



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Ginger Cash
Steven Walker
Danielle Allen
Cheryl Turner
Alan Hawkes
Alex Quigley
Stephenie Clark
Jessica Kelly
Joe Maimone
Tracy Kelley
Kristen Parker
Lynn Kroeger
Stephen Gay
Heather Soja

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Omega School of Arts Academy

Public charter schools opening the fall of 2020

Due by 5:00 pm, October 1, 2018

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

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

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	Grade Levels Served and Total Student Enrollment:	9
	Concerns and Additional Questions	11
II.	<u>MISSION and PURPOSES</u>	13
	Mission:	13
	Educational need and Targeted Student Population of the Proposed Charter School:	13
	Purposes of the Proposed Charter School:	15
	Goals for the Proposed Charter School:	16
	Concerns and Additional Questions	18
III.	<u>EDUCATION PLAN</u>	22
	Instructional Program:	22
	Curriculum and Instructional Design:	23
	Special Programs and "At-Risk" Students	26
	Exceptional Children	28
	Student Performance Standards	30
	Student Conduct:	31
	Concerns and Additional Questions	34
IV.	<u>GOVERNANCE and CAPACITY</u>	38
	Governance:	38
	Governance and Organizational Structure of Private Non-Profit Organization:	38
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	42
	Private School Conversions:	42
	Projected Staff:	42
	Staffing Plans, Hiring, and Management	43
	Staff Evaluation and Professional Development	46
	Enrollment and Marketing:	49
	Marketing Plan	49
	Parent and Community Involvement	49
	Admissions Policy	50
	Weighted Lottery	51
	<u>PROJECTED ENROLLMENT</u>	53
	Concerns and Additional Questions	54
V.	<u>OPERATIONS</u>	58
	Transportation Plan:	58
	School Lunch Plan:	58
	Civil Liability and Insurance	58
	Health and Safety Requirements:	59
	Facility:	59
	Facility Contingency Plan:	59
	Concerns and Additional Questions	61
VI.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2018-19	63
	Total Budget: Revenue Projections 2018-19 through 2022-2023	64
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	65
	Operations Budget: Expenditure Projections	68
	Overall Budget:	70

<u>Budget Narrative:</u>	<u>70</u>
<u>Financial Compliance:</u>	<u>73</u>
<u>Concerns and Additional Questions</u>	<u>75</u>

<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>78</u>
<u>Applicant Signature:</u>	<u>78</u>
<u>Total External Evaluator Votes</u>	<u>80</u>
<u>Total Subcommittee Votes</u>	<u>80</u>
<u>CSAB Votes</u>	<u>80</u>
<u>Initial Screening</u>	<u>80</u>
<u>External Evaluator</u>	<u>81</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>102</u>
<u>Overall Summary</u>	<u>102</u>

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Omega School of Arts Academy

X

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

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

Name of non-profit organization under which charter will be organized or operated: *Omega School of Arts Academy*

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

Name of contact person: *Beverly Satterfield*

Title/Relationship to to nonprofitMunicipality: *Superintendent*

Mailing address: 237 Windover Drive
Raeford NC 28376

Primary telephone: 910-273-3519 Alternative telephone: 910-479-1562

E-Mail address: *beverly.satterfield@yahoo.com*

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

County: SCOTLAND

LEA: 830-Scotland County Schools

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

No: X

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

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

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

Scotland County students are entitled to a free and appropriate education. Because Scotland County students fail to meet minimal states standards using the conventional methods, Omega has developed a unique program where instruction is effective and learning will be optimized. Scotland County uses a one size fit all instructional model, whereas at Omega School of Arts Academy instruction will be customized to each student's educational needs. Data is a great benchmark to help determine where students fit in the academic setting. Omega will use the Common Core teaching model along with STEAM (Science, Technology, Engineer, Arts, and Mathematics). This model allows for students to learn the natural way. All students have the ability to learn, its the way the topic is introduced. Using STEAM along with Commom Core will allow students to learn naturally, bringing on their curiosity to explore. We believe that combining these two strategies gives socio-economically disadvantage students an even chance to develop like their counter parts.

All stakeholders will be required to let the data dictate the method. At Omega one intervention that will be utilized will be the RTI Model (Response to Intervention) that includes not only the teacher and the students, but the entire faculty and parents early on. RTI is a three tierd model that provides research based strategies to help students reach the optimal goals set by the classroom teacher and school. Data will be collected in all tiers. Again, it will be the data that will help move the student up the pendulum. In addition, academic rigor, passion and creativity balanced by a strict code of discipline will be the call of the day. Omega will be the first charter school where students will be able to demonstrate competency on standardize testing; in addition we will include a creative model consisting of STEAM, Information Technoloyg, Theatre, Dance, Music and Athletics. It is our goal for students to be college ready or workforce proficient.

In Scotland County, all students dom't have the opportunity to think creatively because they are taught in the box and not thinking outside the box. Students are not allowed to take risk. You learn by thinking methodically, trial and error. These two models give a better chance at success because upon completion of high school, they will be ready for a

career, where they are able to earn a decent living or ready for college. This will also bring businesses back to the county.

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

Scotland County serves a population where the traditional school does not meet the need for its citizens. For example, less than 25% of its students are college ready and or receive Bachelor Degrees. North Carolina State Department of public instructions 2016-17 accountability scores grade the states districts on an A to F grading scale. Despite a third consecutive year of increased student growth, only one school in Scotland County received an A, while six received C's and three received D's. As educators we view this as a failure and believe our model will increase student performance.

One model that will be used at Omega will be the RTI Model which helps identify specific learning deficiency early so that researched based strategies can be implemented early. This model also includes parental participation starting at tier 1. This model is used not only for academic purposes but behavioral as well.

Scotland County Board of Education has experienced a steady decline in student enrollment of approximately 1% per year over the past five years. Due to the economic issues facing Scotland County and lack of growth, the Board expects this trend to continue for the foreseeable future. According to the U.S. Census Bureau, Scotland County has a permanent population projection of 35,509 for 2015. Since 2010, this represents a drop of 1.8% or 648 residents.

More importantly, I was born and raised in Scotland County. My children were educated in the Scotland County School System as well. Though I no longer live in Scotland County, I still have family who send their children to Scotland County School so you can see why I am vested in the county and community. It is my hometown where my passion and heart is. I know the county, I know the people and I know that most of the people in the county feel as passionate about the school system as I do.

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.

This school has been identified as follows: Great special use property. Located off of busy hwy 74 in Laurel Hill NC, ten minutes from downtown Laurinburg TNC. Built in 1952 as a public school. Was purchased by a church in 2012 and renovated for their purposes. Has been used as a youth center

and secondary service site. Has 7 separate buildings totaling over 52,000 square feet of usable space. Would work great for any use including, business park, charter school or church facility. This is a site we have viewed and are planning to either purchase in its entirety or negotiate a lease purchase agreement.

This facility was renovated in 2012. This will allow for easy implementation of 21st century technology. Implementing the STEM Program (Science, Technology, Engineering and Math) our students will be able to graduate with specialized skills in science and math education to succeed in college readiness. Other students graduating and going directly into the workforce will have the necessary tools to either start a business or move directing into the business field. The document attached show that the facility is school ready. This facility is 21st Century ready.

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: X

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? Omega School of Arts Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 *Month* August

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	06,07,08	375
Year 2	06,07,08,09,10	625
Year 3	06,07,08,09,10,11,12	875
Year 4	06,07,08,09,10,11,12	875
Year 5	06,07,08,09,10,11,12	875

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact

person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

beverlysatterfield

Signature

beverlysatterfield

Printed Name

Benita Tillman Board Chairman

Title

09/30/2018

Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>meets</u>	<u>Stephen Gay</u>	<u>Cover Page</u>
<u>Identifying a facility but with no agreement does not meet acceleration requirements. Additionally, while there does seem to be a good argument for a need for a charter school in the proposed location, there does not seem to be a compelling need to bypass the Ready-to-Open process.</u>	<u>Steven Walker</u>	<u>Acceleration</u>
<u>Applicant needs to clarify: Why is there a need for the accelerated planning year? This question is not answered.</u>	<u>Kristen Parker</u>	<u>Acceleration</u>
<u>There is no clear and compelling reason for acceleration other than low performing. Details are missing for how the curriculum is innovative or different from the LEA.</u>	<u>Heather Soja</u>	<u>Acceleration</u>
<u>Not a truly compelling reason - just Scotland County has not met needs, but has been showing growth</u>	<u>Stephen Gay</u>	<u>Acceleration</u>
<u>Applicant provides overview of educational opportunities in Scotland County, but should clarify the "clear and compelling need" for an accelerated planning year.</u> <u>If the student enrollment in Scotland County has been steadily declining over the past five years, how does the applicant justify opening a new school there, especially on an accelerated schedule? What implications might this have on recruiting and enrolling students in a shortened period of time?</u>	<u>Danielle Allen</u>	<u>Acceleration</u>
<u>Needs to clarify need for acceleration</u> <u>Projected ADM is really high when compared to the local LEA. In addition it is stated that the local population of the county has declined 1% per year over the past 5 years. Does this not significantly impact future enrollment in the LEA</u>	<u>Lynn Kroeger</u>	<u>Acceleration</u>
<u>Applicant needs to clarify why acceleration is needed. This was not answered in the question.</u>	<u>Jessica Kelly</u>	<u>Acceleration</u>
<u>These numbers do not appear to be realistic, given the decline in enrollment in Scotland County.</u> <u>The LEA has an enrollment of 1300 in grades 6-8. Is it realistic for Omega to enroll 375 students in this county on an accelerated schedule? That's almost a third of the middle school ADM.</u>	<u>Danielle Allen</u>	<u>Grade Levels</u>
<u>These are not realistic enrollment figures.</u>	<u>Heather Soja</u>	<u>Grade Levels</u>
<u>Projecting 125 per grade level - in year 2 and year 3 - why add two grades? What is the reasoning here? Are 125 high school students going to leave their school and come to you and will they be ready to meet your program goals? Grow slow and steady through growing your own</u>	<u>Stephen Gay</u>	<u>Grade Levels</u>
<u>Applicant needs to clarify: What evidence is there to support the school will be able to recruit 375 students in the area for school year 1?</u> <u>Applicant needs to clarify: Is it feasible to nearly double in size from year 1 to year 2?</u>	<u>Kristen Parker</u>	<u>Grade Levels</u>
<u>Missing needed items as stated above.</u>	<u>Stephen Gay</u>	<u>Certify Appl</u>
<u>Acceleration reasoning is not compelling</u>		
<u>The Board did not complete the essential questions required for this section.</u>	<u>Tracy Kelley</u>	<u>Certify Appl</u>
<u>Many details are lacking about how this will be different and enrollment figures are inflated.</u>	<u>Heather Soja</u>	<u>Certify Appl</u>

Reviewer	Score
<u>Ginger Cash</u>	
<u>Steven Walker</u>	<u>Fail</u>

<u>Danielle Allen</u>	<u>Fail</u>
<u>Cheryl Turner</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Stephenie Clark</u>	
<u>Jessica Kelly</u>	<u>Fail</u>
<u>Joe Maimone</u>	
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Kristen Parker</u>	<u>Fail</u>
<u>Lynn Kroeger</u>	
<u>Stephen Gay</u>	<u>Fail</u>
<u>Heather Soja</u>	<u>Fail</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The purpose of Omega School of Arts Academy is to provide an atmosphere for each student to engage in creative thinking, and develop the know-how for artistic expression and technical excellence.

Clearly describe the mission of the proposed charter school:

Our educational approach in developing our students is a holistic one. Instilled in this process is the integration of academic scholarship, performing and visual artistic enhancement, and promoting both insight and proficiency for pragmatic excellence in technical environments and devices. In addition, our mission statement aligns with the states mission statement and goals.

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.*

Our focus will be on the impoverished, economically disadvantaged and low performing youth. College may not be for everyone, therefore; our goal as a school is to ensure that students who have been placed in a one sized fit all system will be ready to achieve a sense of worth. Students who are not college ready will be able to go out in the workforce and make a living. Students who are ready for college will also be prepared to enter any university and earn a living and experience success just like those who are college ready. Some students have not had the opportunity to have a reference to life that prevents them from demonstrating competency in the one size fit all system found in Scotland County. Given the right exposure, these student will perform just as well as mainstream student. Students will be able to leave school and either attend college or be ready for the workforce which will enhance the quality of life in Scotland County.

The location is ten minutes from Laurinburg, which is the home of the only high school in the county. That is significant because of the fact that Laurel Hill is a small community located in Scotland Couty with very little or limited resources. This will allow students access to not only

educational but business connections which will improve the quality of life as well as a sense of belonging. The only income in Scotland County comes from the Educational System and the local hospital. Educating the citizens will bring businesses back to the community that in turn helps the economic growth of the community.

Households in Laurel Hill, NC have a median annual income of \$35,403, which is less than the median annual income in the United States. The national average is \$55,322.00. North Carolina's medium income is \$48,256.00. Based on this data, this places Laurel Hill as an impoverished area with little opportunity to excel.

Scotland County is located in southeastern North Carolina adjacent to the South Carolina line. Our school will be the only charter school in Scotland County. The county's population is more than 35,000 people with 52% living in urban areas and 48% living in rural areas. Scotland County is 45% Caucasian, 38% African American, 10% Native American and 3% Hispanics. with 4% being classified as multi-racial. In a poor area with minorities representing over half the population, an academically based charter school will offer students something different. Including the Arts and Stem along with the traditional curriculum will increase their exposure to not only exploring science and math, but music, art, dance as well as technology.

- 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).*

The total number of students expected to attend Omega School of Arts Academy will be 875. The Average Daily Membership percentage will be approx. 37% when compared to the Local Education Agency in Scotland County.

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

The Omega School of Arts Academy is a model school with a vision to transform classrooms by demonstrating transformative methods and techniques that are embraced and replicated not only by the staff but by students as well. We will deliver the highest quality educational experience where global citizens are born through advanced rigor, engaging teaching methods, and a passionate climate and culture. In Scotland County the school system uses the traditional method of teaching such as lecture, peer teaching, and independent learning to produce college ready students. Students with disabilities or low wealth students are left with no hope of a sustainable future. In addition, students who are neither middle class nor disruptive fail to succeed based on the mere fact that they are classified as "the silence student." These students also fail in school because they blend in without the hope of success. How do teachers reach them you ask? With a teacher's passion for the subject matter, one part of Omega's curriculum is designed to motivate the disengaged /silent student by bringing life to academics.

All students at Omega will be introduced to STEAM, (Science, Technology, Engineering Arts, and Math) from sixth grade through twelfth grade. Along with the STEAM Program students will be able to participate in State and

National Competition. Students enrolling in the Arts Program will be required to demonstrate competency/growth by the end of the year with a project being either a musical recital, an art showing, RoBotic display and or a theatrical performance.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

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

1. Improving student learning

Research gives 5 strategies necessary to improve student learning. The following describes best practices. (1) Restructuring teaching methods; Consider rewarding your best students, organize weekly brainstorming classes, and set up fun projects that awakes an interest. A revamped teaching model improves outcomes because it might grab attention. When the whole process of learning something new is fun, it automatically instills drive. (2) Assess students' learning. As an alternative, one might want to consider interacting more with the students. Set up open talks and invite them to participate. Spot their core strengths and weaknesses, this way you'll be able to determine what a student needs to fix. (3) The reversed learning model- This is a new approach that might help improve student learning outcome. It works by switching roles. The student becomes the teacher and vice-versa. It is also a great idea to give up the evil teacher position. Punishing students everyday with a test doesn't make them respect the teacher and they won't study harder either. Mix things up and befriend the student. The more comfortable they feel in the teacher's presence, the more chnces the teacher has to keep them engaged and learning with enthusiasm. (4) Say "Yes" to Technology- rather than banning smartphones and tablets in class, why not welcome them. There are lots of apps and platforms teachers can use to improve student learning. and (5) Teaching outside the classroom- Unconventional teaching is one of the most efficient

ways to improve student learning. Rather than force students to be in the class 5 to 8 hours a day, why not take them to the park? Studies have shown that when students don't feel constrained, they have better chances to open up and speak their minds. Open spaces like parks instill a sense of freedom. It's an approach that might change completely how students perceive learning.

2. Encouraging the use of different and innovative teaching methods:

Artistic learning goals will be held up as equals to academic standards and teachers will work hard to design lessons that highlight content through the STEAM Program.

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

It is the role of the school leader, to focus on building up educators capacity to effectively collaborate. You can't just tell people to collaborate, you have to put the structures and skill-building in place. At the Omega School of Arts Academy there will be two teacher retreats a year where teachers create art, music, and dance, and try out lessons together. This will also be a time for community-building and collaboration, a space for teachers to stretch themselves as artists, too. During this time STEAM as well as additional vocational program such as Mechanics, Information Technology, Cosmetology, Cooking, and Brick Masonary will be enhanced. Experts from these fields will come to host workshop twice a year.

The school will also formed strong partnerships with the arts community in Pembroke and St. Andrews College taking advantage of its expertise through artist-in-residency programs and in turn help to create a more vibrant arts scene. It is our goal to even start bringing graduate students in from near by counties interested to learn and practice arts-integration strategies.

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.*

By 2019, The middle school (grades 6-8) will be fully implemented at 100%. EOG testing will demonstrate one year of growth.

By 2020, Grades 9-10 students will pass End of Course test with 80% while grades 6th-8th demonstrating proficiency.

By 2021 All grades will be fully immersed. Grades 6th - 12th being on board. Middle School students will perform with 85% accuracy on End of Grade testing while the high school, grades 9th-12th passing End of Course testing at 100%.

2021- intent of hiring a full time nurse.

By 2022, all grades will be implemented with 90% accuracy on all state and local testing including NC Check-In testing.

By 2023 the school will be performing on all test with 100% accuracy. School will be fully staffed with academic as well as support staff including one medical personnel.

The governing board will meet every first Monday of the month to discuss policy, personnel, safety, finance, and school procedure. Minutes from the board will be available to all stakeholders on the following Thursday of the month via multi-media. Some discussions such as personnel hiring will not be made available.

