



Liberty Charter Academy

Board Meeting

Date and Time

Thursday May 8, 2025 at 6:00 PM EDT

Location

Hayes Law

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		John O'Day	
A quorum is present.			
C. Reading of the Mission Statement		John O'Day	1 m
D. Approve Agenda	Vote	John O'Day	
E. Approve Minutes	Approve Minutes	John O'Day	1 m
Approve minutes for Board Meeting on April 10, 2025			
II. Principal's Report			6:03 PM

	Purpose	Presenter	Time
A. Principal's Report	FYI	Mary Catherine Sauer	5 m
III. Ready to Open			6:08 PM
A. EC Policies	Vote	Mary Catherine Sauer	15 m
B. EC Plans	Vote	Mary Catherine Sauer	20 m
C. Required Plans Facility Contingency Plan School Mental Health Plan Hiring and Licensure Plan Updated	Vote	John O'Day	10 m
D. Parents' Bill of Rights	Vote	Mary Catherine Sauer	5 m
IV. Finance			6:58 PM
A. Planning Year Budget Report with Revisions	Vote	Mary Catherine Sauer	5 m
B. 2025-26 Budgets	Vote	Mary Catherine Sauer	8 m
V. Closed Session			7:11 PM
A. Enter Closed Session I make a motion that we go into closed session pursuant to NC GS 143-318.11 to discuss privileged and confidential personnel information.	Vote	John O'Day	10 m
B. Exit Closed Session I make a motion that we exit closed session.	Vote	John O'Day	1 m
VI. Personnel			7:22 PM
A. Approve New Personnel I make a motion to approve the presented personnel.	Vote	John O'Day	

	Purpose	Presenter	Time
--	---------	-----------	------

VII. Closing Items

A. Adjourn Meeting	Vote
---------------------------	------

Liberty Charter Academy will develop responsible and active citizens through a foundation of a challenging, classical academic program, character education, student responsibility, and strong parental partnerships.

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on April 10, 2025



Liberty Charter Academy

Minutes

Board Meeting

Date and Time

Thursday April 10, 2025 at 6:00 PM

Location

Hayes Law

Directors Present

A. Miller (remote), D. MacColl, D. Williams, M. Schneider

Directors Absent

J. O'Day, V. Jones

Guests Present

D. English, M. Sauer, S. Powell

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Schneider called a meeting of the board of directors of Liberty Charter Academy to order on Thursday Apr 10, 2025 at 6:09 PM.

A quorum was not present.

C. Reading of the Mission Statement

M. Schneider read the mission statement.

D. MacColl arrived, making a quorum.

D. Approve Agenda

D. MacColl made a motion to approve the minutes from Special Board Meeting on 03-25-25.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Approve Minutes

D. Williams made a motion to approve the minutes from Board Meeting on 03-13-25.

M. Schneider seconded the motion.

M Schneider pointed out that he attended in person and J Looney attended as well. D English will amend the minutes to reflect that.

The board **VOTED** unanimously to approve the motion.

F. Approve Minutes

D. MacColl made a motion to approve the minutes from Special Board Meeting on 03-25-25.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Principal's Report

A. Principal's Report

M.C. Sauer presented the principal's report.

III. Ready to Open

A. Revised Policies

D. MacColl made a motion to approve the three revised policies: Staff Evaluation Policy
Test Security Policy Conflict of Interest Policy.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Approval of Revised Calendar with Delay

D. MacColl made a motion to To approve the calendar (Option 3) with a September 2nd start date.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Charter Amendment Request Revisions

D. MacColl made a motion to amend the school's enrollment and charter application as presented, with an enrollment projection of 500 and a start date of 9/2, and submit the revisions to the Office of Charter Schools for review and approval.

M. Schneider seconded the motion.

The board discussed the proposed charter application amendments. Everyone agreed that these changes will help the school have a successful opening.

The board **VOTED** unanimously to approve the motion.

D. The Church on 68 Lease

D. MacColl made a motion to To approve the lease agreement and enter into the lease with the Church on 68.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Hiring and Licensure Plan

D. MacColl made a motion to Approve the Hiring and Licensure Plan.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Finance

A. Budget Report with Revisions

D. MacColl made a motion to Approve the proposed budget revisions to decrease personnel and increase professional fees.

M. Schneider seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Revised Break-even Budget

D. MacColl made a motion to Revise Break-even Budget of 232.

D. Williams seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:23 PM.

Respectfully Submitted,

D. MacColl

Liberty Charter Academy will develop responsible and active citizens through a foundation of a challenging, classical academic program, character education, student responsibility, and strong parental partnerships.

Coversheet

Principal's Report

Section:	II. Principal's Report
Item:	A. Principal's Report
Purpose:	FYI
Submitted by:	
Related Material:	Principal's Report 5.8.25.pdf

PRINCIPAL'S REPORT

May 8, 2025

Facilities

Permanent Building	<ul style="list-style-type: none"> Plans for Phase I have been submitted, and we have received minor comments We have been granted an extension to the due diligence period We think we will be able to have an Information Meeting and temporary office as early as next week
Alternate Location	<ul style="list-style-type: none"> Our ECO has been approved for the alternate location

RTO

Trainings	<ul style="list-style-type: none"> June 10-11, John and I will attend in person
Contingency Plans	<ul style="list-style-type: none"> We have delayed the first day of school to September 2
Reports	<ul style="list-style-type: none"> RTO III report is due on May 19th Would like to schedule a special meeting in case there are other approvals needed
Amendments	<ul style="list-style-type: none"> The CSRB approved all of the requested amendments on May 5th

Marketing

Social Media	<ul style="list-style-type: none"> We are continuing to post on Mondays, Wednesdays, and Fridays
Information Meetings	<ul style="list-style-type: none"> Will be held May 19th and in June
Virtual Town Hall	<ul style="list-style-type: none"> Will be held monthly
Swag	<ul style="list-style-type: none"> Car magnets are available for all enrolled students T-shirts will be ordered and will be available for sale at the baseball game Board shirts and hats are in progress

Community

Parents	<ul style="list-style-type: none"> PTO has started to organize
---------	---

Enrollment

RTO Goal	75% of projected ADM (500) by June 1 Currently: 63%
Break Even	232

2025-2026											
Grade	K	1	2	3	4	5	6	7	8	9	Total
Applications	81	36	27	24	31	33	39	27	16		314
Spaces	84	25	28	28	29	28	28	28	28		306
Open Spots	3	0	1	4	0	0	0	1	12		21
Wait List	0	11	0	0	2	5	11	0	0		29

Employment	
Staff	<ul style="list-style-type: none"> • Have 4 candidates for approval tonight, representing 50% of staffing hired • 6 licensed, 1 pending, and 2 not licensed • Still interviewing

Coversheet

EC Policies

Section:	III. Ready to Open
Item:	A. EC Policies
Purpose:	Vote
Submitted by:	
Related Material:	3520 - Confidentiality.docx 3525 - Accountability.docx 3530 - Maintenance of Effort.docx 3515 - Discipline of EC Students.docx 3535 - Child Find.docx 3505 - Meeting All Students' Needs.docx 3510 - Security of EC Files.docx

Section: 3000 - Instruction

Title: Confidentiality

Number: 3520

Adopted:

Personally Identifiable Information is information that is linked or linkable to a specific student as well as other reasonably available information about a student, so that the cumulative effect of multiple disclosures of student data allows a reasonable person in the school community to identify the student with reasonable certainty.

