



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Wilmington School of the Arts

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

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

**CHARTER SCHOOL
2018 Application Process**

To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Wilmington School of the Arts*

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

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

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

Name of contact person: *John Westberg*

Title/Relationship to

nonprofit

: *Executive Director, Wilmington School of the Arts*

Mailing address: 1911 Perry Avenue
Wilmington NC 28403

Primary telephone: 910-839-8042 Alternative telephone: 910-839-8042

E-Mail address: *john.westberg@wilmingtonschoolofthearts.com*

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

County: *NEW HANOVER*

LEA: *650-New Hanover County Schools*

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

No:

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*

As outlined below, Wilmington School of the Arts has a confirmed location for the school. The site has been used previously as a school, and is well-suited to our needs. This location is available pending accelerated approval of our charter application. A 2019 opening is critical, as we do not want to lose the opportunity for this perfect site. Upon approval of our charter, we will have immediate use of some spaces in the facility to use during the Ready to Open process.

Two of our board members have founded and operated charter schools in North Carolina. The skill sets of these board members will support the Ready to Open process, and provide the necessary expertise for an accelerated opening and successful operation of a new charter school.

Our board has been working together for over a year. Following our application in 2018, we implemented key suggestions from the Charter School Advisory Board, including rewriting our education plan, growing and strengthening our board, and implementing a weighted lottery.

We have also chosen our lead administrator, John Westberg, who has over 40 years of experience in education and administration, and who is one of our founding board members.

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

Wilmington School of the Arts will have as its target population all students and families from New Hanover County and surrounding counties who wish a choice in curriculum, instruction and school mission. The data from the surrounding communities indicates there is a strong need for a focus on more positive student outcomes, particularly in the area in which our school will be located. North Carolina School Report Cards released in September of 2018 show EOG test scores of some elementary schools in our proposed location are as low as 25%, lower than in previous years.

Based on the location of the school and use of a weighted lottery, we anticipate that up to 50% or more will be from families who live at or below poverty level. In 2012, The Century Foundation and the Poverty & Race Research Action Council published a document that demonstrates the feasibility and value of economically integrated charter schools. According to the study, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills, and the schools themselves counter bias and stereotypes, while fostering tolerant adults and good citizens (Kahlenberg & Potter, 2012).

Furthermore, the benefit of an arts-based education is supported by more than a half-century of research, specifically as it improves academic achievement, social skills, intellectual development, motor control, attention and motivation, critical thinking, and creativity. (For a complete bibliography of research used in this application, see Appendix O.)

Tony Rivenbark, serving in his 38th year as the Executive Director of Thalian Hall in Wilmington describes our proposed school as "a great benefit to the young people of this community," and "a logical addition to an already rich tradition of arts going back to the 18th century." He further

states that "Wilmington School of the Arts will offer a strong education foundation and hands on learning that I have no doubt will not only enhance the opportunities that currently exist but will become central to the future growth of existing institutions." Mr. Rivenbark's letter may be viewed in full in Appendix O.

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.

WSA will lease space from Sunset Park Baptist Church, located at 231 Central Boulevard in Wilmington, NC. Schoolhouse Development, LLC will provide funding for tenant improvements to ensure it meets code and is appropriate for school use. As stated in their Letter of Intent, Schoolhouse Development can confirm the funding and resources to ensure that WSA will be ready to open for the 2019-2020 school year. To view the Letter of Intent from Schoolhouse Development, the signed lease with Sunset Park Baptist Church, and the floor plan of the facility, see Appendix A2.

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

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

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

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

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

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*

- a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
- b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
- c. The student must be currently under long-term suspension from a public or private school ; or
- d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:
No:

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

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

What is the name of the nonprofit organization that governs this charter school? Wilmington School of the Arts

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:
Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02	240
Year 2	K, 01, 02, 03	320
Year 3	K, 01, 02, 03, 04	400
Year 4	K, 01, 02, 03, 04, 05	480
Year 5	K, 01, 02, 03, 04, 05, 06	560

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters,

and demands full accountability from charter schools for school governance, operations, finances and student performance.

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

wilmingtonarts
Signature

Executive Director
Title

wilmingtonarts
Printed Name

09/29/2018
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Wilmington School of the Arts will inspire students to pursue excellence in academics and the arts by awakening and nurturing the creative spirit within each and every child.

Clearly describe the mission of the proposed charter school:

We believe that students achieve the greatest results when they have the freedom to discover and explore their creative interests. Our students will participate in a robust arts program and a rigorous academic experience that is mutually supportive in developing students self-confidence, creative expression, critical thinking, and communication skills.

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.*

Wilmington School of the Arts will have as its target population families from New Hanover County who wish a choice in curriculum and instruction, and a focus on the arts. The location of WSA will be centrally located in Wilmington, NC, close to the downtown area and the Brooklyn Arts District, so that our students may participate in a wide variety of arts-related experiential learning at Thalian Hall, The Brooklyn Arts Center, Wilson Hall and many art galleries and theaters, including the Screen Gems film studios.

According to the most recent data, the school population in New Hanover County is 77% White, 14% African American, and 9% Hispanic, American Indian, Asian, and Other. Through targeting marketing, we will be able to achieve a student population which reflects that of the LEA.

When considering all students in New Hanover County, the Free and Reduced Lunch (FRL) population varies greatly from school to school. A weighted average across all of New Hanover County indicates an average FRL population of 51%. Therefore, WSA aims to reflect this student population in its school population. To achieve this, the school will conduct a weighted lottery.

For a table of demographic data, as well as academic data and test scores of area schools, see Appendix A1 (Evidence of Need).

Also in Appendix A1 is the outcome of our community interest survey, which began in May of 2018 and will run until December of 2018. The respondents were 90% from New Hanover County, with 5% from Pender County and 5% from Brunswick County, which is the formula we used to project enrollment from each LEA. The responses demonstrate that the majority of those families who have elementary-aged children would enroll their child(ren) in WSA. Only 3 respondents out of 136 total said they would not consider enrolling their child at WSA.

The survey also indicates that arts programs and school curriculum are top priorities for parents when choosing an elementary school for their children. Our school will provide both an arts focus and curricula that have been independently evaluated for alignment to rigorous college and career-ready standards to improve and deepen student learning.

- 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).*

According to Data & Reports from the North Carolina Department of Public Instruction, the total Average Daily Memberships for all elementary schools in New Hanover County in 2017-2018 was 13,026 students. At maximum enrollment, membership across all elementary grades at WSA will total 480 students, or 3.7% of the LEA.

The total Average Daily Memberships for all middle schools in New Hanover County in 2017-2018 was 6,044 students. At maximum enrollment, our middle grades would total 240 students or 4% of the LEA.

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

Wilmington School of the Arts will provide an innovative educational experience utilizing the arts as a vehicle for investigation, problem solving and multi-modal learning. While working in the arts, students are uniquely called upon to envision and set goals, determine methods to reach those goals, re-vision and re-work original ideas, work collaboratively, and develop self-discipline.

WSA believes education of the whole child includes work in dance, theatre, music and visual arts. Every day at school students will have the opportunity to play, invent and discover. As part of a universal, cross-cultural language, the arts represent innate aspects of our common humanity, providing an inherent foundation for communication and a bridge for understanding one another across boundaries of age, race, gender and culture.

Wilmington School of the Arts will place the arts at the center of its curriculum, and calls on the arts to provide fundamental purpose, definition and identity to the school. The arts staff will work closely with classroom teachers to integrate the arts into the core curriculum. Music, for example, can inspire an appreciation of mathematics and physics; likewise, students learn geometry through visual and graphic arts. Thus, students will become well-versed in a broad range of art media and

techniques as they enhance their core competency skills. They also become knowledgeable of the impact and importance of the arts socially, historically and multi-culturally.

Like the LEA, Wilmington School of the Arts will use the North Carolina Standard Course of Study to ensure that students are on track for strong academic achievement. However, unlike the LEA, the education plan for WSA includes curricula that have been independently evaluated for alignment to rigorous college and career-ready standards that improve and deepen student learning. We have chosen Wit and Wisdom for literacy and Zearn for mathematics. The provided lesson plans for these curricula will allow more time for teachers to identify opportunities to use the arts to extend students' mastery of the content, and support students in creatively expressing their understanding. This will be evident in daily instructional techniques, such as using music or drawing to represent thinking, and culminating unit tasks where students synthesize and display their final understanding through an arts-based project. Examples of this lesson planning structure are further detailed in this application and may be viewed in Appendix B.

In addition, unlike the local LEA, students will receive direct instruction in several arts areas. Students will participate in weekly pull-out classes in the four primary arts areas: art, music, theatre, and dance. These classes will follow the North Carolina Arts Education Essential Standards, while also ensuring that students develop a meaningful knowledge base of the impact and importance of the arts socially, historically and multi-culturally beyond the simple production of art. Furthermore, WSA students will engage in frequent and varied experiential learning not available in a traditional school setting. These opportunities will be supported by members of the arts community in the Wilmington Area, specifically in the Brooklyn Arts District. This will include field trips to local galleries, studios and performance venues, as well as mentoring and guest lessons from local artists.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*

4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Wilmington School of the Arts will be unique in the area by placing the arts at the center of its curriculum, and will call on the arts to provide fundamental purpose, definition, and identity to the school. The arts staff will work closely with classroom teachers to integrate the arts into the core curriculum.

WSA students will participate in weekly pull-out classes in the four primary arts areas: art, music, theatre, and dance. These classes will follow the North Carolina Arts Education Essential Standards, while also ensuring that students develop a meaningful knowledge base of the impact and importance of the arts socially, historically and multi-culturally beyond just the production and performance of art.

While many schools offer music and visual arts classes, it is not common for one school, other than an arts magnet school, to offer classes in each of these four areas. When such classes are available, they are typically offered as "electives" and therefore, some students may participate in these classes, while others may not. All WSA students will also have the opportunity to participate in a variety of after school arts programs.

Unlike the LEA, the education plan for WSA includes curricula that have been independently evaluated for alignment to rigorous college and career-ready standards that improve and deepen student learning. This includes the use of Wit and Wisdom for literacy and Zearn for mathematics. The provided lesson plans for these curricula will allow more time for teachers to identify opportunities to use the arts to extend students mastery of the content, and support them in creatively expressing their understanding.

Finally, WSA's established community partnerships will supply the varied and experiential learning piece of our school, which is not available in a traditional school setting. These experiences will also provide the opportunity for students to serve the community in which they reside.

4. Improving student learning.

At the heart of our school lies a fundamental belief in the importance of the arts in education. Students explore and learn core subjects of language arts, math, science and social studies through direct experience, using a hands-on, rigorous curriculum with an arts-integrated focus. They also study the arts as distinct disciplines. In accordance with our mission, we believe that exposing children to the arts helps them become more successful students, better connected to their communities, more confident in their personal development, and better prepared for their careers. Former U.S.

Commission on Education, Ernest Boyer, summarized his recommendations at the National Endowment for the Arts Conference in 1994:

"First, we need the arts to express feelings words cannot convey. Second, we need the arts to expand the child's way of knowing and to bring creativity to the nation's classrooms. Third, we need the arts to help students integrate their learning and discover the connectedness of things. Fourth, we need the arts in education to help children who are emotionally and physically restricted."

The benefit of an arts-based education is additionally supported by more than a half-century of research, specifically as it improves academic achievement, social skills, intellectual development, motor control, attention and motivation, critical thinking, and creativity. For a bibliography of research used in the development of our application, see Appendix O.

Research suggests that students who study and participate in the arts do substantially better than those who do not on almost every academic measure (Meyer et al., 2003). Studies indicate that sustained learning in music and theater is highly correlated with higher reading and mathematics achievement (Catterall, 2009).