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

The governing board will meet the first Monday of each month to ensure that The Omega School of Arts Academy has embraced the mission statement. The mission statement addresses the performance of the staff and the students. Evidence in the form of artifacts will be provided during meetings to demonstrate its accuracy and completeness.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Applicant needs to clarify mission statement; as written it does not give a clear picture of the purpose of the school.	Jessica Kelly	Mission Stat
There is a lack of detail in the education plan. Just sharing that STEAM will be used does not demonstrate a purpose that is impactful.	Heather Soja	Mission Stat
The mission statement evidences low expectations for students, why is that? Describe what is meant by "technical know-how"? What is the team educational philosophy?	Tracy Kelley	Mission Stat
Please explain "technical excellence" portion of the mission. Mission and description of mission need clarification. Mission describes creative thinking, but this isn't explained in the description section. "Promoting insight and proficiency for pragmatic excellence in technical environments and devices" is unclear. Please clarify.	Danielle Allen	Mission Stat
Applicant needs to clarify: What is the proposed purpose of the school? What are the outcomes that are expected? Applicant needs to clarify: Earlier in the application RTI and individualized instruction was discussed as a primary avenue of teaching students- why is this not included in the proposed mission of the school?	Kristen Parker	Mission Stat
Applicant needs to clarify: A lot of facts have been stated about the household income- how does this translate for the need and desire to start the charter school in the targeted area? Applicant needs to clarify: What evidence is there to support that the proposed educational plan will have a high impact on the targeted student population? Applicant needs to clarify: What evidence is there to support the the local LEA is not providing/getting results for students? Applicant needs to clarify: What evidence is there to support that an introduction to STEAM will have a high impact on the targeted student population?	Kristen Parker	Educational
37% of the LEA is way too much to be realistic.	Steven Walker	Educational
Education plan is unclear and not detailed.	Heather Soja	Educational
The general statement of the one size fits all depiction of Scotland Co may be a cliché' and gives idea of an axe to grind with system. A more focused explanation of why the school system has failed the targeted population may be more effective	Stephen Gay	Educational
Applicant intends to target low-income and low-performing students, but the need for an arts academy (or the research-based evidence that an arts-centered school will prepare them for college and/or career) to reach this demographic is not fully explained. Please clarify. How does applicant's target population reflect the racial/socioeconomic demographics of Scotland County public schools? Applicant mentions STEM curriculum in educational need section, but this has not been fully explained as a part of the mission(perhaps this is the technical excellence portion of the mission?). Will school be fully STEM (science, technology, engineering, and math)? STEAM by adding the arts component? Just technology and arts? Please clarify. Applicant eventually explains that the school will be a STEAM school; however, the mission is silent on any focus on science, technology, or math. Please clarify.	Danielle Allen	Educational

<p>Applicant indicates that projected student enrollment will be 37% of the LEA. This needs additional clarification. Scotland County Public Schools has an ADM of 5600 in 2018-19; Omega School of Arts anticipates enrolling 15% of the total county ADM in years 3 and beyond.</p> <p>What are the "transformative methods and techniques" that the school plans to implement? How will students embrace and replicate these techniques?</p> <p>It remains unclear how the applicant's education plan will compare to or differ from the LEA.</p> <p>Applicant did not provide evidence of educational need through survey data or times/locations of public meetings discussing this proposed charter school. Please clarify what evidence applicant has that the community is aware of their intent to open a school, as well as their desire to enroll their students at Omega School of Arts. How did applicant arrive at proposed enrollment numbers without this data?</p>		
<p>ADM of 875 in year 5 will be 37% of local LEA. That is very significant</p>	<p>Lynn Kroeger</p>	<p>Educational</p>
<p>With there being only one high school does the data support the need for another school?</p>	<p>Jessica Kelly</p>	<p>Educational</p>
<p>Lots of examples and Ed speak - substance is missing</p>	<p>Stephen Gay</p>	<p>Purposes of</p>
<p>Strategies to improve student learning are not indicated to be research based. Applicant needs to clarify.</p>	<p>Jessica Kelly</p>	<p>Purposes of</p>
<p>Are the teacher retreats listed for professional development listed built into the budget as well as school calendar?</p>		
<p>What research-based instructional strategies will the school implement to drive academic success in the school? Where have these strategies been successful? What examples of artistic goals?</p>	<p>Tracy Kelley</p>	<p>Purposes of</p>
<p>Entire first section was copied and pasted from https://www.bookwidgets.com/blog/2017/05/5-tips-to-improve-student-learning-outcome but applicant did not cite this source, nor did they certify that this section was unoriginal. It also remains unclear how the applicant intends to fulfill this legislative purpose specifically with their proposed school. Second purpose does not specify what different and innovative teaching methods will be used. Please clarify. The teacher retreats described are intriguing, but more information is needed to determine if these will include opportunities for teachers to be responsible for the learning program at the school site. For example, are these retreats where teachers create curriculum for the school? Are they creating the art as well as the lessons for how to teach these art forms to students? How long will these retreats last?</p>	<p>Danielle Allen</p>	<p>Purposes of</p>
<p>This section lacks details relative to improving student learning in a concrete manner. There is some mission connection to the professional opportunities but it seems disconnected from the student learning piece.</p>	<p>Heather Soja</p>	<p>Purposes of</p>
<p>I cannot understand what the goals are, many of these sentences do not make sense.</p>	<p>Steven Walker</p>	<p>Goals for th</p>
<p>Goals are missing in this section. Operating goals including finance are vital to overall health of school. The assessment goals are not clear per grade or subject. Interesting approach to governance with the board being available after each board meeting.</p>	<p>Heather Soja</p>	<p>Goals for th</p>
<p>Goals need additional clarification. What does it mean for grades to be fully implemented at 100%? That each grade will be at 100% enrollment? EOG testing at one year of growth - is that an ambitious goal? If students are coming in behind, and the school simply hopes to have them meet growth each year, will that mean they are continually behind? Are there any discussions around a goal of exceeding growth so students can be caught up?</p>	<p>Danielle Allen</p>	<p>Goals for th</p>

<p>None of the goals appear to be aligned to the school's arts/technology/STEM/STEAM focus. Please clarify how these goals are aligned.</p> <p>What percentage of students will demonstrate proficiency by 2020?</p> <p>Is 100% of students in grades 9-12 passing EOCs a realistic goal, given where students are now? Unclear based on information provided.</p> <p>Has board considered any financial goals? Clear audits? Building up fund balance?</p> <p>Has the board considered any additional governance goals?</p> <p>What types of artifacts will the board use to determine if the school is moving towards its proposed goals?</p>		
<p>Applicant needs to clarify: What does the goal of being fully implemented mean?</p> <p>Applicant needs to clarify: How will 1 year of growth on the EOG be measured?</p> <p>Applicant needs to clarify: What does 85% accuracy mean on the EOG?</p> <p>Applicant needs to clarify: How do these goals align with the proposed mission of the school?</p> <p>Applicant needs to clarify: What will the board specifically do to ensure that the school is meeting the needs of all students and meeting the proposed mission of the school?</p>	Kristen Parker	Goals for th
<p>based on current data for SCS - are achievement targets achievable in the time frame listed. How will you address students coming to you in 6th grade - ready to learn and have the ability to meet achievement targets</p>	Stephen Gay	Goals for th
<p>Applicant needs to clarify for 2019 - not written in a specific or measurable way.</p>	Jessica Kelly	Goals for th
<p>Describe the SMART goals that the school will use to progress monitor effectiveness of the curriculum, teachers, instruction, and growth for all sub groups?</p>	Tracy Kelley	Goals for th
<p>The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided. The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.</p> <p>The narrative evidences a deficit model approach, focused on student challenges rather than strengths and feeds into a narrative of low expectations and mediocrity. The mission and vision is not likley to produce or result in improved outcomes for students in the community.</p>	Tracy Kelley	Certify Miss
<p>Goals are unclear and weak. Education plan lacks detail for implementation and training for teachers.</p>	Heather Soja	Certify Miss
<p>Pass with reservation - comments in section</p>	Stephen Gay	Certify Miss

Reviewer	Score
Ginger Cash	
Steven Walker	Fail
Danielle Allen	Fail
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Heather Soja	Fail
Stephenie Clark	

Stephen Gay	Pass
Lynn Kroeger	
Kristen Parker	Fail
Tracy Kelley	Fail
Joe Maimone	
Jessica Kelly	Fail

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.

Omega School of Arts Academy foundation is based on the North Carolina Standard Course of Study. This curriculum is not only a state requirement it but it will address the needs of students seeking to be competitive in 21st century environment. Our goal at Omega School of Arts Academy is to produce college and career ready student who are able to be prepared for real life experiences.

Our second model will be the Common Core Model. Its primary purpose is to provide a clear set of shared goals and expectations for the knowledge and skills students need in English and Mathematics at each grade level so that they can be prepared to succeed in college, career and life. This model aligns with the mission at Omega School of Arts Academy

Our supplemental models is STEAM. In our natural environment STEAM will be the vehicle for our diverse population. STEAM allows for the exploration, creativity and theoretical advances of learning. Including the Arts allows for students to be creative, allowing them to express themselves clearly in Math and Science. In addition, the arts will improve the students academic performance. The arts don't just develop a child's creativity, the skills they learn because of them spill over into academic achievements. PBS says, "A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate."

All grades will appreciate the study of math, science and the arts at a young level. All disciplines will integrate STEAM, and hands on methods and approach to the curriculum. Both student and teacher will work together to develop individual tasks and goals that are appropriated by the student based on his/her abilities and interest.

Omega School of Arts Academy will offer a challenging curriculum that incorporates both the NC Standard Course of Study, STEAM and Common Core.

- *ELA..... (6-8)
- *Math (6-8)
- *Math 1 (8th-9th)
- Algebra.....(9)
- Math 2..... (10-11)
- Geometry..... (10-11)

Trigonometry... (12)

- *Social Studies. (6-8)
- *History..... (9-11)
- *Science..... (6-8)
- *STEM(6-8); Elective (9-12)
 - Technology..... (9-12)
 - Fine Arts..... (10-12) theatre, dance
 - PE..... (6-9)
- Spanish..... (9-12)
- Career Readiness (7-8)
- English 1-4..... (9-12)
- Biology
- Physical Science (9th)
- Chemistry..... (11)
- Civics..... (9th)
- U.S. History.... (11)
- World History... (10)
- Beta Clubs
- Student Government
- Art 1,2,3(6-12)
- Band (Middle School (6-8) Band (9-12)
- Chorus... (9-12)
- Home Economics and Shop (9-12)

Since enhanced mathematics, art, and science instruction is a particular focus of the program, new and creative methods will be employed.

*The content area in each course represents the NC Standard Course of Study, STEAM, and Common Core.

* Hands-on instruction is a strong component in both math and science.

* Technology used to enhance instruction as needed in each subject area.

* Field trips are encouraged and planned to supplement each unit of study.

* Cultural events will be encouraged and included each semester.

* Community members with real life experiences will be invited to participate as an extension of the lesson.

*Technology based instruction is offered at each grade level.

Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, instructional methodology all align with the school's mission.

We will improve student achievement in math, ELA and Science in grades 6-8 through differentiation of instructions and integration of problem based instruction.

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.

Small class sizes of 20 students maximum in all grades.

Hands on activities will be used in math and science in grades 6-8; Science will/may utilize labs, the natural world, field trips and or projects.

Technology will be utilized in all middle school classes.

All teachers will teach to the 8 multiple intelligences using differentiation in each lesson.

Teachers will model the strategy demonstrating to students how to think aloud to analyze and problem solve.

Learning strategies will be incorporate into each lesson.

Teachers will use different interactions to match different purposes and or outcomes:

informing

describing

modeling

coaching

facilitating

questioning

demonstearing

Grades 6-8: Provide opportunity for students to experience and appreciate the study/specific setting of math, science, STEAM and arts, along with other core subjects. Classes will be taught on the advanced level allowing students to extend themselves to their fullest potential. Students will develop reading and writing skills that allow them to make connections among concepts being taught.

Grades 9-12: Students will be provided the opportunity to experience and appreciate specific settings to meet graduation requirements with STEAM as one of the electives provided. Our success will not only be measured by our test scores, but by performance based assessments, performances of our students, driven by the educational theory and mission. These assessments will document and highlight student success in the classroom. The performances may include but are not limited to art work, theater performances, music and band concerts along with community projects.

Instructional methodology that align with the school's mission - inkeeping with the mission, our school will create an aggressive curriculum designed for all students to acquire a quality education where upon graduation, they will be career ready or college ready. By utilizing performance-based assessments, we will implement and evaluate any instructional design/changes necessary for student success.

We are desiring to create an atmosphere for learning and respect for proper discipline that will stimulate creativity in our programs. While discipline is important, we will develop in our students a desire for self-discipline. With our small classes, we will be creating a model where the learning atmosphere will be perfect for individual instruction and supervision to ensure that students have an opportunity to take risk in testing hypothesis. Teachers will have the opportunity to observe and follow each student's progress on a daily basis.

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.*

Our curriculum aligns with the school's mission because students will have the opportunity to learn using the learning model that helps them develop naturally. Lesson plans will be monitored to ensure teachers not only incorporate strategies that allow students develop appropriate skills that demonstrate competency with regard to state testing but also motivate them to want to explore in the natural setting. STEAM teachers will plan with core teachers to enhance our core curriculum. STEAM is the concept of learning in the natural world where students will be allowed to grow, explore and take risk in their natural environment. Students have the natural curiosity to explore which helps with growth development. Our school's vision and the North Carolina Accountability Model are similar in that our goal is to prepare students to be globally engaged and productive citizen. Students leaving Omega School of Arts Academy will be either college ready or career ready.

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.*

Teachers are required to include in their lesson plans rigor, active engagement for the students and differentiation. In our model we have included RTI, Response to Intervention which requires teachers to differentiate daily. These strategies are important because it will not only drive instruction, but identify those students early enough so that individual plans can be implemented. Parents will be notified earlier using this models which will give them early warnings that an intervention is needed so that students don't lag too far behind.

Omega teachers will collaborate to identify objectives for units of instructions based on the instructional plan to determine what summative assessments will be given to determine understanding of the concepts.

All students begin in Tier 1. This is where the teacher can analyze data from formative and or summative assessments. If interventions are needed, students will be identified, parents will be notified and interventions begins: Tier 2.

Teachers will analyze this data to determine student error. The next step will be to identify student knowledge or gaps of knowledge that may inhibit their academic success.

At risk students will be pulled out for interventions (Tier 2)

Individualized instructional plan is implemented for those at risk students.

Progress monitoring is the next step where students are monitored for two to three weeks to see if the plan developed is working.

Students are either moved to step 3 in the RTI model or back into the regular class, (Tier 1).

- 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.*

Our instructional plan is closely aligned with meeting the need of our population. Guidance Counselors, beginning with our ninth grade population will be assigned students to ensure that appropriate classes are taken which will prepare students to move forward. Graduation requirements will be monitored so that students will have completed the appropriate number of courses to ensure that students are college or career ready. Our goal is to produce students proficient in reading and math. Our educational plan is unique to each student's readiness. On-going assessments will demonstrate students readiness to move to the next grade level.

- 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?*

Future Ready Core requirements total 20 credits plus any other local requirements. This includes 4 English, 4 maths, 3 sciences, 3 social studies, 1 health/physical education and 3 electives/ 2 credits in a second language. Beginning in 9th grade students will be assigned a counselor who will help with the direction to which the student has chosen. Students will receive one credit point for each class they successfully pass. Grade points will be calculated using the four point scale.

- 7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

- 8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The Calendar has 181 school days and 16 teacher work days. It is aligned with the school's mission to provide training for teachers. The Sit team will go on a retreat during the first week of school to develop the academic theme/focus for the year. This will be provided to the staff upon their return. The team will work with the teachers to design rich literacy classrooms that work for not only large group instruction, but small group as well.

Board members will also be a part of the plan. Some members will come to school during school opening to share their understanding of the vision and mission to help the teachers understand the climate and culture. Our additional teacher workdays will be used as professional development to continue to push the theme of the year. This will include strategies for motivating teachers, using research based strategies for literacy, math, science and social studies.

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.*

Omega School of Arts Academy recognize that the educational performance of at-risk students will not improve without the efforts made to create partnerships within the community, teaching staff, and parents to overcome these barriers. Students well below/below grade level are at risk of academic failure, and the curriculum may need to be modified to adapt to the needs of these students. After identification of these students, through data/from previous test scores, RTI, and screening assessments, modifications to the curriculum will allow strengthening of skills needs for academic success. These students will be monitored for progress throughout the year, permitting for quick and immediate intervention if adjustments are not successful. Academic advocacy between members of staff, parents and community resources will enhance the success of identified at-risk students.

Special Education

All students with disabilities, regardless of the nature or origin, who needs speial education and related services, will be served in the least restrictive environment possible. Upon enrollment, all students will be screened for a preiously diagnosed disability. Students with existing IEPs will be assigned appropriate services and interventions based on their IEP.

All students will benefit from an interactive, engaging, modified curriculum based on their individual needs. Resouces will be allocated for individual enrichment as needed from a collaborative network of EC teachers, faculty, teaching staff, and parents conferencing semi-annually to fulfill the needs of these identified students.

A full time qualified EC teacher will be hired to address the needs of our EC population along with an EC Director. Students will be integrated within the regular, smaller classroom setting, with curriculum modifications constructed as required by their Instructional Plans (IEP) or teacher observation. Smaller class sizes will offer close and engaging relationships between the teacher and student providing the opportunity for proper identification in collaboration with the EC teacher and parents. Students with disabilities will be recommended for professional assessment. The curriculum will be modified if necessary.

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.*

English Language Learners:

Omega School of Arts Academy anticipates that its population of ELL will mirror that of the local school in the Scotland County. We are committed to ensuring that the ELL students have access to the same educational opportunities offered. Based on research and professional interviews with

experts in the field of education, the following process will be utilized for identification and success:

Identification

Assessment/Monitoring

Services Offered

Identification:

Each student will be given the Home Language Questionnaire (HLQ) upon acceptance to Omega School of Arts Academy to determine if the primary language is anything other than English.

Assessment/Monitoring:

Our school will bi-annually assess the English proficiency of the students through the team of teacher/and or staff to determine if further modification of the curriculum is necessary or if the ELL student is capable of exiting the program.

Services Offered:

For all qualified English Language Learners, four hours of daily English Language Development will be provided each day within the classroom setting. Each student will have an individualized language plan designed to meet his/her needs. These plans will be up-dated annually, with adaptations made to the student's learning plan.

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.*

AIG

Identification begins at the earliest level of school and is tested in the 3rd grade by local and state driven test. AIG identified students generally show an increased aptitude for studies, creativity, leadership qualities, an acute observation of environment. Our school will work with the community, our parents, and students to identify gifted and talented students from all backgrounds.

Students will be clustered together to:

create independent and individualized enrichment project activities to extend and expand reasoning beyond the daily curriculum

All students as well as AIG students will participate in the STEAM program.

AIG students will have cluster classes such as math and reading

Omega AIG teachers will create learning centers/ modules for AIG students to actively engage within accelerated peer groups.

Critical for curriculum design will be modifications to meet learning needs of those performing above grade level, accelerating the student.

Omega School of Arts Academy will incorporate a network of teaching staff, faculty, and parental conferencing to ensure the continued success of AIG students

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)*

Omega School of Arts Academy will comply with the federal legislation, Individuals with Disabilities Education Act (IDEA) offering a general, yet comprehensive program for all students, including a resource environment for identified Exceptional Children. As prescribed by the SBE and in accordance with state and federal laws, our school will provide to the SBE the total number of children with special needs, identified in accordance with state and federal laws enrolled. The school accepts and understands that for purposes of federal and state law, we are obligated to provide free and appropriate education (FAPE) and related services to children with special needs.

All students with disabilities, regardless of the nature/origin, who need special education and related services will be served in the least restrictive environment. Students with existing IEPs will be assigned appropriate services and interventions based on their IEP.

Small class size offers a close and engaging relationship between the instructing teacher and student to provide the opportunity for proper identification of EC students. In collaboration with a network of EC teachers, faculty and staff, and parent conferences students with special needs will be identified.

In addition, students will be recommended for professional assessment to help with the process of identification.

EC Records will be stored/ housed in a secure location/ in the case manager's locked file cabinet. Once those records are needed for review, the IEP will be pulled for the sole purpose of an annual or bi-annual review, but the files will be locked.

