





Organization Information

Organization Name *

Email *

Telephone *

Fax

Address *

Unit/Suite

Zip Code *

City *

State *

Application Type *

Proposal Type *

Operator Type *

Primary Contact Name *

Has the School Leader Been Identified? *

Yes No

Do you have any Corporate Partnerships? *

Yes No

Opening Year *

Enrollment Projections

| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year at capacity |
|-------------|--------|--------|--------|--------|--------|------------------|
| Pre-K | | | | | | |
| K | | | | | | |



| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year at capacity |
|---------------------|--------|--------|--------|--------|--------|------------------|
| Grade 1 | | | | | | |
| Grade 1 | | | | | | |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |
| Grade 11 | | | | | | |
| Grade 12 | | | | | | |
| Minimum Enrollment | | | | | | |
| Budgeted Enrollment | | | | | | |
| Maximum Enrollment | | | | | | |

Team Members Roster

| Name | Title | Position | Email Address |
|------|-------|----------|---------------|
|------|-------|----------|---------------|



| Name | Title | Position | Email Address |
|------|-------|----------|---------------|
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Board Members Roster

| Name | Street Address | Zip Code | Email | Expertise |
|------|----------------|----------|-------|-----------|
| | | | | |
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| | | | | |
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| | | | | |



1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Q3. Geographic County in which charter school will reside

Q4. LEA/District Name

Q5. Prospective zip code(s) for the proposed school site, if known?

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.



- Yes
- No

Q7. Give the name of the third-party consultant or CSO:

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Q10. Projected School Opening Month


Q11. Will this school operate on a year-round schedule?

- Yes (Year-Round)
- No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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Resources

| |
|---|
|  |
| Enrollment Summar... |




Q13. At full capacity, what is your estimated student enrollment and grade spans? Please note: State law requires a minimum of 80 students in G.S. 115. C-218.1b(13) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115c/Article_14A.pdf)

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups. Please note: This should be the proposed school's enrollment demographic projections, not the local district or county demographics.

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Resources

| |
|---|
|  |
| Enrollment Demogra... |

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Q16.

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 in grades 9-12).

-
-

Q17. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify



I do not certify

Q18.Explanation (optional)



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

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

Q19. Organization Type

- Non-Profit Corporation
- Municipality

Q20. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Q21. Attach Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

-
-

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Q22.

-
-

Q23. Has the organization applied for 501(c)(3) non-profit status?



- Yes
- No

Q24. A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

- Yes
- No

Q25. Attach as Appendix F Federal Documentation of Tax-Exempt Status, if applicable.

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Total Files Count: 10

Q26. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Q27. Federal Tax ID

Q28.

What is the name of your municipality?



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q29. Requirements

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No

Q30. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award? These planning year sessions include in-person and virtual trainings during regular business hours throughout the planning year.

- Yes
- No

Q31. Explain how the facility, identified by the applicant, is feasible for opening on an accelerated schedule?

- Yes
- No

Q32. Demonstrate in narrative form, that the facility identified by the applicant is



feasible for opening on an accelerated schedule.

Q33. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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Q34. The Charter Schools Review Board (CSRB) shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area; (2) whether local, state, or national nonprofit partnerships have committed to assisting the school; (3) whether the school will contribute to potential for economic and educational development of the region; (4) whether an organization that has experience in creating public schools is mentoring the applicant; (5) whether obstacles to educational reform efforts leave chartering as an available option; (6) whether an existing charter school board has agreed to mentor the applicant; (7) whether the nonprofit corporation has existed for more than two years; and (8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

Yes

No

Q35. Factor (1) Describe your school's unique mission and educational program.

Q36. Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.



Q37.Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.

Q38.Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

Q39.Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.

Q40.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

Q41.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

Q42.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?



4. Conversion

Q43. Is this application a Conversion from a traditional public school or private school?