Brain research suggests not only that music is fun, but also that it improves our brain development and even enhances skills in other subjects such as reading and math, and that music enhances creativity and promotes social development, personality adjustment, and self-worth (Weinberger, 1998). Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork (Smith, 2009).

By connecting the arts with core subjects such as math, reading, and science, students learn about, comprehend, and value academic disciplines, as well. The arts require creativity, self-discipline, imagination, critical thinking and confidence. They help students build good problem solving and other cognitive development habits that stay with them throughout their educational and professional careers. However, the study of the arts is not just a tool to impact student performance in academic subjects. To focus solely on this aspect would be to deny the important emotional and social aspects of the arts that contribute to students understanding of the world around them. The arts remove boundaries, allowing students to experience and understand an increasingly complex world and all aspects of life around them in safe and creative ways. Specifically, they tap into deeply cultural and expressive aspects of peoples lives that are at the center of what it means to be human (Meyer, et al., 2009).

In the words of Jane Alexander, former head of the National Endowment for the Arts, "Children learn better with arts as a part of the curriculum. They learn all their subjects better. They're more engaged. Teacher attendance goes up. The child is happier; the teacher is happier" (1993).

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

WSA is committed to engaging all students in the arts. Arts opportunities outside of school are typically cost prohibitive, and often exclude those with limited financial resources. Our arts programs, including after school programs, will provide a rich arts experience to those who may not otherwise have the opportunity. One such vehicle is our participation in the El Sistema program, a model that was implemented in Venezuela in 1975, and is now nationally recognized as a validated intervention for youth empowerment and development through music education. The mission of the El Sistema organization is "to support and grow a nationwide movement of programs inspired by El Sistema to effect social change through music for children with the fewest resources and the greatest need" (Tunstall, 2012).

The program's strong social principles of integration are combined with specific musical approaches to achieve "individual empowerment as a largescale alternative to endemic juvenile crime, counteracting the risk factors of social unease, serving as a stimulating example toward emancipation, and providing professional opportunities to the talented. Such a network, in turn, proves to be a powerful instrument of cultural progress: the tenets of Sistema become shared values able to foster development, reaching into issues of disability and rehabilitation" (Majno, 2012).

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.*

Operational Goals:

- 1) WSA will meet annual enrollment projections that reflect community diversity. Our school will continue its targeted marketing plan, and conduct a weighted lottery each year.
- 2) Student attrition rate will be less than 10% annually. This will be evaluated by the numbers of families who choose our school.
- 3) The school will consistently uphold and practice the educational program outlined in its charter as measured by an annual board review. Teachers will receive annual professional development in our curricula. The school will maintain partnerships with community artists who will regularly share their knowledge and mastery with our students.

Academic Goals:

- 1) Students will meet annual growth and proficiency goals.

Year 1 - 85% of students meet their EOY individual growth goal on MAP in math and ELA in Grades K - 2. 70% of students will read on grade level as measured by a reading diagnostic in Grades K-2.

Year 2 - 85% of students meet their EOY individual growth goal on MAP in math and ELA in Grades K - 2. 75% of students will read on grade level as measured by a reading diagnostic in Grades K-3. 70% of third grade students

will demonstrate grade-level proficiency by scoring a three or above on the EOG.

Year 3 - 85% of students meet their EOY individual growth goal on MAP in math and ELA in Grades K - 2.

80% of students will read on grade level as measured by a reading diagnostic in Grades K-4. 75% of third grade students will demonstrate grade-level proficiency by scoring a three or above on the EOG. 80% of fourth grade students will demonstrate grade-level proficiency by scoring a three or above on the EOG.

2) Provide an appropriately challenging curriculum for every student, and implement strategies to meet the needs of all students. Teacher-created lessons will target low data trends and teacher-created informal assessments will gauge growth quarterly, followed by tiered intervention for students performing below grade level.

3) Arts teachers will implement performance-based assessments of student artwork which will measure the creative process and the final product. These materials will provide invaluable data about individual students progress, and emphasize the importance of setting goals and reflecting on past performance. The assessments will also be used to redesign sections of courses or add courses if there is a demonstrated need.

Financial Goals:

1) Create and maintain a net cumulative operating surplus each year. As a collaborative effort between the Board of Directors and the Executive Director of WSA, a conservative budget will be developed and reviewed monthly.

2) By the end of year two, the Board of Directors will establish a foundation. The purpose of this foundation will be to supplement funding.

3) The school will have no negative findings on its annual audits. The Board of Directors will be responsible for implementing a secure third party audit each year, and will submit all required materials in a timely manner.

Governance Goals:

1) The Board of Directors will accept and actively solicit input from parents and children concerning the curricula, governance, and function of our school. To measure satisfaction on an ongoing basis, the school will offer an annual survey to students and to parents. The Executive Director will review climate survey results and report them to the Board of Directors.

2) Lead administrators and board members will participate bi-annual training opportunities. These trainings will provide insight into the trends, issues and potential changes in the environment in which charter schools operate.

3) WSA Board of Directors will have ongoing recruitment, and members will be united in their passion for the schools mission. The Board of Directors will be diversified in background, experience, and professional careers.

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

The governing board, through the methods outlined above, will monitor the progress of the school and the execution of the mission. Reports of the above goals will be shared during monthly board meetings.

Other indicators of the school's success will be strong parent and community involvement, a high number of student applications, and a robust waitlist each year.

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

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Our students will participate in a robust arts program and a rigorous academic experience that is mutually supportive in developing students self-confidence, creative expression, critical thinking, and communication skills. By having instructional objectives in "academic" and "arts" areas, the goal is to deepen student understanding in the subject area as well as the art form, allowing both disciplines to mutually support and strengthen each other.

We embrace the Kennedy Center's definition of "arts integration" to drive learning at our school. Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both (Silverstein & Layne, 2010). This approach to teaching relies on Constructivist Theory which is grounded in the belief that "learning is actively built, experiential, evolving, collaborative, problem-solving, and reflective" (Silverstein & Layne, 2010).

WSA students will participate in weekly pull-out classes in four primary arts areas: art, music, theatre, and dance. These classes will follow the North Carolina Arts Education Essential Standards, while also ensuring that students develop a meaningful knowledge base of the impact and importance of the arts beyond just the performance of art.

The education plan for WSA includes curricula that have been independently evaluated for alignment to rigorous college and career-ready standards. These curricula provide students with frequent opportunities to engage in critical thinking and problem-solving. To this end, we have chosen Wit and Wisdom for literacy and Zearn for mathematics. The provided lesson plans for these curricula will allow more time for teachers to identify opportunities to integrate arts into the classroom. This will be evident in daily instructional techniques, such as using music or drawing to represent thinking, and culminating unit tasks where students synthesize and display their final understanding through an arts-based project.

Students proficiency in academic and the arts will be measured using several different forms of assessment.

- End-of-Grade Assessments: Use of the North Carolina Accountability model

to assess performance in reading, math and science in grades 3-8

- MAP (Measure of Academic Progress): Administered three times a year to measure student growth against nationally normed performance standards
- Reading diagnostic assessment administered three times a year in Grades K - 3 to evaluate students independent reading levels
- Unit Assessments: Administered several times throughout the year as dictated by math and ELA curriculum
- Daily assessments: Administered daily to assess students progress on individual lessons

All teachers will implement performance-based assessments of student work which will measure not only the final product, but also the creative process that each student has undergone and the integration of core curricular concepts. These assessments will reflect the achievement of the whole child as a multi-dimensional individual with diverse ways of learning and expressing what is being learned. Teachers will interpret the performance-based assessments in consideration of everything else they know about their students and the conditions of instruction. These assessments provide invaluable data about a student's progress, and emphasize the importance of setting goals and reflecting on past performance. The assessments will also be used to redesign sections of courses or add courses if there is a demonstrated need. Grade level teams will work together in the integration of arts and core curriculum through a portfolio of student work which will be presented quarterly at Parent Night events to provide a real-world application for the artistic creations of our students.

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.

Wilmington School of the Arts will provide a classroom-based learning environment. All grade level classrooms will have a maximum of 20 students. Each Kindergarten class will have one Teaching Assistant. First and Second grades will have one TA per grade level.

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.*

Wilmington School of the Arts will use the North Carolina Standard Course of Study to ensure that students are on track for strong academic achievement. The WSA education also includes curricula that have been independently evaluated for alignment to rigorous college and career-ready standards that improve and deepen student learning. This includes the use of Wit and Wisdom for literacy and Zearn for mathematics.

WSA has selected Wit & Wisdom for our literacy curriculum for Grades K-8. Selection of one curriculum for grades K-8 will allow us to provide a cohesive approach to reading for all students. Wit & Wisdom has been independently rated by EdReports as "meets expectations," for all criteria of a high-quality literacy curriculum including text quality, building knowledge and usability. Moreover, Wit & Wisdom aligns with constructivist theory. Students engage with a diverse, culturally-relevant text set and are asked to make meaning and connections across units and content. Finally, Wit & Wisdom also provides lesson-level alignment for Visual Arts for many lessons, providing teachers with an opportunity to make direct connections to arts objectives.

Students in Grades K-3 will also participate in daily structured phonics instruction using the Skills strand of the Core Knowledge Language Arts curriculum. Direct instruction in phonics will ensure that all students have mastered the alphabetic code and are prepared to decode and encode texts at grade level.

WSA will also use a top-rated mathematics curriculum, Zearn. Zearn has been independently rated by EdReports as "meets expectations," in all categories including focus and coherence, rigor and mathematical practices, and usability. Zearn provides ample opportunities for students to engage in problem-solving and critical thinking to deepen their understanding in alignment with our constructivist approach.

While these curricula ensure that students have a rigorous academic experience, they do not provide teachers with daily instructional materials for arts-integration. Academic teachers will work closely with the arts teachers to align their content and tasks. This exchange will allow students to become well-versed in a wide range of art media and techniques as they enhance their academic skills. They also learn the social, historical, and multicultural relevancy and impact of the arts.

The benefit of an arts-based education is supported by more than a half-century of research, specifically as it improves academic achievement, social skills, intellectual development, motor control, attention and motivation, critical thinking, and creativity (e.g., Brezovnik, 2015; Burton et al., 2000; Carney et al., 2016; Catterall, 2009; Conde, 2010; Fagan, 2015; Ffolkes-Bryant, 2008; Goff & Ludwig, 2013; Hardiman et al., 2009, La Porte, 2016; Lampert, 2013; Olson, 2012; Park et al, 2015; Scheuler, 2006; van de Kamp, 2015). (See Appendix O.)

Our arts classes will follow the North Carolina Arts Education Essential Standards. Using this comprehensive framework, our program will provide students with a meaningful experience in each of the four arts disciplines: music, visual art, theatre, and dance.

In music class, students will develop musical literacy, and will develop their creative processes through music performance and composition. Visual arts will guide students through the multifaceted creative process which includes the development of perceptual awareness and the ability to use materials expressively. Theatre Arts will integrate several aspects: script writing, acting, designing, directing, researching, comparing art forms, analyzing, critiquing, and understanding context. In dance class, students will use movement to creatively express meaning. They will learn fundamentals in dance and choreography, which helps develop creativity, problem-solving and self-discipline, and a connection to rich and diverse cultures, beliefs, and societies.

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

The primary instructional strategy which teachers are expected to master and implement is a constructivist method of teaching, which integrates the arts into the core curriculum, in both daily lessons and assessments. An arts-integrated approach utilizes the creative process so that students may produce original work that communicates their ideas, insights, points of view, and feelings to build deeper connections with material and also to communicate understanding.

