



# Eno River Academy

## November Board Meeting

Published on November 17, 2025 at 9:53 AM EST  
Amended on November 25, 2025 at 4:04 PM EST

**Date and Time**

Tuesday November 25, 2025 at 5:30 PM EST

**Location**

Virtual Only

**Agenda**

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A. Record Attendance and Guests		Trish Blackmon	1 m
B. Call the Meeting to Order		David Nagel	1 m
Reading of Mission Statement			
Eno River Academy will nurture a community of academic and artistic distinction, as it enriches each student’s cultural literacy.			
C. Approve October 28, 2025 Regular Board Meeting Minutes	Approve Minutes	David Nagel	1 m

	Purpose	Presenter	Time	
D.	Reading of Conflict of Interest and Ethics Statement	David Nagel	1 m	
<p>"ERA By-laws require any member to recuse herself or himself from voting on any matter before the Board which would confer a financial benefit on the member. At this time, the Chair requests that If any Board member knows of a conflict of interest, appearance of a conflict, or possible financial benefit with respect to matters before the board, please so state at this time."</p>				
E.	Monthly Agenda Review	Vote	David Nagel	1 m
<p>Review and solicit any recommended revisions to the meeting agenda before seeking approval</p>				
II.	Public Comment Period		5:35 PM	
A.	Public comments in accordance with the ERA Public Comment Policy	FYI	Jeremy Greene	10 m
<p>The Eno River Academy Board of Directors encourages community involvement and welcomes public comment during open board meetings. In order to provide an opportunity for input while conducting an efficient meeting, individuals and group may provide comments in accordance with the following policy.</p> <p>Members of the public wishing to speak during the public comment period should fill out the Public Comment Form, including their full name and general nature of their comments, prior to the start of the Board Meeting in which they wish to speak.</p> <p>Comments must be related to legitimate school business. The Presiding Officer or his/her designee will recognize the public member(s) to speak during the scheduled public comment period (usually held near beginning of the board meeting) in the order in which they had completed their request to speak on the Public Comment Form.</p> <p>In order to allow as many individuals as possible to speak and to ensure the Board of Directors have appropriate time to address all agenda items, individuals will be allowed a total of up to three (3) minutes to speak about their identified topic. No individual may transfer any remaining time to another individual that is also signed up to speak. A total of up to fifteen (15) minutes will be provided for individuals to speak and no person may speak more than once during the public comment portion of the agenda. The Board reserves the right to modify the time for public comment at any open board meeting.</p>				

	Purpose	Presenter	Time
<p>If a public member requests an extended discussion, it will be at the discretion of the Presiding Officer as to whether to grant further public comment and how much time is allotted.</p>			

For the indefinite future while board meetings are conducted online, the School's Public Comment Policy shall be adapted to allow public comments to be made by email (preferred) before the meeting in adherence with the process and timeframe provided before each meeting or by verbal participation during the public comment period after recognition by the presiding board officer.

Public comments provided by submission of email communication shall be sent to the board Secretary, subject to any additional procedures established by the Administration. Such email comments will be available for board member review.

Comments must conform to the Policy's general requirements regarding courtesy and respect; failure to abide by these requirements may preclude acceptance or require redaction of non-permissible content, to the extent legally permissible.

All speakers should be courteous in language and demeanor, respectful and present themselves in a professional manner during their allotted time. Speakers should not speak about any individual student, teacher, staff member or board member by name and may not engage in any personal attacks. Any speaker who does not abide by this policy and creates disorder will be asked to leave the meeting. Under North Carolina law (General Statue, N.C.G.S. § 143-318.17), there can be legal consequences for individuals who do not adhere to public meeting protocol. *“A person who willfully interrupts, disturbs, or disrupts an official meeting and who, upon being directed to leave the meeting by the presiding officer, willfully refuses to leave the meeting is guilty of a Class 2 misdemeanor.”* (1979, c.655, s.1; 1993, c.539, s.1028; 1994, Ex. Sess., c.24, s.14(c).) *Adopted April 16, 2013.*

<b>III. Key Business</b>			<b>5:45 PM</b>
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|-----------|--|------|---------------|------|
| <b>A.</b> | Minimum Qualification Policy for New Teacher Hires | Vote | Margaret Barr | 10 m |
|-----------|--|------|---------------|------|

The Academic Committee has considered and will propose minimum qualification policy for new teacher hires

- |           |  |      |               |      |
|-----------|--|------|---------------|------|
| <b>B.</b> | Charter Renewal Self-Study Documentation | Vote | Lindsey Sealy | 15 m |
|-----------|--|------|---------------|------|

Part of the renewal process is to submit a self-study document which includes amongst other things (a) narrative of how ERA fulfills its mission, (b) five-year goals and strategies, and (c) curriculum and instructional approaches. This document also requires ERA to document a set of five year goals which will be useful to the board for

	Purpose	Presenter	Time	
<p>longer-term planning, budgeting, and annual goals. A vote for the document is also a vote for our five year goals. This document will have already been reviewed by the GC and AC ahead of this board meeting.</p>				
C.	School Expansion Task Force Update	FYI	Lindsey Sealy	10 m
<p>The board is seeking more specifics on the overall approach and timing to this work and confirmation of the deliverables. Several other initiatives are interdependent with the work and timing of this task force.</p>				
D.	Modular Band and Office Space	FYI	Lindsey Sealy	5 m
<p>In May 2025, the board authorized \$8000 pre-payment spend to enable a more thorough plan for a proposed Modular Band and Office Space to accommodate the increase in numbers of administrators, teachers, and staff and the growing band program.</p>				
<p>Results from the planning phase are now available. A recommendation to move forward with the full modular office building will be postponed to ensure it aligns with the School Expansion Task Force recommendations.</p>				
E.	Capital Campaign Support Recommendation	Vote	Trish Blackmon	15 m
<p>A proposal to hire a third party to advise and/or support campaign planning and development.</p>				
F.	Board composition recommendation	Vote	David Nagel	15 m
<p>A board skill inventory demonstrates that the board lacks key skills necessary to be highly effective. In order to overcome skill gaps and high workload, the GC has examined how other boards solve this issue and will make a recommendation to modify the composition and types of seats on the board through a bylaw revision process.</p>				
G.	Beginning Teacher Support Program	Vote	Lindsey Sealy	10 m
<p>ERA has updated it's BTSP documentation to align with state requirements and current practices. This documentation requires board approval before submission to NC DPI.</p>				

#### **IV. Officer and Liaison Updates**

**7:05 PM**

<b>A.</b>	Treasurer Update	FYI	Adam Haber	5 m
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	Purpose	Presenter	Time
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<b>V.</b>	<b>Administration Announcements and Updates</b>		<b>7:10 PM</b>
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<b>A.</b>	Approve Mid-year bonuses	Vote	Lindsey Sealy	10 m
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<b>B.</b>	Monthly Administration Update	FYI	Kristin Martin	5 m
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General school updates not already covered in other topics

<b>VI.</b>	<b>Closing Items</b>		<b>7:25 PM</b>
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<b>A.</b>	Closed Session	Discuss	David Nagel	15 m
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Closed session **is** anticipated.

**Closed Session § 143-318.11. (a) 5&6**

A closed session may be called in order to discuss items which warrant confidentiality.

