	6.5	\$41,524	\$269,906	6	\$42,769	\$256,614
Exceptional Children Teacher(s)	0	\$0	\$0	0	\$0	\$0	1	\$40,314	\$40,314	1	\$52,451	\$52,451	1	\$42,769	\$42,769
Instructional Support	1	\$38,000	\$38,000	.5	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	9		\$342,000	16.5		\$626,240	22.5		\$866,751	26.5		\$1,069,789	30		\$1,240,301

Old Main STREAM Academy

A+B = C - Total Admin, Support and Instructional Personnel:	12		\$443,255	19.5		\$731,473	25.5		\$975,506	30.5		\$1,206,112	34		\$1,405,239
Administrative & Support Benefits															
Health Insurance	3	\$6,104	\$18,312	3	\$6,300	\$18,900	3	\$6,500	\$19,500	3	\$6,500	\$19,500	4	\$6,600	\$26,400
Retirement Plan--NC State	3	\$6,366	\$19,098	3	\$6,966	\$20,898	3	\$7,562	\$22,686	3	\$7,810	\$23,430	4	\$8,601	\$34,404
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	3	\$2,582	\$7,746	3	\$2,683	\$8,049	3	\$2,773	\$8,319	3.5	\$2,979	\$10,427	4	\$3,154	\$12,616
			\$45,156			\$47,847			\$50,505			\$53,357			\$73,420
D - Total Admin and Support Benefits:															
Instructional Personnel Benefits:															
Health Insurance	6	\$6,104	\$36,624	14	\$6,300	\$88,200	20	\$6,500	\$130,000	24	\$6,500	\$156,000	26	\$6,600	\$171,600
Retirement Plan--NC State	6	\$7,167	\$43,002	14	\$7,773	\$108,822	20	\$8,409	\$168,180	24	\$8,765	\$210,360	26	\$8,921	\$231,946
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	11	\$2,907	\$31,977	17	\$2,994	\$50,898	21	\$3,084	\$64,764	26	\$3,214	\$83,564	29	\$3,480	\$100,920
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
			\$111,603			\$247,920			\$362,944			\$449,924			\$504,466
E - Total Instructional Personnel Benefits:															
D+E = F - Total Personnel Benefits			\$156,759			\$295,767			\$413,449			\$503,281			\$577,886
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	3		\$146,411	3		\$153,080	3		\$159,260	4		\$189,680	4		\$238,358
B+E = H - Total	9		\$453,603	16.5		\$874,160	22.5		\$1,229,695	26.5		\$1,519,713	30		\$1,744,767

Old Main STREAM Academy

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	12		\$600,014	19.5		\$1,027,240	25.5		\$1,388,955	30.5		\$1,709,393	34	\$1,983,125

Operations Budget: Expenditure Projections Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Furniture	\$8,000	\$4,000	\$3,000	\$2,500	\$1,500
	Office Supplies	\$15,000	\$10,000	\$5,000	\$6,000	\$7,000
	Paper	\$1,000	\$1,500	\$2,000	\$2,000	\$2,000
	Computers & Software	\$10,000	\$5,000	\$5,000	\$7,000	\$7,000
	Communications & Telephone	\$0	\$4,000	\$4,500	\$5,000	\$6,000
	Copier leases	\$6,000	\$8,500	\$12,000	\$13,500	\$15,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$1,800	\$2,100	\$2,400	\$2,700	\$3,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$1,200	\$1,900	\$2,300	\$0	\$0
	Auditor	\$12,000	\$19,000	\$23,000	\$27,000	\$30,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$12,000	\$120,000	\$126,000	\$132,300	\$139,000
	Maintenance	\$20,000	\$75,000	\$95,000	\$110,000	\$115,000
	Custodial Supplies	\$10,000	\$12,000	\$15,000	\$20,000	\$25,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$16,000	\$16,500	\$17,025	\$17,575	\$18,065
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$3,600	\$15,000	\$25,000	\$33,600	\$35,200
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$500	\$3,000	\$3,500	\$4,000	\$4,500
	Trash	\$500	\$15,000	\$20,000	\$21,000	\$22,000
Transportation	Buses	\$60,000	\$0	\$80,000	\$90,000	\$100,000
	Gas	\$4,500	\$5,500	\$6,300	\$6,800	\$8,400
	Oil/Tires & Maintenance	\$18,000	\$22,000	\$22,000	\$25,000	\$35,500
Other	Marketing	\$5,000	\$5,000	\$6,500	\$6,500	\$6,500
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$12,000	\$15,000	\$18,000	\$22,000	\$25,000
	Contingency	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Culture Activities	\$12,000	\$15,000	\$20,000	\$25,000	\$30,000