Research has demonstrated that arts integration improves student learning in multiple disciplines (Burnaford, 2007; Goff and Ludwig, 2013; Rabkin and Redmond, 2004). A study by Klayman (2006) revealed that implementing performing arts strategies into the classroom improves students' language and literacy skills. The study also demonstrated that students whose teachers participated in proven professional development in arts integration demonstrated higher levels of skill in initiative, social relations, creative representation, movement, logic, and mathematics when compared to students whose teachers did not have this training.

Teachers will also utilize Cooperative Learning techniques, so that students may work together to maximize their own and each other's learning. Through Cooperative Learning, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members (Johnson, D.W., & Johnson, R.T (2009).

The primary metric for instruction will be an integration of the North Carolina Standard Course of Study as well the North Carolina Arts Education Standards in all classrooms. This is not to be confused with WSA's additional component of arts as curriculum (pull out arts classes) where the primary objective is for students to develop knowledge and skills in a particular area of the arts.

Examples of ways in which daily lessons will reflect both the NC Standard Course of Study for the core classes and the arts include: students engaging in the reproduction of the arts of time periods studied in Social Studies

while also analyzing the art of time periods using the language of the Principles of Design; using art and design to create symbols of vocabulary as well as creating small kinesthetic dance moves to solidify vocabulary acquisition; creating and performing small skits in Science to teach elements of the curriculum or writing songs to help with the learning of lists of academic vocabulary (such as the elements, the Taxonomy of animals, etc.); development and design of manipulatives to be used in Math as well as using knowledge of geometry to create types of triangles, shapes, etc. By allowing students to interact with the Core Curriculum through the arts, students will build stronger connections with material beyond the basics of reading and auditory instruction.

Core teachers will work closely with arts teachers to modify their daily lessons to incorporate the arts, while also taking advantage of the wealth of lesson plans available through sites like IntegratED and Education Closet. These companies also offer virtual and in-person professional development. All WSA teachers will participate in professional development to internalize and unpack the arts standards and connect the arts to the curriculum they teach. WSA will employ a full-time Arts Coordinator to oversee all aspects of the arts foci.

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.

A strong, rigorous curriculum is central to ensuring that students are prepared to transition from grade to grade. WSA will implement top-rated, independently vetted curricula in ELA and mathematics, using Wit & Wisdom and Zearn. These programs met expectations and earned high scores by EdReports in their design and alignment to college and career-ready standards. Therefore, at WSA, we are confident that students will have meaningful materials in front of them every day that prepare them for future grades and program completion.

A variety of assessment methods will be used to collect data and gauge student learning over the course of the school year. Teachers will use the formative and summative assessments that are contained within their curricula to measure their students' growth in these programs and the standards. WSA will also use a reading diagnostic to track students' independent reading levels, which is an essential metric in determining if students are ready to transition to the next grade. Finally, we will also administer MAP three times a year to measure student performance against nationally-normed student results. MAP data will identify which students are academically competitive with their peers across the country, as well as identifying which students are growing and which are not. MAP will be used in Kindergarten through 8th Grade to show students' historical academic growth over the course of their entire tenure at WSA.

Teachers will analyze the data from these assessments to inform and drive their instructional decisions. From these assessments, teachers will identify students who need additional support and make targeted groups

during literacy and math instruction. Teachers will also identify trends in overall mastery to isolate standards or objectives with which students need additional support. Teachers will collaborate through the use of PLCs to create remediation plans for groups or individuals who have academic gaps that need to be filled in order to be ready to transition to the next grade.

WSA will also use the NC Accountability Model and End-of-Grade standardized tests in Grades 3-8 to ensure student readiness to progress grade to grade and from WSA to high school.

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

WSA will offer 1110 hours of instruction per school year, provided through a traditional calendar. This is above the state minimum of 1,025 hours of instruction. This slightly amplified instructional time will allow appropriate time for full implementation of the arts integration focus, as well as pull out arts classes, assessments, and performance tasks.

The school hours will be from 8:00 am to 3:15 pm. This will ensure ample time for after school activities, such as our El Sistema program.

The BOD of WSA chose a traditional calendar over a year-round calendar so that our students may participate in a variety of summer enrichment programs, such as those offered by Dreams of Wilmington.

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.*

WSA is committed to ensuring that all students excel academically and fulfill their potential. To this end, WSA will employ a Multi-Tiered System of Support (MTSS) to ensure that all students have the supports they need to be successful. Our multi-tiered framework promotes student learning through engaging, research-based academic and behavioral practices, and employs a systems approach using data-driven problem solving to maximize growth for all. The WSA MTSS model ensures that the academic needs of all students are met by ensuring all students have access to high-quality curriculum, using multiple methods for assessment, and providing targeted interventions when students are not making sufficient progress on Core instruction. The Core for MTSS will be defined in both academic and behavioral settings using research-based curriculum models and arts-integrated approaches to

instruction. Behavior Core will be defined through clear expectations and a positive-behavior model of enforcement and rewards as described in the student handbook.

Tier 1: In Tier 1, all students receive high-quality, research-based academic, behavioral, and social-emotional instruction. The goal of Tier 1 at WSA is to ensure that student needs are met for at least 80% of students. This requires providing an environment, curriculum and instruction that is designed and differentiated for all students. At WSA, this includes the use of highly-rated programs for ELA and Mathematics that provide both lessons and tasks for on-grade level instruction in addition to materials for differentiation within the classroom. These programs allow teachers to use both whole-group and small-group strategies, as well as differentiated instruction based on the size and diversity of the learners in the group and the expertise of the teacher. The school MTSS team will evaluate all data to ensure that Tier 1 is effectively meeting the needs of at least 80% of students without additional supports and work together to identify and suggest strategies for improvement to the School Leadership Team.

Tier 2: At Tier 2, WSA will employ a system of research-based interventions to provide additional supports to students whose needs are not met through Tier I alone. A universal screening system will be used to identify students and their unique needs in attendance, behavior and academics. Using the data from the universal screening system, we will develop a matrix of interventions for common deficit areas to make a responsive system for students. Rather than problem solving each individual student, we will concentrate more on looking at groups of students with similar needs in order to quickly and efficiently provide the necessary interventions. At WSA, we will use research-based intervention methods outside of the time dedicated to core instruction in groups of 5-8 students. In these small intervention groups, teachers will focus primarily on providing increased opportunities to practice and learn skills taught in the core. Ongoing progress monitoring will occur to evaluate student progress as a result of the small-group interventions in Tier 2. Teams of staff members will meet together to review the data and determine if further intervention is necessary. Tier 2 intervention will be effective if at least 70% of the students improve their academic and behavioral performance toward grade-level standards.

Tier 3: Students who are not making adequate progress using Tier 2 small group interventions will receive more intensive support (approximately 5% of students). Students will participate in evidence-based practices and programs demonstrated to improve academic and behavior performance. Tier 3 interventions are more "intensive" as defined by frequency, duration and group size (limited to three students or fewer). Should students not make growth after receiving Tier 3 interventions, a referral will be made to the EC team.

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.*

WSAs program for ELL students equips them to participate fully in the schools academics and arts programs. WSA will use research-based practices to ensure that all students are prepared to succeed regardless of language status.

In accordance with NC policies and procedures, WSA will begin by identifying students using a Home Language Survey when students enroll in WSA. ELL teachers will review the HLS survey results to identify students who have received services before or may have limited English proficiency. Teachers will administer a language screener within the first 30 days of student enrollment. The NCDPI HLS process will be used for this process.

In an effort to ensure all English Language Learners become fluent in English and the school community, an English immersion model will be used to facilitate the English language learning of ELL students. Teachers will utilize a variety of strategies to support English Language Learners including explicit vocabulary instruction, graphic organizers, and discussion protocols.

For students who demonstrate a significant language need, the school will provide English as a Second Language instruction in a pull-out setting. The ELL interventionist will provide structured support based on student need. Student progress will be monitored and tracked in an ongoing manner. After being identified as an ELL, students will be assessed annually using ACCESS ELL until they meet exit criteria.

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.*

WSA will identify gifted students using multiple criteria including performance on state tests, benchmarks, classroom assessments, and research-based tests for giftedness. The identification process will align to the NC AIG standards and will actively involve families along the way. Teachers will support gifted and talented students within the classroom with differentiated opportunities using several strategies including enrichment, differentiation in process, product, or learning environment. When appropriate, teachers may accelerate content based on individual student needs.

WSA is committed to ensuring all students' needs are met. Therefore, staff members will continuously monitor student growth of all students, including gifted and talented students, and make adjustments as necessary. Student progress will be evaluated using state exams, benchmark testing and performance in class.

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)*

WSA is committed to ensuring that all students excel academically and fulfill their potential. To that end, WSA will implement a comprehensive system for identifying student need, providing tailored support and monitoring student progress and records.

WSA will use several methods to identify students who have previously been identified for special education services or who are protected by Section 504 of the Rehabilitation Act.

Enrollment Packet: During enrollment, families will complete a student and family information form, which will provide them with the opportunity to confirm any existing IEPs or 504s.

Previous Records: The school will request complete documentation from students previous schools. The EC staff will be responsible for reviewing these records for EC and/or 504 indicators.

CECAS: The EC staff will review the Comprehensive Exceptional Children Accountability System (CECAS) to identify students who have been previously tracked in the statewide data management system.

The School Support Team (SST) will help to identify students who may be eligible for special services. Referrals to SST can be made by school staff or family members. After a student has been referred, the SST will perform a preliminary evaluation and make recommendations for interventions and/or further evaluation. Evaluations will be conducted by EC staff members or by qualified service providers. The SST will monitor the effectiveness of the interventions to determine if new or different interventions should be put in place or if the student's needs would be best met using an IEP or other services. Families will be informed and involved at all stages of the process. The SST will continue to monitor all students with special needs or until such time as they are determined to no longer require special

services.

Student records will be protected to maintain confidentiality and safety. These records will be stored in designated, locked file rooms with fireproof cabinets. Records can be examined on site by approval personnel only and will not be removed from the school site. The Executive Director will appoint one person to ensure that records are safely stored in compliance with all applicable laws. Records from previous schools will not be requested until after a student has submitted a complete enrollment packet. After receiving student records, files will be securely stored and treated with strict confidentiality.

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.*

It is the goal of the Wilmington School of the Arts to provide full educational opportunity to all children with disabilities served by the charter. WSA will have available to all its children with disabilities the variety of educational programs and services available to non-disabled children in the school including: art, music, business, consumer education, and vocational education or any program or activity in which non-disabled children participate. WSA provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

Our goal is to have one teacher for each grade level be E.C.qualified. These grade-level teams will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his/her strengths and weaknesses through class activities.

Faculty and staff; working closely with students and their parent/sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his/her goals, reaching his/her highest potential. Additionally, it will provide how the student, parent/sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day and during the before and after school programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money. It is our belief that this multifaceted experiential program, while addressing weaknesses and

promoting strengths, will identify the needs of particularly challenged learners.

The EC department will ensure that all students, regardless of special need or disability, have equal access to a Free and Appropriate Public Education (FAPE). To that end, the EC staff at WSA will:

- Provide special education tailored to meet the unique needs of students with disabilities
- Provide related services, such as speech therapy, counseling or transportation, that will help students to access the benefits of special education
- Provide these services at no charge.
- Provide accommodations and modifications, such as extra time or preferential seating, that help children learn and participate in the general education curriculum.
- Create an Individualized Education Program (IEP) for students that outlines services, progress monitoring and annual goals.
- Teach children in the least restrictive environment (LRE) so that whenever possible, children are learning alongside students who don't receive special education.

In order to do this, the staff at WSA will be well-versed in students' IEPs and Section 504 Plans. IEPs will be regularly updated and adjusted to meet student need using ongoing progress monitoring. Families will play an integral role in this process and will always be given proper notification about their student's progress and performance.