- Yes
- No

Q44. Give the name of the school being converted

Q45. Is the Conversion Public or Private

- Public
- Private

Q46. Public Conversion Information Submit as Appendix A2.1: Public Conversion Evidences Must include:

1. Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
2. Last payroll outlining current staff receiving compensation from the traditional public school
3. Current school enrollment
4. Parent support of the conversion

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Total Files Count: 10

Q47. Give the six-digit identifier of the school being converted

Q48. Private Conversion Information Name of the private school being converted

Q49. City and state where the private school is located



Q50. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school)

Q51. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization

Q52. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences

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Total Files Count: 10

Q53. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years

Q54. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments

Q55. Explain the process by which the current private school staff will be considered for teaching as the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?



Q56. Financial History In the following questions, outline the 3-year financial history of the proposed converted charter school as evidenced in either financial statements or the IRS Form 990. (You will upload the evidence files after answering these questions.)

1) Financial History 1 Year Prior

Q57.2) Financial History 2 Years Prior

Q58.3) Financial History 3 Years Prior

Q59. Attach the Financial History supporting documents as "Appendix A2."

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q60. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication

Q61. Please provide the name and the state of the charter school being replicated.

Q62. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

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Total Files Count: 10

Q63. Describe which academic qualifications the non-profit board has met that qualify them for replication.

Q64. Describe the current financial and compliance status of the school(s) which the applicant seeks to replicate.

Q65. Attach the Financial History supporting documents as "Appendix A3.2 Replication Financial Evidences."

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Total Files Count: 1

Q66. Please provide the name and the state of the charter school being replicated under Fast-Track.

Q67. Fast Track Replication Eligibility Criteria

Per General Statute § 115C-218.3 (https://www.ncleg.gov/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_115c.html), the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:



(1) The board of directors operates charter schools and can demonstrate both of the following: a. The majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. b. The board of directors can provide three years of financially sound audits for each school it governs. (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate both of the following: a. The majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. b. The organization can provide three years of financially sound audits for each school it governs. Applicant: Please confirm that you understand the eligibility criteria outlined above.

Yes

No

Q68. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Applicant must show that the majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. If partnering with an EMO or CMO, the applicant must show that the majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.

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Q69. Describe which academic qualifications the non-profit board has met that qualify them for replication.



Q70. The applicant can provide three years of financially sound audits for each school it governs.

- Yes
- No



6. Alternative

*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 the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, 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 ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q71. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No

Q72. Does your proposed school meet the minimum criteria below? In order to qualify for designation as an “alternative school” for purposes of accountability under this administrative code ([16 NCAC 06G .0518 \(http://reports.oah.state.nc.us/ncac/title%2016%20-%20education/chapter%2006%20-%20elementary%20and%20secondary%20education/subchapter%20g/16%20ncac%2006g%20.0518.pdf\)](http://reports.oah.state.nc.us/ncac/title%2016%20-%20education/chapter%2006%20-%20elementary%20and%20secondary%20education/subchapter%20g/16%20ncac%2006g%20.0518.pdf)), the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school’s population in grades 9-12 must be at-risk of academic failure as defined in [16 NCAC 06G .0518 \(http://reports.oah.state.nc.us/ncac/](http://reports.oah.state.nc.us/ncac/)



[title%2016%20-%20education/chapter%2006%20-%20elementary%20and%20secondary%20education/subchapter%20g/16%20ncac%2006g%20.0518.pdf](#)) and must also meet one or more of the following:

1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
3. the students shall be currently under suspension for more than 10 days from a public or private school; or
4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Yes

No

Q73.

Please provide a written narrative explaining which of the above alternative charter school requirement(s) will be met.



7. EMO/CMO

Q74. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization as defined in North Carolina Administrative Code 16 NCAC 06G .0523 (<http://reports.oah.state.nc.us/ncac/title%2016%20-%20education/chapter%2006%20-%20elementary%20and%20secondary%20education/subchapter%20g/16%20ncac%2006g%20.0523.pdf>)?

- Yes
- No

Q75. EMO/CMO Mailing Address City, State, Zip

Q76. EMO/CMO Website

Q77. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Q78.

Explain how the EMO/CMO contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO.



Q79.

Explain how, if necessary, the prospective charter school board can terminate the contract without significant obstacles.

Q80. Attach as Appendix A4.1: Executed or Draft Management Contract

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Q81. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Q82. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?