Directory Information is

- student's name
- date and place of birth
- age
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance (date of enrollment through date of withdrawal or graduation)
- awards received
- date of graduation

1. Parental Consent:

- a. Parental consent is required prior to release of education records, except when records are requested by:
 - a. school officials within the local educational agency who have legitimate educational interests
 - b. officials of another school or local educational agency in which the student intends to enroll or obtain services
 - c. certain authorized representatives of the State and federal government who are determining eligibility of the child for aid as provided under Public Law 94-142
 - d. judicial order or any lawfully issued subpoena upon condition that parents/students are notified by the local educational agency of all such orders or subpoenas in advance of the compliance.
2. All other persons may gain access to a student's record only with the specific written consent of the parent(s) or guardian(s) or student of majority age.

3. With prior parental consent, Directory Information may be released to media outlets; in official school-sponsored publications such as yearbooks; awards or honors programs; athletic, music, or drama programs; and team rosters for athletic teams and other competitive interscholastic clubs.
4. Recipients of student records should be cautioned that student information may not be released to third parties without the consent of the parent/legal guardian.
5. All individuals reviewing a student's confidential folder except the student's Case Manager must sign the Access Sheet kept at the front of the folder.

The school will maintain, for public inspection, a current listing of the names and positions of those school employees who may have access to personally identifiable information.

Section: 3000 - Instruction

Title: Accountability

Number: 3525

Adopted:

Liberty Charter Academy will set high expectations for the students, staff, and the school as a whole, including EC students. Teachers will use individual student data from formal assessments to modify strategies and adjust instruction to meet the needs of the students in his or her class. EC students will be held to the same standards as other students at Liberty. EC students will, however, receive testing modifications and accommodations based on their specific needs as indicated on their IEP's. Promotion and retention of students with IEP's will be evaluated by the IEP team, which will consider the school's promotion standards as well as the specific accommodations and needs of each student.

Staff members will be informed of all EC policies and procedures, including promotion and retention procedures, through the staff handbook and ongoing professional development.

Section: 3000 - Instruction

Title: Maintenance of Effort

Number: 3530

Adopted:

Liberty Charter Academy shall track and maintain effort on all programs for which there are maintenance of effort requirements. The Head of School, who is responsible for administering externally funded programs, should be familiar with any maintenance of effort requirements and shall conduct an annual maintenance of effort test, prior to determinations by the federal and state government, to ensure these requirements are met.

The Head of School will compare the preceding fiscal year's actual state and local funding levels to the second preceding fiscal year's actual state and local funding levels. For example, in order to receive federal funds at the start of FY 2026 (which begins July 2025), the Principal will compare FY 2025 to FY 2024. The MOE calculations are dependent on whether the school was compliant with MOE requirements in the previous year. For IDEA Grants, in May, the Head of School compares the current fiscal year's budget of state and local funding levels to the preceding year's actual state and local funding levels.

Section: 3000 - Instruction

Title: Discipline

Number: 3515

Adopted:

1. *Case-by-case determination.* School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.
2. *General.* School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required.

3. *Additional authority.* For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.
4. *Services.* A child with a disability who is removed from the child's current placement must:
 - a. Continue to receive educational services, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

- c. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under § 300.536, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. *Manifestation determination.*

- a. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Head of School, the parent, and relevant members of the child's IEP Team (as determined by the parent and the Head of School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the school's failure to implement the IEP.
- b. The conduct must be determined to be a manifestation of the child's disability if the Head of School, the parent, and relevant members of the child's IEP Team determine that a condition in either of the above paragraphs was met.

If the Head of School, the parent, and relevant members of the child's IEP Team determine the condition described in either of the above paragraphs was met, the school must take immediate steps to remedy those deficiencies.

6. *Determination that behavior was a manifestation.* If the Head of School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either:
- a. Conduct a functional behavioral assessment, unless the Head of School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Unless there are special circumstances, return the child to the placement from which the child was removed, unless the parent and the Head of School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. *Special circumstances.* School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child--
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school.
 - d. Upon the end of the removal to the interim alternative educational setting for not more than 45 school days for reasons (1) through (3) above, the child shall be returned to the placement from which he/she was removed, unless the parent and the school, through the IEP Team process, agree to a change of placement.

Section: 3000 - Instruction

Title: Child Find

Number: 3535

Adopted:

Liberty Charter Academy will assure that Child Identification activities are conducted in accordance with North Carolina's "Policies Governing Services for Children with Disabilities."

The School Administrator will ensure that parents are informed of the educational rights of exceptional children. Information on Child Find will be posted on the school's website, in the parent/student handbook, and throughout the school.

To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. The SST will be made up of teachers and a representative from the contracted EC related services. Students may be referred to the SST by administrators, teachers, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either research-based classroom interventions or further formal evaluation. The formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes. If classroom interventions put into place are found ineffective, the SST will re-evaluate and either put new interventions into place or determine if the student's needs will be best served by a referral to the EC department or other special education services.

Section: 3000 - Instruction

Title: Meeting All Students' Needs

Number: 3505

Adopted:

Liberty Charter Academy will comply with applicable state and federal laws concerning the education of students with disabilities, including the Individuals with Disabilities Education Act ("IDEA"). A free appropriate public education ("FAPE") will be made available to students with disabilities who attend the charter school. FAPE will include special education and related services delivered through an individualized education program ("IEP") that meets the requirements of state and federal laws. The provision of FAPE will include all related procedural protections for students and parents as required by law.

Liberty Charter Academy will ensure that the EC teachers and related service providers are ready to provide services beginning with the first day of school.

Liberty Charter Academy will work to promptly obtain all available records and information regarding a student's prior special education services toward the goal of providing appropriate services on day one of instruction. The school will follow North Carolina Policies Governing Services for Children with Disabilities related to when IEPs must be in effect and the provision of FAPE for children transferring from other public agencies in North Carolina and from other states (NC 1503-4.4). Liberty will be prepared to provide a full continuum of services for students with disabilities consistent with these policies and will maintain contingency plans for service delivery including contracting with other agencies as needed.

When possible, EC teachers will meet with parents and students before school starts. Each teacher will be informed about any EC students in his or her class and will be prepared to make any accommodations that are a part of the student's IEP or 504 plan.

If, for any reason, Liberty is not able to provide the full continuum of services on day one, then the IEP team will meet to ensure that the appropriate services can be provided as soon as possible and to discuss any possible compensatory services.

Section: 3000 - Instruction

Title: Security of EC Files

Number: 3510

Adopted:

Liberty Charter Academy will prepare, maintain, and dispose of student records in a manner consistent with federal and state statutes. Accordingly, all student records shall be current and shall be maintained with appropriate measures of security and confidentiality.

The School will abide by the Family Educational Rights and Privacy Act of 1974 ("FERPA") in regard to the procedures for inspection, review and disclosure of student records as set forth in 20 U.S.C. § 1232g, 34 C.F.R. Part 99.

Records governed by this policy include any recorded information directly related to a student and maintained by the School. Electronic student records will be stored in the online system consistent with state guidelines. Records will be maintained for the appropriate retention period required by the Liberty record retention policy, federal, and/or state regulations.

Paper versions of student records will be stored in locked cabinets behind double locks.

A log will be kept of staff members who access student's EC records. The school will post, with the log, a current listing of the names and positions of those school employees who may have access to personally identifiable information. Each staff member who accesses any EC student record will be required to record time, date, student record accessed, and reason for access.