Requesting of records from previous schools will be completed by the data manager who will be responsible for those records. Once completed, they will be housed/secured in a secure location.

Records will be audited in house for compliance.

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.*

Students with disabilities will receive Exceptional Children's services based on the educational need for specially designed instruction when standard with modification is not effective. These services will be provided by highly qualified professionals in varying amounts of time depending on the individual need. Amounts of service can range from minimal modification using the NC Standard Course of Study to a full time specially designed instruction with related service providers. Determination of the need for specially designed instruction will be determined through a comprehensive, multidisciplinary evaluation process. (RTI), Response to Intervention:

Tier 1 is the course instruction. Grade level classroom instruction will meet the needs of most students, however; some students may need additional support to be successful. If the team determines through progress monitoring that a student needs more supplemental instruction, (Tier 2) a plan is developed that defines the support that will be provided. The plan will outline how progress will be tracked to determine whether the intervention is successful. If supplemental instruction does not remediate the concern, more intensive interventions (Tier 3) will be implemented and documented.

Our school will provide a multi-tier system of support.

The approach uses a team of educators to examine individual, classroom, and schoolwide data to make decisions on how to best meet the needs of all students. Team members are selected based on their expertise and knowledge of the student. Through this process, the team will identify students who require additional support in reading, math, writing, and or behavior, and provides these students with research-based interventions and strategies that will facilitate their success. Teams will also identify those student with goals that have been met. Parents can file a due process complaint for failure to provide FAPE. Progress monitoring data should align with student goals in IEPs.

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.*

The students will be graded using the 10 point grade model

90-100 -A

89-80 -B

79-70 C

69-60 D

Any grade below 60 if failing.

Omega School of Arts Academy will use the State mandated End of Course and End of Grade exams for grades 6-12. Benchmark test will be used to assess student's academic performance in Language Arts, Math, Social Studies and Science. Students will be periodically tested within the school year to determine their instructional level and measure the academic growth throughout the year.

This data will be used to determine if the students are performing at or above grade level as well as a promotion indicator.

Students who are not performing at expected grade levels based on the yearly EOGs and EOC's will be provided the following support in an effort to assist them in achieving passing scores on these assessments.

Expected levels of performance ---level 3 or higher

Tutoring offered after school 2:30-3:30 p.m. for 6-8 in Math, Ela, and Science conducted by full time certified teachers employed in the school.

ELL ---For all students qualified as English Language Learners, 4 hours of daily English Language Development each day within the classroom setting and after school tutoring.

All graduating seniors must meet the state standard for graduating from school.

Students in grades 6-8 must pass all core subject for promotion. These core classes include Math, ELA, Science and Social Studies. Students may attend summer school if they fail any of the EOG State Test.

Summer school is not required of high school students.

Graduation requirements include

Senior Project in one of the STEM disciplines

passing of all ELA classes 9-12

2 Sciences- One must be Physical Science

3 Histories- One must be United States History

2 math

2 Physical Education classes

1 Health

***At Risk students must participate in 4 STEAM classes in lieu of Math and Science graduation requirements with the option of foregoing the senior project and participating in a senior seminar TBA

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.

Appropriate discipline for student violations will be determined by the Superintendent. Violations of the acceptable use guidelines or any federal or state law, rule or regulation may result in disciplinary action. Violations that result in criminal activit will be referred to the appropriate law enforcement officials.

Discipline for Children with Disabilities:

The school shall comply with all applicabl federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C.Sec 1400 t seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.Sec 706 (8).

The school shall comply with state and federal due process requirements both in notifying students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the school. If the school suspends a student with special needs, it shall continue to provide to the student al continuing education services to the extend mandated by federal and state laws and regulations. In the event the School suspends or expels a studen, the school shall promptly notify local School officials in the district to which the student would otherwise be assigned. Such notification shall include the student's name, special education status, length of suspension/expulsion and the circumstanes giving rise to the suspension or expulsion. At the beginning of each School year, the School shall notify all parents/legal guardians that: "The local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S.115-391 until the period of suspension or expulsion has expired."(G.S.115C-238.29B(b)(11)).

The following procedures will be followed prior to a referral to an administrator for an in class infraction:

- 1st Offense.....Conference with student
- 2nd Offense.....Parental Contact
- 3rd Offense.....Teacher administered punishment and parental contact
- 4th Offense.....Administrative referral

The teacher will maintain a discipline file on each student they teach. A written incident form must accompany any referral to the administration. Emergency Situations should be referred to the office immediately (out of class or in-class)

Consequences of Disruptive Behavior

Misconduct violation referred to tha administration will be addressed as follows:

Out of class referrals to the office

- LEVEL 1: 1st offense Conference with student
- 2nd Offense 3 day lunch ISS
- 3rd Offense 5 day lunch ISS
- 4th Offense 3 days ISS
- 5th Offense 1 day OSS; with parental conference
- 6th Offense Administrative decision

LEVEL 2: Arguing, profanity, vandalism, possession of tobacco products:

1st Offense 3 days ISS

2nd Offense 5 days ISS

3rd Offense 1 day OSS, with parental conference

4th Offense 3 days OSS

5th Offense 5 days OSS

6th Offense 10 day OSS, with parental conference

7th Offense Administrative decision

LEVEL 3: Fighting, disrespect of authority, name calling, harassment including racial, sexual ethnic, bullying etc.

1st Offense 3 days ISS

2nd Offense 5 days ISS

3rd Offense 3 days OSS

4th Offense 5 days OSS

5th Offense dismissal from school

LEVEL 4: Possession or use of illegal substances including alcohol, possession of a weapon

1st Offense 3 days OSS

2nd Offense 5 days OSS

3rd Offense 10 days OSS

4th Offense Dismissal from School

This school has been identified as follows: Great special use property. Located off of busy hwy 74 in Laurel Hill NC, ten minutes from downtown Laurinburg TNC. Built in 1952 as a public school. Was purchased by a church in 2012 and renovated for their purposes. Has been used as a youth center and secondary service site. Has 7 separate buildings totaling over 52,000 square feet of usable space. Would work great for any use including, business park, charter school or church facility. This is a site we have viewed and are planning to either purchase in its entirety or negotiate a lease purchase agreement.

This facility was renovated in 2012. This will allow for easy implementation of 21st century technology. Implementing the STEM Program (Science, Technology, Engineering and Math) our students will be able to graduate with specialized skills in science and math education to succeed in college readiness. Other students graduating and going directly into the workforce will have the necessary tools to either start a business or move directing into the business field. The document attached show that the facility is school ready. This facility is 21st Century ready.

Section III: Education Plan Concerns and Additional Questions

<p>Instructional methods need additional clarification. Hands-on instruction is specified for math and science, but the instructional methods for other subject areas are undefined. Applicant provides very little insight on proposed assessment strategies. Clarification needed.</p> <p>What evidence does the applicant have that a STEAM focused curriculum will lead to improved student performance for the school's targeted population?</p>	Danielle Allen	Instructiona
Assessment not addressed?	Stephen Gay	Instructiona
Clarify the aspects of the "Common Core Model". How will STEAM be integrated in ELA and Social studies?	Tracy Kelley	Instructiona
<p>Applicant needs to clarify: How does the school plan to blend the NC Standard Course of Study and the Common Core Standards. They are relatively the same standards but with small differences per grade level. The NC Standard Course of Study is not a curriculum, rather a set of standards that all students need to show mastery against.</p> <p>Applicant needs to clarify: What is the specific framework/set up of the instructional methods? There is not enough detail to create a vision for instruction in the narrative.</p> <p>Applicant needs to clarify: What evidence is there to support that the methods described will lead to improved student outcomes for the targeted population?</p>	Kristen Parker	Instructiona
Assessment plan is weak when trying to implement a STEAM program which is likely more project-based. There is no clear assessment strategy mentioned.	Heather Soja	Instructiona
What math, ELA, Science curriculum will be used? Will it be purchased or developed in house? If developed in house when and who will lead the work? What intervention and Arts curriculum will be used?	Tracy Kelley	Curriculum a
What specific curriculum will be used?	Jessica Kelly	Curriculum a
<p>Applicant needs to clarify: How will the school ensure that all students are meeting and given the opportunity to excel? High schools typically provide an array of potential classes- how will the school account for this?</p> <p>Applicant needs to clarify: What is the specific curriculum that will be used to ensure students are meeting the depth of the NC Standards and the CCSS?</p> <p>Applicant needs to clarify: It is stated in the application that the SIT will meeting during the first week of school to determine the theme/focus- why is this waiting until the first week of school? Shouldn't this be focused on well ahead of the start of school?</p>	Kristen Parker	Curriculum a
there is not a sound plan for instruction and learning. A lack of detail is the concern.	Heather Soja	Curriculum a
Based on Common Core and STEAM - but no meat to the how!	Stephen Gay	Curriculum a
<p>Appendix B did not provide objectives that will be covered in each grade for one subject.</p> <p>When will the teacher retreats be held? Assuming one is during pre-planning, does the schedule allow for a second retreat?</p>	Danielle Allen	Curriculum a
WIDA testing for placement and support seems to be missing. AIG plan seems to lack detail about monitoring and evaluating the progress of these students.	Heather Soja	Special Prog
Identification not clearly stated	Stephen Gay	Special Prog
Answers meet the basic level, but lack depth		
<p>Applicant needs to clarify the statement that all students will be screened for a previously diagnosed disability - what is meant by this and what assessment tool is being used to conduct this screening?</p> <p>What tools will be used to assess/monitor ELL students></p>	Jessica Kelly	Special Prog
Who or what group will review "data from previous test scores, RTI, and screening	Ginger Cash	Special Prog

assessments" to identify the students who are at-risk? How will you determine the modifications needed to the curriculum based on this data? Once modifications to the curriculum are made, how will you monitor the student's progress? What training will be provided to staff in implementing Evidence Based Instructional Practices? Who will attend these trainings? How will the implementation of the practices be monitored and supported?		
What assessment will the school use to assess English proficiency of students identified as ELL? Please provide additional clarification around the cluster classes for AIG students in math and reading.	Danielle Allen	Special Prog
What is your process for identifying incoming students who have an IEP? What is your process for reviewing incoming records for compliance? How will you communicate a student's IEP to regular education teachers and maintain confidentiality? How will you document access to confidential records? If a parent, staff member, or other community member suspects a student has a disability, what is your process for referral and how do you respond?	Ginger Cash	Exceptional
How will students eligible for special education services or protected under 504 be identified? Applicant provides very few specifics. Please clarify. How will assessments and evaluations be completed?	Danielle Allen	Exceptional
504 not specifically address. Child find practices not specifically addressed.	Heather Soja	Exceptional
Follows State / Federal policy	Stephen Gay	Exceptional
Details are lacking for support and specifics of offerings for SWD. There is no specific alignment with the mission. Vague language of support for those with IEPs.	Heather Soja	Exceptional
Ed plan for EC does not appear to be aligned with school's STEAM focus. Please elaborate on the connection between these. Applicant describes possibility of implementing "full time specially designed instruction with related service providers." Who are these providers? Contracted service providers? In-house? If contracted, has applicant identified possible service providers? If in-house, what experiences/skills will be required of applicants to ensure they are able to provide such a wide spectrum of services? More detail needed here.	Danielle Allen	Exceptional
What is your plan for providing the full continuum of services that includes regular, resource, separate, and homebound services with existing staff members? What is your plan for providing related services such as speech, occupational therapy, psychological services, etc? How will the implementation of the IEP be monitored and reported to student, parents, and relevant staff?	Ginger Cash	Exceptional
Applicant needs to clarify: What benchmark assessment will be used? Applicant needs to clarify: How will the school run the tutoring program for students? Applicant needs to clarify: Why will there be 4 hours of ELL development for ELLs? How does this fit in with the overall mission and vision of the school? Applicant needs to clarify: What are the exact requirements for students to progress to the next grade level?	Kristen Parker	Student Perf
How will the at risk students whose graduation requirements are different be determined? What benchmarks will be conducted to measure student progress throughout the year?	Jessica Kelly	Student Perf
What benchmark assessments will be used? How will assessment system drive instructional decisions?	Tracy Kelley	Student Perf
Additional detail needed around exemption for at-risk students. Does this mean that "at-risk" students can take any STEAM course instead of Math/Science graduation requirements? What would these STEAM courses consist of? Have you checked the legality of altering graduation requirements? What does this change (or optional course of study) mean for their ability to get into a four-year college or university?	Danielle Allen	Student Perf

<p>The outlined graduation requirements are not equivalent to what most colleges/universities require for admission. Most HSs require 20-21 credits for graduation. It appears that Omega only requires 14. Why such a wide discrepancy? Why are students only required to pass 2 math classes for graduation? Please clarify.</p> <p>Very little alignment here between the performance standards and the school's mission. How is this related to school's STEAM focus?</p>		
<p>Assessment still not addressed</p>	Stephen Gay	Student Perf
<p>Grad requirements are good /</p>		
<p>No goals are outlined. This is a very weak section. Student performance standards are not clear and detailed. There is no connection and expansion from question 2.</p>	Heather Soja	Student Perf
<p>Applicant needs to clarify: How does the school plan to adapt conduct for 6th grade students all the way to 12th grade students? Student conduct and procedures would likely look different for middle and high school students?</p> <p>Applicant needs to clarify: There is not enough detail in the application to determine the exact process/procedures for how student conduct will be handled?</p>	Kristen Parker	Student Cond
<p>Suspension seems to be the primary mean of discipline. Is this beneficial for the students?</p>	Jessica Kelly	Student Cond
<p>Unclear how this plan aligns with the overall mission and proposed education plan. Please clarify.</p> <p>Applicant should provide additional information on how the code of conduct will be applied to students with behavioral/socioemotional issues.</p>	Danielle Allen	Student Cond
<p>Basic info provided with a great umbrella plan.</p>	Stephen Gay	Student Cond
<p>No Due process is included.</p>	Heather Soja	Student Cond
<p>Pass with reservations</p>	Stephen Gay	Certify Educ
<p>Education plan lacks clarity and specifics to help me build confidence that this school will truly impact student learning.</p>	Heather Soja	Certify Educ
<p>The school does not demonstrate an understanding of state reporting, accountability and the accreditation process. The school has not described a plan to meet state performance measures. The school does not have measurable or realistic academic goals. The school does not have a plan to monitor progress toward meeting the goals of the school. The state objectives and strategies do not align with the description of school goals. Instructional practices are not adequately and realistic addressed. There is no clear concise connection between the proposed instructional practices and the schools mission. Attempts to make the connection are not aligned and not rooted in research or verifiable data. The curriculum framework is not presented clearly and does not align with the schools stated mission and goals. The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels. A description of course offerings are not provided. Research to support the chosen "curriculum" is not provided. High school credit requirements are not provided. The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process. The assessment plan is not completely clear, and does not show it will be aligned with state or district standards. There is no plan for corrective action or prevention. There is no plan to evaluate the effectiveness of the academic program and no supporting research is provided to support the evaluation process described.</p>	Tracy Kelley	Certify Educ

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Cheryl Turner	
Danielle Allen	Fail
Steven Walker	Fail

Ginger Cash	
Stephenie Clark	
Lynn Kroeger	
Kristen Parker	Fail
Tracy Kelley	Fail
Joe Maimone	
Jessica Kelly	Fail
Heather Soja	Fail
Stephen Gay	Pass

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

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

Name of Private NonprofitMunicipality: Omega School of Arts Academy

Mailing Address: 237 Windover Drive

City/State/Zip: Raeford NC 28376

Street Address:

Phone: 910-479-1562

Fax:

Name of registered agent and address:

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 Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Chonita Jones	Secretary/VP	CUMBERLAND	Teacher	N/A	N
Caitlin Metz	accountant/treasurer	CUMBERLAND	Insurance/Optomety	N/A	N
Benita Tillman	Chairman	CUMBERLAND	Principal	Teacher's License k-12;NC State Bar & DC Bar	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.*

The board will elect, evaluate, retain and terminate Principal; and delegate administrative functions to the Principal- including the power to admit or dismiss students and to appoint or remove other employees. Establish the philosophy of education and the objective of the school, and keep those under constant review for pertinence. Maintain the trust represented by the charter, and reserve the institution's independence. State and restate general policies as from time to time may be required and manifested in part through long range planning. Ensure sound management of the assets of the school and develop sufficient financial support for its effective operation. Respond to and supplement management needs. Maintain the physical plant and expand it when necessary. Institute and promote major fund-raising efforts for the school. Establish annually a balanced budget for the school, which shall be submitted to it upon recommendation of the Finance Committee. Assess the institution's effectiveness, and conduct self-evaluation of the Board itself.

Approve the academic year calendar, including dates of major events prior to June 1 of the preceding academic year.

The Principal will be evaluated using the State evaluation tool (NCEES). This tool provides an excellent evaluation tool that will help develop a system that can improve principal practice and evaluates schools and student performance. Participating in the state job fairs held annually will be a model practice for recruitment of principals and teachers.

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 board will consist of seven members each with their unique set of skills. The board will assign the task of researching and drafting school policies to the Superintendent of Omega School of Arts Academy. The Superintendent will recruit a group within the governing body, within the school to help draft such things as school policies and goals. Once the school policies are drafted, revised and finalized, they will be presented to the full board for approval. Once the board approves the policies, they will become effective immediately. Using the Principal and Superintendent's Evaluative tool, each position will be evaluated based on the State Rubrics. Parents and business leaders will be inclusive on the board once the charter has been accepted and approved. The board will be evaluated and members elected every three years.

Our board members consist of two attorneys who are NC licenced and able to address greivences dealing with the legal aspect of compliants and compliance. One board will is from the county and will be able to provide community out-reach services and encourage businesses to partner with the school. Two members work directly in the school system which allows them to bring research best practices as well as to build and focus on school curriculum and testing skills. One board member works in the private sector in billing. This assess will again allow us to utilize the medical expertise in dental. It is our hope to partner with this business to provide free dental services for our students. Lastly, the final board member is a civil service personnel. She has experience in logistic and procurement. This will allow us to seek outside contracts and services that will benefit our school.

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

The board members were selected based on the willingness to serve on the school's charter along with a particular set of skills needed to manage and maintain a business. In addition, each member was interviewed to ascertain whether their services would fit the need of the business.

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

According to board policy, The board will meet every first Monday of each month beginning August 5, 2019 in Scotland County in a desgnedated room on our school's campus until a permanent building can be created.

Our annual time will be 6:00 p.m.

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

Board members will be invited and encouraged to participate in the profesional development conference provided by the state charter school department. Upon acceptance to our governing body, Omega School of Arts Academy will provide training using the Roberts Rules of Order to ensure parliamentary procedures are followed. This will ensure that meetings and conferences are conducted effectively and fairly.

All new members will go through parliamentary procedures upon acceptance to the board. Annually members will attend the State Charter School Conferences to get abreast of Research best practices for conducting and maintaining a healthy board and school.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of*

interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board of Trustees may require any officer or agent to file with the corporation a satisfactory bond conditioned on the faithful performance of his duties. The trustees, officers and agents shall serve without compensation. No member of the Board of Trustees shall become a full-time paid employee of Omega School of Arts Academy, and no full-time paid employee of Omega School of Arts Academy is eligible to be elected as a member of the Board of Trustees of Omega School of Arts Academy. Board members shall disclose any potential conflict of interest with regard to school matters being considered and shall not participate in any decision-making process on any such matter. Each board member shall agree in writing to conform to the school's Conflict of Interest policy prior to assuming a position on the Board.