The student's program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to be notified of and to participate in all meetings of their child's IEP team.

The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. WSA will invite the child to the IEP team meeting starting at age fourteen, at which time a transition plan will be developed. For children aged sixteen and older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will in a timely manner provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with

disabilities as required in the child's IEP.

WSA, in conjunction with the parents, will determine the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school will develop for that child.

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 NC School Performance Score combines both student achievement and student growth to award schools with an associated letter grade. Therefore, WSA's academic goals reflect the need to measure both proficiency and progress when determining the school's performance standards.

Proficiency: In Year 1, WSA will use a reading diagnostic to determine the number of students who are able to read at grade-level. By the end of Year 1, at least 70% of students will read at grade-level. In subsequent years, proficiency will also be measured by performance on EOG assessments. In Year 2, at least 70% of students will score a three or above on the EOG, which represents a 5% increase from the 2017 New Hanover County results. By the end of Year 3, this percentage should increase at least 10% to 80% of students at or above a 3 as measured by the EOGs.

Growth: Students at WSA will take the MAP assessment three times a year to measure their individual progress. At the beginning of the year, students will take the MAP assessment to identify their current level of performance against nationally-normed data. Students will receive an individual score and a growth goal for the year based on their performance. Interim progress toward students' individual growth goals will be assessed during the mid-year administration of the MAP test. Students will take MAP for the third time at the end of the year to determine the amount of growth that students have made. We have set a goal of 85% of students meeting or exceeding their individual growth goal by the end of the year.

WSA will supplement the states EOG tests with additional assessments to provide data on student achievement and growth. Teachers will use daily formative assessment strategies, including exit tickets, class discussion, and monitoring of independent practice, to measure outcomes of individual lessons and progress toward end-of-unit goals. At the end of the unit, teachers will administer a summative unit assessment to gather data on student mastery of a defined set of knowledge and skills. The results of

these assessments will be used to determine student grouping and identify priority areas for spiraled review. WSA will conduct benchmark testing three times a year using MAP and an early literacy diagnostic. MAP data will provide teachers with information both on students' growth and their overall proficiency as compared to a national set of data. The literacy diagnostic will be used to determine groupings in ELA and to ensure that students are engaging with the appropriately complex texts.

WSA will consider multiple data sources when making decisions about student promotion. This will include performance on EOGs and MAP, as well as in-class grades. Students will be automatically promoted to the next grade if they meet or exceed the state standard requirements. The school will create and share report cards quarterly to communicate about student progress. Grade-level teams will use these report cards to identify students who are at risk of being retained at the end of each quarter. Grade-level teams will work with Interventionists to determine what additional supports would be beneficial for students. Progress will be tracked throughout the year and revisited formally at the end of each quarter. If, after intervention and support, a student still does not meet the grade-level requirements, the Executive Director will make a final decision about promotion using input from the teacher, parent and other involved staff. The decision to promote a student with an IEP or 504 plan will be made with the support of the EC staff. Staff will consider the progress that the student has made towards the goals in the plan.

The school's policies regarding promotion will be available to families in the student handbook and the website. Families will receive a quarterly report card that will share information about student performance on benchmark tests and in class. All families will be invited to discuss their students performance at conferences throughout the year. The school will proactively schedule and conduct conferences with families whose student is at risk of being retained at the end of each quarter.

Exit standards at WSA are based on students meeting the grade-level promotion standards and attendance requirements. WSA will require all exiting students to be at or above grade level in ELA and math as evidenced by performance on state tests or alternative assessments. Alternate assessments can be used to determine if proficiency fulfills the exit requirements at the approval of the Executive Director. Students with special needs will receive support and accommodations throughout the year as per their IEPs and 504 plans. Alternative assessments will be used to determine the expected level of proficiency based on the goals outlined in the plans.

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.*

The mission of WSA is to inspire students to pursue excellence in academics and the arts by awakening and nurturing the creative spirit within each and every child. At WSA, students participate in a robust arts program and a rigorous academic experience that is mutually supportive in developing students self-confidence, creative expression, critical thinking, and communication skills. Therefore, the WSA Code of Conduct and Community Commitment seeks to define the values and expectations necessary to fulfill this mission and purpose.

To support character development and a positive school culture, WSA has identified and defined the following school values: passion, perseverance, ownership, bravery, and community.

The school's values will be explicitly taught and reinforced in an ongoing way. All expected behaviors will be aligned to one of the Core Values and will be introduced to students accordingly. WSA will also use a school-wide system to recognize students who uphold the Community Commitment and Core Values. These recognitions may include public celebration, awards/certificates, special trips, school currency, and Student of the Month.

If a student fails to uphold the expectations of the Community Commitment and the Core Values, they will be subject to a scale of behavioral interventions. All minor infractions will be handled by the classroom teacher with a focus on positive reinforcement of school expectations and values. Some possible teacher interventions may include, but are not limited to: warnings, student-led behavior conferences, behavior contracts, Parent-Teacher conferences, additional assignments to be completed at home and/or at school, detention after school, mandatory homework study hall after school, or loss of earned incentives and school trips. Students who struggle to meet the expectations of the school community in one or more areas of behavior will be referred to the MTSS team for behavioral interventions and modifications.

Serious infractions or continued violation of the Community Commitment and Core Values will result in a referral to the school administrator which could result in in-school suspension, short or long-term suspension, or expulsion.

Causes of suspension and expulsion include but are not limited to an individual's conduct, including collaboration in or encouragement of the following:

- Possession of a dangerous or illegal weapon on school premises
- Possession of controlled substances on school premises and/or engaging others, including self, in the distribution or sale of controlled substances
- Sexual misconduct
- Felonies and crimes of moral turpitude
- Communicating or carrying out a threat of harm or intimidation

- Deliberate destruction of property
- Stealing
- Smoking, distribution or sale of drugs
- Soliciting students to enter sales not approved by administration
- Communicating weapons/bomb threats
- Engaging in aggressive physical contact; punching, shoving, kicking, biting, spitting on any member of the WSA community

WSA will uphold all federal and state laws regarding the discipline of all students, including protected groups. In the event that a child with special needs commits any infraction, the student's IEP or 504 will be referenced to determine whether the behavior is a manifestation of the child's disability. The Executive Director will also seek the support of the EC team to help determine consequence and plan of action.

Upon enrollment, students and parents will be asked to sign the Community Commitment which outlines the expectations for all members of the WSA community. They will receive a copy of the Code of Conduct which outlines all discipline policies and procedures. The Code of Conduct fully describes the process for determining appropriate consequence for behavior infractions as well as the family's rights in terms of due process and grievances.

Full Schoolwide Discipline Plan appears in Appendix O.

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

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

Name of Private Nonprofit

: Wilmington School of the Arts

Mailing Address: 1911 Perry Avenue

City/State/Zip: Wilmington NC 28403

Street Address: 1911 Perry Avenue

Phone: 910-839-8042

Fax:

Name of registered agent and address:

A. David Ervin
205 5th Avenue
Wilmington, NC 28401

FEDERAL TAX ID: 82-2712458

Tax-Exempt Status 501 (c)(3)

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

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

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
William "Barry" Rice	Chair	NEW HANOVER	School Administration (retired)	School Administration (NC)	N
Elizabeth Naegele	Vice Chair	NEW HANOVER	Education Consultant	NC Secondary Science Teaching Licensure	N
Emily Orr	Secretary	WAKE	Arts Educator/Administrator (retired)	K-12 Teaching Licensure (Music), MLT (ASCP)	N
Tom Martyn	Treasurer	NEW HANOVER	Corporate Controller (retired)	Certified Public Accountant (inactive)	N
Joshua Bailey	Member at Large	NEW HANOVER	Educator (History, English, Arts)		N
Danielle Gagnon	Member at Large	NEW HANOVER	Grant Analyst		N
Lily Nicole Nelson	Member at Large	NEW HANOVER	Assistant Technical Director (theatre)		N
John Westberg	Member at Large	NEW HANOVER	School Administration	School Administration/Superintendent	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 of Directors (BOD) of Wilmington School of the Arts is committed to the success of its students and to upholding the mission, purposes, goals, and overall vision of the school as outlined in its charter. To this end, the BOD will implement proven best practices. All board members will sign an annual commitment statement.

The BOD will supervise the Executive Director, who will be responsible for the day-to-day operation of the school. The BOD will establish an evaluation process for annual review of the Executive Director.

The Board will be accountable and responsible for all federal, state, and local laws and regulations related to reporting.

In addition to these basic duties and responsibilities, the board shall:

- 1) Create working committees to make recommendations to the full board. Such committees may include, but are not limited to Governance, Finance, and Personnel.
- 2) Establish an initial budget and periodically review the financial condition of the school and adopt and carry out fiscally responsible budgets to ensure the long term financial health of the school.
- 3) Attend all required Charter School training programs through the Office of Charter Schools at the North Carolina Department of Public Instruction.
- 4) Develop and maintain a board training schedule to provide ongoing training.
- 5) Participate, as appropriate, in the hiring and retaining of qualified teaching and non-teaching staff for the school.
- 6) Seek out and secure grants or funding for special program or school operations.
- 7) Maintain a working relationship with our attorney, A. David Ervin.
- 8) Investigate and obtain facilities (performance venues, art galleries, etc.) and equipment sufficient for the school to carry out its mission.
- 9) Attend school events

Wilmington School of the Arts has chosen Mr. John Westberg as its lead administrator. Mr. Westberg has 40 years of experience in education, 12 of those as a school administrator. He is founder and former Executive Director of a North Carolina charter school, and most recently served as the Interim Executive Director of Union Day School. Mr. Westberg received a B.S. from Radford University, a Masters from SUNY Stony Brook, and a Sixth Year Professional Diploma in Administration and Supervision (Educational Leadership) from Long Island University. Mr. Westberg also holds a NC certification as a school administrator and school superintendent.

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 of WSA will be comprised of 7 to 11 members. There are currently 8 members. Each board member brings a unique array of skills and talents to the board. Two of our founding board members have founded other charter schools and have been through the required planning year training and Ready to Open Process. The board as a whole includes strong representation in education, charter school operations, school administration, afterschool programs, the arts, and finances. All of the board members share a passion for education, a devotion to the mission, and a common vision for Wilmington School of the Arts. A brief overview of our board members and their areas of expertise is as follows:

Barry Rice (Board Chair) is a 35-year veteran of public education, with experience as a teacher, principal, and in central office positions. He handles Information Services for USCG Auxiliary and has held several offices in the Auxiliary.

Elizabeth Naegele (Vice Chair) is a consultant with a national non-profit that supports schools and districts in ensuring all students have equal access to a high-quality education. Before this role, Elizabeth was an instructional leader in high-performing charter schools in Louisiana, and in rural northeastern North Carolina. Elizabeth began her career teaching middle school Science in the Bronx with Teach For America.

Emily Orr (Secretary) taught music at the high school and college level for over 25 years. She is the founder of a North Carolina charter school.

Tom Martyn (Treasurer) is active in music making as a member of the Wilmington Chapter of The Barbershop Harmony Society and the Carolinas District of the Barbershop Harmony Society, the latter of which he is the current President. Mr. Martyn has had a long career in engineering and finance.

Joshua Bailey (Member at Large) is in his eleventh year as an educator in North Carolina. His teaching experience ranges from middle school language arts and social studies, to high school English and the arts. He is also an active member in the Wilmington theater arts community, having been a part of over 25 productions in the last 5 years as an actor, writer, and director.

Danielle Gagnon (Member at Large) completed the Bachelor of Science Degree in Marine Biology at UNC Wilmington. She currently works as a grant analyst in the pharmaceutical industry. She has over a decade of experience as an afterschool program coordinator and camp director.