*The Board may, at its discretion, move into closed session to discuss items which warrant confidentiality pursuant to Article 33C, Section § 143-318.11. (a) 5&6 of the North Carolina General Statutes.*

<b>B.</b>	Approve New Hire(s)	Vote	Lindsey Sealy	2 m
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<b>C.</b>	Adjourn Meeting	Vote	David Nagel	1 m
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## Coversheet

### Approve October 28, 2025 Regular Board Meeting Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve October 28, 2025 Regular Board Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for October Board Meeting on October 28, 2025



## Eno River Academy

### Minutes

#### October Board Meeting

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**Date and Time**

Tuesday October 28, 2025 at 5:30 PM

**Location**

HS Conf Room

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**Directors Present**

Adam Haber, David Nagel, Elliot Clark, Jeremy Greene, Margaret Barr, Pamela Norcross, Trish Blackmon

**Directors Absent**

*None*

**Directors who left before the meeting adjourned**

Jeremy Greene

**Guests Present**

Kristin Martin, Lindsey Sealy, Michael Brown

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**I. Opening Items****A. Record Attendance and Guests****B. Call the Meeting to Order**

David Nagel called a meeting of the board of directors of Eno River Academy to order on Tuesday Oct 28, 2025 at 5:31 PM.

D. Nagel read the ERA mission statement.

**C. Approve September 23, 2025 Regular Board Meeting Minutes**

David Nagel made a motion to approve the minutes from September Board Meeting on 09-23-25.

Adam Haber seconded the motion.

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

**D. Reading of Conflict of Interest and Ethics Statement**

D. Nagel read the conflict of interest and ethics statement - no conflicts brought forward.

**E. Monthly Agenda Review**

David Nagel made a motion to approve monthly agenda.

Adam Haber seconded the motion.

D. Nagel reviewed agenda. No comments offered.

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

**II. Public Comment Period**

**A. Public comments in accordance with the ERA Public Comment Policy**

One public comment received via email from Sabrina Kordys 10/20/25. Ms. Kordys wrote to "thank the Board and administration for the meaningful safety improvements this school year". She noted the new gates around the K-8 building and new ERA sign in the front of the high school in her praise for "prioritizing our kids' safety."

**III. Key Business**

**A. Overview of Capital Campaign Process**

- Prior to presentation from Moss+Ross, T. Blackmon provided background of how she and D. Nagel became aware of Moss+Ross. Moss+Ross is a Triangle-based company that provides annual fundraising plans, campaign readiness assessments, campaign plans, case statements, development assessments, feasibility studies, messaging and communications plans, peer benchmarking, prospect research, and personnel searches for area non-profits.
- Kate Hearn, Kim Glenn and Dave Monaco of Moss+Ross then joined the meeting virtually. The Moss+Ross team provided an overview of their mission, vision, values, services and campaign readiness.
- Discussion with Board followed presentation. Will determine any additional questions to be asked and bring back to Board.

**B.**



## School Expansion Task Force Update

- L. Sealey reported taskforce membership complete.
- **Land update regarding 78 acres adjacent to ERA:** Forestar planning/rezoning request goes to the County Commissioners November 6, 2025 for plan to build 49 homes. Financial, development and zoning scenarios discussed.
- **Expansion Update:** Taskforce discussed if expanding enrollment aligns with ERA's mission and long-term sustainability strategies. Reviewed recent parent survey re: why they chose ERA, reviewed data/research identifying "sweet spot" for student enrollment numbers where both finances and culture intersect. Identifying what growth would afford us the opportunity to be able to do and how/if growth would support ERA's vision of excellence.
- Taskforce continuing to review needs/options and develop next steps to bring to the Board.

### C. Five Year Strategy - for Charter Renewal

D. Nagel provided an update on ERA's charter renewal process. The Governance and Academic Committees are working with L. Sealey to prepare for a self-assessment which is due November 30, 2025. A timeline was provided for Board to review first and second drafts.

### D. Academic Calendar for 2026-27

L. Sealy brought forth the proposed 2026-2027 academic calendar. Four half-days have been added to provide additional time for teacher professional development. In an effort to reduce family impact for those days, on-site student enrichment activities will be developed so that students would not necessarily have to leave campus.

David Nagel made a motion to Accept 2025-2026 calendar as presented.

Jeremy Greene seconded the motion.

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

#### Roll Call

Trish Blackmon	Aye
David Nagel	Aye
Elliot Clark	Aye
Pamela Norcross	No
Jeremy Greene	Aye
Margaret Barr	Aye
Adam Haber	Aye

## IV. Officer and Liaison Updates

### A. Treasurer Update

A. Haber reviewed the September 2025 Financial Summary. It was noted that for this year, ERA was allotted an ADM of 829 students, and currently ERA has an ADM of 838

students providing ERA with additional state funding which is above our current budgeted revenue.

- There was discussion re: the development of a key strategic element dashboard tied to strategic plan and mission.
- The independent financial audit prepared by Sharpe Patel CPA, for the school year ending June 30, 2025, came back without findings.

## **B. Board Chair Updates**

D. Nagel urged all Board members to complete pictures and biographies in Board on Track and make sure that all committee meeting dates, agendas and minutes be publicly posted.

Opportunities to improve board meetings:

- Preparing and releasing agenda earlier and
- Sending out pre-reads 7 days in advance.

Of note: *Recruitment Reinvented: Attracting Top Talent To Your School Board* webinar scheduled for November 18th at 12pm.

Jeremy Greene left at 8:10 PM.

## **V. Administration Announcements and Updates**

### **A. Monthly Administration Update**

L. Sealy - October is National Principal's Month - she presented both Dr. Brown and Mrs. Martin with a gift bag and cards.

K. Martin provided the October Administrative Update:

#### **Celebrations:**

- Students are excited about and have provided amazing project proposals for the STREAM Challenge.
- Congratulations to our Fall Athletes!
- Homecoming week next week at the HS with a pep rally on Friday and dance on Saturday.

#### **Testing:**

- PreACT and PSAT were completed on Wednesday, October 22
- 4th Grade CogAT and High School WorkKeys coming up in November

#### **Personnel Report:**

- Part-Time AIG Position Hired- Schedule to focus on 4th and 5th grade pull-outs and 3 grade push-in.
- One resignation in the science department. Mr. Wimpey is re-retiring due to health issues. Interview scheduled this week with a certified high school science teacher. He will not be returning in January.
- All staff members are doing Parents Bill of Rights Training this week.

#### **Curriculum:**

- Exact Path was implemented in 6-8. This program provides targeted feedback for teachers and students. Exact Path creates an individualized learning path for each student that can both help fill in gaps and push advanced students.
- Worldly Wise was implemented in 3-5, and is to be implemented in 6-8 for cohesive vocabulary instruction, focusing on vocabulary in context.
- Grammar program coming to middle school English 1 to align with high school English courses. (Daily Grammar Practice)
- Discussion around science interventions are on-going.
- Notice and Note Reading Strategy PD is being provided by Coburn to MS teachers to provide a uniform reading strategy to be used across all content areas.
- MTSS Interventionists met with K-5 teachers for a second time to get updates on student progress to start the second quarter strong.

#### **General:**

- 3-12 Report Cards will be sent home tomorrow.
- 3-12 Conference Day is Nov. 10.

### **VI. Closing Items**

#### **A. Closed Session**

David Nagel made a motion to Go into closed session to discuss items which warrant confidentiality pursuant to Article 33C, Section § 143-318.11. (a) 5&6 of the North Carolina General Statutes.

Margaret Barr seconded the motion.

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

David Nagel made a motion to come out of closed session.

Margaret Barr seconded the motion.

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

#### **B. Teacher and staff contracts**

David Nagel made a motion to approve hire of Martha Barefoot Yaeger.

Pamela Norcross seconded the motion.

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

**C. Post-Meeting Evaluation**

Briefly discussed what can we do to hold to our meeting timeline.