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

The Board will assign the task of researching and drafting school policy to the Superintendent of Omega School of Art Academy and his designee. They in turn, will develop a sub committee from the board to be responsible for developing and drafting a plan/policy for approval. Once the board approves the draft, it will be implemented immediately.

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.

N/A This question does not apply to us at this time because we have not decided to utilize this option.

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

It is the policy of our Board of Trustees that all parents and staff members shall have the right to be present for solutions to any problem arising within their status as identified and shall be encouraged to exercise this right without fear of recrimination. It is for this purpose that a grievance procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to assure prompt attention to each problem. If the parent/staff member does not process their grievance within the set time limit, it shall be considered settled and not open to appeal.

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of the Omega School of Arts Academy Board Policy may report the offense immediately to an appropriate individual designated by the Superintendent. An employee who does not promptly report the possible discrimination, harassment or bullying shall be subject to disciplinary action. A members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

The Principal or his designee will immediately contact parents of students who have discipline issues and or hearings to discuss the problem and its disposition.

Any individual who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

a. the principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;

b. an immediate supervisor if the individual making the complaint is an employee;

c. The section 504 coordinator for claims of discrimination on the basis of a disabilities.

The grievance procedure may be used to address any situation occurring within the operations or normal procedures of the school which causes a student and or parent to believe he/she has been wronged, except in the case of long term suspension. Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking formal grievance procedures.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Board of Directors-Superintendent

High School and Middle School Principal
High School and Middle School Asst. Principal
Office director- clerks- Guidance Counselor
STEAM Coordinator-Middle and High School Teachers including STEAM
IT Director-Hardware tech-Web Master-AV Tech
Maintenance Director-School Security
Testing Coordinator
EC Director
Custodians
Finance Officer
Food Service Staff

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Omega School of Arts Academy will advertise positions in the local papers and Televisions

Attend the local colleges and set up booths at Tri- County Job Fairs
On line job search engines such as Indeed.com; Monistor.com etc

Advertising will include, but not limited to, notices in local newspaper, The Laurinburg Exchange/websites . The school's future facebook page and the use of the DPI website. in addition, a job fair will be held at the school. We will also advertise by word of mouth and to through local churches such as Bright Hopewell Bsptist Church where I am a member and Solid Rock Baptist Church, First Baptist just to name a few. We will also meet with merchants to get the word out such as WalMart, Belk, Bob's Jewelry, etc.

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

The Principal will interact with the Superintendent on a business like basis. No employees will have anything other than a working relationship with the board member. The board members will be introduced to staff during the opening of school.

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

Qualification Required for Individual Position

The Principal-- will be required to possess a Master's Degree in Education
Teachers-- who will be assigned grades 6th-8th will be required to possess a BS Degree in Middle Grades Education with a combination of teaching concentrations in Math, Science, Lanuguage and Social Studies

Teachers-- who will be assigned to grades 9-12 will be required to possess a BS Degree in Secondary Education with a concentration in Language Arts, History, Science, Math .

The Exeception Children's teacher -- will be required possess a BS in Special Education (K-12)

The Execeptional Children's Director -- will be required to possess a Master's Degree in Special Ed. (K-12)

The Health, and PE Computer teachers ---will be required to possess a Bachelor's degree

Art, Music, dance must possess a BS Degree

STEAM Director--- must possess / Masters in Math, Science and or National

Board Certification

IT Director-- must possess Masters Degree/ Technology

Facility Director-- Must possess Associate Degree

The cafeteria Manager, Cafeteria Assstant, Custodian/Maintenance, Recetionist and Business Manager will each be required to possess a high school diplomas.

The Bus driver will-- be required to possess a high school diploma as well as CDLs

All applicants will be screened on the state and federal levels/ this will include drug testing.

Once it has been decided to terminate an employee before the ending of the contractual period, the Principal must give the employee a written notice of termination. If the terminated employee wishes to discuss the reason for termination, he or she must contact the Principal in writing. If there is not a meeting of the minds here, the employee should admit a written complaint to the Board of Directors.

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

Superintendent 1:	\$ 68,000.00	(12 months)
Principals 12 months	50,000.00	
Asst. Principal	\$48,000.00	
Teachers 10 month -	37,000.00-	
IT Director 12 months	\$50,000.00	
Maintenance Director	\$40,000.00	
IT Tech	\$37,000.00	
Office Director	\$40,000.00	
Finance Officer	\$45,000.00	
Clerks	\$30,000.00	
Security Officer	\$25,000.00	
Custodians	25,000.00/part bus driver	
Cafeteria workers	\$15,000.00 yearly	
School Security	\$25,000.00	
Guidance Counselor	\$45,000.00	
STEAM Coordinator	\$37,000.00	
Testing Coordinator	\$35,000.00	
EC Director	\$40,000.00	

Instructional Personnel

Core & STEAM Teachers	\$37,000.00
Elective Teachers	\$37,000.00
EC Teachers	\$37,000.00
Teacher Assistant	\$19,000.00

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

All applicants will be screened on the state and federal levels/ this will include drug testing.

Once it has been decided to terminate an employee before the ending of the contractual period, the Principal must give the employee a written notice of termination. If the terminated employee wishes to discuss the reason for termination, he or she must contact the Principal in writing. If there is not a meeting of the minds here, the employee should admit a written complaint to the Board of Directors.

The grievance procedure may be used to address any situation occurring within the operations or normal procedures of the school which causes a employee to believe he/she has been wronged. If this is not handled internally, the employee has the right to write to the Board of Directors for a hearing.

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

Maintenance Director will have a dual role. The maintenance director will provide maintenance and repair for the building interior and exterior finishing. In addition, the director is responsible for the repair of windows, lock department and all furniture and grounds. Also, this position will also provide coverage for the transportation department. In this position, the applicant is responsible for the repair of buses; and or to ensure that buses are in good working order.

The funding of this position comes directly from the budget.

Custodians will also perform a dual role during years 1 and 2. Custodians must also drive the school bus prior to the school day to pick up students and at the end of the school day to take students home. This is included in the budget.

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.

Omega School of Arts Academy serves an area in which over half the population is designated as having minority status. We anticipate representing the ethnicity, national origin, gender, and disability of the public schools located in the area of our county. With that being said, we will hire and advertise on Bill Boards and other signage located in areas at or near popularly frequent establishments to ensure that potential applicants will have equal chances to learn about our school and will have the desire to join our school. We will also contact local churches to advertise our school's mission and vision to attract potential applicants.

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

Qualification Required for Individual Position - Each certified position must be certified in its area of expertise.

The Principal-- will be required to possess a Master's Degree in Education
Teachers-- who will be assigned grades 6th-8th will be required to possess a BS Degree in Middle Grades Education with a combination of teaching concentrations in Math, Science, Language and Social Studies

Teachers-- who will be assigned to grades 9-12 will be required to possess a BS Degree in Secondary Education with a concentration in Language Arts, History, Science, Math .

The Exception Children's teacher -- will be required possess a BS in Special Education (K-12)

The Health, and PE Computer teachers ---will be required to possess a Bachelor's degree

Art, Music, dance must possess a BS Degree

STEM Instructor--- must possess / Masters in Math, Science and or National Board Certification

IT Director-- must possess Masters Degree/ Technology

Facility Director-- Must possess Associate Degree

The cafeteria Manager, Cafeteria Assistant, Custodian/Maintenance, Receptionist and Business Manager will each be required to possess a high

school diploma.

The Bus driver will-- be required to possess a high school diploma as well as CDLs

Professional educators shall practice the professional standards of federal, state, and local governing bodies. The educator shall serve as a positive role model for students, parent and the community. Because the educator is entrusted with the care of education of small children and adolescents the educator shall demonstrate a high standard of personal character and conduct.

The Principal reports to the Superintendent. He or she must have classroom teaching experience and is eligible for North Carolina Principal Licensure. Duties of the principal include and is not limited to Conceptualizes the mission of the district, broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school programs.

Ensures that the school program is compatible with the legal, financial and organizational structure of the school system.

Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. The principal knows in detail the NC ABC's accountability model.

The Teacher reports to the Principal. This is a ten month position. Teachers must be able to acquire a North Carolina Teacher's licence. The duties of the teacher may be and is not limited to following board policy and procedures and to comply with the instructions and or directives from his/her supervisors. Responsibilities include the following: Planning the Program-the teacher cooperates, as requested, in the development of annual objectives for the school and plans instructional programs which incorporates these objectives. The teacher incorporates learner objectives compatible with the subject, grade level, established curriculum, and student needs. The teacher assesses his instructional program to determine its effectiveness. The teacher makes use of community resources, student talent volunteers, and other school personnel to enhance the instructional program and any other duties assigned by her supervisor.

Staff Evaluation and Professional Development

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

The Superintendent's designee will be responsible for maintaining teacher licensure requirement for the first 5 year cycle. Professional development will be part of the Principal's responsibility.

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.*

The Principal will mentor, retain, and evaluate staff using Truenorthlogic-Education Evaluation System (NCEES). Truenorthlogic is the official home base application used by public and charter schools of NC for storing and

managing educator effectiveness. It offers components designed to support the ongoing professional growth of k-12 educational leaders and teachers. This tool includes educator evaluation and professional evaluation. Each teacher will be evaluated either on a 3 cycle evaluation or a 2 cycle depending on their licensure. All teachers will complete their PDP at the beginning of the year. Career teachers will be evaluated twice a year. Beginning teachers will be evaluated 3 times a year and will also have a mentor to help them adjust to the school. We will solicit a retired teacher to provide services for new teachers as mentors. They will meet with them and provide professional development from year 1-year 3. This position will be a volunteer position so no money will be needed to fund this program for ILT teachers. Documentation will be kept by both individuals and then given to the principal at the end of each year so that the school will be able to apply for licensure when the program is completed.

- 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.*

Omega School of Arts Academy has contracted a STEM student who has graciously volunteered to help with our STEAM program. STEAM stands for Science, Technology, Engineer, the Arts, and Math. It is one of our core tenets and will be the focus for staff development. This program is in the developing stage. Our curriculum will consist of the following: It will be a major drive this year as it will be unveiled by a young man who has the passion and drive to give back his time to the youths of today. Not only will this PD be conducted internally, but our goal is to partner with a local STEM academy so that the students will take ownership early. With this program, students in middle school will be required to participate in STEAM for 1/2 semester. Upon entering 9th grade each student will decide the graduation track which will allow the matriculation to either college or career readiness. These courses are then in the election phase.

- 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.*

Omega School of Arts Academy will have 16 Professional Development Days. 12 Days of Professional Development Days will be before children come to school. During those days, as a school we will have professional development regarding implementing Technology, STEM, Unpacking the Curriculum, Understanding the EC Student Population, Classroom Management, PowerSchool, Open House the last day before students enter the building, Staff Pep Rally, and getting teachers to understand the mission, vision and climate of the school. In addition, we will implement and participate throughout the year learning the RTI Model, Response to Intervention to help move all students in a positive direction. During the school year, we will continue our training on RTI as well as to analyze data necessary for school and student growth. Professional development has been imbedded in the calendar. Using our daily scheduling we have also included this model as a remediation class to provide additional resources for the students. All teachers will be required to implement this model in their daily schedule. We will have our STEM Academy Training provided by a STEM graduate who has graciously provided his services free of charge. He is in the process of developing our curriculum and has offered to train our staff free of charge.

This staff development will not cost any funding. The trainer will return throughout the year to train staff.

August 1-5 Omega School of Arts Academy
SIT Retreat (SIT Team)

August 1, 2019 STEAM Academy- Science Academy

August 2, 2019 Power School Training/ Truenorthlogic

August 3, 2019 Technology Training- focus Google Suite

August 4, 2019 Unpacking the Curriculum

August 5, 2019 Classroom Management

August 8, 2019, STEAM- Mathematic Academy

August 9, 2019 Understanding EC Population

August 10 2019, STEAM- focus Engineering

August 11, 2019- STEAM focus Technology

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.

Omega School of Arts Academy will have 16 Professional Development Days. 12 Days of Professional Development Days will be before children come to school. A team of teachers will be sent on a retreat for 5 days to unpack STEAM and create strategies to use immediately upon return. This will be the sit team. These teachers will be chosen based on experience during the hiring process. They will also lead their grade levels for an appointed time. Upon returning, they will provide a make and take to the staff. This will be an on-going professional development throughout the year.

Teachers at school will have professional development regarding implementing Technology, STEAM, Unpacking the Curriculum, Understanding the EC Student Population, Classroom Management, PowerSchool, Open House the last day before students enter the building, Staff Pep Rally, and getting teachers to understand the mission, vision and climate of the school. In addition, we will implement and participate throughout the year learning the RTI Model, Response to Intervention to help move all students in a positive direction. During the school year, we will continue our training on RTI as well as to analyze data necessary for school and student growth. Professional development has been imbedded in the calendar. Using our daily scheduling we have also included this model as a remediation class to provide additional resources for the students. All teachers will be required to implement this model in their daily schedule.

Enrollment and Marketing:

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

Marketing Plan

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

Advertisement will be vital in the success of our school. During each period of enrollment, Omega School of Arts Academy will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. Open space is determined by the number of current students planning to return. The enrollment application will begin the first school day of January and end on the close of the last school day of February. The school shall enroll an eligible student who submits an application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of application exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Any application received after the enrollment period is NOT entered in the lottery, but is added to the end of the grade level waiting list on a first come, first served basis.

The school may give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year and to the children of Omega School of Arts Academy staff or founding board members of the charter school. This is assumed the total number of students allowed under the exemption will represent only a small percentage of the school's total enrollment.

Parent and Community Involvement

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

We at Omega School of Arts Academy believe children learn better when home and school cooperate. The teachers and staff will strive to maintain open lines of communication with parents. Parents are expected to provide support to our staff and faculty, and all communication shall be done in a calm and positive manner.

Conferences between parents and teachers are scheduled twice a year or when parents request conferences. Our first conference will be held the week before leaving for Thanksgiving and the week following Easter. The purpose of the conferences is to set goals, report progress, make cooperative plans

and compare notes. The following procedures should be followed if parental concerns arise:

1. Teacher/Parent phone call
2. Teacher/Parent conference
3. Teacher/Parent/Administration conference
4. Parent should request, in writing, a meeting with the full Board of Directors meeting

Open House will be held once a year to give parents, students and the community a chance to view our school. We will provide surveys about the goals of our students and how to meet these goal. This will be done several times during the year between parents, students and staff to keep the lines of communication open. We will have a fall festival and a spring festival to keep family and community involved with the school's culture. We will seek parent volunteer to spear head our annual festivals. We will seek parent volunteer to create beautification on the grounds; ie (gardens for food and or flowers .)

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.*

Omega School of Arts Academy will be open to any child who is qualifi under the laws of North Carolina for admission to a public school. To qualify to attend a North Carolina public school, a student must be a resident of NC. County boundaries or school attendances areas do not affect charter school enollment. Omega School of Arts Academy does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin religion or ancestry.

During each period of enrollment, Omega School of Arts Academy will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. Open space is determined by the number of current students planning to return. The enrollment application will begin the first school day of January and end on the close of the last school day of February. The school shall enroll an eligible student who submits an application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of application exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Any application received afttr the enrollment period is NOT entered in the

lottery, but is added to the end of the grade level waiting list on a first come, first served basis.

The school may give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year and to the children of Omega School of Arts Academy staff or founding board members of the charter school. This is assumed the total number of students allowed under the exemption will represent only a small percentage of the school's total enrollment.

To withdraw students from Omega School of Arts Academy, parents must notify the school that they are withdrawing the child with the specific date of the withdrawal.

Once the student has transferred to Omega School of Arts Academy, the data manager will call the school requesting that records be sent vial fax, however, parents must sign a document attesting that the student is not under suspension from the school to which he is withdrawing. Once the suspension period is over, the student can be admitted if he or she was not on a long term suspension.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

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

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

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Scotland County Schools
 LEA #2 Richmond County Schools
 LEA #3 Hoke County Schools

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 830	LEA 770	LEA 470	LEA 830	LEA 770	LEA 470	LEA 830	LEA 770	LEA 470	LEA 830	LEA 770	LEA 470	LEA 830	LEA 770	LEA 470
Grade 06	75	25	25	75	25	25	75	25	25	75	25	25	75	25	25
Grade 07	75	25	25	75	25	25	75	25	25	75	25	25	75	25	25
Grade 08	75	25	25	75	25	25	75	25	25	75	25	25	75	25	25
Grade 09	0	0	0	75	25	25	75	25	25	75	25	25	75	25	25
Grade 10	0	0	0	75	25	25	75	25	25	75	25	25	75	25	25
Grade 11	0	0	0	0	0	0	75	25	25	75	25	25	75	25	25
Grade 12	0	0	0	0	0	0	75	25	25	75	25	25	75	25	25
	225	75	75	375	125	125	525	175	175	525	175	175	525	175	175
	375			625			875			875			875		