Coversheet

EC Plans

Section:	III. Ready to Open
Item:	B. EC Plans
Purpose:	Vote
Submitted by:	
Related Material:	EC and 504 Testing Accomodations.docx MTSS Plan.docx Testing Accommodations Plan.docx Full Continuum of Services Plan.docx EC Transportation Plan.docx EC Student Identification Plan.docx EC Special Funding Streams Training.docx EC PD Plan for Full Staff.docx EC PD Plan for EC Staff.docx EC - Personnel (In-house & Related Services).docx EC Instructional Supports.docx

504 Testing Accommodations Plan

Liberty Charter Academy

2025-2026 School Year

As part of the enrollment packet that every student will be required to complete, parents will have the opportunity to provide confirmation of their child's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools as they are received to determine if enrolled students have existing IEPs or 504 plans. Upon identification of students with existing IEPs or 504 plans, Liberty Charter Academy staff will alert teachers and administrators and ensure compliance with any existing plans.

The staff of LCA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student.

Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans may include but not be limited to:

- modification of tests and assignments
- supplemental textbooks
- use of study guides and organizational tools
- preferential seating
- modified recess and PE
- use of necessary health care procedures

If deemed necessary, based on the IEP or 504 plan of the student, students may be tested in a separate area to allow for time accommodations and/or read aloud on assessments.

Information regarding testing and accommodations will be communicated to the staff in writing by the EC coordinator.

Liberty Charter Academy plans to contract for testing and related services such as speech-language, occupational therapy, and physical therapy with Kerr Connect, a company that has a proven track record and extensive experience with providing EC services to charter schools.





Liberty Charter Academy MTSS Plan

Liberty Charter Academy will employ a Multi-Tiered System of Support (MTSS) to address the academic needs of all students. Through the MTSS model, the School Support Team (SST) will use prevention and early intervention to provide struggling students with the needed support to meet expectations.

The MTSS model will be used to provide targeted interventions designed to help the student grow and meet expectations.

Tier 1: All students will receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications will be made at Tier 1. Students who are not progressing in core instruction (CI) and appear to be at risk will continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting or achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes may be allocated for supplemental Tier 2 interventions outside the regularly scheduled reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring will occur more frequently at the Tier 2 level (at least every 20 days). Data gathered will be used to determine whether interventions are proving effective and to determine whether any changes need to be made. Should a student continue to fail to meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, a student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions. Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed

to meet student needs by targeting specific areas of deficiency. Prior to beginning Tier 3, additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration, and group size (never to exceed 3 students.)

Progress Monitoring: Struggling students will be identified as not meeting expectations through classroom assessments, class work, observations, NWEA MAP scores, and/or benchmark assessments. Throughout the MTSS process student progress will be increasingly monitored, at Tier 1 by the teacher and the parent, at Tier 2 by the SST as well, and Tier 3 also by other support specialists. The specific means of evaluating the progress of the supports and interventions will vary but may include classroom assessments, class assignments, observations, individual assessments, NWEA MAP scores, and/or benchmark assessments.

SST Makeup: The School Support Team will be made up of teachers, administrators, and support staff.

Supports: Students who need additional assistance will be offered a number of supports. As part of Tier 1 of the MTSS plan, all students will be offered tutoring, either one-on-one or in small groups. Tutoring may be provided during the day, before, or after school and will be administered by either a classroom teacher, teacher assistant, or full-time tutor. This support is advertised to parents and students and is available to all students.

Additionally, as part of the MTSS model, students are offered other supports depending on their individual needs. Such additional supports may include special seating, study guides, audio assistance, guided notes, supplemental books, modified assignments, and simplified instructions.

Training: Staff members will be explicitly trained in the implementation of the MTSS plan, including instructional strategies and curriculum materials, during the pre-opening staff development days. There is a follow-up whole staff session about MTSS scheduled for an October staff meeting. Additionally, the instructional coach, principal, and assistant principal will work in PLC's and with individual teachers to coach staff members about student referrals, appropriate supports, and progress monitoring.

Identification: Students will be identified as needing extra support by either the teacher, parent, or the student himself. Classroom assessments, class work, NWEA MAP testing, and observations may all be used to help identify students who may be struggling to meet grade level expectations.

Progress: Students in the MTSS process will be monitored to determine if the supports are effective and if the student is making adequate progress. Student progress will be evaluated based on available data from the evaluations and

progress monitoring. Determinations on whether or not student progress is adequate will be made with the consultation of the parents and other team members, depending on which Tier is applicable.



Liberty Charter Academy EC and 504 Testing Accommodations Plan

As part of the enrollment packet that every student will be required to complete, parents will have the opportunity to provide confirmation about their child's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools as they are received to determine if enrolled students have existing IEPs or 504 plans. Upon identification of students with existing IEPs or 504 plans, Liberty Charter Academy staff will alert teachers and administrators and ensure compliance with any existing plans.

Liberty staff will be trained as a whole group on testing accommodations as part of the pre-opening EC professional development. After school starts, specific teachers will be trained as needed on any specific accommodations by the EC coordinator or other appropriate facilitator.

The staff of Liberty will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. Classroom teachers will be given access to the IEP or 504 plan where any accommodations are documented. Additionally, the EC coordinator and the testing coordinator will provide each teacher with a summary of required testing accommodations for each of the teacher's students.

Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans will include but not be limited to:

- **modification of tests and assignments**
- **supplemental textbooks, adjusted seating**
- **use of study guides and organizational tools**
- **preferential seating, modified recess and PE**
- **use of necessary health care procedures**

If deemed necessary based on the IEP or 504 plan of the student, students may be tested in a separate area to allow for time accommodations on assessments.

Information regarding testing and accommodations will be communicated to the staff in writing by the EC coordinator.

Liberty Charter Academy plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools. Liberty will use Kerr Connect for all related services and testing. A signed contract for services is housed at Liberty.





Liberty Charter Academy Full Continuum of Services Plan

Liberty Charter Academy will work to provide a full continuum of services. Students with disabilities may receive co-teaching (inclusion), pull-out special education (one-on-one or small groups), self-contained settings for specific needs (where special needs students are grouped together for most or parts of the day), or homebound services (where a teacher visits the home to serve students.)

The decisions about what related services a student may need are made by the IEP Team with input from the parents and other professionals when appropriate. To the maximum extent appropriate, children with disabilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities.

Specially designed instruction is designed to meet the needs of all students with disabilities and consists of:

- **Access to the general curriculum and intervention programs**
- **Full continuum of services that are provided in the least restrictive environment and may include: co-teaching (inclusion), small group classes, and self-contained settings**
- **Related services that may include speech, occupational and physical therapy**
- **Specialized instruction for students with hearing impairments, visual impairments and physical disabilities**
- **Modifications and accommodations**
- **Accessible space in schools to meet the needs of students with physical disabilities**

As students with disabilities are identified and their specific needs are known there are plans for adjusting staffing, facility use, and budget allocations to accommodate each student's needs. Some potential staff members (including an EC teacher, an experienced para-pro, a teacher assistant) have been identified and are on stand-by to be hired very quickly should the need arise. The budget includes several areas that can be adjusted to add money to EC line items if necessary.

The EC Coordinator will help monitor and evaluate the services of any contract service providers.



Liberty Charter Academy EC Transportation Plan

Liberty Charter Academy is prepared to provide transportation services to students who need it, including students with disabilities who have transportation as a part of their IEP, on the first day of school.

The regular budget, as well as the break-even budget, include \$73,500 for transportation which is more than enough to cover the cost of a bus. It is estimated that one bus that holds 66 students will be adequate for the first year. An additional bus can be added if a wheelchair accessible bus is needed.

The additional money in the transportation budget is available for bus monitors or special equipment necessary to accommodate students with disabilities.



Liberty Charter Academy EC Student Identification Plan

Liberty Charter Academy will work to promptly obtain all available records and information regarding a student's prior special education services toward the goal of providing appropriate services on day one of instruction. Parents are asked to provide information during the enrollment process about any existing IEPs or 504 plans. All student records received from previous schools will be reviewed for any information about existing IEPs or 504 plans.