**D. Adjourn Meeting**

David Nagel made a motion to adjourn the meeting.

Adam Haber seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:40 PM.

Respectfully Submitted,  
Trish Blackmon

# Coversheet

## Minimum Qualification Policy for New Teacher Hires

**Section:** III. Key Business  
**Item:** A. Minimum Qualification Policy for New Teacher Hires  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Proposed Policy for Minimum Educational Requirement for Instructional and Support Staff - Nov 25 2025.pdf



**ENO RIVER**  
ACADEMY  
*Inspiring excellence. Nurturing innovation.*

## Minimum Educational Requirement for Instructional and Support Staff

**Effective Date:**

**Reviewed By:** Academic Committee

**Approved By:** Board of Directors

### I. Purpose

To ensure that all instructional and student-facing staff possess the qualifications necessary to deliver high-quality educational experiences, uphold professional standards, and maintain compliance with state and accreditation requirements, while allowing flexibility to recognize equivalent professional expertise and experience.

### II. Scope

This policy applies to all instructional roles at Eno River Academy, including teachers, instructional assistants, academic interventionists, and other staff whose primary duties involve direct instruction or academic support of students. It does **not** apply to administrative, facilities, or non-instructional support roles.

### III. Policy Statement

Eno River Academy requires all instructional employees to meet the following minimum educational and/or credentialing standards at the time of employment, unless an approved waiver is granted under Section V.

### IV. Minimum Requirements by Role

Role	Required Education	Licensure / Credential	Notes
Classroom Teacher	Bachelor's degree (or higher) from an accredited institution	Current or eligible NC teaching license <i>preferred</i> ; may be required for core academic subjects	Alternative licensure (higher education could be also considered) accepted for qualified candidates

			actively pursuing certification
<b>Instructional Assistant / Teaching Assistant</b>	Associate's degree or equivalent (60 college credits minimum)	Not required	Bachelor's degree preferred
<b>Specialist (e.g., Interventionist, Arts, CTE, STREAM Coach)</b>	Bachelor's degree or equivalent professional experience in content area	Relevant license, credential, or verified industry certification strongly preferred	May be substituted with documented industry experience
<b>Substitute or Part-Time Instructor</b>	High school diploma minimum; Bachelor's degree preferred	Not required	Must meet background and training standards

## V. Waiver Provisions

The Executive Director may approve a temporary waiver of educational or licensure requirements for candidates who demonstrate exceptional expertise, experience, or industry certification relevant to their instructional assignment.

- Waivers shall be valid for up to one year and may be renewed based on documented progress toward meeting the minimum requirements.
- Waiver decisions will be documented in the employee file and reviewed annually by the Academic Committee.

## VI. Monitoring and Reporting

The Executive Director or designee shall maintain an updated record of each staff member's educational level and licensure status. An annual summary report will be presented to the Academic Committee and included in the school's compliance documentation.

## VII. Policy Review

This policy will be reviewed at least every two years, or sooner if state law, accreditation standards, or staffing conditions warrant revision.

# Coversheet

## Charter Renewal Self-Study Documentation

<b>Section:</b>	III. Key Business
<b>Item:</b>	B. Charter Renewal Self-Study Documentation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ERA Renewal Self-Study Nov 25 2025.pdf





# North Carolina Charter School | Renewal Self-Study

## Overview + Instructions

The Review Board shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards. (G.S. 115C-218.6)

To request renewal of a charter, a charter school shall submit a Self-Study form (16 NCAC 06G.0507). The self-study provides information on the school and its commitment to fulfilling the mission formally approved by the Review Board or State Board of Education. This is also the Office of Charter Schools' first look into the school as they prepare to make recommendations for the Renewal Term to the Charter Schools Review Board according to the Renewal Guidelines (Policy CHTR-007).

Charter schools should collaborate with their board and leadership team to prepare the Self-Study in a way that best represents the school and its desire for renewal of its Charter Agreement. Per 16 NCAC 06G .0507, all pages of the Self-Study shall be numbered consecutively and include a table of contents. No font smaller than 12 points shall be used in the typed report. Lastly, any charter school seeking renewal may use help from outside the school to complete the Self-Study report.

This document may be edited using Google Docs by making a copy, or in Microsoft Word by downloading the document with Microsoft Word. Please do not alter this document in any way other than answering the questions and providing the information listed. The table of contents has been started for you, but will need to be updated with correct page numbers once you complete the self-study.

This document is a public record and will be provided to both the Charter Schools Review Board and the State Board as part of the DEPARTMENT OF PUBLIC INSTRUCTION PORTFOLIO for Renewal Schools.

**The Self-Study is due on November 30, 2025 via a submission in Epicenter.**

## References

- [N.C.G.S. 115C-218.6](#)
- [16 NCAC 06G .0507 CHARTER SCHOOLS RENEWAL PROCESS](#)
- [Policy CHTR-007: Charter School Renewal Process](#)



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## I. Information

### Charter School

School Name: Eno River Academy

Mailing Address: 1100 NC 57 N Hillsborough, NC 27278

Primary Contact Person: Lindsey Sealy

Primary Contact Title: Executive Director

Phone: 919-644-6272

Fax (if applicable): 919-241-8904

Primary Contact Email: lsealy@enoriveracademy.org

### Board of Directors

Non-Profit Name: *A Public School of Choice, Inc.*  
(as filed with the NC Sec of State)

Chairperson Name: *David Nagel*

Term of Office: *3 year term (July 2023 - June 2026)*

Mailing Address: *1100 NC 57 N Hillsborough NC 27278*

Phone: *919-448-8489*

Fax (if applicable):

Chairperson Email: dnagel@enoriveracademy.org



## II. Charter School Mission

### A. Mission

*Provide the school's mission statement as stated in the original or amended charter application.*

At Eno River Academy, our mission is to foster academic and artistic excellence while enriching cultural literacy.

### B. Narrative Statement

*Provide a narrative statement, not to exceed two pages, explaining how the school is fulfilling the Review Board or State Board-approved mission statement.*

To walk through the doors of Eno River Academy is to enter a learning community where academic and artistic excellence are inseparable. Excellence here is not defined by a single test score; it is a relentless pursuit of deeper understanding, creativity, and character. Our mission calls us to **foster both academic and artistic excellence while enriching cultural literacy**, and we have built a culture where those commitments are visible in every classroom and performance space.

A visitor might find a middle school student coding to create their own app to solve a common problem they experience or creating a solar powered charging station for community use. Students in K-8 can be found working in teams to research environmental issues affecting children across the globe, while nearby high school students enrolled in ASL are doing a shadow performance of each character in the theater arts performance inspired by a novel they studied in English. In our elementary collaboration units, students design and test bridges, connecting engineering principles to literature and history. These moments reflect our belief that deep learning is the highest form of excellence - when students inquire, create, and connect across disciplines.

The arts remain a defining feature of who we are. For a school our size, our breadth of offerings is exceptional. From orchestra and visual arts to theater production and digital design, ERA students engage in artistic experiences that rival those of much larger schools. This is not accidental; it reflects our mission in action and our conviction that creativity fuels critical thinking and innovation.

Our community draws families from seven surrounding counties, creating a diverse tapestry of backgrounds, belief systems, and aspirations. We invest deeply in belonging - one of our core values - so that every student feels known, valued, and accepted. Visitors often note the warmth of our culture: teachers who cheer at student games, parents volunteering in classrooms, and staff who



balance high expectations with genuine care. Relationships are the foundation of everything we do, and they allow our small school to feel both intimate and aspirational.