Q83. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

Q84. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.



Q85. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Q86. Is the facility provided by the EMO/CMO?

Yes

No

Q87. Attach as Appendix A4.2 Facility Buyout Agreement, if applicable

Q88. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

Q89. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years. Please note: a letter of good standing from your banking institution will not suffice.

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Q90. Attach Appendix A4.4: IRS Form 990 Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

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8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q91.

Is the school you're applying to create a remote charter academy?

- Yes
- No

Q92. **Indicate which status is appropriate for the Remote Academy application.**

- FULL VIRTUAL -- Full virtual: the school has no physical building where students meet with each other or with teachers, all instruction is virtual.
- FACE VIRTUAL -- Virtual with face-to face options: the school focuses on a systematic program of virtual instruction but includes some physical meetings among students and teachers.

Q93.

If applying as "FACE VIRTUAL", please indicate the appropriate option:

Please note: (A student who receives more than half of their instruction through remote instruction, shall be classified as enrolled in the remote charter academy.)

- The school will provide remote instruction to students enrolled in the remote charter academy AND provide in-person instruction to other students served by the charter.



- The school will provide enrolled students with BOTH remote instruction and in-person instruction.

Q94.

If “FACE VIRTUAL” is selected, where will the physical meetings/instruction take place? Please provide street address, if known. If unknown, provide county and potential zip codes.

Q95.

Which of the following enrollment areas will the remote charter academy use to enroll students?

- A statewide remote charter academy that admits students in accordance with G.S. 115C-218.45
- A regional remote charter academy that, notwithstanding G.S. 115C-218.45(a), admits students only from the county in which the charter school facility is located and the counties of the State geographically contiguous to that county.

Q96.

Remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following enrollment requirements must be met by the remote academy § 115C-218.121:

- All students enrolled in the remote academy must have parental consent.
- A Board of Directors shall require an admissions application to secure parental consent prior to enrollment of a student in a remote academy.
- A remote academy must identify characteristics for successful remote learning and establish criteria for admittance to a remote charter academy and must make that information available to parents.
- A student may not be denied admission to the remote academy solely on the basis that the student is a child with a disability.



- Students with a disability that are admitted to the remote academy must have an IEP team that plans for successful student entry and the provision of accommodations necessary to provide for a free and appropriate public education.

Q97.

Remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following must be provided to students in the remote academy § 115C-218.122:

- Any hardware or software needed to participate in the remote academy is provided by the school.
- Access to a learning management platform that enables monitoring of student performance and school-owned devices, as well as allows video conferencing and supervised text-based chat for synchronous communication is provided.
- Access to the internet that is available during instructional hours, evenings, and weekends.
- Technical support during instructional hours.
- Adaptive or assistive devices, transportation, and in-person services as required by the program or plan are provided for children with an individualized education plan (IEP).

Q98. Please confirm, by selecting each box below, the applicant understands the following requirements must be met by the remote academy:

- The remote academy does not charge rental fees for hardware or software.
- If students are charged damage fees for use or abuse of software, it must be clearly outlined in the local board policy.
- The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.
- All employees of the remote academy meet the same licensure and evaluation requirements as required for in-person employees of the local school administrative unit.
- State testing security procedures and in-person testing plans.

Q99. Please confirm, by selecting each box below, that the applicant understands the remote academy must have sufficient staff in the following roles:

- Instructional Technology Facilitator 115C-218.122(d)(1)



- School Library Media Coordinator 115C-218.122(d)(2)
- Data Manager 115C-218.122(d)(3)
- Remote technicians to provide technical support throughout the instructional day 115C-218.122(d)(4)

Q100. How will the remote academy monitor enrollment?

Q101. How will the remote academy monitor calendar compliance?

Q102.

How will the remote academy monitor daily attendance?

Note: Remote Academies are subject to policies outlined in the NC School Attendance and Student Accounting Manual and NC State Board of Education policies.

Q103.

How will the remote academy monitor course credit accrual, progress toward graduation (if applicable), and course completion? (Required if RA serves grades 9-12)

Q104.