The current enrollment forms have not been formally reviewed for EC placement. The Liberty EC coordinator will begin the process of identifying EC students in June.



**Liberty Charter Academy
Training for EC Special Funding Streams**

Date: December 18, 2024

Trainer: Elizabeth Millen

Attendee: Mary Catherine Sauer, Interim Principal

**John O'Day, Victor Jones, Doug Williams, Matthew Schneider, AJ Miller,
Board members**

Funding Presented: Special State Reserve Funds

Special State Reserve Special Circumstances

Risk Pool Program

Outcomes: The principal and board members have a better understanding of special funds that are available if needed.



Liberty Charter Academy EC Professional Development Plan

The EC PD plan for the full staff consists of whole group training, small group training, and individual teacher training. The EC Coordinator and the Head of School will work together to make sure that each teacher has the knowledge, skills, and tools that he or she needs to meet the needs of all students.

The whole staff and small group training that occurs before the first day of school will be tailored to fit the needs of Liberty students but will include topics such as classroom accommodations, classroom management, IEP requirements and procedures, parent's rights, and confidentiality.

The small group PD that occurs before the first day of school will be an opportunity for the EC Coordinator and Head of School to meet with the team of teachers who teach any students who need unusual or unfamiliar accommodations. The teachers will learn about each student's needs, necessary accommodations, communication procedures, and teacher supports for meeting the needs of each student.

There are two whole group EC PD sessions planned as part of the ongoing PD after school starts. Teachers will also be given individual instruction on any specific topics that need to be addressed.



Liberty Charter Academy EC Professional Development Plan

Liberty Charter Academy will work to provide EC teachers with the appropriate professional development leading up to the start of the school year and throughout the year. EC teachers will be responsible for planning their professional development opportunities at the guidance of the Head of School and in compliance with state and federal regulations.

EC Teachers will be expected to do the following:

- Stay informed about all professional development opportunities provided by the state.
- Ensure that their professional development opportunities are targeted and help provide positive outcomes for the students they serve.
- Conduct professional development for their school to understand IDEA, state laws, IEPs, 504 plans, testing, the MTSS process, and other interventions. EC teachers will be held accountable to ensure that staff follow all rules and regulations related to Exceptional Children.
- Work with the Head of School and instructional coach to develop an EC Professional Development Plan and adjust accordingly.
- Stay informed on updates from DPI related to: Headcount reporting, general reporting, posting of policies, accountability visits, and ECATS.

EC teachers will attend various state EC trainings including the **November EC Conference, the March Institute and the Summer Institute. The EC coordinator will also attend the quarterly regional meetings.**

All EC teachers will have access to the school prior to the school year beginning. EC Teachers will have access to student IEP records so they can appropriately plan for the school year and request additional documentation as needed. EC teachers will be required to provide the principal with a spreadsheet with the expected/required EC student services for the school year, and to maintain and update the spreadsheet. The principal will then adjust the budget appropriately and seek Special State Reserve Funds if needed to ensure that student needs are met.

In-House PD for EC Teachers		
Date	Topic	Presenter
August 3	MTSS/SST	Head of School
August 21	EC Grant	EC Coordinator



August 24	Meeting Student’s Needs	EC Coordinator
-----------	-------------------------	----------------



**Liberty Charter Academy
Exceptional Children – Personnel (In-house & Related Service)**

- 1. Liberty Charter Academy has hired one EC coordinator/teacher. Other licensed, highly qualified applicants are interested and will be offered a position if the EC needs are greater than expected.**
 - a. Shelby Kroh is a licensed, highly qualified EC teacher with 8 years of experience and a Master's Degree in Special Education.**
- 2. Liberty has contracted with Kerr Connect for related services.**



Liberty Charter Academy EC Instructional Supports

Liberty Charter Academy will use the following curriculums and instructional materials: Core Knowledge, Shurley English, and Saxon Math. All of these can be used with EC students that are being served both in and out of the classroom. All of these also allow for differentiated instruction, remediation, and enrichment. Core Knowledge and Saxon Math have online and paper remediation and special education resources for teachers to use in the classroom.

Other instructional supports will be purchased if other disabilities are identified.

Coversheet

Required Plans

Section:	III. Ready to Open
Item:	C. Required Plans
Purpose:	Vote
Submitted by:	
Related Material:	Liberty Hiring and Licensure Plan-Liberty 2025-26 Updated.docx Liberty Facility Contingency Plan.docx 2025 LIBERTY School Mental Health Plan.pdf

Liberty Charter Academy

Hiring and Licensure Plan

HIRING PLAN

1. Hiring Overview

Liberty Charter Academy (41P) is a public charter school opening in High Point in August 2025. Projected to open with 500 students in K-8th grades, LCA expects to hire up to 34 staff members. The hiring, just like the budgeting, will be strategic. Staff members will be hired only when those positions are supported by the number of students enrolled. As the number of enrolled students climbs and more classes are opened up to accommodate more students, the hiring of appropriate staff members will keep pace.

Currently, the school is hiring for an ADM of 314, which is 12 classroom teachers, 2.5 specials teachers, 2 staff members, one administrator, and one EC teacher.

The school has received over 60 applications and is in the process of interviewing and vetting candidates for hire. The Head of School, student support specialist, and 6 teachers have been hired.

2. Procedure for Administrators

American Traditional Academies, with the input of the Board of Directors, has hired Dr. Jarriid Looney as the Head of School. The new Head of School is involved in the selection of other candidates.

3. Procedure for Staff and Teachers

Applicants

Applications are received by the school principal who reviews the cover letter, resume, application, and questionnaire, where applicable. The principal identifies applicants who are the best qualified to fill the open positions.

The principal interviews prospective employees either remotely or in-person (preferred). The principal, at his or her discretion, may bring in other staff members to assist with the interviews.

If the Principal decides to move the candidate forward in the process he or she can:

1. Set up a second interview with other staff members to gain more perspectives.
2. Move the candidate to the preferred candidate status

Preferred Candidates

Preferred candidates will go through a pre-approval process which includes

- Reference checks
- Revoked license checks
- Salary analysis to include comparable Guilford County School's salary and budget examination

If the preferred candidate satisfies the pre-approval requirements, the principal may make the candidate an offer contingent on a background check and board approval (if a teacher or TA).

Upon accepting an offer, the ATA operations manager will initiate a background check and the principal will place the preferred candidate on the personnel report for the next board agenda.

After receiving board approval, the new employee will be given enrollment paperwork and instructions for onboarding by the ATA operations manager.

Staff Positions for 314 Students	
Head of School	Hired
Operations Manger	Offered
Student Support Specialist	Hired
EC Teacher/Coordinator	Hired
K	Interviewing
K	Interviewing
K	Interviewing
1	Interviewing
2	Interviewing
3	Interviewing
4	Interviewing
5	Hired
6-9 ELA	Hired
6-9 Math	Hired
6-9 Science	Interviewing
6-9 History	Hired
PE	Hired
Art	Interviewing
Music	Hired

LICENSURE PLAN

1. School Overview

Liberty Charter Academy is a public charter school opening in High Point in August 2025.

Liberty Charter Academy will develop responsible and active citizens through a foundation of a challenging, classical academic program, character education, student responsibility, and strong parental partnerships.

Liberty Charter Academy will be located at 1701 Westchester Dr., NC 27262.