### **Achieving the Mission: Past, Present, and Future**

We pursue our mission through deliberate, data-informed, and values-driven action. In the early years, Eno River Academy operated as a Core Knowledge school, establishing a strong foundation of structured academics and cultural literacy. Today, we are full STREAM ahead - expanding that foundation into a model that integrates Science, Technology, Research, Engineering, Arts, and Math to inspire curiosity, creativity, and problem-solving across disciplines.

Over the past two years, the school has rebuilt and strengthened key operational and instructional systems. Foundational elements - such as clear processes, strengthened board governance, revitalized professional development, and consistent communication - are now firmly in place. With Capturing Kids' Hearts anchoring our "student-first" culture, we are moving decisively toward a mission- and vision-centric educational model, evident in our current goals and future plans.

These deliberate steps are enabling ERA to align daily practice with its long-term vision, embedding belonging, character, growth, and creativity into both the academic and cultural fabric of the school—a culture that makes our mission not just words on paper, but a lived experience for students and staff alike.

- STREAM Implementation (2025 - present): ERA is evolving from a traditional STEAM model to STREAM - Science, Technology, Research, Engineering, Arts, and Math - to place inquiry and real-world problem solving at the center of learning. Students investigate authentic challenges, collaborate across disciplines, and share solutions through presentations, prototypes, and exhibitions.
- Whole-Child Support: Through our MTSS framework, we identify and respond to academic, behavioral, and emotional needs early. Our counseling and student support teams deliver social-emotional learning (SEL) lessons that align with our core values of Belonging, Character, Growth, and Creativity.
- Community Engagement: New events like the Bobcat Bonanza are proving to be effective at uniting families, local businesses, and civic partners. Service learning and student-led capstone projects connect ERA learners to community improvement efforts, reinforcing the belief that knowledge should serve the public good.



- **Staff Retention and Development:** We invest in people. Competitive compensation, embedded coaching, and leadership pathways are yielding exceptional staff stability and a reinvigorated culture of professional excellence. Teachers are beginning to increase collaboration across grade levels, co-design units, and mentor peers, modeling continuous growth.

### **Looking Ahead**

In the next charter term, we will deepen and sharpen our unique STREAM identity, expand high school programming, and continue to design and build facilities that unlock our vision and educational model - spaces that integrate research, creativity, and collaboration. We will also strengthen community partnerships with universities, STEM industries, and arts organizations to open pathways into careers and postsecondary learning.

Ultimately, Eno River Academy's success is measured not just by ranking in the top 5% of North Carolina schools for proficiency and growth, but by the curiosity, empathy, and ingenuity of our students. In every performance, project, and conversation, we see evidence that ERA is fulfilling its mission, developing scholars and artists who think deeply, act with integrity, and contribute meaningfully to their world.

## **III. Goals**

Provide **five goals** your school has for the next five years. This should include at least one academic, one financial, and one operational goal. Other goals may include (but not limited to) student or staff culture, additional academic goals, parent involvement, etc. 16 NCAC 06G .0507 (b)(9).

*NOTE: All 5 Goals are required per NC Administrative Code.*

<b>Goal 1 (Academic)</b>	
Goal:	ERA will rank among the top 5% of NC public schools for proficiency and growth while fully embedding STREAM and ERA's Core Values—Belonging, Character, Growth, Creativity—into curriculum, instruction, and culture.
Action Steps:	<ul style="list-style-type: none"> <li>• Implement short, 3–4 week instructional data cycles using SchoolNet/EVAAS to adjust teaching.</li> <li>• Expand targeted tutoring, enrichment blocks, and differentiated pathways for advanced and struggling learners.</li> <li>• Integrate STREAM practices into all disciplines through project-based, analytical, and creative learning.</li> </ul>



	<ul style="list-style-type: none"> <li>● Launch a K–12 “Character &amp; Creativity” strand aligning values with STREAM experiences.</li> <li>● Strengthen instructional rounds and peer observations to increase rigor and inquiry-based practices.</li> <li>● Recruit and place high-growth, content-expert teachers in strategic positions.</li> <li>● Engage families in understanding mastery goals and providing home support.</li> </ul>
Evaluative Measures:	<p>Annual <b>EOG/EOC proficiency and growth data</b> (target: <math>\geq</math> top 5% statewide).</p> <p><b>Benchmark assessments</b> (fall, winter, spring) with subgroup analysis by grade and subject.</p> <p><b>EVAAS teacher and school growth indices.</b></p> <p><b>PLC goal-tracking reports</b> documenting intervention effectiveness.</p> <p><b>STREAM unit rubrics</b> and student work portfolios demonstrating inquiry and application.</p> <p><b>Classroom walkthrough data</b> verifying alignment with deeper learning and project-based practices.</p> <p><b>Culture survey</b> and “Character &amp; Creativity” implementation data.</p>
Plan:	<i>If your school has an academic improvement plan, please attach it to the submission or link it here.</i>

### Goal 2 (Financial)

Goal:	Ensure long-term financial stability through strong controls, transparent reporting, strategic resource planning, and sustainable funding models that support ERA’s future growth.
Action Steps:	<ul style="list-style-type: none"> <li>● Review financial statements and comply with annual independent audits.</li> <li>● Strengthen long-term financial modeling, forecasting, and risk mitigation.</li> <li>● Expand fundraising and development capacity, including grants and donor cultivation.</li> </ul>



	<ul style="list-style-type: none"> <li>● Maintain strong internal controls, policies, and multi-year budget planning.</li> <li>● Monitor cash reserves and align resource allocation to board-approved thresholds.</li> <li>● Establish and support the Facilities Expansion Task Force to evaluate long-range capital needs, conduct feasibility studies, explore land acquisition or development options, and recommend sustainable financing strategies (loans, capital campaigns, grants, partnerships).</li> <li>● Align task force recommendations with multi-year budget models to ensure financial readiness for future construction or expansion.</li> </ul>
Evaluative Measures:	<p><b>Annual independent audit</b> with zero material findings.</p> <p><b>Quarterly budget-to-actual reports</b> within 3% of projections.</p> <p><b>Cash reserve ratio</b> at or above board-approved levels (2–3 months).</p> <p><b>Annual update</b> to five-year financial model presented to board.</p> <p><b>≥90% of annual fundraising</b> goals met.</p> <p><b>Documentation</b> of updated internal controls and financial policies. <b>options, cost estimates, financing scenarios).</b></p> <p><b>Completion of a facilities expansion roadmap</b> aligned to enrollment growth projections and financial capacity.</p> <p><b>Presentation of task force findings</b> and recommendations to the board at least twice per year (land options, cost estimates, financing scenarios).</p>
Plan:	<i>If your school has a forecasted budget for the next 3-5 years, please attach it to the submission or link it here.</i>

### Goal 3 (Operational)

Goal:	Strengthen systems, operational efficiency, compliance structures, and accreditation readiness to ensure ERA fully meets state, federal, and Cognia expectations.
Action Steps:	<ul style="list-style-type: none"> <li>● Maintain accreditation and compliance through annual internal audits.</li> <li>● Ensure complete and timely reporting to NC DPI, state, federal, and accrediting agencies.</li> </ul>