X

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Why does the org chart show the Superintendent on the same level as the Board?	Tracy Kelley	Private Non-
Not completed	Stephen Gay	Tax-Exempt S
NA	Jessica Kelly	Tax-Exempt S
Some concerns were noted	Stephen Gay	Certify Gove
<p>A description of the organizational structure of the school is not sufficient to support implementation of the curriculum or the mission. The school has provided a description of the staff evaluation process; however, clear links to implementing the curriculum are lacking. Board membership reflects a lack of diverse experiences and skills. A plan to recruit board members with identified skill sets does not exist. No specific and realistic needs or qualifications for board members are listed. There is no description of the process to transition to an official board. There is not a clear comprehensive concise description of the board election process, decision making process, or the board membership terms. There is no clear mission aligned description of the roles and responsibilities of the board and the roles and responsibilities of the schools leader. The leaders qualifications are not described clearly and there is no clear description of a process for hiring and evaluating the staff and leaders. The responses do not indicate an understanding of how the school should comply with open meeting laws, open records laws, conflict of interest policies. There is no plan for effective board training, or plan for evaluating the board. The school has an enrollment process that is not in compliance with state statute and enrollment process that is insufficient and or potentially inequitable.</p>	Tracy Kelley	Certify Gove
Board is too small currently. Bylaws provide for 2 members of the board only. No provisions for Open Meetings Law in bylaws.	Steven Walker	Governance a
<p>Applicant needs to clarify: What direct role will the Superintendent play? It is outlined that the Principal will handle most of the day to day functions, where does the role of the Superintendent come into play?</p> <p>Applicant needs to clarify: Why does the Superintendent sit on the same level as the Board?</p> <p>Applicant needs to clarify: Why are there currently only 3 board members? Is this enough representation to ensure that there is diversity and enough experience to oversee/create a vision for the charter?</p> <p>Applicant needs to clarify: How will the board recruit additional board members? What will term limits be?</p>	Kristen Parker	Governance a
<p>Tillman and Jones both have educational background. May need to expand planning board to help shift work load for the development of the school</p> <p>The discussion of the board mentions other board members in addition to the three listed? Two attorneys?</p> <p>Board members will be invited to ... PD - needs to be required</p>	Stephen Gay	Governance a
<p>It appears that the superintendent is not on the governing board...but it is unclear the connection between the superintendent and the board. Does the superintendent report to the governing board? Why are they depicted on the same level? Who interviewed the Superintendent (was he/she interviewed)? How was he/she confirmed/hired without a full board?</p> <p>Board asked for accelerated planning year but set first public board meeting for August 2019. Are there no plans to meet prior to this to get the school up and running in the event that they are approved for opening on an accelerated schedule?</p> <p>Board members are elected to three year term, is there a limit on the number of terms a</p>	Danielle Allen	Governance a

board member can serve? Board only has three members, expertise does not appear widely varied. How does board plan to develop skills related to overall board governance, finance, marketing, real estate, etc.? How does board plan to recruit additional members? Grievance policy is unclear. What happens to the complaint after it goes to the first person on the established list? There is a set time period for parents/staff members to submit a grievance, is there similarly a period of time in which the principal/superintendent/board must acknowledge and process any submitted grievances?		
Only 3 board members	Lynn Kroeger	Governance a
There are only three members are listed but additional members discussed.	Heather Soja	Governance a
Will the board be able to attain 4 additional people?	Jessica Kelly	Governance a
Organizational structure needs clarification.		
NA	Stephen Gay	Proposed Man
Staffing plan does not align with projected enrollment/proposed budget.	Jessica Kelly	Staffing Pla
Outline for hiring and dismissing is not realistic. Will it be possible to find candidates who meet this criteria when opening a new school? Also are the required degrees/certifications realistic?		
The staffing plan does not align with enrollment projections, mission statement, budget, or financial narrative, why is that? There is an intention to base professional development on teacher need and student progress, but no clear plan is in place, why is that? There is not a clear process for evaluating teacher effectiveness, and what plan is in place it is not clear how it is tied to student academic performance.	Tracy Kelley	Staffing Pla
Applicant needs to clarify: Why does it say- "Board of Directors-Superintendent?" Are they the same position? Applicant needs to clarify: How does the school plan to retain high quality teachers? Applicant needs to clarify: What is meant by "no employees will have anything other than a working relationship with the board?" Please explain in further detail. Applicant needs to clarify: What will the process for hiring and firing employees be?	Kristen Parker	Staffing Pla
Staffing plan is detailed. May want to look at other means of advertising for positions to expand applicant pool. Salaries are conservative - how do they compare to local school district?	Stephen Gay	Staffing Pla
Roles and responsibilities are not included in this section or the grievance process.	Heather Soja	Staffing Pla
Applicant describes the relationship between the superintendent and the principal, but does not outline the relationship between the board and the school's employees. Please clarify. The process for hiring/firing is unclear. Does the board discuss and vote on hiring/firing personnel issues? Please clarify. Salary ranges seem unreasonably low. How does school plan to attract and retain high quality talent with these ranges?	Danielle Allen	Staffing Pla
Is there a need for a superintendent, principal and assistant principal? How do their duties differ? Does not seem to have a clear staffing plan that aligns with narrative, budget and school mission	Lynn Kroeger	Staffing Pla
In the PD - states STEAM student has been contracted with to provide training. Then states volunteered?	Stephen Gay	Staff Evalua
Please clarify why board has elected to use volunteers to oversee ILT teachers. Has board considered any drawbacks to using volunteers to evaluate new teachers?	Danielle Allen	Staff Evalua

<p>If STEAM is central to the school's mission, it's unclear why the program (or required professional development) is still in its developing stage, when the applicant has requested an accelerated planning year. School relies heavily on volunteers to carry out central parts of the academic program (beginning teacher PD, STEAM program). Is the volunteer equipped with a STEAM background? Applicant states that this individual has STEM expertise...are there plans to bring in experts for the arts aspect?</p> <p>During the pre-planning STEAM Academy, it's unclear what teachers across subject areas will be doing. For example, during the Science, Engineering, and Technology focus days, what are ELA and Social Studies teachers doing? Is this a focus on content? Cross-curricular learning? Pedagogy? Please clarify.</p>		
<p>Applicant needs to clarify: When at full capacity is it feasible for the Principal to evaluate all staff and support all teacher development?</p> <p>Applicant needs to clarify: How will teachers be evaluated on the STEAM components?</p> <p>Applicant needs to clarify: How will teachers develop enough knowledge to fully execute on the STEAM vision for each classroom?</p> <p>Applicant needs to clarify: How does the school plan to meet the needs of both middle school and high school teachers?</p>	Kristen Parker	Staff Evalua
This professional development plan lacks direction of detail.	Heather Soja	Staff Evalua
Does not address racial/ethnic and demographic composition of the district.	Heather Soja	Marketing Pl
Meets state policy	Stephen Gay	Marketing Pl
The recruitment plan does not evidence a thorough understanding of the lottery, enrollment and application process.	Tracy Kelley	Marketing Pl
Need to increase the amount and types of communication in the plan	Stephen Gay	Parent and C
Applicant needs to clarify: How will the parent/teacher conferences be set up with High school students? They will have multiple teachers- how will you ensure all teachers take part?	Kristen Parker	Parent and C
Applicant needs to clarify: How will parents be informed of the STEAM component?		
Using social media should be included. Planning various events to draw parents in.	Heather Soja	Parent and C
This is not realistic.	Heather Soja	Projected St
As stated earlier - adding 2 grades in year 2 and 3 - will 100 HS students leave their school for Omega? If a great product yes - sports will be a huge factor in your HS pull!	Stephen Gay	Projected St
Why is school proposing to grow two grade levels in years two and three instead of one? How realistic is it to enroll 125 10th grade students in year 2 and 125 seniors in year 3? Why would a senior leave the school they've been enrolled in for 3 years to attend Omega for one year before graduating? Please clarify.	Danielle Allen	Projected St
The projected enrollment is unrealistic and overly ambitious especially since the LEAs are closing schools for decreasing student populations.	Tracy Kelley	Projected St
Projected enrollment does not seem realistic based on need.	Jessica Kelly	Projected St
Applicant needs to clarify: Is it realistic to nearly double student population from year 1 to year 2?	Kristen Parker	Projected St

Reviewer	Score
Alex Quigley	
Alan Hawkes	
Cheryl Turner	
Danielle Allen	Pass
Steven Walker	Fail
Ginger Cash	
Heather Soja	Fail
Jessica Kelly	Fail
Joe Maimone	

Tracy Kelley	Fail
Kristen Parker	Fail
Lynn Kroeger	Fail
Stephen Gay	Pass
Stephenie Clark	

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.

Transportation:

Based upon student population and transportation request, bus routes will be established and implemented. As transportation needs change the number of buses and routes may change.

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.

Scotland County is a poor county where students lack nutritious meals and or snacks. Omega School of Arts Academy will provide bag lunches and snacks for the students. These meals will be prepared by our staff and served in our cafeteria. Students who prefer to bring their own lunch will be able to do so. Hot lunch will be provided seasonally.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$6,117.50
Officers and Directors/Errors and Omissions	\$100,000		\$.00
Property Insurance	\$1,000,000		\$.00
Motor Vehicle Liability	\$0		\$.00
Bonding Minimum/Maximum Amount	\$1,000	\$10,000	\$.00
Other	\$0		\$.00

Total Cost	[REDACTED]	\$6,117.50
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*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.

beverlysatterfield 09/30/2018

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The board is in the process of visiting available properties in the county. We have partnered with a local realtor to schedule a visit to the property identified in this application to discuss the possibility of negotiating terms that will benefit both parties. Several additional school properties are available in the county, therefore, the board cannot commit to anything until approval has been given by the state. The board will visit several othe properties if necessary.

Once approval has been given by the state to open a school, the board will acquire a property and upon completion of the inspections, a certificate of occupancy will be granted by the county commissioners of scotland county.

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 property that we are investigating has a cost of \$1,000,000.00 or best offer.

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 said property that we have inquired about is perfect for this school and has the available acreage necessary. The realtor that we have been working with is aware of the situation regarding the application process. Because

Scotland County has closed several of its schools and is intending to close two more next school year, there is no shortage of acquiring a facility. If given the opportunity to open a charter school in this county, there are more than enough facilities to choose from.

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Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Applicant needs to add more detail about transportation plan. Not showing it aligns with mission or need of students.	Jessica Kelly	Transportati
Plan needs additional clarification. How many students does the school anticipate having to transport? How many buses are they planning to buy/rent? How many drivers will the school hire? How much is the school budgeting for buses, maintenance, gas, tires, etc.? How will the school determine whether or not students need transportation? How far will the buses travel? Will the school use cluster stops?	Danielle Allen	Transportati
More detail needed here.	Heather Soja	Transportati
Applicant needs to clarify: How does the school plan to provide busing for students?	Kristen Parker	Transportati
Applicant needs to clarify: With high school students what is the process/plan for students potentially being able to drive themselves to school?		
Narrative on transportation lacks detail	Lynn Kroeger	Transportati
The school has provided a partial description of whether and how student transportation needs will be addressed.	Tracy Kelley	Transportati
Only states that buses will be provided?	Stephen Gay	Transportati
More detail needed		
What is your plan for providing transportation for students who have it listed as a related services on their IEP?	Ginger Cash	Transportati
The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the schools plan. The school has provided a partial description of whether and how student food service needs will be addressed.	Tracy Kelley	School Lunch
What is the typical F/R population in this area? Will your plan provide adequate nutrition for these students? There are many details missing.	Heather Soja	School Lunch
How are you paying for the bag lunches? Are you engaging in Federal program? What is the nutritional value of the bag lunch?	Stephen Gay	School Lunch
Applicant needs to clarify: Is it feasible to serve bag lunches everyday for students?	Kristen Parker	School Lunch
Applicant needs to clarify: Earlier in the application it was not outlined that there would be multiple positions for cafeteria workers- for the proposed population, you would need quite a few cafeteria workers to make this work?		
Applicant needs to clarify: Where will the food come from for the bag lunches?		
Details are lacking in how the school lunch program works	Lynn Kroeger	School Lunch
Plan needs additional detail. How many students does the school anticipate having to provide meals for? How will the school determine which students need meals? How much has the school budgeted for meals and snacks? What does providing how lunch seasonally mean? Only when it's cold outside? Who will provide these meals? At what cost?	Danielle Allen	School Lunch
These numbers do not look right at all.	Steven Walker	Civil Liabil
Quote does not appear to include appropriate errors and omissions coverage (includes 100,000 when it should include \$1 million per occurrence), automobile liability, adequate crime coverage, or workers compensation. Please clarify coverages and quote.	Danielle Allen	Civil Liabil
May want to research more quotes - but meets require for State coverage	Stephen Gay	Civil Liabil
Missing details or coverages revealed.	Heather Soja	Civil Liabil
Facility not identified. Not a candidate for acceleration without a facility.	Heather Soja	Facility and
The identified facility looks great on the surface! Do an environmental survey and mechanical analysis to allow you to plan for future costs.	Stephen Gay	Facility and
Due to location - look at USDA funding as a possibility for purchase and rehab		
Acceleration applicants must demonstrate that they have a building acquired. This plan does not appear to support that. Please clarify.	Danielle Allen	Facility and

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What is the cost per square foot for the facility? Is \$1,000,000 reasonable given the area and size of the facility?		
Contingency plan cites closed schools in Scotland County. Does the board have an agreement with the LEA stating that they will be able to use one of these vacant buildings? If so, please clarify the agreement. If not, the contingency plan needs additional support.		
Facility has not yet been confirmed. This is a requirement of acceleration	Lynn Kroeger	Facility and
A description of the school facility is provided; however, details are insufficient, and the facility may not be sufficient to ensure the full implementation of the school program. The school budget reflects costs associated with the development and operation of the school facility and the schools financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data.	Tracy Kelley	Facility and
What specific steps will be taken to obtain a facility? With many properties being available that were schools is there again a need in the community for another school?	Jessica Kelly	Facility and
Applicant needs to clarify: What evidence is there to support the facility being perfect for the proposed school?	Kristen Parker	Facility and
Applicant needs to clarify: What is the exact proposed process and timeline for securing a facility?		

Reviewer	Score
Ginger Cash	
Steven Walker	Fail
Danielle Allen	Fail
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Stephenie Clark	
Jessica Kelly	Fail
Joe Maimone	
Tracy Kelley	Fail
Kristen Parker	Fail
Lynn Kroeger	Fail
Stephen Gay	Pass
Heather Soja	Fail

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	LEA #1 830 - Scotland County Schools			
	Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
	State Funds	\$6,467.58	225	\$1,455,205.50
	Local Funds	\$1,801.00	225	\$405,225.00
	Federal EC Funds	\$3,203.69	25	\$80,092.25
	Totals			\$1,940,522.75
	LEA #2 770 - Richmond County Schools			
	Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
	State Funds	\$6,086.11	75	\$456,458.25
Local Funds	\$1,068.00	75	\$80,100.00	
Federal EC Funds	\$4,464.16	25	\$111,604.00	
Totals			\$648,162.25	
LEA #3 470 - Hoke County Schools				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,105.34	75	\$457,900.50	
Local Funds	\$564.48	75	\$42,336.00	
Federal EC Funds	\$4,464.16	25	\$111,604.00	
Totals			\$611,840.50	

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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	\$2,369,564	\$2,369,564	\$2,369,564	\$2,369,564	\$2,369,564
-Local Per Pupil Funds	\$527,661	\$527,661	\$527,661	\$527,661	\$527,661
-Exceptional Children Federal Funds	\$303,300	\$303,300	\$303,300	\$303,300	\$303,300
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,200,526	\$3,200,525	\$3,200,525	\$3,200,525	\$3,200,525

***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.

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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	\$50,000	\$50,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000
Assistant Administrator	0	\$48,000	\$0	0	\$48,000	\$0	2	\$48,000	\$96,000	2	\$48,000	\$96,000	2	\$48,000	\$96,000
Finance Officer	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Clerical	3	\$30,000	\$90,000	3	\$30,000	\$90,000	3	\$30,000	\$90,000	3	\$30,000	\$90,000	3	\$30,000	\$90,000
Food Service Staff	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000
Custodians	2	\$25,000	\$50,000	2	\$25,000	\$50,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000	4	\$25,000	\$100,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
IT Director	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
IT Techs	2	\$37,000	\$74,000	2	\$37,000	\$74,000	3	\$37,000	\$111,000	3	\$37,000	\$111,000	3	\$45,000	\$135,000
Maintenance Director	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Superintendent	2	\$68,000	\$136,000	2	\$68,000	\$136,000	2	\$68,000	\$136,000	2	\$70,000	\$140,000	2	\$70,000	\$140,000
School Security	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Office Director	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Guidance Counselor	1	\$45,000	\$45,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000	2	\$45,000	\$90,000
Steam Coordinator	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000

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Testing Coordinators	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000	1	\$37,000	\$37,000
Ec Director	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
A - Total Admin and Support:	20		\$779,000	22		\$874,000	27		\$1,057,000	27		\$1,061,000	27		\$1,085,000
Instructional Personnel:															
Core Content Teacher(s)	12	\$37,000	\$444,000	18	\$37,000	\$666,000	26	\$37,000	\$962,000	26	\$37,000	\$962,000	26	\$37,000	\$962,000
Electives/Specialty Teacher(s)	3	\$37,000	\$111,000	3	\$37,000	\$111,000	3	\$37,000	\$111,000	3	\$37,000	\$111,000	3	\$37,000	\$111,000
Exceptional Children Teacher(s)	3	\$37,000	\$111,000	5	\$37,000	\$185,000	5	\$37,000	\$185,000	5	\$37,000	\$185,000	5	\$37,000	\$185,000
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	1	\$19,000	\$19,000	1	\$19,000	\$19,000	1	\$19,000	\$19,000	1	\$19,000	\$19,000
B - Total Instructional Personnel:	18		\$666,000	27		\$981,000	35		\$1,277,000	35		\$1,277,000	35		\$1,277,000
A+B = C - Total Admin, Support and Instructional Personnel:	38		\$1,445,000	49		\$1,855,000	62		\$2,334,000	62		\$2,338,000	62		\$2,362,000
Administrative & Support Benefits															
Health Insurance	19	\$4,000	\$76,000	21	\$4,100	\$86,100	26	\$4,100	\$106,600	26	\$4,200	\$109,200	26	\$4,100	\$106,600
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
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	20	\$1,500	\$30,000	49	\$1,500	\$73,500	62	\$1,500	\$93,000	62	\$1,500	\$93,000	62	\$1,500	\$93,000
Social Security	20	\$3,050	\$61,000	49	\$3,050	\$149,450	62	\$2,500	\$155,000	62	\$2,500	\$155,000	62	\$2,500	\$155,000
D - Total Admin and Support Benefits:			\$167,000			\$309,050			\$354,600			\$357,200			\$354,600
Instructional Personnel Benefits:															
Health Insurance	18	\$4,000	\$72,000	27	\$4,100	\$110,700	35	\$4,100	\$143,500	35	\$4,100	\$143,500	35	\$4,100	\$143,500

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Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	18	\$3,050	\$54,900	27	\$3,050	\$82,350	35	\$2,500	\$87,500	35	\$2,500	\$87,500	35	\$2,500	\$87,500
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	18	\$1,500	\$27,000	27	\$1,500	\$40,500	35	\$1,500	\$52,500	35	\$1,500	\$52,500	35	\$1,500	\$52,500
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:			\$153,900			\$233,550			\$283,500			\$283,500			\$283,500
D+E = F - Total Personnel Benefits			\$320,900			\$542,600			\$638,100			\$640,700			\$638,100
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$946,000	22		\$1,183,050	27		\$1,411,600	27		\$1,418,200	27		\$1,439,600
B+E = H - Total Instructional Personnel (Salary & Benefits)	18		\$819,900	27		\$1,214,550	35		\$1,560,500	35		\$1,560,500	35		\$1,560,500
G+H = J - TOTAL PERSONNEL	38		\$1,765,900	49		\$2,397,600	62		\$2,972,100	62		\$2,978,700	62		\$3,000,100

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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:	Office Supplies	\$70,000	\$50,000	\$5,000	\$5,000	\$5,000
	Paper	\$80,000	\$60,000	\$10,000	\$10,000	\$10,000
	Computers & Software	\$150,000	\$50,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$55,000	\$55,000	\$10,000	\$10,000	\$10,000
	Copier leases	\$50,000	\$50,000	\$10,000	\$10,000	\$10,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$25,000	\$0	\$0	\$0	\$0
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$10,000	\$0	\$0	\$0	\$0
	Other Professional	\$1,625	\$1,075	\$1,000	\$1,000	\$1,000
Facilities	Facility Lease/Mortgage	\$80,000	\$80,000	\$40,000	\$40,000	\$40,000
	Maintenance	\$50,000	\$50,000	\$10,000	\$10,000	\$10,000
	Custodial Supplies	\$149,000	\$30,000	\$10,000	\$10,000	\$10,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$35,000	\$35,000	\$15,000	\$15,000	\$15,000
	Other	\$25,000	\$0	\$0	\$0	\$0
Utilities	Electric	\$100,000	\$90,000	\$24,000	\$24,000	\$24,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$50,000	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$40,000	\$19,425	\$0	\$0	\$0
	Gas	\$100,000	\$35,000	\$25,000	\$25,000	\$25,000
	Oil/Tires & Maintenance	\$40,000	\$25,000	\$10,000	\$10,000	\$10,000
Other	Marketing	\$20,000	\$10,000	\$3,500	\$3,500	\$3,500
	Child nutrition	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	K - TOTAL Administrative & Support Operations	\$1,163,125	\$673,000	\$211,000	\$211,000	\$211,000
	Instructional:					
Instructional Contract	Staff Development	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Classroom Technology	Software	\$72,000	\$30,000	\$10,000	\$10,000	\$10,000

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Books and Supplies	Instructional Materials	\$80,000	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$5,000	\$5,425	\$0	\$0	\$0
	Copy Paper	\$100,000	\$80,000	\$5,000	\$5,000	\$5,000
	Testing Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Other	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	L - TOTAL Instructional Operations	\$271,500	\$129,925	\$29,500	\$29,500	\$29,500
	K+L = M - TOTAL OPERATIONS	\$1,434,625	\$802,925	\$240,500	\$240,500	\$240,500

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,765,900	\$2,397,600	\$2,972,100	\$2,978,700	\$3,000,100
M - TOTAL OPERATIONS	\$1,434,625	\$802,925	\$240,500	\$240,500	\$240,500
J+ M =N TOTAL EXPENDITURES	\$3,200,525	\$3,200,525	\$3,212,600	\$3,219,200	\$3,240,600
Z - TOTAL REVENUE	\$3,200,526	\$3,200,525	\$3,200,525	\$3,200,525	\$3,200,525
Z - N = SURPLUS / (DEFICIT)	\$1	\$0	-\$12,075	-\$18,675	-\$40,075

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment number was projected based upon the classroom size of a normal class with 25 being the maximum. In addition, student learn best in smaller classes without distractions. We believe that 20 would be an ideal class, however; 25 would be the maximum number that a teacher could teach that would ensure that all students learning styles could be met. Omega teachers are required to use the 6 point lesson plan. Using that tool, teachers will be instructed to include rigor, and differentiation to ensure student growth. Teachers will be required to be trained in RTI, a Response to Intervention where they will meet weekly. During their meetings, teachers will discuss students at risk of failure, contact parents, create and intervention plan, monitor the plan and report back analyzing the progress. This data will drive the instruction. Using this tool, some students may have individualized plans/ Scotland County has a number of students who have been removed from public school because their learning styles have not been met along with the fact that behavioral issues take up the teacher's time. If children are met where they are able to understand/learn, discipline will not be a problem.