Old Main STREAM Academy

	K - TOTAL Administrative & Support Operations	\$229,100	\$375,000	\$513,525	\$579,475	\$635,665
	Instructional:					
Books and Supplies	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Classroom Technology	Computers	\$70,000	\$65,000	\$45,000	\$48,000	\$50,000
	Software	\$40,000	\$35,000	\$28,000	\$35,000	\$40,000
	Instructional Technology	\$25,000	\$15,000	\$9,000	\$8,000	\$6,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$10,000	\$15,000	\$15,000	\$15,000	\$20,000
Books and Supplies	Instructional Materials	\$30,000	\$60,000	\$70,000	\$60,000	\$75,000
	Curriculum/Texts	\$30,000	\$35,000	\$30,000	\$33,000	\$35,000
	Copy Paper	\$2,000	\$3,500	\$3,500	\$5,000	\$6,000
Other	Classroom Furniture	\$30,000	\$175,000	\$60,000	\$30,000	\$30,000
	L - TOTAL Instructional Operations	\$237,000	\$403,500	\$260,500	\$234,000	\$262,000
	K+L = M - TOTAL OPERATIONS	\$466,100	\$778,500	\$774,025	\$813,475	\$897,665

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$600,014	\$1,027,240	\$1,388,955	\$1,709,393	\$1,983,125
M - TOTAL OPERATIONS	\$466,100	\$778,500	\$774,025	\$813,475	\$897,665
J+ M =N TOTAL EXPENDITURES	\$1,066,114	\$1,805,740	\$2,162,980	\$2,522,868	\$2,880,790
Z - TOTAL REVENUE	\$1,127,384	\$1,897,025	\$2,274,110	\$2,655,062	\$3,032,147
Z - N = SURPLUS / (DEFICIT)	\$61,270	\$91,285	\$111,130	\$132,195	\$151,357

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 after considering mitigating factors including existing research concerning small schools, Indigenous students and the Indigenous community views regarding education. The number for each grade level and student to teacher ratio is low purposefully. The Bill Gates Foundation invested in a small schools effort initiative around 2009. While the efforts did not demonstrate major successes in achievements, outcomes documented that the efforts replaced schools that historically held views of low expectations and low results with ones that have high expectations and high results. This is the type of seed that OMS aspires to plant in the Indigenous community. The mission statement meaning is as significant in that the expectation and accountability that is generated in the context of relevance, rigor, and leadership is essential. OMS must establish expectations for student- self-discipline, parent-involvement, and model successfully the implementation of state standards and core content integrated with Red Pedagogy, community-based projects, and cultural systems knowings. This must be modeled, with students, faculty, and the board of directors during planned professional development, instructional activities, internships, and cultural projects. Survey data support the need for Old Main STREAM Academy. Southeastern Indigenous People recognize that it is time to address the critical educational issues that plague our communities, and use these opportunities and resulting strength to target stubborn disparities that reinforce trauma and poverty. Therein, there is support for the school, and the demand in the community will meet the enrollment projection. Further there is credibility in the board of directors and partnerships. The break-even point of student enrollment will be 150. The budget revenue, personnel, and expenditures, the overall budget is a baseline cost structure, and the analytic review determines that 150 students, with the projected growth in the next years is what OMS should achieve. Again, the small student numbers, especially in the beginning years of OMS designs the firm establishment of precedence in instructional rigor, relevance, and college and career readiness. State funds, local funds, and federal EC funds have been reviewed and are projected based on student needs. The Personnel Budget is economically balanced, with the operations budget projected with student needs as a priority. OMS will

operate with finance reviews to make certain that finances and expenditures are relevant, necessary, and balanced.