	<ul style="list-style-type: none"> <li>● Expand and refine schoolwide systems - bell schedules, planning blocks, data cycles - to improve instructional alignment and operational efficiency.</li> <li>● Strengthen testing, safety, records management, and cross-department coordination.</li> <li>● Conduct annual reviews of policies and procedures aligned to NC Charter School requirements.</li> <li>● Implement a structured process to strengthen board governance operations by using the Board On Track governance effectiveness scale to guide annual goal-setting, board training, role clarity, and continuous improvement.</li> <li>● Align administrative operations with board governance priorities to ensure clarity of oversight, strategic focus, and compliance readiness.</li> </ul>
Evaluative Measures:	<p><b>Annual compliance &amp; accreditation</b> audit results (internal and external).</p> <p><b>Completion of annual operational</b> reviews documenting corrective actions.</p> <p><b>Efficiency metrics</b> for schedules, planning blocks, and data cycles.</p> <p><b>Audit logs</b> for testing, safety, and reporting compliance.</p> <p><b>Annual operational scorecard</b> showing improved consistency and reduced errors.</p> <p><b>Annual Board On Track governance assessment</b> with documented progress toward “maturing” and “advanced” benchmarks.</p> <p><b>Completion of board training</b>, dashboard reviews, and governance self-assessment cycles.</p>
Plan:	<i>If your school has a strategic plan, please attach it to the submission or link it here.</i>

#### Goal 4

Goal	Build the strongest instructional and leadership team in North Carolina by recruiting external expertise and developing internal capacity through sustained, high-impact professional learning.
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Action Steps:	<ul style="list-style-type: none"> <li>● Recruit staff with STEM/PBL/AI expertise.</li> <li>● Launch multi-year PD cycles aligned to inquiry-based instruction and STREAM.</li> <li>● Build a formal leadership pipeline through coaching, peer observation, and mentorship.</li> <li>● Engage external consultants to accelerate STREAM integration and instructional improvement.</li> </ul>
Evaluative Measures:	<p><b>Teacher retention rate</b> (target: <math>\geq 90\%</math>) and reduced vacancy time for key instructional roles.</p> <p><b>Hiring data</b> showing increased proportion of staff with STEM, PBL, or AI integration experience.</p> <p><b>PD participation and impact surveys</b> reflecting <math>\geq 85\%</math> of staff reporting growth in inquiry-based instructional practices.</p> <p><b>Classroom observation data</b> (using internal rubrics or ELEOT) showing measurable improvement in student engagement and critical thinking indicators.</p> <p><b>Leadership pipeline documentation</b> (coaching logs, mentoring pairings, and promotion rates of internal candidates).</p> <p><b>External consultant feedback and deliverables</b> confirming implementation milestones and knowledge transfer.</p> <p><b>Accreditation and evaluation artifacts</b> demonstrating alignment of PD to schoolwide improvement goals and STREAM framework.</p>
Plan:	(If applicable)

Goal 5	
Goal:	Strengthen family engagement and develop strategic partnerships that expand STREAM opportunities, enhance fundraising capacity, and deepen community-connected learning.
Action Steps:	<ul style="list-style-type: none"> <li>● Increase family volunteer networks, feedback loops, and celebration events.</li> <li>● Cultivate partnerships with universities, STEM organizations, and businesses to reinforce STREAM pathways.</li> </ul>



	<ul style="list-style-type: none"> <li>Align community projects to STREAM problem-solving and service learning.</li> <li>Expand fundraising through community engagement, sponsorships, and donor relationships.</li> </ul>
Evaluative Measures:	<p><b>Annual family engagement</b> survey showing <math>\geq 10\%</math> increase in participation and satisfaction.</p> <p><b>Volunteer data:</b> number of active volunteers, hours logged, event attendance.</p> <p><b>Partnership log</b> documenting STREAM-aligned collaborations.</p> <p><b>Fundraising outcomes</b> meeting <math>\geq 90\%</math> of annual targets.</p> <p><b>STREAM evidence</b> from projects, showcases, and community presentations.</p> <p><b>Communication metrics</b> (open rates, engagement, website analytics) indicating stronger outreach.</p>
Plan:	(If applicable)

## IV. Education Program

### B. Curriculum

- Name of or a description of the curriculum design currently used by the school. Please include names or descriptions for each grade band served. (Example: Math - K-5 Eureka Math<sup>2</sup>, 6-8 Teacher Created Curriculum using Inquiry-Based Learning Methods, etc)

Math	<p>Teacher Created Curriculum (aligned with NC Standard Course of Study) Supplemented with:</p> <ul style="list-style-type: none"> <li>HS - Delta Math, AP Classroom</li> <li>6-8 - Maneuvering the Middle, Exact Path</li> <li>K-5 - Saxon Math, Foundations, Boddle, SplashLearn, Happy Numbers (CRA model, Concrete, Visual, Abstract)</li> </ul>
ELA	<p>Teacher Created Curriculum (aligned with NC Standard Course of Study) Supplemented with:</p> <ul style="list-style-type: none"> <li>HS - Daily Grammar Practice, Common Lit, Thematic Units, Chronological Units, Novel Studies, Short Stories, Informational Texts, Independent Text Studies, problem-based learning</li> </ul>



	<ul style="list-style-type: none"> <li>• 6-8 -Exact Path, Thematic Units, Chronological Units, Novel Studies, Short Stories, Informational Texts</li> <li>• K-5 - Worldly Wise, Novel Studies, Short Stories, Informational Texts</li> </ul>
Social Studies	<p>Teacher Created Curriculum (aligned with NC Standard Course of Study) Supplemented with:</p> <ul style="list-style-type: none"> <li>• Chronological units, historical thinking skills, inquiry based assessment, mastery performance, practical learning units, real world practice and analysis, mapping, media literacy, primary and secondary sources</li> </ul>
Science	<p>Teacher Created Curriculum (aligned with NC Standard Course of Study) Supplemented with:</p> <ul style="list-style-type: none"> <li>• HS - <b>Hands-on, lab work, project-based</b></li> <li>• 6-8 - Legends of Learning, Code.org, PBS,</li> <li>• K-5 - Khan Academy, Mystery Science (Inquiry-based, hands-on), mastery blended learning model with technology integration</li> </ul>
Electives	<p>Teacher Created Curriculum (aligned with NC Standard Course of Study) Supplemented with:</p> <ul style="list-style-type: none"> <li>• Legends of Learning</li> <li>• PBS Learning Media</li> </ul>
Other	<p><b>Advanced Placement (AP):</b> Eno River Academy offers a range of AP courses across core content areas. Each AP course follows the College Board Course and Exam Description (CED) for that discipline. Teachers use AP Classroom, College Board-approved syllabi, and teacher-created supplemental resources to reinforce inquiry-based learning and prepare students for the AP Exam. Fidelity to the College Board framework is maintained through annual syllabus audits and ongoing professional development.</p> <p><b>Additional Programs:</b></p> <ul style="list-style-type: none"> <li>• MTSS/Intervention: Exact Path, teacher-created interventions aligned to NC MTSS framework.</li> <li>• Exceptional Children: Voyager Sopris, Moby Max, Delta Math, Exact Path Unique Learning System and NC Extended Content Standards</li> <li>• Social-Emotional Learning: Capturing Kids' Hearts, Zones of Regulation.</li> <li>• Career/College Readiness: Xello, CFNC resources.</li> </ul>

2. How does the current curriculum support the mission and the school's academic goals?



Eno River Academy's curriculum is intentionally designed to support our mission of fostering academic and artistic excellence while enriching cultural literacy. Historically, our combination of core content materials; such as Foundations, Maneuvering the Middle, Saxon Math, Exact Path, and other structured resources, together with primarily teacher-created curriculum has served our students well. This model has provided flexibility for differentiation, space to build belonging, and the ability to integrate real-world applications aligned to STREAM principles.

As we continue to move "full STREAM ahead," we recognize that our curriculum must evolve. To deepen learning and prepare students for the complex problem-solving required in a STREAM-centered instructional model, ERA is shifting toward increased integration, inquiry-based learning, and project-based approaches across grade levels. This evolution maintains the strengths of our current system while expanding opportunities for students to engage in hands-on experimentation, interdisciplinary connections, and authentic performance tasks.