The first year we project a total population of 375 students. This will include 6th-8th grade with 125 students each. Year 2 will include high school. With the addition of grades 9th-10th the project is an addition 250 students. By year 3, we will have a projected total of 875 students. The school will be fully immersed at that time.

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

The back up plan is to apply for grants and or funding from local businesses and companies. Some companies will be ones such as Spectrum and Verizon. We have began researching grants from private and federal organizations to help offset the cost of managing the school. Spectrum has a digital education grant. These grants are provided in the area in which it is located.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans,

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donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

No

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

Omega School of Arts Academy

- 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.*

1:20 is the student ratio with 25 being the max.

The school will be audited by Walter J. Pikul, MBA, CPA, CFP located in Fayetteville. Exceptional children can be served at the school. Resources have been included in the budget. The custodial services have also been included in the budget. Contractors will be selected by the board with criteria being the lowest bid.

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

The budget is aligned with the school's mission because the goal is to ensure that students have the know how to enter into the world and or college ready to meet the world head on. In the budget we have provided for students to have the opportunity to choose their path. With that being said, money is available for computers. Resources have been allocated for students to visit the theater and or arts exhibits to motivate them to grow and develop in a natural environment. The school will be equipped with the latest technology available. Resources have been allocated for the students to be creative and innovative which is what our mission is. Each student will be provided with a chrome book in lieu of a text book so that they will be exposed to all the necessary tools. If students are not in school, they will be able to go on line to receive lessons and not get behind in class. The students will be able to connect with teachers in real time for help with lesson because a child will have access to chrome books daily. Our facility will have 21st century technology which will inspire students to want to be in school and not in the streets.

Transportation will be provided for all students.

- 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.

25% of expenditures will be the school's goal for the general fund balance. Proposal will be presented to the board for approval of smartboards in all classes, laptops for teachers and chrome books for students. Upon approval, these tasks will be completed. It is the intent to equip all classrooms with smartboards and workable software the first and 2nd year. It is also an intent to provide chrome books for all students and laptops for staff and personnel. This should happen within the first two years. All monies will be used for its allotted purpose. At the end of each school year, this will be verified in the yearly audit.

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

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The board has discussed the possibility of looking at two facilities already available in the county of choice. Omega School of Arts Academy is not in the position to finance any structure, therefore, we will be looking to lease a property and or a lease to purchase later. We are also seeking grants to help finance this endeavor.

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

No. The school will be opening with no assets.

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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?

The school follow the state and charter school finance regulations strictly to ensure adequate internal controls. All checks and regional receipts must be authorized by the board, then registered on the expense account and banking to form an accounting report. The treasurer will be the person responsible for finances. The financial officer will report to the board of directors monthly.

Steps to follow:

subcommittee selected

subcommittee conducts bidding for audit

select auditor approve by local government committee to audit Omega School of Arts Academy

board supervises this process

School to provide monthly financial reports to include statement of revenues and expenditures prepared in accordance with accepted accounting principals. Financial reports will be audited by Walter J. Pikul, MBA, CPA, CFP.

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

None at this time.

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.

Walter J. Pikul, MBA, CPA, CFP

P.O. Box 41035

Fayetteville, NC 28309

Phone #910-424-1981

Fax 0910-424-4873

This is the firm the board is investigating for usage.

Scotland County serves a population where the traditional school does not meet the need for its citizens. For example, less than 25% of its students are college ready and or receive Bachelor Degrees. North Carolina State Department of public instructions 2016-17 accountability scores grade the states districts on an A to F grading scale. Despite a third consecutive year of increased student growth, only one school in Scotland County received an A, while six received C's and three received D's. As educators we view this as a failure and believe our model will increase student performance.

One model that will be used at Omega will be the RTI Model which helps

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Scotland County Board of Education has experienced a steady decline in student enrollment of approximately 1% per year over the past five years. Due to the economic issues facing Scotland County and lack of growth, the Board expects this trend to continue for the foreseeable future. According to the U.S. Census Bureau, Scotland County has a permanent population projection of 35,509 for 2015. Since 2010, this represents a drop of 1.8% or 648 residents.

More importantly, I was born and raised in Scotland County. My children were educated in the Scotland County School System as well. Though I no longer live in Scotland County, I still have family who send their children to Scotland County School so you can see why I am vested in the county and community. It is my hometown where my passion and heart is. I know the county, I know the people and I know that most of the people in the county feel as passionate about the school system as I do.

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Little or few details are provided in the budget narrative; there is no connection between the budget and the the stated mission; and there are very little details or information as to what the assumptions are based on and the budget does not balance year 2, 3, 4, 5. The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls. The plan to develop financial policies or existing policies are deficient. The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided. Limited information is provided as to what services will be purchased or contracted. There is no process for evaluating expenditures, and projected growth is not adequate to meet long range plans.	Tracy Kelley	Certify Fina
concerns stated in sections Overall - idea is strong. A other year of planning and digging deeper into the details would benefit Omega and may them a stronger school in the end. A lot of questions still out there and application doe snot address all areas of concern. Strengths - possible facility and budget planning Areas of need - is community bought in? more detailed educational plan.	Stephen Gay	Certify Fina
Funding is based on a HIGH number of EC students. Remember the 10% rule for funding!	Stephen Gay	Budget Reven
Is it realistic to budget 1/3 of the students from Richmond and Hoke county as considered EC. This appears to overstate revenues by \$150,000	Lynn Kroeger	Budget Reven
The budget does not reflect the student enrollment increases identified.	Heather Soja	Total Budget
Applicant needs to clarify: Why/How are the funds consistent across and throughout the 5 years? Applicant needs to clarify: How does the proposed projections align with the Total Student Enrollment projections?	Kristen Parker	Total Budget
Why do revenues stay flat in year 2 - 4 given projected increase in enrollment?	Lynn Kroeger	Total Budget
The revenue projection year 1-5 remain constant this demonstrates a lack of understanding as it relates to per pupil funding.	Tracy Kelley	Total Budget
Why are projected numbers staying the same each year? Is the school not projecting any fluctuation at all?	Jessica Kelly	Total Budget
Budget based on State / Fed and local revenue	Stephen Gay	Total Budget
Budget does not align with student enrollment. There is a lack of clarity on what positions will be needed as well as salary listed.	Jessica Kelly	Personnel Bu
There is misalignment with revenue projections previously. Also, there is no retirement offered. This will be a barrier in attracting quality leaders and teachers.	Heather Soja	Personnel Bu
Applicant needs to clarify: Will personnel not receive raises throughout the years? Why are positions/payroll consistent across the 5 years? Applicant needs to clarify: Clarify the position of Lead Administrator? Is this meant to be the Superintendent or the Principal? Applicant needs to clarify: Why is there a line item for 2 Superintendents?	Kristen Parker	Personnel Bu
With out State Health / retirement - will you be able to pull experienced teachers? Salaries - how do they compare - admin salaries are on low end and teacher salaries low for experienced staff	Stephen Gay	Personnel Bu
Personnel budget seems top heavy. Why is the board proposing to hire 2	Danielle Allen	Personnel Bu

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<p>superintendents, a lead administrator, an office director, three clerical officers, and a finance officer for 375 students in the first year? Please clarify.</p> <p>This is the first that the applicant has mentioned hiring two superintendents. Does not align with other sections of the application.</p> <p>Board proposes to hire 1 STEAM coordinator in year 1 and doesn't propose increasing this, even when the school doubles in size. Is this feasible, given the STEAM focus of the school?</p> <p>Additional information is needed around the implementation of the STEAM model. School has budgeted for three electives/specialty teachers. Does this include theatre, visual, and performing arts? Music? Engineering electives? Personnel budget does not appear aligned with all sections of the application (mission, ed plan).</p> <p>Applicant hasn't proposed yearly raises for any positions except for the superintendents in year 4. What is the rationale behind this? Is this a feasible salary scale to attract and retain high quality talent?</p>		
<p>Operations costs appear to dip drastically in years 3 and beyond, when the school will be at its largest projected enrollment of 875 students. Please clarify.</p> <p>Why do utilities costs drop so much in years 3 and beyond? School will have 875 students and over 60 staff members...why wouldn't the school anticipate higher utilities costs?</p> <p>Why does the school budget a quarter of gas costs in years 3, 4, 5, than they do in year 1, when they'll have more than twice the number of students? Please clarify.</p> <p>How are child nutrition numbers the same across all five years, when enrollment projections have the school growing from 375 to over 800 students?? Please clarify.</p> <p>School has budgeted \$0 for instructional materials after year 2. How is this, when they anticipate growing from 6-8 to 6-12? Please clarify.</p>	Danielle Allen	Operations B
<p>Projections are not realistic.</p>	Jessica Kelly	Operations B
<p>How did the school determine that the school would need to spend 100k on copy paper year 1, 80k year 2 and then 5k years 3-5? How does the school justify spending 80k on instructional materials year 1 and nothing for year 2-5; despite adding high school to the middle school?</p>	Tracy Kelley	Operations B
<p>Very on target and do see the upfront cost impact of opening is realized in the budget</p>	Stephen Gay	Operations B
<p>180,000 in paper and \$1,500 in professional development. Large custodial expense in first year and then a steep decline thereafter.</p>	Heather Soja	Operations B
<p>Do you have funds allocated to cover related services such as speech, occupational therapy, psychological services, transportation, etc?</p>	Ginger Cash	Operations B
<p>Applicant needs to clarify: Why do projections drop over the course of the 5 years even though you will be adding more students and teachers?</p>	Kristen Parker	Operations B
<p>Why is gas \$100K in year one? also \$149,000 in custodial supplies seems very high.</p>	Steven Walker	Operations B
<p>Budget is showing a deficit already in Year 2-5....why is this?</p>	Jessica Kelly	Total Expend
<p>School is operating at a deficit in years 3-5. Please clarify.</p>	Danielle Allen	Total Expend
<p>The budget is realistic and do see the deficit from State / Fed funds show in year 3,4,5 - other revenue sources will need to be tapped.</p>	Stephen Gay	Total Expend
<p>Whomever planned the budget section has a good pulse on operational costs</p>		
<p>Budget provided in year 3 - 5 is negative.</p>	Lynn Kroeger	Total Expend
<p>The schools budget shows a deficit year 2-5 because the revenue projections are not aligned to the enrollment projections, why is that?</p>	Tracy Kelley	Total Expend

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The miscalculations in revenue from a previous section is putting the school at a deficit. I do not understand why this was not corrected prior to submission.	Heather Soja	Total Expend
Applicant needs to clarify: Why is there a proposed deficit in years 3-5?	Kristen Parker	Total Expend
Totally unacceptable to have a \$1 surplus in year one and deficits in years 3-4.	Steven Walker	Total Expend
The vision for number of students is based on classroom size and builds out from there. What about community survey and need / want for Omega?	Stephen Gay	Budget Narra
Applicant has not provided a breakeven number. This is critical, as it helps evaluators determine the absolute minimum number of students needed for the school to remain solvent. Please clarify the breakeven overall enrollment number, and the changes in budget that the school will make in the event that they do not reach anticipated enrollment numbers. Unclear how the budget is aligned with the school's mission. Arts is not explicitly mentioned and STEAM is only vaguely mentioned. Please clarify. Applicant says school will save 25% of revenues for the general fund balance, but this does not appear to be reflected in the budget. School is operating in a deficit in years 3, 4, and 5. Please clarify.	Danielle Allen	Budget Narra
The student teacher ratio is mis aligned with sections previous.	Tracy Kelley	Budget Narra
Ratios are not aligned to what was stated previously.	Jessica Kelly	Budget Narra
Applicant needs to clarify: What is the explanation for the student to teacher ratio the budget is built on? Applicant needs to clarify: Additional evidence is needed to support that the plan projected is realistic. Evidence and narrative are not consistent throughout the application.	Kristen Parker	Budget Narra
No breakeven supplied, but with a \$1 surplus I guess it would be 375.	Steven Walker	Budget Narra
No break even detailed. Goals for enrollment are beyond aggressive. Can't reach fund balance in the negative according to calculations.	Heather Soja	Budget Narra
Day-to-day operations that involve the board could lead to a lack of efficiency. This is not a traditional way to run a school in a way where needs are met in a timely fashion. Internal controls are not detailed.	Heather Soja	Financial Au

Reviewer	Score
Ginger Cash	
Steven Walker	Fail
Danielle Allen	Fail
Cheryl Turner	
Alan Hawkes	
Alex Quigley	
Heather Soja	Fail
Stephenie Clark	
Stephen Gay	Pass
Lynn Kroeger	Fail
Kristen Parker	Fail
Tracy Kelley	Fail
Joe Maimone	
Jessica Kelly	Fail

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VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

beverlysatterfield

Date: 09/30/2018

Applicant Signature:

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

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

Print/Type Name: beverlysatterfield

Board Position: Benita Tillman Board Chairman

Signature: _____

Date: 09/30/2018

Sworn to and subscribed before me this

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_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

Initial Screening

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Mission, Purposes, and Goals	- danielle_allen
Education Plan	- danielle_allen
Governance and Capacity	- danielle_allen
Operations	- danielle_allen
Financial Plan	- danielle_allen
OVERALL	<p>- danielle_allen</p> <p>- danielle_allen</p> <p>Note: Appendix A2, acceleration evidences is a sales brochure.</p> <p>Appendix G, the by-laws are missing the required conflict of interest policy and stated commitment to NC Open Meetings Law. - danielle_allen</p> <p>- danielle_allen</p>

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement evidences low expectations for students, why is that? Describe what is meant by "technical know-how"? What is the team educational philosophy? - kelleystacy1</p> <p><u>Mission Statement</u> Applicant needs to clarify mission statement; as written it does not give a clear picture of the purpose of the school. - jessicak6411</p> <p><u>Mission Statement</u> Applicant needs to clarify: What is the proposed purpose of the school? What are the outcomes that are expected?</p> <p>Applicant needs to clarify: Earlier in the application RTI and individualized instruction was discussed as a primary avenue of teaching students- why is this not included in the proposed mission of the school? - kzparker718</p> <p><u>Mission Statement</u> Please explain "technical excellence" portion of the mission.</p> <p>Mission and description of mission need clarification. Mission describes creative thinking, but this isn't explained in the description section. "Promoting insight and proficiency for pragmatic excellence in technical environments and devices" is unclear. Please clarify. - danielle_allen</p> <p><u>Mission Statement</u></p>
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There is a lack of detail in the education plan. Just sharing that STEAM will be used does not demonstrate a purpose that is impactful. - heather_soja

Educational Need and Targeted Student Population

With there being only one high school does the data support the need for another school? - jessicak6411

Educational Need and Targeted Student Population

Applicant needs to clarify: A lot of facts have been stated about the household income-how does this translate for the need and desire to start the charter school in the targeted area?

Applicant needs to clarify: What evidence is there to support that the proposed educational plan will have a high impact on the targeted student population?

Applicant needs to clarify: What evidence is there to support the the local LEA is not providing/getting results for students?

Applicant needs to clarify: What evidence is there to support that an introduction to STEAM will have a high impact on the targeted student population? - kzparker718

Educational Need and Targeted Student Population

The general statement of the one size fits all depiction of Scotland Co may be a cliché and gives idea of an axe to grind with system. A more focused explanation of why the school system has failed the targeted population may be more effective - stephen_gay1

Educational Need and Targeted Student Population

Applicant intends to target low-income and low-performing students, but the need for an arts academy (or the research-based evidence that an arts-centered school will prepare them for college and/or career) to reach this demographic is not fully explained. Please clarify.

How does applicant's target population reflect the racial/socioeconomic demographics of Scotland County public schools?

Applicant mentions STEM curriculum in educational need section, but this has not been fully explained as a part of the mission(perhaps this is the technical excellence portion of the mission?). Will school be fully STEM (science, technology, engineering, and math? STEAM by adding the arts component? Just technology and arts? Please clarify.

Applicant eventually explains that the school will be a STEAM school; however, the mission is silent on any focus on science, technology, or math. Please clarify.

Applicant indicates that projected student enrollment will be 37% of the LEA. This needs additional clarification. Scotland County Public Schools has an ADM of 5600 in 2018-19; Omega School of Arts anticipates enrolling 15% of the total county ADM in years 3 and beyond.

What are the "transformative methods and techniques" that the school plans to implement? How will students embrace and replicate these techniques?

It remains unclear how the applicant's education plan will compare to or differ from the LEA.

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Applicant did not provide evidence of educational need through survey data or times/locations of public meetings discussing this proposed charter school. Please clarify what evidence applicant has that the community is aware of their intent to open a school, as well as their desire to enroll their students at Omega School of Arts. How did applicant arrive at proposed enrollment numbers without this data? - danielle_allen

Educational Need and Targeted Student Population

ADM of 875 in year 5 will be 37% of local LEA. That is very significant - marylynn_kroeger

Educational Need and Targeted Student Population

37% of the LEA is way too much to be realistic. - dswalker

Educational Need and Targeted Student Population

Education plan is unclear and not detailed. - heather_soja

Purposes of Proposed Charter School

What research-based instructional strategies will the school implement to drive academic success in the school? Where have these strategies been successful? What examples of artistic goals? - kellelytracy1

Purposes of Proposed Charter School

Strategies to improve student learning are not indicated to be research based. Applicant needs to clarify.