Our contact information is:

Liberty Charter Academy

3607 Birdsong Ct., Summerfield, NC 27358

Phone: 336-423-6614

Fax: 336-286-6584

mcsauer@libertycharteracademy.com

2. Designated Individual in Charge:

The School Principal or designee, usually the Instructional Coach, will be responsible for coordinating the licensure program. He or she will work with each teacher to develop an individual plan to either pursue NC licensure or renewal. Occasionally, there may be a situation in which the teacher does not want to pursue licensure. Any teacher who is not pursuing licensure will be required to receive permission in writing from the Principal.

Before making an offer of employment to any teacher, the Principal will review the NC DPI Revoked License list to ensure that no staff members are hired who have had a license revoked.

3. Licensure Plan Information:

It is expected that teachers at Liberty Charter Academy will either pursue licensure, pursue renewal of their license, or have an exemption from the Principal. At all times, the principal will ensure that at least 50% of teachers hold one of the following valid NC licenses:

- Permit to teach
- Emergency license
- Residency license
- Initial professional license
- Continuing professional license
- Lifetime license

To help beginning teachers meet their licensure requirements, develop and improve their practice, and prepare for a successful teaching career, a robust Beginning Teacher Support Program (BTSP) will be implemented.

Liberty Charter Academy teachers shall maintain an annual Professional Development Plan (PDP) which includes a plan, approved by the Instructional Coach, for participating in professional development that will meet the expectations of the North Carolina Professional Teaching Standards and the additional requirements of Liberty Charter Academy based on the specific needs of the school and the educator.

Any teacher who would like to attend outside professional development, take courses, attend a conference, or attend a workshop must seek approval from the Instructional Coach to include the PD on their PDP.

Whenever a teacher completes a training or activity that qualifies for CE credits, it is the teacher's responsibility to ensure that the Instructional Coach has a copy of the certificate for those credits. The Instructional Coach will keep a copy of all CEU certificates in the teacher's Licensure and Instruction file. At least twice per year the Instructional Coach will meet with the teacher and review the CEUs the teacher has earned to ensure that the teacher is following the PDP and is on track to earn licensure or renewal.

Teachers will earn at least 8 CEUs or 80 Clock Hours of Professional Development before their license renewal.

Grades K-5

- 3 subject area
- 3 literacy
- 2 general

Grades 6-8

- 4 subject area
- 4 general

The Instructional Coach will assist each teacher in documenting CEUs and applying for licensure or renewal.

Approved: May 8, 2025



Liberty Charter Academy Facility Contingency Plan

School Name: Liberty Charter Academy	
Planned Date of Opening: September 2, 2025	
Type of building (e.g., new facility, renovated church, modulars) Renovated church	
Facility Address: 1701 Westchester Dr., High Point, NC 27262 Alternate Facility: 300 NC-68, Greensboro, NC 27409	
Original Facility Plan – this should be aligned to your original charter application (you may cut/paste the original application language) or amendment (if applicable).	The original plan was to find land that could be developed into a K-12 campus, building in stages until maximum capacity is reached. Several possible sites had been identified, as well as some possible alternate facilities that could be used as back-ups.
Anticipated Date of ECO receipt:	August 8, 2025
Contingency Plan:	<p>The board has developed a comprehensive contingency plan that will ensure the school can open in the event that an ECO is not obtained on time. Because of existing delays and a tight construction timeline, the board has already implemented some elements of the plan.</p> <ol style="list-style-type: none"> 1. The current facility is zoned for a K-8 school. There is not time to complete the process of adding high school grades to the zoning, so the board has officially been granted the request that 9th grade be delayed to 2026. 2. The board believes that it is important to open in the permanent facility if at all possible. It is also important to inform parents and staff members as soon as possible to changes to the calendar. To make it more likely that school will open in the original facility and to allow families time to plan for the calendar change, the board will delay the first day of school until September 2nd. 3. In case the permanent facility is not ready for a September 2nd opening day, an alternate facility has been identified. The board has signed a lease, the facility has an approved ECO, and the CSRB has granted

	approval to open in this alternate facility.
How and when will the Board determine if the contingency plan is necessary?	<p>Even though there is a chance that the original facility will be ready by mid-August, the board has already implemented an important part of the contingency plan by delaying the start of school until September 2nd. This delay will make the other part of the contingency plan, using the alternate location, much less likely.</p> <p>The school leadership is receiving weekly, sometimes daily, updates on the progress towards an ECO for the permanent facility. The schedule continues to be adjusted to match the current circumstances and understandings. If the construction schedule shifts so that an ECO cannot be obtained in August, the board will evaluate and may make the decision to open school at the alternate facility.</p>
How and when will the Board communicate the contingency plan to stakeholders?	<p>The board has already communicated with parents to let them know the facility situation through:</p> <ul style="list-style-type: none"> • A letter emailed to families • Virtual Town Halls where parents are given updates and have a chance to ask questions • Information Meetings where parents are given updates and have the chance to ask questions <p>The board and school leadership will continue to transparently communicate with families and staff members about the progress on the building and the plans for the school.</p>
If the contingency plan includes a delayed start to the school year, explain how the minimum hours/days will be met and attach a revised, board approved school calendar.	The original calendar included 186 days of instruction and days without significant non-instructional time. Changing the start date reduces the number of days to 179 but still allows 1058 hours.
Please list supporting documentation submitted with contingency plan.	<ul style="list-style-type: none"> • New calendar with September 2nd start date • Lease for alternate location • ECO for alternate location • Construction timeline

Completed facility activities		
Item	Completion Date	Notes
Initial walk-through with inspectors	February 2025	
Due diligence inspections and reports	January 2024 - February 2025	
Meeting with city planners	March 2025	
Submit plans to city for permits	April 2025	
Traffic Analysis, communication with NCDOT and city	February – May 2025	
Obtain bids for required work	April – May 2025	

Remaining facility activities and timeline of completion		
Item	Anticipated Completion Date	Notes
Approve contracts with subcontractors	June 1, 2025	
Upon plan approval, begin required improvements	May 25, 2025	
Receive comments from NCDOT	June 13, 2025	Expected on or before
Close on property	June 20, 2025	Expected on or before
Final inspections	August 8, 2025	
Obtain ECO	August 8, 2025	

Approved: 5/8/25



Liberty Charter Academy School Mental Health Plan

Liberty Charter Academy's purpose, to develop responsible, active citizens, must be approached with a commitment to developing the whole child, which requires a student's mental health to be paramount.

Content Questions	Description/ Action Items/ Status	Person(s) Responsible & Timeline
<p>What data did you use to determine your strengths & needs?</p> <p>Describe what your strengths & needs are.</p> <p>(examples of data: FAM-S, YRBS, School Health Services Report, Healthy Active Children Report, PowerSchool/Infinite Campus, Say Something, SHAPE, ECATS, District Report Cards)</p>	<p>As a new charter school opening in August 2025, Liberty Charter Academy does not have much data that is useful for developing a Mental Health Plan. Data from other sources tell us that we can expect students to attend who will require mental health support.</p>	
<p>What are your existing PSU SEL/ MH prevention initiatives through instruction, curriculum, and environment?</p>	<p>Liberty plans to offer programs that support mental health that include an integrated character education program; a safe, orderly environment; and a supportive, nurturing school culture.</p> <p>Strategies</p>	