Lily Nelson (Member at Large) is the Assistant Technical Director at Thalian Hall and has recently been promoted to Artist Services. She graduated from the University of North Carolina at Wilmington with a BA in Theatre and English, and has previously worked with D.C. Virgo Preparatory Academy as a teacher aid and an afterschool event organizer.

John Westberg (Member at Large) has 40 years in education, twelve of those as a school administrator. He was the founder and executive director of a North Carolina charter school and brings important expertise and leadership to Wilmington School of the Arts. Mr. Westberg also holds NC certification as a school administrator and school superintendent.

The board personnel committee will develop an evaluation process for the Executive Director that includes multiple performance indicators and is closely tied to the school's mission and goals. Based on the evaluation process, the board will formally evaluate the Executive Director each spring. The Executive Director's contract and compensation will be based at least in part on the annual evaluation.

Parents, staff, and students will have a variety of avenues to be active participants in the decision-making process. There will be a public comment

period at every regular board meeting, and stakeholders will have the opportunity serve as board members, on board committees, the PTO, and the SIT.

- 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?*

Discussions about beginning Wilmington School of the Arts began between founding board members, John Westberg, and William "Barry" Rice in early 2017. Other founding board members were handpicked based on their skill sets and interest in providing academic excellence and arts opportunities for young people in the Wilmington, NC area.

After the opening of the school, and periodically thereafter, the board will assess its progress and needs in terms of board expertise. As outlined in our bylaws, members of the WSA Board of Directors will serve for a term of three years. As board terms expire, or as additional seats become available or are needed, the current board will solicit resumes from the community, review them, and will conduct interviews of prospective candidates. Such interviews will consist of questions similar to the required board questionnaire for this charter application.

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

The board will meet at least monthly, ten months per year. The annual planning meeting will take place in June of each year.

The board will meet at least monthly until the application is approved and then would likely meet twice per month during the planning year and Ready to Open process.

- 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.*

All of our board members will receive training to ensure that they are well-informed regarding Charter School Law, State Board Policy, and operating procedures established by the SBE and implemented by the Department of Public Instruction. Upon approval of the application, all board members will be expected to attend all training for the planning year, as well as the DPI Charter School Leadership Institute prior to the schools opening year. New board members will be required to participate in similar board training, to be chosen from a variety of resources including the Office of Charter Schools, charter consulting companies, state and regional charter conferences, and the North Carolina Association for Public Charter Schools, and will be expected to participate in ongoing board development. Training is considered complete when the following topics have been covered: North Carolina charter school law, the Wilmington School of the Arts charter, board roles and responsibilities, strategic goal setting, developing strong relationships with stakeholders, how to mediate in a difficult situation, how to address parent and personnel concerns, and how to evaluate and develop policies and procedures to support the mission of WSA. A specific requirement for hours of board development for each board member will be laid out and agreed to in a policy that each board member will sign.

- 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 WSA Board of Directors defines a conflict of interest as a condition that exists when a transaction or activity creates, or is perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. The burden of disclosure of a conflict of interest shall be on the applicable board member or employee with supervisory authority. Circumstances that create the appearance of a conflict of interest are to be avoided.

The Board of Directors will comply with all state and federal laws that govern conflict of interest issues that apply to non-profit organizations. Specifically, the Board will require each member to comply with the guidelines set out by Section 55A-8-31 of the North Carolina General Statutes. When there is any transaction or decision that the Board is discussing or scheduled to vote upon, Board members will be required to inform the full Board of any potential conflict of interest. A Board member conflict of interest shall exist in instances including but not limited to when a Board member is an employee of a for-profit company that provides substantial services to the charter school for a fee, or if the Board member is serving as an officer, general partner, trustee, or director of the organization or business being discussed. The Board member with the conflict of interest may participate in the discussion, but will be ineligible to vote on the decision or transaction. The vote will take place by the remaining Board members with no conflict of interest.

Each board member will be required to sign an annual conflict of interest statement to disclose any conflicts or potential conflicts of interest.

At this time, there are no actual or perceived conflicts of interests among current board members.

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

In developing policies, the BOD and committees may consider recommendations from administration, the School Improvement Team, and the advisory board. In addition, each board meeting will have a time designated for public comment so that the board may solicit and consider input from parents and staff. Parent feedback will also be solicited through individual communication, parent meetings, and annual surveys. All recommendations will be forwarded to the appropriate committee for review. The committee will then consider whether or not the recommendation should go to the full board for review.

Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to become familiar with the subject and to have the opportunity to seek further information prior to a meeting.

If necessary, legal counsel will be asked to review the policy proposal before being brought back to the full Board of Directors.

School policies are reviewed annually to ensure compliance with federal and

state law as well as local regulations and policies. These policies will be organized in a manual for reference and will be updated as necessary

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

As needed, the board will form committees which will help the board in the governance of the school. Such committees may include, but are not limited to Governance, Finance, and Personnel.

The School Improvement Team (SIT) will include an administrator, teachers representing each grade level and department, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month.

Parent/Teacher Organization (PTO) will operate separately from the Board of Directors. Its members may include parents and staff members and will include one liaison from the staff. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. The PTO will be invited to present reports to the board during monthly board meetings.

Advisory Board: The Board, by resolution adopted by a majority of the number of Directors then in office, may create an Advisory Board, including a Start-Up Advisory Board for the Corporation. Such an Advisory Board, to the extent provided in such resolution, may advise and provide assistance to the Board regarding the management of the Corporation. The Board may designate and appoint members of any such Advisory Board for such term as the Board may specify in its discretion. The Board may dissolve any such Advisory Board at any time at its discretion. The Advisory Board will consist primarily of community members. The charge of said Board will be:

- Assist in implementation of the school's mission
- Assist in developing community relationships
- Provide guidance in specific parts of arts integration into the curriculum
- Help secure monthly visiting artists
- Assist in fundraising and marketing
- Explore partnerships within the community
- Assist in developing after school programs
- Any other activities that meet the approval of the majority of the WSA Board

All business communication from the Advisory Board to the WSA Board will be through the Executive Director of WSA to the Board Chair of WSA.

Current proposed members of the Advisory Board include:

- Ronnie Dale Wise: Music Director for the Wilmington Boys Choir and St. Paul's Episcopal Church
- Donna Moore: Director of the Museum School at the Cameron Art Museum
- Judy Greenhut: Broadway and television actress

- Steve Vernon: Over 100 credits in Wilmington Theatre productions as a director, producer, and actor. Artistic Director of Big Dawg Productions and the Cape Fear Playhouse
- Tracey Varga: Local and regional choreographer. Founder and Director of Forward Motion Dance Company.
- Tony Rivenbark: actor, director, historian, and lecturer. Executive Director of Historic Thalian Hall since 1979

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

Our process for addressing a grievance will be communicated in writing to all staff, students and parents through handbooks, and will be posted on the schools website. Students and parents with a grievance are encouraged to first attempt to resolve the issue directly with the involved party. If this approach is not feasible or is unsuccessful, the parent or student is encouraged to discuss the matter with the department chair or Executive Director, when appropriate. If a concern is specifically about the Executive Director, the complaint may be taken directly to the Board of Directors. Grievances presented to the board must be submitted in writing. If requested, mediation will be provided. If the issue is not resolved, the dissatisfied party may outline the problem, in writing, as a formal grievance and submit it to the Board of Directors, and the BOD will respond in a timely manner.

Governance and Organizational Structure of School Governing Body (continued)

Include in the Appendices:

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

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

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

X Not Applicable

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Projected Staff:

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

Below is an outline of positions required for year one. Each year, the school's number of classroom teachers, EC teachers, teacher assistants, interventionists, and clerical staff will grow as the student population grows. These numbers are reflected in the personnel section of the budget.

Executive Director
Assistant Principal(s)
Director of Operations
Arts Coordinator
Clerical/Data Manager
Classroom Teachers
EC Teacher(s)
Interventionists
Teacher Assistants

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

Wilmington School of the Arts is committed to recruiting and hiring the finest teachers and staff. Federal standards for Highly Qualified teachers will be followed, as well as the standards set forth by NC Law for teachers in a NC Charter school (50% licensed in grades 6-12 in the subject areas where they are teaching) as well as those set by the Every Student Succeeds Act. legislation, which requires teachers in core subject areas to meet Highly Qualified standards.

The Executive Director will be the leader of the recruiting and hiring process. Advertising for open positions will be done through the school website, social media, local newspapers, a variety and online job banks such as NC School Jobs, The North Carolina Association for Public Charter Schools, and college and university placement centers.

WSA's teachers will be professionals who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor new teachers. The school will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. Once per year, teachers will complete a working conditions survey, and the board will use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having

representatives on the School Improvement Team (SIT) and the Parent Teacher Organization (PTO). The school will have a variety of high-quality and relevant professional development opportunities. The Executive Director and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions. When funds are available, full-time employees will be awarded a salary increase that reflects performance, length of service, or increases in cost of living. This is reflected in our budget.

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

All staff members are employees of Wilmington School of the Arts, to be governed by the WSA Board of Directors. The BOD will directly supervise the Executive Director who will, with the help of other administrators when appropriate, directly supervise the other staff members. Upon recommendation by the Executive Director, the BOD will approve all hires, position changes, terminations, staff policies, and staff procedures.

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

The school will use a variety of methods to attract interested, qualified candidates; including but not limited to: NC School Jobs, social media, college and university job placement services, and directly contacting distinguished school personnel. Once potential candidates are identified, the Personnel Committee and the Executive Director will further vet the candidates and make recommendations for interviews. The Executive Director make a final recommendation(s) to the Board of Directors for approval. No candidate will be offered an unconditional offer of employment without passing a criminal background check., which will be paid for by WSA.

The Executive Director will be the direct supervisor of the staff. It is the responsibility of the ED to note any deficiencies in staff performance. Except for the most egregious offenses, the Executive Director will use available resources to remediate, including small corrections to formal action plans with clear performance expectations. Staff members will be provided with all necessary support and a reasonable, definitive time frame for meeting the outlined expectations. If, after being on a formal action plan, the employee has still not demonstrated the expected improvement in performance, the Executive Director may recommend the employee to the BOD for termination. The final decision to terminate an employee lies with the WSA Board of Directors. If an employee feels as though he or she has been wrongly terminated, he or she may follow the formal grievance policy.

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

The school will offer a full range of benefits to full-time employees, including medical coverage, dental coverage, a retirement plan, life insurance, and long and short-term disability. Some of the benefits will be offered to employees at the expense of the school, while others will be offered as employee-paid benefits.

The following is a range of proposed salaries for each position. To calculate the budget, an appropriate starting salary within each range has been selected. When funds are available, full-time employees will be awarded a salary increase that reflects performance, length of service, or increases

in cost of living. This is reflected in our budget.

Executive Director: \$60,000 - \$80,000
Assistant Principal: \$50,000 - \$60,000
Director of Operations: \$35,000 - \$45,000
Arts Coordinator: \$35,000 - \$45,000
Clerical: \$28,000 - \$40,000
Classroom Teachers: \$42,500 - \$50,000
EC Teacher: \$42,500 - \$50,000
Interventionists: \$42,500 - \$50,000
Part-Time Teachers: \$20,000 - \$25,000
Teacher Assistants: \$19,000 - \$22,000

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

A formal written grievance may be filed by an employee when it is suspected that there has been a violation, misapplication or misinterpretation of the employee's contract, state or federal law, Board policy, or school procedure; or an employee has been subject to discrimination on the basis of race, religion, sex, national origin, age, or disability in violation of federal or state law or Board policy; or there exists a condition which jeopardizes and/or adversely affects an employees mental, physical or emotional health or safety.