Are the teacher retreats listed for professional development listed built into the budget as well as school calendar? - jessicak6411

Purposes of Proposed Charter School

Lots of examples and Ed speak - substance is missing - stephen_gay1

Purposes of Proposed Charter School

Entire first section was copied and pasted from <https://www.bookwidgets.com/blog/2017/05/5-tips-to-improve-student-learning-outcome> but applicant did not cite this source, nor did they certify that this section was unoriginal. It also remains unclear how the applicant intends to fulfill this legislative purpose specifically with their proposed school.

Second purpose does not specify what different and innovative teaching methods will be used. Please clarify.

The teacher retreats described are intriguing, but more information is needed to determine if these will include opportunities for teachers to be responsible for the learning program at the school site. For example, are these retreats where teachers create curriculum for the school? Are they creating the art as well as the lessons for how to teach these art forms to students? How long will these retreats last?

- danielle_allen

Purposes of Proposed Charter School

This section lacks details relative to improving student learning in a concrete manner. There is some mission connection to the professional opportunities but it seems disconnected from the student learning piece. - heather_soja

Goals for the Proposed Charter School

Describe the SMART goals that the school will use to progress monitor effectiveness of the curriculum, teachers, instruction, and growth for all sub groups? - kellelytracy1

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Goals for the Proposed Charter School
Applicant needs to clarify for 2019 - not written in a specific or measurable way. - jessicak6411

Goals for the Proposed Charter School
Applicant needs to clarify: What does the goal of being fully implemented mean?
Applicant needs to clarify: How will 1 year of growth on the EOG be measured?
Applicant needs to clarify: What does 85% accuracy mean on the EOG?
Applicant needs to clarify: How do these goals align with the proposed mission of the school?
Applicant needs to clarify: What will the board specifically do to ensure that the school is meeting the needs of all students and meeting the proposed mission of the school? - kzparker718

Goals for the Proposed Charter School
based on current data for SCS - are achievement targets achievable in the time frame listed. How will you address students coming to you in 6th grade - ready to learn and have the ability to meet achievement targets - stephen_gay1

Goals for the Proposed Charter School
Goals need additional clarification. What does it mean for grades to be fully implemented at 100%? That each grade will be at 100% enrollment? EOG testing at one year of growth - is that an ambitious goal? If students are coming in behind, and the school simply hopes to have them meet growth each year, will that mean they are continually behind? Are there any discussions around a goal of exceeding growth so students can be caught up?
None of the goals appear to be aligned to the school's arts/technology/STEM/STEAM focus. Please clarify how these goals are aligned.
What percentage of students will demonstrate proficiency by 2020?
Is 100% of students in grades 9-12 passing EOCs a realistic goal, given where students are now? Unclear based on information provided.
Has board considered any financial goals? Clear audits? Building up fund balance?
Has the board considered any additional governance goals?
What types of artifacts will the board use to determine if the school is moving towards its proposed goals? - danielle_allen

Goals for the Proposed Charter School
I cannot understand what the goals are, many of these sentences do not make sense. - dswalker

Goals for the Proposed Charter School
Goals are missing in this section. Operating goals including finance are vital to overall health of school. The assessment goals are not clear per grade or subject. Interesting approach to governance with the board being available after each board meeting. -

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	<p>heather_soja</p> <p><u>Certify Mission, Plan, Goals</u> The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided. The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement. The narrative evidences a deficit model approach, focused on student challenges rather than strengths and feeds into a narrative of low expectations and mediocrity. The mission and vision is not likely to produce or result in improved outcomes for students in the community. - kelleytracy1</p> <p><u>Certify Mission, Plan, Goals</u> Pass with reservation - comments in section - stephen_gay1</p> <p><u>Certify Mission, Plan, Goals</u> Goals are unclear and weak. Education plan lacks detail for implementation and training for teachers. - heather_soja</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Clarify the aspects of the "Common Core Model". How will STEAM be integrated in ELA and Social studies? - kelleytracy1</p> <p><u>Instructional Program</u> Applicant needs to clarify: How does the school plan to blend the NC Standard Course of Study and the Common Core Standards. They are relatively the same standards but with small differences per grade level. The NC Standard Course of Study is not a curriculum, rather a set of standards that all students need to show mastery against. Applicant needs to clarify: What is the specific framework/set up of the instructional methods? There is not enough detail to create a vision for instruction in the narrative. Applicant needs to clarify: What evidence is there to support that the methods described will lead to improved student outcomes for the targeted population? - kzparker718</p> <p><u>Instructional Program</u> Assessment not addressed? - stephen_gay1</p> <p><u>Instructional Program</u> Instructional methods need additional clarification. Hands-on instruction is specified for math and science, but the instructional methods for other subject areas are undefined. Applicant provides very little insight on proposed assessment strategies. Clarification needed. What evidence does the applicant have that a STEAM focused curriculum will lead to improved student performance for the school's targeted population? - danielle_allen</p> <p><u>Instructional Program</u> Assessment plan is weak when trying to implement a STEAM program which is likely</p>

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	<p>more project-based. There is no clear assessment strategy mentioned. - heather_soja</p> <p><u>Curriculum and Instructional Design</u> What math, ELA, Science curriculum will be used? Will it be purchased or developed in house? If developed in house when and who will lead the work? What intervention and Arts curriculum will be used? - kellestracy1</p> <p><u>Curriculum and Instructional Design</u> What specific curriculum will be used? - jessicak6411</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: How will the school ensure that all students are meeting and given the opportunity to excel? High schools typically provide an array of potential classes- how will the school account for this?</p> <p>Applicant needs to clarify: What is the specific curriculum that will be used to ensure students are meeting the depth of the NC Standards and the CCSS?</p> <p>Applicant needs to clarify: It is stated in the application that the SIT will meeting during the first week of school to determine the theme/focus- why is this waiting until the first week of school? Shouldn't this be focused on well ahead of the start of school? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> Based on Common Core and STEAM - but no meat to the how! - stephen_gay1</p> <p><u>Curriculum and Instructional Design</u> Appendix B did not provide objectives that will be covered in each grade for one subject.</p> <p>When will the teacher retreats be held? Assuming one is during pre-planning, does the schedule allow for a second retreat? - danielle_allen</p> <p><u>Curriculum and Instructional Design</u> there is not a sound plan for instruction and learning. A lack of detail is the concern. - heather_soja</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify the statement that all students will be screened for a previously diagnosed disability - what is meant by this and what assessment tool is being used to conduct this screening?</p> <p>What tools will be used to assess/monitor ELL students> - jessicak6411</p> <p><u>Special Programs and "At-Risk" Students</u> Identification not clearly stated</p> <p>Answers meet the basic level, but lack depth - stephen_gay1</p> <p><u>Special Programs and "At-Risk" Students</u> What assessment will the school use to assess English proficiency of students identified as ELL?</p> <p>Please provide additional clarification around the cluster classes for AIG students in math and reading.</p>
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- danielle_allen

Special Programs and "At-Risk" Students

Who or what group will review "data from previous test scores, RTI, and screening assessments" to identify the students who are at-risk? How will you determine the modifications needed to the curriculum based on this data? Once modifications to the curriculum are made, how will you monitor the student's progress?

What training will be provided to staff in implementing Evidence Based Instructional Practices? Who will attend these trainings? How will the implementation of the practices be monitored and supported? - ginger_cash

Special Programs and "At-Risk" Students

WIDA testing for placement and support seems to be missing. AIG plan seems to lack detail about monitoring and evaluating the progress of these students. - heather_soja

Exceptional Children – Identification and Records

How will students eligible for special education services or protected under 504 be identified? Applicant provides very few specifics. Please clarify.

How will assessments and evaluations be completed? - danielle_allen

Exceptional Children – Identification and Records

What is your process for identifying incoming students who have an IEP?

What is your process for reviewing incoming records for compliance?

How will you communicate a student's IEP to regular education teachers and maintain confidentiality? How will you document access to confidential records?

If a parent, staff member, or other community member suspects a student has a disability, what is your process for referral and how do you respond? - ginger_cash

Exceptional Children – Identification and Records

504 not specifically address. Child find practices not specifically addressed. - heather_soja

Exceptional Children – Education Programming

Follows State / Federal policy - stephen_gayl

Exceptional Children – Education Programming

Ed plan for EC does not appear to be aligned with school's STEAM focus. Please elaborate on the connection between these.

Applicant describes possibility of implementing "full time specially designed instruction with related service providers." Who are these providers? Contracted service providers? In-house? If contracted, has applicant identified possible service providers? If in-house, what experiences/skills will be required of applicants to ensure they are able to provide such a wide spectrum of services? More detail needed here. - danielle_allen

Exceptional Children – Education Programming

What is your plan for providing the full continuum of services that includes regular, resource, separate, and homebound services with existing staff members?

What is your plan for providing related services such as speech, occupational therapy, psychological services, etc?

How will the implementation of the IEP be monitored and reported to student, parents, and relevant staff? - ginger_cash

Exceptional Children – Education Programming

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Details are lacking for support and specifics of offerings for SWD. There is no specific alignment with the mission. Vague language of support for those with IEPs. - heather_soja

Student Performance Standards

What benchmark assessments will be used? How will assessment system drive instructional decisions? - kellestracy1

Student Performance Standards

How will the at risk students whose graduation requirements are different be determined? What benchmarks will be conducted to measure student progress throughout the year? - jessicak6411

Student Performance Standards

Applicant needs to clarify: What benchmark assessment will be used?

Applicant needs to clarify: How will the school run the tutoring program for students?

Applicant needs to clarify: Why will there be 4 hours of ELL development for ELLs? How does this fit in with the overall mission and vision of the school?

Applicant needs to clarify: What are the exact requirements for students to progress to the next grade level? - kzparker718

Student Performance Standards

Assessment still not addressed

Grad requirements are good / - stephen_gay1

Student Performance Standards

Additional detail needed around exemption for at-risk students. Does this mean that "at-risk" students can take any STEAM course instead of Math/Science graduation requirements? What would these STEAM courses consist of? Have you checked the legality of altering graduation requirements? What does this change (or optional course of study) mean for their ability to get into a four-year college or university?

The outlined graduation requirements are not equivalent to what most colleges/universities require for admission. Most HSs require 20-21 credits for graduation. It appears that Omega only requires 14. Why such a wide discrepancy? Why are students only required to pass 2 math classes for graduation? Please clarify.

Very little alignment here between the performance standards and the school's mission. How is this related to school's STEAM focus? - danielle_allen

Student Performance Standards

No goals are outlined. This is a very weak section. Student performance standards are not clear and detailed. There is no connection and expansion from question 2. - heather_soja

Student Conduct and Discipline

Suspension seems to be the primary mean of discipline. Is this beneficial for the students? - jessicak6411

Student Conduct and Discipline

Applicant needs to clarify: How does the school plan to adapt conduct for 6th grade students all the way to 12th grade students? Student conduct and procedures would likely

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	<p>look different for middle and high school students?</p> <p>Applicant needs to clarify: There is not enough detail in the application to determine the exact process/procedures for how student conduct will be handled? - kzparker718</p> <p><u>Student Conduct and Discipline</u> Basic info provided with a great umbrella plan. - stephen_gay1</p> <p><u>Student Conduct and Discipline</u> Unclear how this plan aligns with the overall mission and proposed education plan. Please clarify.</p> <p>Applicant should provide additional information on how the code of conduct will be applied to students with behavioral/socioemotional issues. - danielle_allen</p> <p><u>Student Conduct and Discipline</u> No Due process is included. - heather_soja</p> <p><u>Certify Education Plan</u> The school does not demonstrate an understanding of state reporting, accountability and the accreditation process. The school has not described a plan to meet state performance measures. The school does not have measurable or realistic academic goals. The school does not have a plan to monitor progress toward meeting the goals of the school. The state objectives and strategies do not align with the description of school goals. Instructional practices are not adequately and realistic addressed. There is no clear concise connection between the proposed instructional practices and the schools mission. Attempts to make the connection are not aligned and not rooted in research or verifiable data. The curriculum framework is not presented clearly and does not align with the schools stated mission and goals. The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.A description of course offerings are not provided. Research to support the chosen "curriculum" is not provided. High school credit requirements are not provided. The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process. The assessment plan is not completely clear, and does not show it will be aligned with state or district standards. There is no plan for corrective action or prevention. There is no plan to evaluate the effectiveness of the academic program and no supporting research is provided to support the evaluation process described. - kellelytracy1</p> <p><u>Certify Education Plan</u> Pass with reservations - stephen_gay1</p> <p><u>Certify Education Plan</u> Education plan lacks clarity and specifics to help me build confidence that this school will truly impact student learning. - heather_soja</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> Why does the org chart show the Superintendent on the same level as the Board? - kellelytracy1</p> <p><u>Tax-Exempt Status 501 (c)(3)</u></p>

	<p>NA - jessicak6411</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Not completed - stephen_gay1</p> <p><u>Certify Governance</u> A description of the organizational structure of the school is not sufficient to support implementation of the curriculum or the mission. The school has provided a description of the staff evaluation process; however, clear links to implementing the curriculum are lacking. Board membership reflects a lack of diverse experiences and skills. A plan to recruit board members with identified skill sets does not exist. No specific and realistic needs or qualifications for board members are listed. There is no description of the process to transition to an official board. There is not a clear comprehensive concise description of the board election process, decision making process, or the board membership terms. There is no clear mission aligned description of the roles and responsibilities of the board and the roles and responsibilities of the schools leader. The leaders qualifications are not described clearly and there is no clear description of a process for hiring and evaluating the staff and leaders. The responses do not indicate an understanding of how the school should comply with open meeting laws, open records laws, conflict of interest policies. There is no plan for effective board training, or plan for evaluating the board. The school has an enrollment process that is not in compliance with state statute and enrollment process that is insufficient and or potentially inequitable. - kelleystacy1</p> <p><u>Certify Governance</u> Some concerns were noted - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will the board be able to attain 4 additional people?</p> <p>Organizational structure needs clarification. - jessicak6411</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant needs to clarify: What direct role will the Superintendent play? It is outlined that the Principal will handle most of the day to day functions, where does the role of the Superintendent come into play?</p> <p>Applicant needs to clarify: Why does the Superintendent sit on the same level as the Board?</p> <p>Applicant needs to clarify: Why are there currently only 3 board members? Is this enough representation to ensure that there is diversity and enough experience to oversee/create a vision for the charter?</p> <p>Applicant needs to clarify: How will the board recruit additional board members? What will term limits be? - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Tillman and Jones both have educational background. May need to expand planning board to help shift work load for the development of the school</p>
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	<p>The discussion of the board mentions other board members in addition to the three listed? Two attorneys?</p> <p>Board members will be invited to ... PD - needs to be required - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> It appears that the superintendent is not on the governing board...but it is unclear the connection between the superintendent and the board. Does the superintendent report to the governing board? Why are they depicted on the same level? Who interviewed the Superintendent (was he/she interviewed)? How was he/she confirmed/hired without a full board?</p> <p>Board asked for accelerated planning year but set first public board meeting for August 2019. Are there no plans to meet prior to this to get the school up and running in the event that they are approved for opening on an accelerated schedule?</p> <p>Board members are elected to three year term, is there a limit on the number of terms a board member can serve?</p> <p>Board only has three members, expertise does not appear widely varied. How does board plan to develop skills related to overall board governance, finance, marketing, real estate, etc.? How does board plan to recruit additional members?</p> <p>Grievance policy is unclear. What happens to the complaint after it goes to the first person on the established list? There is a set time period for parents/staff members to submit a grievance, is there similarly a period of time in which the principal/superintendent/board must acknowledge and process any submitted grievances? - danielle_allen</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Only 3 board members - marylynn_kroeger</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board is too small currently. Bylaws provide for 2 members of the board only. No provisions for Open Meetings Law in bylaws. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> There are only three members are listed but additional members discussed. - heather_soja</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> The staffing plan does not align with enrollment projections, mission statement, budget, or financial narrative, why is that? There is an intention to base professional development on teacher need and student progress, but no clear plan is in place, why is that? There is not a clear process for evaluating teacher effectiveness, and what plan is in place it is not clear how it is tied to student academic performance. - kellelytracy1</p> <p><u>Staffing Plans, Hiring, and Management</u> Staffing plan does not align with projected enrollment/proposed budget.</p> <p>Outline for hiring and dismissing is not realistic. Will it be possible to find candidates</p>
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	<p>who meet this criteria when opening a new school? Also are the required degrees/certifications realistic? - jessicak6411</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: Why does it say- "Board of Directors-Superintendent?" Are they the same position?</p> <p>Applicant needs to clarify: How does the school plan to retain high quality teachers?</p> <p>Applicant needs to clarify: What is meant by "no employees will have anything other than a working relationship with the board?" Please explain in further detail.</p> <p>Applicant needs to clarify: What will the process for hiring and firing employees be? - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> Staffing plan is detailed. May want to look at other means of advertising for positions to expand applicant pool. Salaries are conservative - how do they compare to local school district? - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant describes the relationship between the superintendent and the principal, but does not outline the relationship between the board and the school's employees. Please clarify.</p> <p>The process for hiring/firing is unclear. Does the board discuss and vote on hiring/firing personnel issues? Please clarify.</p> <p>Salary ranges seem unreasonably low. How does school plan to attract and retain high quality talent with these ranges? - danielle_allen</p> <p><u>Staffing Plans, Hiring, and Management</u> Is there a need for a superintendent, principal and assistant principal? How do their duties differ?</p> <p>Does not seem to have a clear staffing plan that aligns with narrative, budget and school mission - marylynn_kroeger</p> <p><u>Staffing Plans, Hiring, and Management</u> Roles and responsibilities are not included in this section or the grievance process. - heather_soja</p> <p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: When at full capacity is it feasible for the Principal to evaluate all staff and support all teacher development?</p> <p>Applicant needs to clarify: How will teachers be evaluated on the STEAM components?</p> <p>Applicant needs to clarify: How will teachers develop enough knowledge to fully execute on the STEAM vision for each classroom?</p> <p>Applicant needs to clarify: How does the school plan to meet the needs of both middle</p>
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	<p>school and high school teachers? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> In the PD - states STEAM student has been contracted with to provide training. Then states volunteered? - stephen_gay1</p> <p><u>Staff Evaluation and Professional Development</u> Please clarify why board has elected to use volunteers to oversee ILT teachers. Has board considered any drawbacks to using volunteers to evaluate new teachers?</p> <p>If STEAM is central to the school's mission, it's unclear why the program (or required professional development) is still in its developing stage, when the applicant has requested an accelerated planning year. School relies heavily on volunteers to carry out central parts of the academic program (beginning teacher PD, STEAM program). Is the volunteer equipped with a STEAM background? Applicant states that this individual has STEM expertise...are there plans to bring in experts for the arts aspect?</p> <p>During the pre-planning STEAM Academy, it's unclear what teachers across subject areas will be doing. For example, during the Science, Engineering, and Technology focus days, what are ELA and Social Studies teachers doing? Is this a focus on content? Cross-curricular learning? Pedagogy? Please clarify. - danielle_allen</p> <p><u>Staff Evaluation and Professional Development</u> This professional development plan lacks direction of detail. - heather_soja</p> <p><u>Marketing Plan</u> The recruitment plan does not evidence a thorough understanding of the lottery, enrollment and application process. - kellestracy1</p> <p><u>Marketing Plan</u> Meets state policy - stephen_gay1</p> <p><u>Marketing Plan</u> Does not address racial/ethnic and demographic composition of the district. - heather_soja</p> <p><u>Parent and Community Involvement</u> Applicant needs to clarify: How will the parent/teacher conferences be set up with High school students? They will have multiple teachers- how will you ensure all teachers take part?</p> <p>Applicant needs to clarify: How will parents be informed of the STEAM component? - kzparker718</p> <p><u>Parent and Community Involvement</u> Need to increase the amount and types of communication in the plan - stephen_gay1</p> <p><u>Parent and Community Involvement</u> Using social media should be included. Planning various events to draw parents in. - heather_soja</p> <p><u>Projected Student Enrollment (Table)</u> The projected enrollment is unrealistic and overly ambitious especially since the LEAs are closing schools for decreasing student populations. - kellestracy1</p> <p><u>Projected Student Enrollment (Table)</u></p>
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	<p>Projected enrollment does not seem realistic based on need. - jessicak6411</p> <p><u>Projected Student Enrollment (Table)</u> Applicant needs to clarify: Is it realistic to nearly double student population from year 1 to year 2? - kzparker718</p> <p><u>Projected Student Enrollment (Table)</u> As stated earlier - adding 2 grades in year 2 and 3 - will 100 HS students leave their school for Omega? If a great product yes - sports will be a huge factor in your HS pull! - stephen_gay1</p> <p><u>Projected Student Enrollment (Table)</u> Why is school proposing to grow two grade levels in years two and three instead of one? How realistic is it to enroll 125 10th grade students in year 2 and 125 seniors in year 3? Why would a senior leave the school they've been enrolled in for 3 years to attend Omega for one year before graduating? Please clarify. - danielle_allen</p> <p><u>Projected Student Enrollment (Table)</u> This is not realistic. - heather_soja</p>
<p>Operations</p>	<p><u>Transportation Plan</u> The school has provided a partial description of whether and how student transportation needs will be addressed. - kellytracy1</p> <p><u>Transportation Plan</u> Applicant needs to add more detail about transportation plan. Not showing it aligns with mission or need of students. - jessicak6411</p> <p><u>Transportation Plan</u> Applicant needs to clarify: How does the school plan to provide busing for students?</p> <p>Applicant needs to clarify: With high school students what is the process/plan for students potentially being able to drive themselves to school? - kzparker718</p> <p><u>Transportation Plan</u> Only states that buses will be provided?</p> <p>More detail needed - stephen_gay1</p> <p><u>Transportation Plan</u> Plan needs additional clarification. How many students does the school anticipate having to transport? How many buses are they planning to buy/rent? How many drivers will the school hire? How much is the school budgeting for buses, maintenance, gas, tires, etc.? How will the school determine whether or not students need transportation? How far will the buses travel? Will the school use cluster stops? - danielle_allen</p> <p><u>Transportation Plan</u> What is your plan for providing transportation for students who have it listed as a related services on their IEP? - ginger_cash</p> <p><u>Transportation Plan</u> Narrative on transportation lacks detail - marylynn_kroeger</p> <p><u>Transportation Plan</u> More detail needed here. - heather_soja</p>