List the hardware and software that students will need to participate in the remote academy including the devices being used or rented for required state testing windows.

Q105.

What is the proposed remote charter academy's plans for a facility to house testing materials, student records, and technology?



Q106.

Please indicate which learning management platform the remote academy will use to deliver synchronous and asynchronous instruction. If the platform the remote academy is using is not listed, please select 'Other' and provide the name.

- Canvas
- SeeSaw
- Haiku
- Blackboard
- Google Classroom
- Moodle
- Schoology
- Other

Q107.

Provide the source of online content for each grade level and subject area. Use the following format to complete your answers:

- **Grade Level, Subject Area- Content Source**
- **Examples**
- **1st Grade, ELA/Reading - EdMentum**
- **3rd Grade, Social Studies & Science- Teacher-created**

Q108.

How will learning take place synchronously and asynchronously?



Q109.

What measures will be used to ensure that synchronous and asynchronous remote instruction support learning growth that continues towards mastery of the standard course of study?

Q110.

Describe the professional development that will be provided to those teaching in the remote academy related to the pedagogy of providing remote instruction.

Q111.

What are the criteria for admission to the remote academy?

Q112.

What are the identified characteristics for successful remote learning in the remote academy?

Q113.

Describe all training and/or resources that will be provided as an orientation for students to encourage success.

Q114.

How will information about remote academy admission requirements be communicated



to parents and guardians?

Q115.

How will information about the characteristics of successful remote learning and state testing requirements be communicated to parents and guardians?

Q116.

Describe any school nutrition services provided to students.

Q117. Describe any transportation services provided to students including modes of transportation that will be offered to EDS students in order to attend required state testing that may be more than 50 miles from their home.



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q118. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization’s purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Q119. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

Q120. **Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Q121.What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Q122.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 in grades 9-12).

Q123.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

Q124.Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

Q125. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- 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).



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Total Files Count: 5

9.2. Purposes of the Proposed Charter School

Q126. Select one or more of the six legislative purposes the proposed charter will achieve, 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:

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

Q127. Provide a brief narrative to coincide with any applicable legislative purpose(s) selected in the previous question above.

9.3. Goals for the Proposed Charter School

Q128. 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.

Q129. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?





10. Educational Plan

10.1. Instructional Program

Q130. 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

Q131. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q132. What is the objective of the single-sex charter school?

Q133. How is the charter school's decision to limit admission to a single sex related to that objective?

Q134. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?



Q135. 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.

Q136. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Q137. 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.

Q138. 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.

Q139. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Q140. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



Q141. Describe a typical day for a teacher and a student in the school's first year of operation.

Q142. Will this proposed school include a high school?

- Yes
- No

Q143. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.

Q144. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

Q145. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Q146. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Q147. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both 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.

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Q148. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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Total Files Count: 5

Q149. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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Q150. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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Total Files Count: 15

10.2. Special Populations and "At-Risk" Students

Q151. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Q152. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



Q153. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

Q154. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

10.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.



Q155. Identification and Records 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.

Q156. 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. Include how the school will avoid misidentification of special education students.

Q157. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

Q158. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Q159. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Q160. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Q161. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Q162. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

10.4. Student Assessment and Promotion Standards

Q163. Describe the student performance standards for the school as a whole.

Q164. 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.

Q165. 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.

Q166. 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 students at risk of dropping out.



10.5. School Culture and Discipline

Q167. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Q168. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Q169. Provide a brief narrative that delineates 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, expulsion, or exclusion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension, expulsion, and exclusion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended, expelled, or excluded.

10.6. Certify

Q170. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q171. Explanation (optional):





11. Governance and Capacity

11.1. School Governing Body

Q172. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.


11.2. Governance

The private nonprofit corporation or municipality 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.

Q173. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources

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| Initial Members of t... |

Q174. Describe 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.

Q175. Describe the size, current and desired composition, powers, and duties of the governing board.



Q176. Describe the founding board’s individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Q177. Explain how this governance structure and composition will help ensure that

1. The school will be an educational and operational success;
2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.

Q178. 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?

Q179. Describe the group’s ties to and/or knowledge of the target community.

Q180. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Q181. 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.