If an employee believes that he or she or they have cause to file a grievance, the employee shall first discuss the matter with the Executive Director and attempt to resolve the matter informally. If the grievance is not resolved to the satisfaction of the aggrieved party through informal discussion, either party may request mediation of the grievance by a mediator. If the grievance is not resolved to the satisfaction of the aggrieved person(s) through informal discussion, a formal grievance may be submitted in writing.

Within five (5) days of receipt of the grievance, the Executive Director shall meet and confer with the aggrieved party(ies), who may bring to the meeting a representative of their choice. If after this discussion, the grievance remains unresolved to the satisfaction of the aggrieved party(ies) they may, within 5 days of that decision, appeal to the Governance Committee.

After the Governance Committee has completed its investigation into the grievance, (no more than 10 days) the Committee shall report on the results of its investigation and attempt to resolve the grievance.

If the grievance cannot be resolved to the satisfaction of the aggrieved party(ies) may appeal to the Board of Directors as provided by NC G.S. Section 115C-45.

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

At this time, the WSA Board of Directors has not identified any positions that meet these criteria.

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.

The special needs population, including ELL students, and staffing for the anticipated EC population has been calculated based on 12% of the population

of the LEA. The funds are reflected in the budget. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The school's budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members.

Gifted students will be served by classroom teachers who have been trained in classroom differentiation.

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

Executive Director: The Executive Director (ED) is the instructional leader of the school and is responsible for overseeing the day-to-day operations. He or she will implement the policies approved by the Board of Directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The Executive Director must be committed to the mission of WSA and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

Assistant Principal: The Assistant Principal (AP) will report to the Executive Director. Duties may include, but are not limited to: assisting in teacher observations, instructional support, curriculum coordination, working with students and parents in matters of discipline and student pride in WSA, and others duties assigned by the ED. The AP must be committed to the goals and mission of the school and work in a collaborative manner to achieve our goals. Professional experience and a relevant advanced degree is preferred.

Director of Operations: The Director of Operations (DO) will report to the Executive Director and perform duties delegated to him or her by the Executive Director. Duties may include but are not limited to overseeing student applications, lottery and registration, employee onboarding, meals and transportation, coordinating fundraising, writing grants, and maintaining the school's online presence. The DO must be committed to the mission of the school and willing and able to work collaboratively to achieve the school-wide goals. Professional experience is preferred.

Arts Coordinator: The arts coordinator will be directly involved with training the arts teachers, developing the curriculum, supporting teachers in the implementation of arts into all classes, and forming community partnerships. The arts coordinator will also oversee the implementation of the El Sistema program. This involves acquiring instruments for students and overseeing the required five to ten hours per week of after school instruction. He or she, with support and direction from the Executive Director, will ensure that the school's educational program is implemented with fidelity. The Arts Coordinator will have a minimum of a bachelor's degree in an arts field, will be committed to the mission and goals of the school, and have relevant education experience.

Clerical: The clerical staff will be responsible for student data including PowerSchool, attendance, communications, and oversight of office procedures. They will facilitate purchasing, invoicing, payroll, and inventory. Clerical staff will also work in conjunction with 3rd party contracts, including our LINQ provider. Minimum requirement is an associates degree (A.A.) or equivalent from two-year college or technical school and/or twelve months related experience and/or training; or equivalent combination of education and experience.

Classroom Teachers: Teachers will be responsible for teaching subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed teachers are preferred. Teachers must have the ability to become highly qualified in their subject area.

EC Teachers: EC Teachers will be responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. EC Licensure is required.

Interventionist(s): The interventionists will provide systematic intervention to students as needed to improve academic achievement and behavior of all students. Interventionists will provide leadership to classroom teachers in implementing intervention initiatives and intervention services. They will increase the staffs capacity to effectively implement identified core or universal practices to all students, by providing staff with ongoing and embedded professional development.

Teacher Assistants: Teacher Assistants will help teachers prepare for lessons, and reinforce lessons, school rules and class rules. They help teachers with recordkeeping, calculating grades, and tracking attendance. TA also help to supervise students in class, between classes, during lunch, and on field trips. Minimum of a High School Diploma or GED, and previous experience. Associates Degree preferred.

Staff Evaluation and Professional Development

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

The Executive Director will be ultimately responsible for maintaining teacher licensure requirements and coordinating professional development.

- 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.*

Wilmington School of the Arts will implement the state mandated mentor/mentee program for all teachers, and will support new teachers by implementing the Beginning Teacher Support Program.

In order to retain teachers and staff, to develop awareness and commitment

to the school mission and purpose and to increase professional satisfaction, Wilmington School of the Arts will begin by developing clear job descriptions for all staff. All teachers will have adequate planning time and workspace. WSA is a place where teachers will be respected and autonomy is valued. While teachers will be expected to adhere to the chosen curricula, they will have the opportunity to choose what they teach and how they teach it.

The administration will provide specific feedback, encouragement, and continued opportunities for educators to regularly network with one another.

- 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.*

The staff development plan consists of three distinct kinds of development:

Formal: The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and will also occur during many teacher work days and monthly staff meetings.

Individual: Individual professional development includes external, subject-specific training. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the Executive Director and other administrators will provide further valuable professional development for the staff. The curriculum coordinator (designated and experienced core content teacher) will work with teachers individually to provide support, coaching, modeling, and other assistance.

Small Group: Teachers will meet daily in small groups. An example would be grade-level teams. These meetings will serve as another way for teachers to evaluate their lessons, plans, and instruction. Administrators and curriculum coordinators will frequently attend these meetings and offer feedback, coaching, resources, best practices, and support with the goal of improving instruction and student learning.

- 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.*

The Executive Director will be responsible for planning the professional development (PD) of the staff. Two full weeks of PD are scheduled before school begins and are reflected in the school calendar. Professional development at WSA will encompass three areas, orientation, staff support, and instructional support. These will be ongoing throughout the school year. Professional development will begin August 1st, 2019.

The bulk of the two-week PD will cover instructional support. This includes curricula, character education, curriculum mapping, and lesson/unit planning. Representatives from Zearn, Great Minds (Wit and Wisdom) and Kagan (Cooperative Learning) will present full-day trainings.

Arts integration will be spaced out across multiple days. The bulk of the arts integration PD will be presented by the Arts Coordinator.

Orientation topics include but are not limited to: Laptops/Chromebooks, school email, PowerSchool, MAP testing, employee onboarding, health and safety training, and the NC evaluation system.

Staff support includes such areas such as: EC overview, grading, MTSS, mentor/mentee program, HR onboarding, schoolwide discipline plan, overview of the mission and charter, faculty handbook, MTSS, and interventionists.

- 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.*

In addition to two full weeks of PD prior to the first day of school, there are three full days of staff development spaced throughout the year. These are separate from the teacher workdays/report card days which are also spaced evenly throughout the year.

During those days, at the discretion of the Executive Director, topics from the initial pre-opening days will be revisited in more depth. Additional topics may be covered as needed. Additional professional development will also take place at monthly staff meetings and at monthly new teacher training meetings. The Executive Director will work with the Assistant Principal to design and implement a coherent professional development plan within the framework outlined here. There will also be other professional development opportunities during the school year (on teacher work days) via webinar.

Enrollment and Marketing:

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

Marketing Plan

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

In April of 2018, Wilmington School of the Arts began an aggressive marketing campaign. The initial purpose of this marketing plan was to gauge the level of interest from the community and make an initial assessment of how many students WSA could reasonably expect to enroll in the first year. Initial and ongoing marketing includes the following:

1) Parent interest survey. This was distributed via Impact Media by email to their extensive list of parents of school-age children within a 6-mile radius of the proposed location for the school. This includes parents and grandparents of children ages 4-17 that have opted-in to receive such email inquiries and offers. Impact Media put a special re-targeting pixel on the emails (a "cookie") so they could be followed online during the following days/week with ads about the school survey to make sure they had read the information and would remind them to take the survey if they still had not.

By September 1st, 2018, we received 136 completed surveys. Impact Media will run the survey through December of 2018. To view the initial outcomes of the survey, please see Appendix A1.

2) Online targeted display ads. Geo-targeted to people from within a 5-mile radius of the proposed school location during the two survey months of June and July to remind them about the online survey. Such ads will continue to be used throughout the enrollment process and continue on an as needed basis.

3) Online Media. This includes our website and social media. As of September 2018, our Facebook page has about 350 followers.

4) Email list. This is generated from the interest survey, community events, and in-person visits throughout the community.

5) Local media coverage. Coverage about our school has appeared in the Wilmington Star (February 12, 2018) and on WECT TV and WWAY TV, (May 23rd, 2018.) We plan to continue to engage with these resources and grow the list to add others.

6) In-person. As of the time this application was filed, representatives from WSA have visited over 50 area establishments, including preschools, churches, museums, theaters, and afterschool programs. Brochures about the school are available at these locations. Representatives from the school will continue to attend community-wide events and school information fairs to promote the opening of the school.

7) Advertising and press releases. The school will advertise its open enrollment period in local media. WSA has an exhaustive list of recipients from Impact Media. The list includes over 100 agencies.

Upon approval of the charter, WSA will continue the above will hold monthly parent interest meetings from the time the school is approved through the fall of the first year. The school plans to partner with local businesses to host these public meetings. Meetings will be widely advertised.

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.*

Representatives from our school have been and will continue to utilize in-person and online means of communicating, including our growing email list, our website, and social media. Our board members have visited over 50 agencies in the community and will continue this communication to build long-lasting relationships with the community.

Upon approval of the charter, WSA will advertise its enrollment period in the local media and through local businesses, utilizing the aforementioned list of agencies.

The school will hold monthly parent interest meetings from the time the school is approved through the fall of the first year. The school plans to partner with local businesses to host these public meetings. Meetings will be widely advertised.

After completion of enrollment, parents will receive a minimum of a weekly email newsletter. Parents will have the opportunity to serve on board committees and/or join the PTO. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. The PTO will be invited to present reports to the board at monthly board meetings.

Admissions Policy

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

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

The open enrollment period will begin on the date of final approval and will run for a minimum 45 days. Before final approval, interested parents may fill out a letter of interest. Everyone who submits a letter of interest will be contacted and informed about how to apply. Enrollment will be widely advertised in local media, on our social media, and through geo-targeted online advertisements.

To apply to Wilmington School of the Arts, parents must fill out a completed application, which may be mailed or hand delivered to the school. Online applications will also be available. To be included in the lottery, applications must be received by the deadline set by the board, which will be approximately 45 days after the start of the open enrollment process.

The school will utilize a weighted lottery, which is outlined in detail below.

If a lottery is necessary, it will be held in a public place and announced

on the school's website and Facebook page. All those who applied will be contacted. Each applicant will be assigned a number and after the weighted lottery, the remaining numbers will be pooled into the general lottery and drawn at random. After all of the numbers have been drawn to fill the available spots, the rest of the numbers will be drawn and placed on a numbered waiting list. Families need not be present at the lottery to accept enrollment. Those whose names are drawn in the lottery will be notified, and families will be offered information and a reasonable amount of time to make the decision to accept or decline the spot. If the family chooses to decline the offer of enrollment, the next student on the waiting list will be offered a chance to enroll.

Families may apply after the open enrollment period. Such applications will be placed on the waiting list in the order in which they are received.

The school will give preference in the lottery to children of full-time staff and children of board members.

For siblings, multiple birth and otherwise, Wilmington School of the Arts will enter one card in the lottery with the names of all of the siblings on it. If the family card is drawn in the lottery, the school will offer enrollment to all of the siblings on the card, pending availability in each grade level. Following that procedure should ensure that siblings will be able to stay together and all attend the school. After the first year, siblings of students who were enrolled at the school the previous year will also get enrollment preference.