At the high school level, instructional design emphasizes critical thinking, creativity, and collaboration, allowing students to demonstrate mastery through debates, projects, demonstrations, and presentations. AP courses follow College Board frameworks that prepare students for college-level rigor while supporting the school's academic goals of increasing proficiency, growth, and postsecondary readiness.

## **B. Instructional Methodology and Techniques**

1. Provide a summary of instructional methodology and/or instructional techniques utilized at the school.  
(1 -2 Paragraphs)

Instruction at Eno River Academy is grounded in student-centered, standards-aligned practices that emphasize engagement, inquiry, and real-world relevance. Teachers integrate a balance of direct instruction, guided practice, and hands-on or project-based learning to deepen understanding and promote problem solving. Technology is used to enhance instruction through digital simulations, formative assessments, and personalized learning tools such as Exact Path and Aimsweb.

In addition to traditional instructional approaches, ERA uses technology intentionally as a tool for exploration, creation, and authentic problem-solving rather than solely for content delivery or assessments. Students engage with platforms such as Canvas, Google Classroom, Google Sites, Canva, CapCut, and the full Google Suite to design projects, publish digital work, and communicate findings. Interactive tools—including Blooket, Kahoot, Socrative, Wayground, VersaTiles, geometry manipulatives, NETS, fraction bars, and Legos. This allows students to tinker with concepts, model ideas, and test solutions in hands-on ways.



Across grade levels, technology is embedded into lab experiences through data-collection hardware and software, computer simulations, and real-time analytics that help students gather data, analyze trends, and draw evidence-based conclusions. These tools support STREAM integration by enabling students to experiment, create, and connect learning to real-world applications, enhancing both inquiry and engagement.

Differentiation is an essential component of instruction, with teachers routinely using data to adjust pacing, group students, scaffold learning, and provide targeted interventions. Literacy and writing are embedded across subjects to strengthen comprehension and communication skills. Cross-curricular connections, collaborative learning structures, and authentic performance tasks help ensure that students build the academic skills and life competencies necessary for college, career, and community success.

### **C. Accountability**

1. Provide the names of evaluation instruments, other than State Tests, used to assess student performance, including descriptions of those assessments.
  - Aimsweb
  - Exactpath
  - Schoolnet
  - NC Check Ins
  - IXL/Progress Learning
  - Problem-attic
  - Delta Math
2. Provide a narrative statement explaining how the school uses student data to improve student learning and to raise the academic performance of all students.

Eno River Academy uses a comprehensive, multi-tiered approach to collecting and analyzing student data to guide instruction and raise academic performance. Benchmark assessments such as Aimsweb, Exact Path diagnostics, NC Check-Ins, and classroom-based assessments provide ongoing, actionable data for teachers. Data teams meet regularly to review progress, identify gaps, and adjust instructional plans or interventions.

At the high school level, EVAAS projections, course performance trends, and formative assessments are used to tailor instruction, recommend course pathways, and ensure students are on track for graduation and postsecondary goals. For students with disabilities, Exact Path diagnostics inform present levels of performance and help establish appropriate, measurable IEP goals.



Schoolwide, data is used to monitor subgroup performance, guide MTSS interventions, allocate instructional resources, and inform professional development priorities. This intentional, data-driven system ensures that every student receives targeted support and that instructional decisions align with the school's academic goals for proficiency, growth, and equitable outcomes.

## V. Additional Information (Optional)

*The following information is part of the Renewal Process in CHTR-007. In order to assist the Office of Charter Schools in making a renewal recommendation to the Charter Schools Review Board, you may wish to provide some or all of the following:*

- A. A school's charter is considered to result in it providing services to certain targeted subgroups if the charter, as presented in its application or self-study, indicates an intent to target certain subgroups and its enrollment reflects this intent. **If you believe your school serves a targeted subgroup(s), please fill out the information below related to each subgroup:**
  1. Describe the subgroup(s):
  2. Enrollment (Percentage of Student Population, including the data source):
  3. Describe how the charter intentionally serves this subgroup(s):
  
- B. The local school administrative unit shall be assumed to be the local school administrative unit identified in the approved charter application, provided that the Charter Schools Review Board may consider additional factors such as where the charter school is physically located, its proximity to districts across county lines, and the base school district from which a majority of the school's students are enrolled. The Charter Schools Review Board may consider more than one local school administrative unit, at its discretion.
  1. Please list the LEA in which your charter school is located:
  2. Please list other LEAs in which the charter school enrolls students from:
  3. Please list by percentages, how many students are enrolled from each LEA:



- C. If the school has any known compliance issues and the school has implemented and been making progress on a strategic improvement plan, please describe below:
1. Name Compliance Issues
  2. Describe the strategic improvement plan in place to resolve compliance issues.
  3. Describe the measurable progress being made toward meeting the strategic improvement plan
  4. Name the individuals responsible for implementing the plan.
- D. If the school has not been academically comparable (*the term “Comparable” is defined as a proficiency score that is no less than 5 points of the local school administrative unit’s Composite score based on the EOG/EOC courses offered*) to the local administrative unit for the last 3 years and has a strategic improvement plan in place, please describe it below and describe any progress made on the plan.
1. Describe the strategic improvement plan in place.
  2. Describe the measurable progress being made toward meeting the strategic improvement plan.
  3. Name the individuals responsible for implementing the plan.

## VI. Certify Submission

*Type and sign your name below to certify all information is accurate.*

Board Chair Name	Signature	Date
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School Administrator Name	Signature	Date
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# Coversheet

## Capital Campaign Support Recommendation

<b>Section:</b>	III. Key Business
<b>Item:</b>	E. Capital Campaign Support Recommendation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Expansion Taskforce – Capital Campaign Support Proposal.pdf

## **Expansion Taskforce – Capital Campaign Support Proposal**

Eno River Academy's Board of Directors, Fundraising Committee, and Expansion Taskforce have discussed the potential of contracting with a consulting group to support both the development of a strategic growth plan and capital campaign feasibility and implementation. As ERA looks towards future growth, strategic success, and financial sustainability, we recognize the need for focused expertise and experience to be successful. We have reached out to two such firms, Moss+Ross and Armstrong McGuire. Moss+Ross provided the Board with a virtual presentation on October 23, 2025. D. Nagle and T. Blackmon met virtually with Armstrong McGuire on November 18, 2025. Board approval is requested in order to continue to review and select an agency to contract for the following services.

### **Overview of Process and Deliverables Required:**

The initial focus will be to provide expertise and guidance for the Expansion Taskforce as their due diligence and recommendations will be central to ERA's next steps. Once that work is underway, support will be provided for the newly formed Capital Campaign Taskforce.

#### ***Pre-Campaign Counsel & Goal Setting***

Timing: 2-3 months

Deliverables: Counsel with Leadership and Expansion Taskforce as ERA evaluates expansion and renovation/construction options, including best practices for obtaining input from all stakeholders. Meeting with the Capital Campaign Taskforce to provide expertise in developing general fundraising strategies, giving policies and procedures. Conduct wealth screening and review of prospective pools of donors and interviewees.

#### ***Feasibility Study***

Timing: 3-4 months

Deliverables: Meetings with Capital Campaign Taskforce, Case Preparation Interviews/Surveys, any desired town hall meetings, Case for Support Draft including Size of Gift Chart, Prospect List, 25 Donor Feasibility Study Interviews, internal capacity review.