<p>*May Refer to your Social, Emotional, and Behavioral (SEB) Plan (examples: MTSS, trauma-informed schools, restorative practices, character education, WSCC framework, bullying prevention, etc.)</p>	<ul style="list-style-type: none"> • Strong implementation of Character Counts • Decrease incidents of misbehavior through explicit instruction and consistent implementation of school expectations • Establish a healthy school culture by intentionally building groups and school identity using clubs, athletics, school-wide assemblies, new traditions, and a house structure 	
<p>How are you building and aligning infrastructure?</p> <p>What is your training plan? (May be listed in this section or as an appendix/linked document)</p> <p>Do you have a suicide risk referral protocol? (Must be an appendix/linked document)</p> <p>Are you increasing SISP staffing ratios? If so, how?</p> <p>What relevant stakeholders are engaged in SMH work to strengthen SEL and SMH prevention?</p>	<p>Training</p> <ul style="list-style-type: none"> • Initial training will take place in August 2025 and consist of 6 hours of mental health professional development in the areas of youth mental health, sex trafficking, child abuse, suicide prevention, and substance abuse. • New employees who have not received the initial training will receive the initial training within 6 months of being hired • Subsequent training will occur annually and consist of at least 2 hours on similar topics <p>Suicide Risk Protocol</p> <ul style="list-style-type: none"> • The Emergency Response Team will develop a suicide risk referral protocol that is provided to all school personnel and includes guidelines for the identification of students at risk of suicide. • The Emergency Response Team will periodically assess the effectiveness of the protocols and recommend adjustments as needed. • Training will be provided annually to all staff on the identification of students at risk of suicide. <p>Stakeholders</p> <p>The Crisis Response Team will be involved in the School Mental Health plans and protocols. That team will include the Head of School, Student Support Specialist, Operations Manager, school safety consultants, and other teacher and staff representatives.</p>	
<p>How do you collect data for the SISP annual report?</p> <p>How is the data</p>	<p>Liberty does not have any relevant data yet, but moving forward data will be gathered from referrals to the SST team, reports from the Student Support Specialist, discipline referrals, Say Something app, Infinite Campus, and crisis response data.</p>	

monitored?	The Student Support Specialist will monitor the data and work with the Crisis Response Team to address any changing needs.	
How do you align SEL & SMH with academic objectives? NC SEL Standards Mapping Documents Webinar Series Recordings: Integrating SEL into the Content Areas Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan	Liberty will use an integrated character education program that will support student's mental health.	
How are you incorporating physical activity into the classroom? Describe by grade categories of elementary, middle, & high school.	<p>Physical activity will be incorporated into the classroom with brain breaks, various activities that require movement, and time built into the schedule for PE and unstructured play time (recess).</p> <p>Students in K-5 will have two recesses per day, students in middle school will have one recess per day, and high school students will have a 10-minute break.</p>	
How will you evaluate your SMH efforts? Create SEL/ MH Data Evaluation Plan School Mental Health Quality Guide: Screening MTSS Assessment Guidelines	The Crisis Response Team will evaluate data annually to determine what additional supports are needed to support students' mental health. The School Support Specialist will monitor data on an ongoing basis, allowing the CRT to make adjustments earlier if necessary.	
What are your SMH efforts for early	The school currently has no early intervention protocols for mental and social-emotional health and wellness.	

<p>intervention?</p> <p>How do you identify:</p> <ul style="list-style-type: none"> • students who are at risk of developing SEL and/or mental health issues at school, and • students experiencing SEL and/or mental health issues at school? <p>How do you provide intervention for at-risk or struggling students?</p> <p>Describe the annual review of:</p> <ul style="list-style-type: none"> • crisis intervention policies, practices, and personnel, • discipline policies, practices, and personnel; involvement in local community emergency preparedness plan. <p>Describe any other efforts.</p> <p>MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions</p>	<p>Improvement Strategies:</p> <ul style="list-style-type: none"> • The Crisis Response Team will annually, or as needed, review the school's practices, policies, and procedures for crisis intervention and recommend changes when necessary. • Early intervention protocols will be included in every teacher's emergency plan. • The School Support Team will include mental health and social and emotional wellbeing as components in MTSS evaluations and interventions. <p>Annual Reviews</p> <ul style="list-style-type: none"> • Annual reviews will be conducted by the Crisis Response Team • The Student Support Specialist will gather data and present it to the CRT • The CRT will evaluate the crisis intervention policies, practices, discipline policies, and resources • The CRT will make recommendations for improvements to the Mental Health Plan and related protocols 	
<p>What are your SMH efforts for treatment, referral, and re-entry?</p> <p>How do you improve:</p> <ul style="list-style-type: none"> • access to school-based and community-based services for students and their families? • transitions between and within school and community-based services? • protocol for students re-entering school following acute/residential mental health treatment? 	<p>The school does not currently have protocols for referral, treatment, and re-entry.</p> <p>Improvement Strategies:</p> <ul style="list-style-type: none"> • The school will develop a list of community-based services that is made available to parents of students who might need it. • The school will work with families to allow students to have access to licensed mental health services while at school. 	

Describe any other efforts.		
-----------------------------	--	--

LIBERTY CHARTER ACADEMY Student Health Training Plan

All Liberty Charter Academy staff members will participate annually in training related to students' health and safety. The Instructional Coach will collect and maintain documentation of staff member's participation in required training before the first day of school.

Topic	Duration	Delivery Method
Youth Mental Health	1 Hour	Online
Suicide Prevention	2 Hours	Online
Substance Abuse	1 Hour	Online
Teenage Dating Violence	1 Hour	Online
Child Sexual Abuse Prevention	1 Hour	Online
Sex Trafficking Prevention	1 Hour	Online
First Aid/CPR	2 Hours	In-person
Diabetes Training	30 Minutes	Online
Allergy and Epi-Pen	30 Minutes	In-person

Approved: 5/8/25



Suicide Prevention Protocol

Suicidal behavior will be taken seriously

No person expressing suicidal thoughts will be left alone

No person expressing suicidal thoughts will be sent home alone

Training	<ul style="list-style-type: none"> All staff members will receive training in suicide recognition, risk, and prevention First responders will receive additional training in suicide risk screening, response, and support 		
Resources	<ul style="list-style-type: none"> North Carolina Project ACTIVATE North Carolina Suicide Prevention Toolkit 988 Lifeline Guilford County Behavioral Health Center 336-890-2700 		
Screening Process	<ul style="list-style-type: none"> Person directly or indirectly expresses suicidal thoughts Staff member who notices or is told of the concerning behavior stays with the person until a first responder arrives The first responder takes the person to a quiet, private place and uses the Suicide Risk Assessment Checklist to perform the screening The first responder assesses the level of risk 		
Low Risk		Moderate Risk	High Risk
<ul style="list-style-type: none"> Parents are notified Coping plan is completed Student will continue to be supervised until released to parent Parents will be provided with community resources 		<ul style="list-style-type: none"> Parents are notified Coping plan is completed Student is supervised until released to parent or other legal authority Support plan is in place before student returns Parents are provided with community resources 	<ul style="list-style-type: none"> Parents are notified Secure/remove any weapons mentioned in the student's plan Student is supervised at all times Student is released only to parent, law enforcement, DSS, or ambulance A doctor's note is required before student returns Support plan is in place before student's return Parents are provided with community resources

Coversheet

Parents' Bill of Rights

Section:	III. Ready to Open
Item:	D. Parents' Bill of Rights
Purpose:	Vote
Submitted by:	
Related Material:	4227 - Parents Bill of Rights.docx 4230 - Parent Information Requests.docx 4235 - Parent Review of Instructional Materials.docx 4240 - Consent to Surveys.docx 4245 - Student Health Notifications.docx

Section: 4000- Community

Title: Parents' Bill of Rights

Number: 4217

Adopted:

The Board of Directors for Liberty Charter Academy is committed to partnering with parents and acknowledges that as the parents or guardians of our students, they have inherent rights.