If a student wishes to withdraw from the school, they will be asked to do so in writing. The parents will fill out a form that asks them to list the reason for the withdrawal. If the reason for the withdrawal is transportation, the Director of Operations will ask to meet with them to formulate a personal transportation plan so that the student can remain at the school. If a student wishes to transfer to another school, he or she will first have to be withdrawn from the school, using the procedure outlined above. Once a student withdraws from the school, he or she will need to reapply by following the procedure outlined above.

There will be no pre-admission activities for students or parents of the school.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes: X

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.*

In accordance with our mission, we believe that arts education helps children become more successful students, better connected to their communities, more confident in their personal development, and better prepared for their careers. Research supports that the arts are nationally recognized as a validated intervention for youth empowerment and development, and that participation in the arts improves academic achievement, social skills, intellectual development, motor control, attention and motivation, critical thinking, and creativity. (See Appendix O.)

Arts opportunities outside of school are typically cost prohibitive, and often exclude those with limited financial resources. When considering all students in the surrounding community, the Free and Reduced Lunch (FRL) population across all of New Hanover County indicates an average FRL population of 51%. The weighted lottery will ensure that our school population reflects that of the surrounding community, and that our arts programs, including after school programs, will provide a rich arts experience to those who may not otherwise have the opportunity.

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

Wilmington School of the Arts is committed to being an economically diverse community, and will allocate a percentage of the total number of seats available at the school for students who, based on their families' current income levels, qualify for the National School Lunch Program. WSA will set the optimal percentage at a minimum of 50% each year, to reflect the number of students in New Hanover County who currently receive free or reduced lunch. Every family will be given the option to provide supporting documentation of qualification for the weighted lottery through our free and reduced lunch form or provide a current qualification letter. Such document

is not required to apply to the school, and the enrollment application will clearly state that choosing not to provide the information will not alter the chances of being chosen in the general lottery. If a family chooses not to provide the optional information, they are unable to be considered for the weighted lottery. If an applicant qualifies for the weighted lottery but is not chosen through the lottery, the application will be placed in the general enrollment applicant pool.

3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

Through weighted lotteries, charter schools are in the unique position to be able to create truly diverse schools. In 2012, The Century Foundation and the Poverty & Race Research Action Council published a document that demonstrates the feasibility and value of racially and economically integrated charter schools. According to the study, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills, and the schools themselves counter bias and counter stereotypes, while fostering tolerant adults and good citizens (Kahlenberg & Potter, 2012).

The first charter school in the Southeast to implement a weighted lottery was the Central Park School for Children, a charter school in Durham, NC. Since implementation of the weighted lottery, the school has tripled its socio-economic diversity, and the schools economically disadvantaged students have the highest EOG proficiency rate of all of Durham's twelve charter schools.

PROJECTED ENROLLMENT Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 New Hanover County Schools
 LEA #2 Brunswick County Schools
 LEA #3 Pender 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 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710	LEA 650	LEA 100	LEA 710
Kindergarten	72	4	4	72	4	4	72	4	4	72	4	4	72	4	4
Grade 01	72	4	4	72	4	4	72	4	4	72	4	4	72	4	4
Grade 02	72	4	4	72	4	4	72	4	4	72	4	4	72	4	4
Grade 03	0	0	0	72	4	4	72	4	4	72	4	4	72	4	4
Grade 04	0	0	0	0	0	0	72	4	4	72	4	4	72	4	4
Grade 05	0	0	0	0	0	0	0	0	0	72	4	4	72	4	4
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	72	4	4
	216	12	12	288	16	16	360	20	20	432	24	24	504	28	28
	240			320			400			480			560		

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

V. OPERATIONS

Transportation Plan:

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

In accordance with North Carolina General Statute 115C-218.40, transportation will not be a barrier to any student who resides in the local school administrative unit in which the school is located. To this end, Wilmington School of the Arts has budgeted \$ 20,000 in year one for bus transportation. The cost is increased by another \$10,000 in each of the next two years, and is reflected in the budget. This amount will cover the cost of bus purchase, or for a contract with a bus service. Where needed, WSA may choose to contract with New Hanover Public Schools or with the Cape Fear Transit Authority of Wilmington, NC, which has a stop one block from our school's location.

Upon completion of enrollment, we will use mapping software to create a more detailed transportation plan, as well as a means to connect parents who may want to organize carpooling.

Through our marketing and weighted lottery, our school fully expects to have a student population of 50% or more students residing in households with an income level not in excess of the amount required for a student to qualify for the federal free or reduced price lunch program. Therefore, Wilmington School of the Arts, once it meets this criteria, will apply for the state's Charter School Transportation Grant Pilot Program.

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.

Based on the LEA, and the use of our weighted lottery, we anticipate that between 25% and 50% of our students will qualify for free or reduced lunch. In the first year, we have budgeted \$65,000 for meals. This was calculated by assuming the cost of lunch at \$3 each, multiplied by the number of school days and 50% of our student population. There are a number of area vendors who will offer a healthy lunch at this price. Students who wish to purchase meals may do so. The full cost of lunch will have a small profit built in that will be used to help pay for the lunches of those who cannot afford to purchase meals.

The \$65,000 in the first year and the higher costs in subsequent years assumes that all families who qualify for free or reduced lunch will take advantage of the opportunity.

Students also have the option of bringing lunch from home. The school will keep a supply of healthy, non-perishable items for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents.

Our school site has a cafeteria, where students will have a comfortable area and appropriate amount of time to enjoy their meals.

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

The Nonprofit

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,445.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$250,000		\$525.00
Automobile Liability	\$1,000,000		\$181.00
Crime Coverage Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$9,031.00
Total Cost			\$14,571.00

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

Health and Safety Requirements:

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

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

wilmingtonarts

09/21/2018

(Board Chair Signature)

(Date)

Facility:

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

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

WSA has entered into an agreement with Schoolhouse Development, LLC. (To view the LOI, see Appendix A2.) Both parties have engaged in a plan for a suitable option for a 2019 opening, while other sites are being evaluated and eventually developed.

As WSA will be opening with 240 students in grades K2, WSA will lease space from the Sunset Park Baptist Church in Wilmington, NC. Schoolhouse will provide funding, as part of the Facility Project Cost, to allow for Tenant Improvements in this leased space to ensure it meets code and is appropriate for use as classrooms, and would be ready to open for the 2019-2020 school year.

Schoolhouse can also confirm the funding and resources are available to provide these services and lease the facility to our school until enrollment and financial stability allows for the school to purchase a facility using permanent funding sources.

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.

Most of the space we have investigated in Wilmington costs between \$45 and \$75 a square foot. However, we have secured a site for \$15-\$20 per square foot.

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.*

Based on the above, we are confident that our site at 231 Central Blvd. in Wilmington will be ready for our 2019 opening. However, while the WSA board works with Schoolhouse Development, LLC, it will simultaneously be looking for contingency facilities. WSA and Schoolhouse are being represented by Adam Nichols of Clarendon Commercial Real Estate in Wilmington. Mr. Nichols has been working with our board to identify several sites that can be used with limited modifications for a period of sixth months to two years, while we search for our permanent facility.

Modular classrooms ("Educational Cottages") by companies such as Mobile Modular and Vanguard have units already approved for educational use and available within a month of requesting.

Any modifications of the programs will depend on the site that is ultimately used.

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

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 650 - New Hanover County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,419.01	216	\$1,170,506.16
Local Funds	\$2,662.00	216	\$574,992.00
Federal EC Funds	\$4,464.16	28	\$124,996.48
Totals			\$1,870,494.64

LEA #2 100 - Brunswick County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,489.39	12	\$65,872.68
Local Funds	\$2,613.72	12	\$31,364.64
Federal EC Funds	\$4,464.16	1	\$4,464.16
Totals			\$101,701.48

LEA #3 710 - Pender County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,565.03	12	\$66,780.36
Local Funds	\$1,509.31	12	\$18,111.72
Federal EC Funds	\$4,464.16	1	\$4,464.16
Totals			\$89,356.24

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	\$1,303,159	\$1,737,546	\$2,171,932	\$2,606,318	\$3,040,705
-Local Per Pupil Funds	\$624,468	\$832,624	\$1,040,781	\$1,214,223	\$1,457,093
-Exceptional Children Federal Funds	\$133,925	\$174,102	\$218,744	\$258,921	\$303,563
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,061,552	\$2,744,272	\$3,431,457	\$4,079,462	\$4,801,361

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Executive Director	1	\$65,000	\$65,000	1	\$66,300	\$66,300	1	\$67,626	\$67,626	1	\$68,979	\$68,979	1	\$70,358	\$70,358
Assistant Principal	1	\$55,000	\$55,000	1	\$56,100	\$56,100	1	\$57,222	\$57,222	1	\$58,366	\$58,366	1	\$59,534	\$59,534
Director Of Operations	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Arts Coordinator	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Clerical	2	\$35,000	\$70,000	2	\$35,700	\$71,400	3	\$36,414	\$109,242	3	\$37,142	\$111,426	3	\$37,885	\$113,655
A - Total Admin and Support:	6		\$270,000	6		\$275,400	7		\$317,322	7		\$323,667	7		\$330,141
Instructional Personnel:															
Classroom Teachers	12	\$43,500	\$522,000	18	\$45,000	\$810,000	24	\$47,000	\$1,128,000	28	\$49,000	\$1,372,000	32	\$51,000	\$1,632,000
Teacher Assistants	6	\$20,000	\$120,000	7	\$21,500	\$150,500	8	\$23,000	\$184,000	8	\$25,000	\$200,000	8	\$26,500	\$212,000
Interventionists	1	\$43,500	\$43,500	2	\$45,000	\$90,000	2	\$47,000	\$94,000	3	\$49,000	\$147,000	3	\$51,000	\$153,000
Exceptional Children Teacher(s)	1	\$43,500	\$43,500	2	\$45,000	\$90,000	3	\$47,000	\$141,000	3	\$49,000	\$147,000	4	\$51,000	\$204,000
Part Time Teachers	5	\$22,000	\$110,000	3	\$23,000	\$69,000	1	\$24,000	\$24,000	1	\$25,000	\$25,000	1	\$26,000	\$26,000
B - Total Instructional Personnel:	25		\$839,000	32		\$1,209,500	38		\$1,571,000	43		\$1,891,000	48		\$2,227,000
A+B = C - Total Admin, Support and Instructional Personnel:	31		\$1,109,000	38		\$1,484,900	45		\$1,888,322	50		\$2,214,667	55		\$2,557,141
Administrative & Support Benefits															