#### ***Present Findings and Goal Setting***

Timing: 1-2 months

Deliverables: Final Feasibility Study Report, Goal setting meetings with Capital Campaign Taskforce, Board Presentation

- Summary of Feedback
  - Recommended Goals, Gift Projections and Pipeline Development
  - Messaging and Communications
  - Campaign Infrastructure including Staffing Recommendations

### **Anticipated Involvement:**

- Board of Directors and relevant committees

- ERA Administration, staff, and families
- Marketing and branding firm when selected.
- Selected Consulting Group

**Budget Requirements:**

- Current proposal from Moss+Ross
  - Pre-planning/Development Coaching \$6,000
  - Feasibility Study - \$30,000 + minimal expenses
  - Goal Setting Sessions - \$6,000
- Initial discussion with Armstrong McGuire included an hourly rate through the counseling phase and appeared similar to Moss+Ross. A proposal is expected following the Thanksgiving holiday.

**Recommendation:**

At this time ERA's need is to support both the Expansion and Capital Campaign Taskforces as they begin developing long-term growth and financial strategies for projects such as new academic programs, athletic, arts and technology upgrades and/or land and new buildings to accommodate additional students.

The Fundraising Committee and Expansion Taskforce recommend contracting with a third party for consulting expertise and support in order to 1) evaluate options and priorities to support future growth of Eno River Academy and 2) determine fundraising capacity and design a structured, strategy for achieving our long-term goals. The recommended amount to be designated for this work is not to exceed \$50,000.

# Coversheet

## Board composition recommendation

<b>Section:</b>	III. Key Business
<b>Item:</b>	F. Board composition recommendation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Board composition recommendation.pdf

# Recommendation for Revision to ERA's Board Composition

Dave Nagel  
Governance Committee Chair

November 25, 2025

# Recommendation

Modify ERA's board composition (by editing the bylaws)

**from**

one (1) Community Director appointed by board to a one-year term

**to**

three (3) - five (5) Community Directors appointed by board to two-year terms



# As we pursue our vision of excellence for all students ... our board's strategic agenda is broad, workload is high, and volunteer members must manage multiple appointments

## Ambitious 5 yr goals and strategy

- Expansion (students, facilities, land)
- STREAM implementation
- Top 5% in NC
- Branding
- Partnerships
- Development & capital campaign
- Rebuilding board and committee capabilities for planning, alignment, oversight and policy
- Succession plans

	Officer	Gov Comm	Academic Comm	Finance Comm	Fundraise Comm	School Expand
Dave	x	x				
Jeremy	x	x				
Adam	x			x		x
Trish	x				x	x
Margaret			x			
Pamela			x			x
Elliot		x		x		

Currently forcing multiple roles/member,  
each with high workload

# Our board also has gaps in the skills required for us to fulfill the strategic agenda

SKILLS SUMMARY	CURRENT FY25-26 ⓘ	FY26-27
Academic Excellence	✓	⚠
Development	⚠	⚠
Facilities	✓	⚠
Finance	⚠	⚠
Governance	✓	✓
Human Resources	✓	✓
Key Qualities	✓	✓

✓ Sufficient Expertise   ⚠ Minimal Expertise   ✗ Insufficient Expertise

## Other key skills needed:

- Legal
- Public Relations/Comms/Marketing
- Real Estate
- Leadership
- Strategic Planning
- Other skills related to mission or strategic plan

Source: [BoT Member Report Aug 12, 2025, self-reported data](#)

Source: [National Charter School Resource Center, Charter School Governing Board Composition](#)



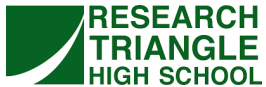
# The flexibility of a charter school's board composition is a function of the charter school's underlying model ...

## Memberless organization

- Existing directors nominate and appoint new directors
- Restriction on parent directors
- Flexible size and heavy focus on board skills needed



- 10 directors
- 5-11 allowed



- 12 directors
- 5-15 allowed



- 10 directors
- tbd allowed



- 8 directors
- 5-15 allowed



- 8 directors
- 7-11 allowed

## Parent member organization

- Parents apply and families elect
- Vast majority of board is parents
- More focus on representation and less on skills



- 7 directors
- 7-8 allowed



- 7 directors
- 7-8 allowed

## Pros

- Community representation
- Increased accountability to families
- Sense of ownership

## Cons

- Compromised objectivity
- Conflict of interest
- Lack of diverse skills

## ... and their bylaws

### Excerpts from ERA's current by-laws:

**Membership** in the Corporation is composed of **families with children** attending Eno River Academy (“ERA”) and **staff members** of ERA, excluding the Executive Director (ED), the Upper School Principal (USP), and the Lower School Principal (LSP) .... Each family of the Corporation who has a child attending ERA shall have the right to cast one vote per family in the annual Board of Director elections. Staff members with children attending ERA shall cast one vote and one vote only, in the annual Board of Director elections. The remainder of the staff members’ votes may only be counted if at least forty percent (40%) of the families in the membership have cast votes.

### Voting Directors:

- **Six (6) parents** of students attending Eno River Academy (“parents” include legal guardians and grandparents) elected by the Corporation. Parent Directors shall not include spouses, partners, or immediate family members of the ERA staff, administrators, or other Parent Directors.
- **One (1) member of the community**, not affiliated with Eno River Academy (Community Director). [appointed by board, not elected by parents]
- If elected by the Board, the **one (1) immediately preceding Chairperson of the Board** may serve an additional one-year term on the Board. This Past Chairperson seat shall only be available in the year immediately following the expiration of the term of a Board member who served as Chairperson in the final year of their three-year term. [appointed by board, not elected by parents[]]

### Non-Voting Directors:

- The three (3) Senior Administrators; the Senior Administrators will have no voting authority.

# The Governance Committee considered three options for addressing board needs: The 6:3 composition was preferred.

Parent : Community

## Current Model 6:1

- Maintain member model
- Requires committee chairs to recruit experts where gaps exist
- Does not address skill gaps and workload issues
- Risk of compromised objectivity remains

## More Community 6:3 (-5)

- Maintain member model, majority parents, and elections
- Directors able to flexibly recruit and select 3-5 community directors
- Can directly recruit for talent aligned to needs.
- Committee chairs can still recruit additional experts/staff
- Promises to shrink skill gaps and alleviate workload
- Increase community term to two years for improved continuity
- Risk of compromised objectivity remains
- Need GC driven recruitment

## More Community – Fewer Parents 3:6

- Switch to memberless model, board selects all seats OR limited parent seats still an election
- Would require current Parent Directors to phase out until only a minority of board
- Board has stronger control on who to recruit/select aligned to needs
- Committee chairs can still recruit additional experts/staff
- Shrinks skill gaps
- Minimal risk of compromised objectivity
- Need GC driven recruitment

# If we change, it will require revised by-laws and BoT best practices suggest having transparent nominating processes

## Draft redline version of applicable sections of the by-laws:

### Voting Directors:

- **Six (6) parents** of students attending Eno River Academy ("parents" include legal guardians and grandparents) elected by the Corporation. Parent Directors shall not include spouses, partners, or immediate family members of the ERA staff, administrators, or other Parent Directors.
- **One (1) Three (3) to five (5) members of the community**, not affiliated with Eno River Academy (Community Director); the number of appointments are at the discretion of the existing board.
- If **appointed elected** by the Board, the **one (1) immediately preceding Chairperson of the Board** may serve an additional one-year term on the Board. This Past Chairperson seat shall only be available in the year immediately following the expiration of the term of a Board member who served as Chairperson in the final year of their three-year term.

### Non-Voting Directors:

- The three (3) Senior Administrators; the Senior Administrators will have no voting authority.