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School Lunch Plan

The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the schools plan. The school has provided a partial description of whether and how student food service needs will be addressed. - kellestracy1

School Lunch Plan

Applicant needs to clarify: Is it feasible to serve bag lunches everyday for students?

Applicant needs to clarify: Earlier in the application it was not outlined that there would be multiple positions for cafeteria workers- for the proposed population, you would need quite a few cafeteria workers to make this work?

Applicant needs to clarify: Where will the food come from for the bag lunches? - kzparker718

School Lunch Plan

How are you paying for the bag lunches? Are you engaging in Federal program? What is the nutritional value of the bag lunch? - stephen_gay1

School Lunch Plan

Plan needs additional detail. How many students does the school anticipate having to provide meals for? How will the school determine which students need meals? How much has the school budgeted for meals and snacks? What does providing how lunch seasonally mean? Only when it's cold outside? Who will provide these meals? At what cost? - danielle_allen

School Lunch Plan

Details are lacking in how the school lunch program works - marylynn_kroeger

School Lunch Plan

What is the typical F/R population in this area? Will your plan provide adequate nutrition for these students? There are many details missing. - heather_soja

Civil Liability and Insurance

May want to research more quotes - but meets require for State coverage - stephen_gay1

Civil Liability and Insurance

Quote does not appear to include appropriate errors and omissions coverage (includes 100,000 when it should include \$1 million per occurrence), automobile liability, adequate crime coverage, or workers compensation. Please clarify coverages and quote. - danielle_allen

Civil Liability and Insurance

These numbers do not look right at all. - dswalker

Civil Liability and Insurance

Missing details or coverages revealed. - heather_soja

Facility and Facility Contingency Plan

A description of the school facility is provided; however, details are insufficient, and the facility may not be sufficient to ensure the full implementation of the school program. The school budget reflects costs associated with the development and operation of the school facility and the schools

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	<p>financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data. - kelleytracy1</p> <p><u>Facility and Facility Contingency Plan</u> What specific steps will be taken to obtain a facility? With many properties being available that were schools is there again a need in the community for another school? - jessicak6411</p> <p><u>Facility and Facility Contingency Plan</u> Applicant needs to clarify: What evidence is there to support the facility being perfect for the proposed school?</p> <p>Applicant needs to clarify: What is the exact proposed process and timeline for securing a facility?</p> <p>- kzparker718</p> <p><u>Facility and Facility Contingency Plan</u> The identified facility looks great on the surface! Do an environmental survey and mechanical analysis to allow you to plan for future costs.</p> <p>Due to location - look at USDA funding as a possibility for purchase and rehab - stephen_gay1</p> <p><u>Facility and Facility Contingency Plan</u> Acceleration applicants must demonstrate that they have a building acquired. This plan does not appear to support that. Please clarify.</p> <p>What is the cost per square foot for the facility? Is \$1,000,000 reasonable given the area and size of the facility?</p> <p>Contingency plan cites closed schools in Scotland County. Does the board have an agreement with the LEA stating that they will be able to use one of these vacant buildings? If so, please clarify the agreement. If not, the contingency plan needs additional support. - danielle_allen</p> <p><u>Facility and Facility Contingency Plan</u> Facility has not yet been confirmed. This is a requirement of acceleration - marylynn_kroeger</p> <p><u>Facility and Facility Contingency Plan</u> Facility not identified. Not a candidate for acceleration without a facility. - heather_soja</p>
<p>Financial Plan</p>	<p><u>Certify Finance</u> Little or few details are provided in the budget narrative; there is no connection between the budget and the the stated mission; and there are very little details or information as to what the assumptions are based on and the budget does not balance year 2, 3, 4, 5. The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls. The plan to develop financial policies or existing policies are deficient. The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided. Limited information is provided as to what services will be</p>

	<p>purchased or contracted. There is no process for evaluating expenditures, and projected growth is not adequate to meet long range plans. - kellelytracy1</p> <p><u>Certify Finance</u> concerns stated in sections</p> <p>Overall - idea is strong. A other year of planning and digging deeper into the details would benefit Omega and may them a stronger school in the end. A lot of questions still out there and application doe snot address all areas of concern.</p> <p>Strengths - possible facility and budget planning Areas of need - is community bought in? more detailed educational plan. - stephen_gay1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Funding is based on a HIGH number of EC students. Remember the 10% rule for funding! - stephen_gay1</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Is it realistic to budget 1/3 of the students from Richmond and Hoke county as considered EC. This appears to overstate revenues by \$150,000 - marylynn_kroeger</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> The revenue projection year 1-5 remain constant this demonstrates a lack of understanding as it relates to per pupil funding. - kellelytracy1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Why are projected numbers staying the same each year? Is the school not projecting any fluctuation at all? - jessicak6411</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Applicant needs to clarify: Why/How are the funds consistent across and throughout the 5 years?</p> <p>Applicant needs to clarify: How does the proposed projections align with the Total Student Enrollment projections? - kzparker718</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Budget based on State / Fed and local revenue - stephen_gay1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Why do revenues stay flat in year 2 - 4 given projected increase in enrollment? - marylynn_kroeger</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> The budget does not reflect the student enrollment increases identified. - heather_soja</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Budget does not align with student enrollment. There is a lack of clarity on what positions will be needed as well as salary listed. - jessicak6411</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Will personnel not receive raises throughout the years? Why are positions/payroll consistent across the 5 years?</p> <p>Applicant needs to clarify: Clarify the position of Lead Administrator? Is this meant to be</p>
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	<p>the Superintendent or the Principal?</p> <p>Applicant needs to clarify: Why is there a line item for 2 Superintendents?</p> <p>- kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> With out State Health / retirement - will you be able to pull experienced teachers?</p> <p>Salaries - how do they compare - admin salaries are on low end and teacher salaries low for experienced staff - stephen_gay1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Personnel budget seems top heavy. Why is the board proposing to hire 2 superintendents, a lead administrator, an office director, three clerical officers, and a finance officer for 375 students in the first year? Please clarify.</p> <p>This is the first that the applicant has mentioned hiring two superintendents. Does not align with other sections of the application.</p> <p>Board proposes to hire 1 STEAM coordinator in year 1 and doesn't propose increasing this, even when the school doubles in size. Is this feasible, given the STEAM focus of the school?</p> <p>Additional information is needed around the implementation of the STEAM model. School has budgeted for three electives/specialty teachers. Does this include theatre, visual, and performing arts? Music? Engineering electives? Personnel budget does not appear aligned with all sections of the application (mission, ed plan).</p> <p>Applicant hasn't proposed yearly raises for any positions except for the superintendents in year 4. What is the rationale behind this? Is this a feasible salary scale to attract and retain high quality talent? - danielle_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> There is misalignment with revenue projections previously. Also, there is no retirement offered. This will be a barrier in attracting quality leaders and teachers. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How did the school determine that the school would need to spend 100k on copy paper year 1, 80k year 2 and then 5k years 3-5? How does the school justify spending 80k on instructional materials year 1 and nothing for year 2-5; despite adding high school to the middle school? - kellytracy1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Projections are not realistic. - jessicak6411</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Why do projections drop over the course of the 5 years even though you will be adding more students and teachers?</p> <p>- kzparker718</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Very on target and do see the upfront cost impact of opening is realized in the budget -</p>
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Omega School of Arts Academy - The purpose of Omega School of Arts Academy is to provide an atmosphere for each student to engage in creative thinking, and develop the know-how for artistic expression and technical excellence.

stephen_gay1

Operations Budget: Expenditures 2018-2023 (Table)

Operations costs appear to dip drastically in years 3 and beyond, when the school will be at its largest projected enrollment of 875 students. Please clarify.

Why do utilities costs drop so much in years 3 and beyond? School will have 875 students and over 60 staff members...why wouldn't the school anticipate higher utilities costs?

Why does the school budget a quarter of gas costs in years 3, 4, 5, than they do in year 1, when they'll have more than twice the number of students? Please clarify.

How are child nutrition numbers the same across all five years, when enrollment projections have the school growing from 375 to over 800 students?? Please clarify.

School has budgeted \$0 for instructional materials after year 2. How is this, when they anticipate growing from 6-8 to 6-12? Please clarify. - danielle_allen

Operations Budget: Expenditures 2018-2023 (Table)

Do you have funds allocated to cover related services such as speech, occupational therapy, psychological services, transportation, etc? - ginger_cash

Operations Budget: Expenditures 2018-2023 (Table)

Why is gas \$100K in year one? also \$149,000 in custodial supplies seems very high. - dswalker

Operations Budget: Expenditures 2018-2023 (Table)

180,000 in paper and \$1,500 in professional development. Large custodial expense in first year and then a steep decline thereafter. - heather_soja

Total Expenditure Projections (Table)

The schools budget shows a deficit year 2-5 because the revenue projections are not aligned to the enrollment projections, why is that? - kellestracy1

Total Expenditure Projections (Table)

Budget is showing a deficit already in Year 2-5....why is this? - jessicak6411

Total Expenditure Projections (Table)

Applicant needs to clarify: Why is there a proposed deficit in years 3-5? - kzparker718

Total Expenditure Projections (Table)

The budget is realistic and do see the deficit from State / Fed funds show in year 3,4,5 - other revenue sources will need to be tapped.

Whoever planned the budget section has a good pulse on operational costs - stephen_gay1

Total Expenditure Projections (Table)

School is operating at a deficit in years 3-5. Please clarify. - danielle_allen

Total Expenditure Projections (Table)

Budget provided in year 3 - 5 is negative. - marylynn_kroeger

Total Expenditure Projections (Table)

Totally unacceptable to have a \$1 surplus in year one and deficits in years 3-4. - dswalker

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	<p><u>Total Expenditure Projections (Table)</u> The miscalculations in revenue from a previous section is putting the school at a deficit. I do not understand why this was not corrected prior to submission. - heather_soja</p> <p><u>Budget Narrative</u> The student teacher ratio is mis aligned with sections previous. - kelletryacy1</p> <p><u>Budget Narrative</u> Ratios are not aligned to what was stated previously. - jessicak6411</p> <p><u>Budget Narrative</u> Applicant needs to clarify: What is the explanation for the student to teacher ratio the budget is built on?</p> <p>Applicant needs to clarify: Additional evidence is needed to support that the plan projected is realistic. Evidence and narrative are not consistent throughout the application. - kzparker718</p> <p><u>Budget Narrative</u> The vision for number of students is based on classroom size and builds out from there. What about community survey and need / want for Omega? - stephen_gay1</p> <p><u>Budget Narrative</u> Applicant has not provided a breakeven number. This is critical, as it helps evaluators determine the absolute minimum number of students needed for the school to remain solvent. Please clarify the breakeven overall enrollment number, and the changes in budget that the school will make in the event that they do not reach anticipated enrollment numbers.</p> <p>Unclear how the budget is aligned with the school's mission. Arts is not explicitly mentioned and STEAM is only vaguely mentioned. Please clarify.</p> <p>Applicant says school will save 25% of revenues for the general fund balance, but this does not appear to be reflected in the budget. School is operating in a deficit in years 3, 4, and 5. Please clarify. - danielle_allen</p> <p><u>Budget Narrative</u> No breakeven supplied, but with a \$1 surplus I guess it would be 375. - dswalker</p> <p><u>Budget Narrative</u> No break even detailed. Goals for enrollment are beyond aggressive.</p> <p>Can't reach fund balance in the negative according to calculations. - heather_soja</p> <p><u>Financial Audits</u> Day-to-day operations that involve the board could lead to a lack of efficiency. This is not a traditional way to run a school in a way where needs are met in a timely fashion.</p> <p>Internal controls are not detailed. - heather_soja</p>
OVERALL	<p><u>Cover Page</u> meets - stephen_gay1</p> <p><u>Acceleration</u></p>

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Applicant needs to clarify why acceleration is needed. This was not answered in the question. - jessicak6411

Acceleration

Applicant needs to clarify: Why is there a need for the accelerated planning year? This question is not answered. - kzparker718

Acceleration

Not a truly compelling reason - just Scotland County has not met needs, but has been showing growth - stephen_gay1

Acceleration

Applicant provides overview of educational opportunities in Scotland County, but should clarify the "clear and compelling need" for an accelerated planning year.

If the student enrollment in Scotland County has been steadily declining over the past five years, how does the applicant justify opening a new school there, especially on an accelerated schedule? What implications might this have on recruiting and enrolling students in a shortened period of time?

- danielle_allen

Acceleration

Needs to clarify need for acceleration

Projected ADM is really high when compared to the local LEA. In addition it is stated that the local population of the county has declined 1% per year over the past 5 years. Does this not significantly impact future enrollment in the LEA

- marylynn_kroeger

Acceleration

Identifying a facility but with no agreement does not meet acceleration requirements. Additionally, while there does seem to be a good argument for a need for a charter school in the proposed location, there does not seem to be a compelling need to bypass the Ready-to-Open process. - dswalker

Acceleration

There is no clear and compelling reason for acceleration other than low performing. Details are missing for how the curriculum is innovative or different from the LEA. - heather_soja

Grade Levels Served and Total Student Enrollment:

Applicant needs to clarify: What evidence is there to support the school will be able to recruit 375 students in the area for school year 1?

Applicant needs to clarify: Is it feasible to nearly double in size from year 1 to year 2? - kzparker718

Grade Levels Served and Total Student Enrollment:

Projecting 125 per grade level - in year 2 and year 3 - why add two grades? What is the reasoning here? Are 125 high school students going to leave their school and come to you and will they be ready to meet your program goals? Grow slow and steady through growing your own - stephen_gay1

Grade Levels Served and Total Student Enrollment:

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	<p>These numbers do not appear to be realistic, given the decline in enrollment in Scotland County.</p> <p>The LEA has an enrollment of 1300 in grades 6-8. Is it realistic for Omega to enroll 375 students in this county on an accelerated schedule? That's almost a third of the middle school ADM. - danielle_allen</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> These are not realistic enrollment figures. - heather_soja</p> <p><u>Certify Application</u> The Board did not complete the essential questions required for this section. - kellestracy1</p> <p><u>Certify Application</u> Missing needed items as stated above.</p> <p>Acceleration reasoning is not compelling - stephen_gay1</p> <p><u>Certify Application</u> Many details are lacking about how this will be different and enrollment figures are inflated. - heather_soja</p>
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<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening	The Office of Charter Schools deemed this application complete on October 5, 2018.
Application	* Dr. Allen stated the school is proposed to locate in Scotland County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA

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<p>Review</p>	<p>impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant and is not receiving third party assistance. The application was deemed complete on October 5, 2018.</p> <p>* A representative from the board introduced herself and the proposed schools mission. She introduced her fellow board members. She stated that the original board members withdrew their interest in the school. She stated one original board member is on the board and they have a total of six board members.</p> <p>* Mr. Walker stated he had several issues with the application and when the application was submitted there were only three board members. He stated the board bylaws only allowed for two members. The board representative is not sure why the bylaws stated that there were only two board members. Mr. Walker continued that there are concerning issues with the liability insurance. He also stated he had concerns with the budget. He said in year one there is 149k in custodial supplies. He stated there is a one dollar surplus in year one, no surplus in year two, and then negative surplus going forward.</p> <p>* Stated that the budget was made by the original six board members that are no longer on the board. She continued that the county needs the school and it would be the only charter school in the county.</p> <p>* Mr. Walker asked about why the other board members left the board. She replied that one was in another state and two had a conflict with another school.</p> <p>* Ms. Kroeger stated she had a lot of concerns with the finances as well. She believes the revenue is overstated. Ms. Vuncannon echoed the sentiment of Mr. Walker and Ms. Kroeger. She stated she failed every area in the application and had major concerns with the educational plan and the financial plan. Ms. Kroeger stated it lacks the requirements for acceleration.</p> <p>* Mr. Walker stated that the board should really consider reviewing feedback and coming back in a year. SW committee motion not to recommend; LKro second, Unanimous pass. SW full CSAB motion not to recommend; LKak second, Unanimous pass.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	