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

The Board of Directors has identified \$61,270.00 (5.5%) in the Contingency Line of the budget that can be immediately reduced should enrollment not meet expectation. Approximately \$101,140.00 (8.9%) in salary and benefits for non core instructional and related staff could also be made available. This amounts to approximately \$162,410.00 This would allow for a loss of approximately 15% of the anticipated student enrollment amounting to approximately 14% reduction in expenditures. This reduction in membership would also allow for the reduction of at least one core instructional staff member with salary and benefits totaling approximately \$50,570.00. This would total approximately 18.5% of the total budget.

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

Not Applicable. The schools budget is developed and created to sustain itself based on per-pupil funding, from federal, state and county sources. Grants and applications for additional moneies will be sought and will be used to enrich the existing program.

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

1:20 years 1&2, 1:15 years 3,4 &5 in core classes

- 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.*

The school intends to contract for Finance, Legal, Exceptional Children/AIG services, Music, Art, and English Language Learners (ELL). The Financial consultant will afford the governing board the necessary financial reports to meet all obligations as required for State and Federal reporting in accordance with the Uniform Education Reporting System. These reports will include but are not limited to vendor payments, preparation of payroll, submission of state and federal payroll deductions and withholdings, bank account reconciliations and will also assist the independent auditor with planning for the annual audit.

The legal services will include presence at all Board of Directors' meetings and consultation when needed on legal matters.

Exceptional Children's services will include meeting the federal and state guidelines for offering services to identified eligible students.

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

The budget does align with the school's mission, to engage students in innovative, relevant, rigorous, college and career readiness with the purpose of growing Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People. The curriculum is an integration of State Standards, college readiness core content, and Red Pedagogy. Partnerships including the College of Arts and Sciences, the American Indian Higher

Education Consortium, and Center for Indigenous Nursing Research for Health Equity (INRHE) have been established to secure collaboration and opportunities to develop college readiness for OMS students and professional development engagement for faculty. Internship opportunities for students will be associated as highly valuable and optimal educational experiences. Transportation will be dispersed to pre-selected designated points within the large county so that all eligible students will have opportunity to attend OMS. The facility slated for OMS is newer and more updated than any PSRC school and other charter schools in the district/region, and operating at a much lower cost than PSRC facilities. The budget aligns with the mission, curricular offerings, transportation plans, facility plans and there are finances budgeted for contingency.

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.

The money set aside for the school's general fund balance will be at least \$553.37 per child, the local school district contribution which is based on a formula set by the General Assembly of NC in a law for Robeson County Schools. This tax base can not be reduced per pupil. This means as we increase membership we will also not only add the same amount each year but also increase it as we increase our membership.

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

Old Main STREAM Academy shall define a budget as a realistic estimate of the operating revenue and expenditures to be incurred in the prudent operation of the school during a specific period of time. The budget includes a line item for rent of the school building. We have also included the lease agreement in Appendix A2. The lease agreement includes rent of the facilities, its furniture as well as computers. Our budget does include the buying of additional computers and furniture.

6. *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.*

The Lumbee Tribe of North Carolina has given Old Main STREAM Academy a signed MOA for the rental of one of their tribal buildings (Pembroke Boys & Girls Club) The rental agreement includes the use of the club's computers and all furniture in the facility. All of these assets are secured as stated in the MOA Appendix A2.

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?

OMS Board of Directors will work collaboratively and closely with the financial officer, auditor, and school leadership. We will develop policies that comply with accounting principles including:

1. Prepare monthly financial statements.
2. The monthly financial statements will be reviewed and approved by the OMS Board of Directors.
3. Reports will be filed and available for public review.
4. Complete required NC Charter School Data reports.

All purchases will be approved by the school principal and finance officer before actual purchase. Upon receipt of items the invoice will be checked and signed by the receiver indicating that all items received were in good condition before being paid by Finance. All purchases over \$1500.00 (per item) must be approved by the Board of Directors. Any item purchased must be recorded and an inventory maintained. Any item purchased with a \$100.00 value or more must be tagged with an OMS identifier and inventory maintained by the Principal and Finance Officer. Items costing over \$500.00 must be undergo the competitive bidding with three bids being received before deciding on the vendor.

Job descriptions and duties for each staff position will be developed and listed as job opening are posted. Each new hire will be required to sign that they will comply with job description upon being hired.

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

Not Applicable. OMS has no known or possible related transactions that we are aware of.

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.

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I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