Q182. 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.

Q183. Explain the decision-making processes the board will use to develop school policies.

Q184. 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.

Q185. Discuss the school's grievance process for parents and staff members.

Q186. Attach as Appendix G Organizational Chart

- 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).

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Total Files Count: 5

Q187. Attach as Appendix H Charter School Board Member Information Form and Resume


- A one-page resume from each founding board member and responses to the



questions found on the Charter School Board Member Form

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Resources

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| 2024 Charter School ... |

Q188. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check


PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county returned in the Social Security Trace.
- Background check must include a completed nationwide check.

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Total Files Count: 50

Resources

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Q189. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality 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. Bylaws must also include an indemnification clause whereby the Nonprofit agrees to indemnify and hold harmless the SBE, the CSRB, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees,



successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

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Total Files Count: 3

11.3. Staffing Plans, Hiring, and Management

Q190. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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Resources

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| Staffing Chart Templ... |

Q191. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

Q192. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



Q193. If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Q194. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Q195. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Q196. Outline the school's proposed salary range and employment benefits for all levels of employment.

Q197. Provide the procedures for handling employee grievances and/or termination.

Q198. Identify any positions that will have dual responsibilities and the funding source for each position.

Q199. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Q200. 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).



11.4. Staff Evaluations and Professional Development

Q201. Identify the positions responsible for maintaining teacher license requirements and professional development.

Q202. 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. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Q203. Describe the core components of the professional development plan and how these components will support the 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.

Q204. Provide a schedule and explanation of professional development that will take place prior to the 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.

Q205. 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.



11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.

Q206. 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)).

Q207. Describe how parents and other members of the community will be informed about the school.

Q208. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Q209. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Q210. What established community organizations would you target for marketing and recruitment?

11.6. Parent and Community Involvement

Q211. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Q212. 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.

Q213. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

11.7. Admissions Policy

Q214. **Weighted Lottery** Does your school plan to use a weighted lottery? 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.

Yes

No

Q215. 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

Q216.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Q217.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Q218. 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 CSRB.
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.

11.8. Certify

Q219. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q220. Explanation (optional):



12. Operations

12.1. Transportation Plan

Q221. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation service.

12.2. School Lunch Plan

Q222. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



12.3. Civil Liability and Insurance


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:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q223. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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Resources

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| Insurance Coverage ... |

Q224. Attach Appendix L: Insurance Quotes

• 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.

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Total Files Count: 5

12.4. Health and Safety Requirements



All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q225. We, the Board members 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. The Board Chair must sign this question.

Signature

12.5. Start-Up Plan

Q226. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Q227. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

12.6. Facility

Note that the CSRB 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.



Q228.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. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Q229.Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Q230.Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

Q231.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. Include sources used to arrive at these figures.

Q232.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.

Q233.Describe the board's capacity and experience in facilities acquisition and



management, including managing build-out and/or renovations, as applicable.

12.7. Certify

Q234. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q235. Explanation (optional):



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

Q236. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q237. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/2024-budget-template/download?attachment\)](https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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Total Files Count: 5

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q238. How was the student enrollment number projected?

Q239. Provide an explanation as to why you believe there is a demand for the school that



will meet this enrollment projection.

Q240. Provide the break-even point of student enrollment.

Q241. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Q242. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Q243. Provide the student to teacher ratio that the budget is built on.

Q244. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Q245. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Q246. If there is a plan to outsource any or all financial management areas such as



payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Q247. 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.

Q248. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Q249. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Q250. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Q251. 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.

13.3. Financial Compliance

Q252. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Q253. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Q254. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

13.4. Certify

Q255. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q256. Explanation (optional):




14. Other Forms

Q257. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources

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| Charter School Requ... |



15. Third-party Application Preparation

Q258. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q259. Give the name of the third-party person or group:

Q260. Fees provided to the third-party person or group:



16. Application Fee


Pursuant to G.S. 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 **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q261.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the 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

Resources

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| 2024 Payment Form.... |



17. Signature page

Q262. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources

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| Signature Page.docx |

Q263. Board chair, please digitally sign your application here.

Signature