Health Insurance	6	\$6,000	\$36,000	6	\$6,300	\$37,800	7	\$6,600	\$46,200	7	\$6,900	\$48,300	7	\$7,200	\$50,400
401k And Profit Sharing Plan	6	\$2,700	\$16,200	6	\$2,754	\$16,524	7	\$2,720	\$19,040	7	\$2,774	\$19,418	7	\$2,830	\$19,810
Disability	6	\$810	\$4,860	6	\$826	\$4,956	7	\$816	\$5,712	7	\$809	\$5,663	7	\$849	\$5,943
Life/Ad And D	6	\$108	\$648	6	\$108	\$648	7	\$108	\$756	7	\$108	\$756	7	\$108	\$756
Medicare/Social Security/Unemployment	6	\$3,443	\$20,658	6	\$3,511	\$21,066	7	\$3,468	\$24,276	7	\$3,439	\$24,073	7	\$3,608	\$25,256
D - Total Admin and Support Benefits:			\$78,366			\$80,994			\$95,984			\$98,210			\$102,165
Instructional Personnel Benefits:															
Health Insurance	20	\$6,000	\$120,000	29	\$6,300	\$182,700	37	\$6,600	\$244,200	42	\$6,900	\$289,800	47	\$7,200	\$338,400
401k And Profit Sharing Plan	20	\$2,187	\$43,740	29	\$2,347	\$68,063	37	\$2,499	\$92,463	42	\$2,653	\$111,426	47	\$2,798	\$131,506
Disability	20	\$656	\$13,120	29	\$704	\$20,416	37	\$750	\$27,750	42	\$796	\$33,432	47	\$839	\$39,433
Life/Ad And D	20	\$108	\$2,160	29	\$108	\$3,132	37	\$108	\$3,996	42	\$108	\$4,536	47	\$108	\$5,076
Medicare/Social Security/Unemployment	25	\$2,567	\$64,175	32	\$3,035	\$97,120	38	\$3,197	\$121,486	43	\$3,391	\$145,813	48	\$3,575	\$171,600
E - Total Instructional Personnel Benefits:			\$243,195			\$371,431			\$489,895			\$585,007			\$686,015
D+E = F - Total Personnel Benefits			\$321,561			\$452,425			\$585,879			\$683,217			\$788,180
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	6		\$348,366	6		\$356,394	7		\$413,306	7		\$421,877	7		\$432,306
B+E = H - Total Instructional Personnel (Salary & Benefits)	25		\$1,082,195	32		\$1,580,931	38		\$2,060,895	43		\$2,476,007	48		\$2,913,015
G+H = J - TOTAL PERSONNEL	31		\$1,430,561	38		\$1,937,325	45		\$2,474,201	50		\$2,897,884	55		\$3,345,321

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:					
Other	Legal Fees	\$5,000	\$5,500	\$7,000	\$8,500	\$9,000
	Advertising And Marketing	\$10,000	\$7,500	\$7,000	\$6,000	\$5,000
	Insurance (Liab/Hazard)	\$14,571	\$19,400	\$24,300	\$29,100	\$34,000
	Security System	\$23,000	\$5,000	\$5,000	\$25,000	\$10,000
	Facility Rent	\$42,000	\$42,000	\$150,000	\$360,000	\$420,000
	Facility Repairs And Maintenance	\$36,000	\$40,000	\$44,000	\$48,000	\$51,000
	Facility Utilities	\$32,000	\$40,000	\$48,000	\$56,000	\$59,000
	Office Expense, Supplies, And Postage	\$12,000	\$18,000	\$22,000	\$24,000	\$25,000
	Linq	\$21,600	\$26,400	\$32,000	\$35,000	\$37,000
	Powerschool And Admin Support Expenses	\$6,000	\$8,000	\$10,000	\$12,000	\$14,000
	Student Transportation - Buses Expense	\$20,000	\$30,000	\$40,000	\$46,000	\$47,000
	Student Meals	\$65,000	\$70,000	\$75,000	\$80,000	\$85,000
	Office Servers And Computers	\$25,000	\$15,000	\$15,000	\$25,000	\$25,000
	Office Furniture	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel	\$5,000	\$6,000	\$7,000	\$8,000	\$8,500
	It Services	\$12,000	\$24,000	\$25,000	\$26,000	\$26,500
	Non-Categorized Expenses	\$8,000	\$12,000	\$16,000	\$18,000	\$20,000
	Audit For Payable Year 1	\$0	\$11,500	\$11,750	\$12,000	\$12,500
		K - TOTAL Administrative & Support Operations	\$352,171	\$385,300	\$544,050	\$823,600
	Instructional:					
Other	Curriculum And Books	\$33,500	\$30,000	\$35,000	\$40,000	\$45,000
	Staff Development	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Testing And Fees	\$10,500	\$14,000	\$17,500	\$21,000	\$24,500
	Classroom Technology	\$30,000	\$15,000	\$20,000	\$25,000	\$30,000
	Furniture, Capitalized Assets	\$30,000	\$10,000	\$12,000	\$20,000	\$15,000
	Non-Categorized Expenses	\$8,000	\$12,000	\$16,000	\$18,000	\$20,000
	Substitute Teachers	\$6,500	\$10,000	\$13,500	\$15,500	\$18,000
	Ec Contracted Services	\$25,000	\$28,000	\$36,000	\$40,000	\$42,000
	Ell Contracted Services	\$16,000	\$23,000	\$32,000	\$36,000	\$38,000

	L - TOTAL Instructional Operations	\$179,500	\$162,000	\$202,000	\$235,500	\$252,500
	K+L = M - TOTAL OPERATIONS	\$531,671	\$547,300	\$746,050	\$1,059,100	\$1,146,000

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$1,430,561	\$1,937,325	\$2,474,201	\$2,897,884	\$3,345,321
M - TOTAL OPERATIONS	\$531,671	\$547,300	\$746,050	\$1,059,100	\$1,146,000
J+ M =N TOTAL EXPENDITURES	\$1,962,232	\$2,484,625	\$3,220,251	\$3,956,984	\$4,491,321
Z - TOTAL REVENUE	\$2,061,552	\$2,744,272	\$3,431,457	\$4,079,462	\$4,801,361
Z - N = SURPLUS / (DEFICIT)	\$99,320	\$259,647	\$211,206	\$122,478	\$310,040

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.

According to data and reports from the North Carolina Department of Public Instruction, enrollment in charter schools is growing statewide. In New Hanover County specifically, the percentage of students enrolled in charter schools has grown from 3.3% in 2015-2016 to 4.0% in 2016-2017, to 4.7% in 2017-2018. We will open our school with grades K-2 and 80 students at each grade level. We will add one grade level each year. By year 5, as shown in the proposed budget, we will have 560 students enrolled, which reflects approximately 3.7% of total students in these grade levels in the surrounding LEA.

Our school is based on a unique educational vision and focus. This includes curricula that have been independently evaluated for alignment to rigorous academic standards to improve and deepen student learning. Our arts programs, including after school programs, will provide a rich arts experience not available in any other school in the immediate area. If proposed cuts to the arts are implemented in other area schools, students will have little to no arts education in elementary school. Based on these facts, as well as the strength of our application and our aggressive marketing campaign, we will easily meet our proposed enrollment each year.

Breakeven:

Year	Expected Enrollment	Break-Even Enrollment	Margin of Safety
2019-2020	240	227	13
2020-2021	320	294	26
2021-2022	400	375	25
2022-2023	480	459	21
2023-2024	560	522	38

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not

received or are lower than estimated.

If student enrollment is less than the required break-even number, measures will be taken to reduce administrative and semi-fixed costs accordingly. Some measures that can be taken include: reducing administrative/clerical staff and expenses, reducing the classes and the matching teacher positions, restructuring the facility lease arrangement to defer the deposit and renegotiate a rate based on actual enrollment, restructuring the curriculum and training expenses to match available resources, leasing versus purchase of capital equipment to spread cash flows out over several years.

We may also seek other sources of funding such as grants for programs of the school that are not adequately funded at lower-than-expected enrollment levels.

It may also be necessary to negotiate a line of credit with a financial institution to manage cash flows from period to period. Some permanent financing may also be necessary to bridge the school past early low-enrollment periods to later periods.

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

The baseline budget is prepared assuming that no other source of funding is available other than state, county and federal funds. This does not preclude efforts to obtain other sources of outside funding such as grants from arts organizations or other grantors to fund specific programs of the school.

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

20: 1

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

The Board will outsource its LINQ Systems services through LB & A Haynes Strand, PLLC. The year 1 budget includes \$21,600 for these services. This firm was chosen based on its strong reputation in serving charter schools across the state, as well as previous board members' positive experiences in implementing the services of this company at other charter schools.

IT services will be contracted through Steve Joyner, who has an excellent reputation for his work with many charter schools statewide. Mr. Joyner has estimated total year 1 cost for administrative, security, facility and classroom technology set-up and maintenance of \$95,000.

Where required, we will contract for additional EC services to complement our one full-time EC teacher. This is reflected in our budget, as well as any required ELL services.

Our board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Executive Director. All commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability.

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

Our school is based on a unique educational vision and focus. This includes Wit and Wisdom for Language Arts and Zearn for mathematics. Based on quotes from these companies, the cost of materials and professional development will be approximately \$64,000 in year 1. This is reflected in the budget. Numbers are slightly higher in the first year to account for one-time training prior to the schools opening.

As stated in our application, we anticipate that at least 50% of our students will come from households with lower incomes. As such, we have budgeted \$65,000 for student meals and \$20,000 for transportation in year 1.

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.*

One of the board's goals is to create and sustain a positive reserve against unforeseen expenses or revenue shortfalls. This reserve will be built over at least 5 years of operation by running surplus in each year.

At the end of year one, the general fund reserve balance is projected to be \$106k, or 5% of year 1 expected revenue. By the end of year 5, the accumulated general fund reserve is projected to be \$724k, or 21% of year 5 expected revenue. Beyond year 5, the general fund reserve should continue to grow proportionately to revenue increases as grades and total enrollment continue to be added to school operations. The actual accumulated reserve can be affected by unanticipated expenses or revenue reductions, and down payments that may be required when the school undertakes construction of a permanent facility.

Until such time as an adequate general fund reserve balance has been accumulated, it may be necessary to maintain a line of credit with a commercial financial institution to provide the needed buffer to manage cash flows.

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

SchoolHouse Development, LLC will provide funds as part of the Facility Project Cost for startup expenses such as school leadership, marketing, and office set up. Use of a temporary facility allows ample time to identify, vet, purchase, and develop the schools permanent facility. It also allows for better fiscal management as the school, starting small, grows to its full enrollment.

Working with the schools board and leadership, several potential sites have been identified for use as its permanent home, of which two have are being considered as finalists and will be subjected to further due diligence. Both sites meet our requirements regarding location to best serve the community students and will meet the schools facility budget requirements. School leadership and Schoolhouse will also be taking into consideration the school's growth plan, growing to grades K8 and a total of 720 students.

In developing the permanent facility, consideration will be given to the schools mission and vision, and in providing a safe and healthy learning environment. Initial review of both sites has been initiated by Schoolhouse through the firm BCCG with the expectation of the chosen site going under contract in September. This includes evaluation of the sites suitability, including traffic impact.

Some items such as office printers/copiers, etc. may be leased. The board will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

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

We have no resources yet. WSA will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive New Hanover County business fundraising campaign and grant request project.

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 design and implementation of the administrative, financial, and purchasing functions of the school will include good controllership principles. Ordering, receiving, and payment activities will each be conducted by separate individuals to provide segregation of duties to reduce and prevent the opportunity for fraud by any one individual. Inventories and use of central supplies will be controlled and counted periodically. Capital assets will be specifically identified and tracked periodically to determine condition status of each asset. Electronic records of assets, inventory flows, and purchasing activities will be kept current as the school operates to assure professional and efficient management of the school's resources. The financial and administrative systems will be designed to provide effective internal controls proactively. An internal auditing program will be implemented to provide oversight of transactions and identify weaknesses that should be corrected.

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

At this time, there are no known or possible related party transactions planned for the operation of the school. In the event that such transactions become possible as the operating plans are being finalized after approval, measures will be taken to assure arms-length business practices with any related parties to assure that the best interests of the school are protected first and foremost.

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.

The firm that will be conducting the audit is as follows:

Potter and Company, Certified Public Accountants
7239 Pineville-Matthews Road
Charlotte, NC 28226

Phone: (704) 926-3300

Fax: (704) 926-3333

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

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
6307 Mail Service Center
Raleigh, NC 27699-6307

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

wilmingtonarts

Date: 09/29/2018

Applicant Signature:

The foregoing application is submitted on behalf of Wilmington School of the Arts (name of non-profit corporation 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: wilmingtonarts

Board Position: Executive Director

Signature: _____

Date: 09/29/2018

Sworn to and subscribed before me this
_____ day of _____, 20_____.

Notary Public Official Seal
My commission expires: _____, 20_____.