Pursuant to State and federal law, a parent has the right to the following:

1. To direct the education and care of his or her child
2. To direct the upbringing and moral or religious training of his or her child
3. To enroll his or her child in a public or nonpublic school and any school choice option available to the parent for which the child is otherwise eligible
4. To access and review all education records relating to his or her child, as authorized by the Federal Educational Right and Privacy Act ("FERPA"), 20 U.S.C. § 1232g
5. To make health care decisions for his or her child, unless otherwise provided by law
6. To access and review all medical records of his or her child, as authorized by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), P.L. 104-191, as amended, except as follows:
 - If an authorized investigator requests that information not be release to a parent because the parent is subject to an investigation of either (i) a crime committed against the child or (ii) an abuse and neglect complaint; or
 - When otherwise prohibited by law
7. To prohibit the creation sharing, or storage of a biometric scan of his or her child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law
8. To prohibit the creation, sharing, or storage of his or her child's blood or DNA without the parent's prior written consent, unless otherwise authorized by law
9. To prohibit the creation by the State, or the school, of a video or voice recording of his or her child without the parent's prior written consent, unless such record is made in connection with:
 - A court proceeding
 - An investigation into alleged neglect or abuse of the child
 - A safety demonstration
 - An academic or extracurricular activity

- Classroom instruction
 - A photo identification card
 - Security or surveillance of buildings, grounds, or school transportation
10. To be promptly notified if the school, or any employee of the school, suspects that a criminal offense has been committed against his or her child, unless doing so would impede an investigation by law enforcement or a county welfare agency

Section: 4000 - Community

Title: Parent Information Requests

Number: 4230

Adopted: 12/13/23

A parent may request any information that the parent has a right to access under Article 7B, Part 1, of Chapter 115C of the North Carolina General Statutes, including all school policies. Parents requesting information under this section must submit their requests, in writing, to the principal or his or her designee.

If a parent submits such a written request for information pursuant to this policy:

- 1) Within 10 business days of receiving the request, the principal shall either (i) provide the requested information to the parent or (ii) provide a notice that an extension of no more than 20 business days is necessary to respond to the request due to either its volume or complexity.
- 2) If the principal fails to respond to the request or provide the information within the timeframes set forth above, the parent may contact the Chairman of Legacy Classical Academy's Board of Directors to request such information. In such case the Chairman shall ensure that a response is provided to the parent within 10 business days.
- 3) If the Chairman of the board denies the request or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the entire Board of Directors. The parent must submit such an appeal within 20 business days of the date the request was submitted to the Chairman.
- 4) If an information request is appealed to the Board of Directors within the time limit set forth in step 3, above, the Board of Directors shall place the parent's appeal on its agenda for the next board meeting. Pursuant to G.S. 115C-76.40, the Board's decision under this policy is final and is not subject to judicial review.

Section: 4000 - Community

Title: Parent Review of Instructional Materials

Number: 4235

Adopted:

Inspection of Textbooks and Supplementary Materials

Parents have a right to inspect all textbooks and supplementary instructional materials used in their child's classroom. Parents who wish to inspect materials may submit their request in writing to the child's teacher. If the teacher does not respond or denies the request, the parent may forward the request to the Head of School using the procedures set out in the grievance policy.

Objections to Textbooks and Supplementary Materials

If a parent objects to textbooks or supplementary instructional materials used in their child's classroom, he or she shall share that objection with his or her child's teacher, who shall work to accommodate the objection to the extent practicable. A parent who is not satisfied with the teacher's response may then raise the objection with the Head of School using the same procedures set out in the school's grievance policy.

Section: 4000 - Community

Title: Consent to Surveys

Number: 4240

Adopted:

Protected Information

The following shall constitute “Protected Information” for the purpose of this policy:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sexual behavior or attitudes of the student or the student's family
- Illegal, antisocial, self-incriminating, or demeaning behavior of the student
- Critical appraisals of other individuals with whom respondents have close family relationships
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the student or student's parent
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program

Collection of Protected Information

Parents shall be notified before any survey or evaluation collecting or revealing Protected Information is conducted. The notice shall include the full text of the survey or evaluation. No student shall be permitted to participate in a survey or evaluation collecting or revealing Protected Information unless the child's parent provides prior written consent.

Section: 4000 - Community

Title: Student Health Notifications

Number: 4245

Adopted:

Annual Notice of Health Care Services

Liberty Charter Academy shall notify parents at the beginning of each school year of each health care service offered at the school, if any, and the means for the parent to consent to such service.

Well-Being Questionnaires and Health Screenings

No well-being questionnaire or health screening shall be administered to a student in grades kindergarten through third grade without consent from the child's parent or legal guardian. Prior to the administration to students in kindergarten through third grade, Liberty Charter Academy shall provide a copy of any student well-being questionnaire or health screening form. The notice shall include the method for the parent to consent to the use of the questionnaire or form for his or her child.

Changes in Services

Liberty Charter Academy shall notify parents of any changes in services related their child's mental, emotional, or physical health or well-being, or a change in the school's ability to provide a safe and supportive learning environment for the child. Such notice shall be provided prior to, or at least at the same time as, the change is made.

Parental Involvement

Teachers and staff shall encourage children to discuss issues related to their well-being with their parents, and, when appropriate, shall facilitate discussions of such issues with a child's parents.

No teacher or employee of Liberty Charter Academy shall prohibit or encourage a child to withhold information about the child's mental, emotional, or physical health or well-being, or changes in services related to the child's health, or well-being, from the child's parent.

Nothing in this policy shall prohibit parents from accessing their child's health or education records, unless school personnel, in consultation with the Head of School, reasonably believe that such disclosure would result in the child being subject to abuse or neglect.

Name Changes / Changes in Pronouns

Liberty Charter Academy shall notify a child's parent before changing the name or pronouns used for a child, either by the school's personnel or in the student's records. This policy does not apply to common nicknames or shortened versions of a child's first or middle name. (Such as using "Rob" for "Robert," or "Jane" for a child named "Sarah Jane").

Age-Appropriate Instruction for Children in Grades K-4

Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. This policy does not prohibit teachers or school personnel from responding to student-initiated questions.

Consent for Instruction Regarding Reproductive Health

Liberty Charter Academy shall notify parents before providing instruction regarding reproductive health, including instruction regarding health and safety provided to students in seventh grade. Parents may opt-out of this instruction by informing their child's classroom teacher.

Coversheet

Planning Year Budget Report with Revisions

Section:	IV. Finance
Item:	A. Planning Year Budget Report with Revisions
Purpose:	Vote
Submitted by:	
Related Material:	Budget Liberty Start-up-5.8.25.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Budget Liberty Start-up-5.8.25.xlsx

Coversheet

2025-26 Budgets

Section:	IV. Finance
Item:	B. 2025-26 Budgets
Purpose:	Vote
Submitted by:	
Related Material:	Budget FY 2026 ADM 300 and 350 5.8.25.pdf

Liberty Charter Academy
Budget 2025-2030

Year	1	1	1
FY End 6/30	2026	2026	2026
ADM	232	300	350
EC	30	30	35
Revenue			
STATE REVENUE			
Rev-Charter Schools-036	\$ 1,590,331.04	\$ 2,010,072.60	\$ 2,345,084.70
Rev-Summer Reading			
NCVPS			
School Conectivity	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00
Rev- Indian Gaming			
Total State Revenue	\$ 1,622,331.04	\$ 2,042,072.60	\$ 2,377,084.70
LOCAL REVENUE			
Rev- Sales Tax			
Rev- Interest Income			
Rev- Loans			
Rev- Student Lunches			
Rev- Athletics			
Rev- Guilford County	\$ 749,592.00	\$ 969,300.00	\$ 1,130,850.00
Rev - Afterschool Care	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00
Rev-Donations & Fundraising & Other	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Rev-Refunds			
Total Local Revenue	\$ 758,392.00	\$ 978,100.00	\$ 1,139,650.00
FEDERAL REVENUE			
Rev - PRC 060 IDEA Part B	\$ 17,566.46	\$ 22,715.25	\$ 26,501.13
Total Federal Revenue	\$ 17,566.46	\$ 22,715.25	\$ 26,501.13
TOTAL REVENUE	\$ 2,398,289.50	\$ 3,042,887.85	\$ 3,543,235.83
EXPENSES			
1. Salaries & Bonuses			
Salary- Teacher	\$ 712,851.00	\$ 824,701.00	\$ 768,851.00
Salary- Substitute	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Salary-EC Teacher	\$ 114,280.00	\$ 120,780.00	\$ 120,780.00
Salary- Staff	\$ 45,000.00	\$ 85,000.00	\$ 85,000.00
Salary- Administrative	\$ 85,000.00	\$ 92,000.00	\$ 177,000.00
Bonuses	\$ 49,056.55	\$ 57,324.05	\$ 58,781.55
Total 1. Salaries & Bonuses	\$ 1,030,187.55	\$ 1,203,805.05	\$ 1,234,412.55
2. BENEFITS			
Social Security & Medicare	\$ 77,264.07	\$ 90,285.38	\$ 92,580.94
Retirement Cost	\$ 30,905.63	\$ 36,114.15	\$ 37,032.38
Hospitalization Cost	\$ 113,320.63	\$ 132,418.56	\$ 135,785.38
Other Insurance Cost	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Unemployment Cost	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Total 2. Benefits	\$ 236,990.32	\$ 274,318.09	\$ 280,898.70
Total Personnel	\$ 1,267,177.87	\$ 1,478,123.14	\$ 1,515,311.25
Percentage of Revenue	52.84%	48.58%	42.77%
3. BOOKS & SUPPLIES			
Textbooks/Curriculum	\$ 46,000.00	\$ 58,000.00	\$ 66,000.00
Instructional & Testing Supplies	\$ 3,800.00	\$ 3,800.00	\$ 3,800.00
Office Supplies	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
Fundraising and Health Supplies	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Memberships			
Postage	\$ 600.00	\$ 600.00	\$ 600.00
Sales Tax Expense			
Total 3. Books & Supplies	\$ 66,900.00	\$ 78,900.00	\$ 86,900.00
4. TECHNOLOGY			

Liberty Charter Academy
Budget 2025-2030

ADM	232	300	350
Instructional Software	\$ 21,750.00	\$ 21,750.00	\$ 21,750.00
Tech Equip - Cromebooks Instructionsl	\$ 20,000.00	\$ 24,000.00	\$ 2,800.00
Tech Equip - Teacher Laptops	\$ 26,000.00	\$ 30,000.00	\$ 33,000.00
Tech E-Rate	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00
Cap Tech Equipment - Instructional			
Office Software	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00
Supplies and Materials	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Total 4. Technology	\$ 133,750.00	\$ 141,750.00	\$ 123,550.00
5. NON-CAP EQUIPMENT & LEASES			
Instructional Equipment & Furniture	\$ 56,000.00	\$ 60,000.00	\$ 70,000.00
Reproduction Costs	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00
Equipment - EC	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Office Equipment	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Total 5. Non-Cap Equipment & Leases	\$ 68,200.00	\$ 72,200.00	\$ 82,200.00
6. CONTRACTED STUDENT SERVICES			
EC Services	\$ 11,960.00	\$ 14,000.00	\$ 16,000.00
Psychological Services	\$ 3,120.00	\$ 3,120.00	\$ 3,120.00
Speech Services	\$ 44,720.00	\$ 48,000.00	\$ 58,000.00
Total 6. Contracted Student Services	\$ 59,800.00	\$ 65,120.00	\$ 77,120.00
7. ATHLETIC PROGRAMS			
Coach Stipends			
Contracted Athletic Services			
Athletic Uniforms			
Athletic Equipment			
Athletic Fees and Dues			
Total 7. Athletic Programs	\$ -		
8. STAFF DEVELOPMENT			
Workshop Expense	\$ -		
Total 8. Staff Development	\$ -		
9. ADMINISTRATIVE SERVICES			
Advertising	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Audit Services			
Bank Fees	\$ 900.00	\$ 900.00	\$ 900.00
Management Fees	\$ 287,794.74	\$ 365,146.54	\$ 425,188.30
General Admin/HR	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Legal Services	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Power School	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Technology Services	\$ -		
Other Tax Payments	\$ -		
Total 9. Administrative Services	\$ 306,694.74	\$ 384,046.54	\$ 444,088.30
10. INSURANCES			
Workers Compensation	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
General Liability	\$ 42,000.00	\$ 42,000.00	\$ 42,000.00
Total 10. Insurances	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
11. RENT & DEBIT SERVICES			
Debt Service- Principal	\$ -		
Debt Service- Interest	\$ 180,409.00	\$ 380,000.00	\$ 380,000.00
Rent	\$ -		
Total 11. Rents & Debt Service	\$ 180,409.00	\$ 380,000.00	\$ 380,000.00
Percentage of Revenue	7.52%	12.49%	10.72%
12. FACILITIES			
Building Services	\$ 7,000.00	\$ 15,000.00	\$ 25,000.00

Liberty Charter Academy
Budget 2025-2030

ADM	232	300	350
Building Supplies & Materials	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Landscaping	\$ 4,000.00	\$ 6,000.00	\$ 8,000.00
Contracted Custodial Services	\$ 33,000.00	\$ 33,000.00	\$ 33,000.00
Custodial Supplies & Materials	\$ 11,700.00	\$ 11,700.00	\$ 11,700.00
New Site Costs	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Miscellaneous Costs	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Total 12. Facilities	\$ 74,700.00	\$ 84,700.00	\$ 96,700.00
13. UTILITIES			
Electric	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00
Natural Gas	\$ -		
Waste Management	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Telephone	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Internet	\$ -		
Mobile Communicatins	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Total 13. Utilities	\$ 40,200.00	\$ 40,200.00	\$ 40,200.00
14. NUTRITION			
Food Supplies - Lunch	\$ 42,920.00	\$ 55,500.00	\$ 64,750.00
Food Purchases - Office	\$ 7,800.00	\$ 7,800.00	\$ 7,800.00
Total 14. Nutrition & Food	\$ 50,720.00	\$ 63,300.00	\$ 72,550.00
15. CAPITAL EQUIPMENT & FURNITURE			
Instructional			
Office Equipment & Furniture	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00
Total 15. Capital Equipment/Furniture	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00
17. TRANSPORTATION			
Bus Service	\$ 73,500.00	\$ 73,500.00	\$ 73,500.00
	\$ -		
Total 17. Transportation	\$ 73,500.00	\$ 73,500.00	\$ 73,500.00
TOTAL EXPENSES	\$ 2,410,051.61	\$ 2,949,839.68	\$ 3,080,119.55
NET SURPLUS/(DEFICIT)	\$ (11,762.11)	\$ 93,048.17	\$ 463,116.28
Surplus Percentage of Revenue	\$ (0.49)	\$ 3.06	\$ 13.07
Plus: Debt Service	\$ 180,409.00	\$ 380,000.00	\$ 380,000.00
Plus: Management Fee	\$ 287,794.74	\$ 365,146.54	\$ 425,188.30
Cash Flow Available for Debt Service	\$ 456,441.14	\$ 838,197.77	\$ 1,268,317.65