The three (3) Senior Administrators will act in an advisory capacity to the voting members of the Board. On any personnel matter pertaining to a Senior Administrator, the applicable Senior Administrator(s) shall recuse themselves in accordance with the conflict of interest procedures in Article IX, Section 6.

### ----- Individuals become voting Directors in the following ways:

- The six parent Directors are elected by the members of the Corporation.
- The **three to five** non-parent Community Directors **are is** nominated to the Board; individuals **are is-elected appointed** by a majority vote of the Board of Directors. The Community Directors **s** shall serve on the Board for a period of **up to two one** years with no term limit, **and with term start and end dates defined by board at time of appointment.**
- The Past Chairperson Director will be elected with, and only with, a majority vote of the Board.
- Elections are held once per year (in April or May) for the forthcoming fiscal year. The Community Director **'ss'** nominations **and appointments will may** take place at any time but typically **one month after** ~~during the same month as the election.~~ If applicable, the Past Chairperson's nomination and appointment will also take place **one month after** ~~during the same month as the election.~~

# BACK-UP

# Board on Track has a perspective on ideal board size

## Ideal Board Size for Charter Schools:

- Start with 9-11 trustees, build to 11-15 by the end of year one.
- Supports multiple committees (Finance, Governance, Development, Academic, CEO Support).
- Prevents burnout by limiting committee overlap.
- Larger boards bring diverse perspectives and community representation.
- Ensures proper oversight of significant public funds.
- Smaller boards risk insufficient decision-making capacity.

**BoT focuses on optimizing board skills and does not recommend member model**

Source: Board on Track: [Board Composition: How Many Trustees Should the Board Have?](#)

# Coversheet

## Beginning Teacher Support Program

<b>Section:</b>	III. Key Business
<b>Item:</b>	G. Beginning Teacher Support Program
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ERA BTSP Plan - Nov 25 2025.pdf



# Beginning Teacher Support Program Plan

Eno River Academy

## Overview of Eno River Academy (ERA) Beginning Teacher Support Program

In accordance with NC State BOE Policy TCED-016, the Eno River Academy (ERA) Beginning Teacher (BT) Support Program provides for: new teacher orientation accompanied by a three-year induction period; BT assignment within the area of licensure supported by a trained mentor; an annual differentiated BT Professional Development Plan; attention to the North Carolina Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and annual systematic evaluation of the BT Support Program.

Eno River Academy will provide a meaningful three year induction process for our beginning teachers. This will include a thorough orientation, a commitment from our principals of required working conditions, mentor selection, mentor training, and mentor assignment. Principals and mentors will work with teachers to help them develop purposeful professional development plans which help them grow as an educator. A variety of professional development opportunities will be offered to beginning teachers.

## Documented Process for Identifying and Verifying all Beginning Teachers

The ERA Beginning Teacher Support Program is a comprehensive program designed to offer support and high quality professional development to new teachers during their first three years of teaching.

### Years of Experience

Teachers with fewer than 3 years of teaching experience, regardless of licensure type and licensure pathway (e.g., temporary license, residency license, and initial professional license), are required to participate in the North Carolina Beginning Teacher Support Program (BTSP) for three years. Per State Board of Education policy LICN-001, Section 1.22, for licensing purposes, a “year” shall be defined as working six or more calendar months in a fiscal year for a full-time permanent position. Student services personnel, administrators, and curriculum or instructional specialists are not required to participate.

### Licensure

Upon recommendation to hire, the Executive Director will verify all licensure requirements and eligibility. The Executive Director (or designee) will ensure that the BT hired is assigned to a content area that is covered by their area of licensure.

The Executive Director (or designee) will also monitor those that do not have a clear license and assist them in enrolling in an Educational Preparation Program (EPP) along with any other requirements necessary to obtain licensure including any requirements for required licensure tests. Teachers with an initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved exams have been passed, and three years of teaching have been completed. Once a continuing license is earned in one area, teachers do not need to enter the BTSP again.



## Surveys

At the end of each school year new teachers will be asked to complete a survey provided by ERA assessing the quality and effectiveness of the BTSP. Requests for suggestions for improvement will be included in the survey. Based on these evaluations and suggestions, changes may be made to the program to improve its effectiveness.

Following the completion of an approved EPP, the BT will complete the recent graduate survey and the principal will complete the employer survey as provided by the North Carolina Department of Instruction. The surveys will be administered at the end of the applicable year.

## Orientation

ERA will offer a formal orientation for new teachers within two weeks of the first official teacher workday or their first day of work (including late hires), planned and implemented by the Administration and Leadership Team.

The orientation includes:

- An overview of goals, policies, and procedures for Eno River Academy including the school's BTSP
- The State Board of Education's mission and goals
- Information on insurance and relevant employment benefits
- Discussions about professional ethics, the safe and appropriate use of seclusion and restraint of students, diversity and inclusion, and more
- Training in curriculum initiatives and the North Carolina Standard Course of Study
- Information regarding further professional development
- An explanation of the teacher licensure process in North Carolina
- An overview of the support services available to new teachers
- A review of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation Process, and an introduction to the Professional Development Plan
- Assignment of a mentor
- Documentation that each BT attended

## Working Conditions

The administration of Eno River Academy offers full support of our beginning teachers. Each principal works to ensure that new teachers will be given optimum working conditions including but not limited to: limited non-instructional duties, a fair schedule of limited preparations, limited number of exceptional or difficult students, a qualified mentor in close proximity, adequate resources for teaching, and no extracurricular assignments unless requested by the BT. As instructional leader, the principal assures that new teachers will be given this adequate assistance and support needed throughout the three-year licensure process.

## Mentor Selection, Training, and Assignment

Mentor selection will be based on a recommendation from a school administrator attesting to a candidate's ability to provide emotional, instructional, and organizational support to beginning teachers. Recommended mentors are those that have three or more years of successful teaching experience and possess leadership and/or coaching skills. Mentor assignments are given to those that have successfully completed the DPI training model.

Our charter school will follow the mentor requirements as outlined in SBE policy TCED-016 which include:

- The application process for mentors is transparent and uniformly applied
- Mentors should be selected based on input from a variety of stakeholders
- Mentors must be rated at least “proficient” level on their last summative evaluation
- Mentors must meet all eligibility requirements as outlined in SBE policy TCED-016
- Mentors should be assigned early to BTs and potentially be in close proximity to the BT in either relative space, grade level, or subject area
- Mentors support their BT annually from orientation through the end of their three-year cycle
- Mentors focus their primary support on improving instruction and learning
- Mentors receive initial and ongoing training based on the North Carolina Mentor Standards in their role, responsibilities, and skills

Principals are encouraged to provide opportunities for new teachers to observe their mentor and other teachers, for each mentor to have time to observe his/her mentee.

## Professional Development Plans

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis.

## Professional Development

All beginning teachers are required to attend the professional development sessions during orientation. Based upon observations, PDP goals, and growth areas, administrators may choose to assign specific professional development to beginning teachers. This professional development may be through NCEES or outside opportunities. In addition, the ERA leadership team will provide school-wide professional development during early release days and/or teacher workdays.

## Conducting Observations and Summative Evaluations on All BTs

In compliance with GS 115C-333, all beginning teachers are observed four times during each school year. The first observation must include a pre-conference and all must include a post-conference within 10 days of the observation. All observations must last 45 minutes or an entire class period and at least two should be conducted in the first semester. One of the four observations is a peer observation, and the other three are done by a qualified school administrator. All teachers, principles, and peer evaluators are trained annually on the observation process within the first two weeks of a teacher's first day of work. The North Carolina Educator Effectiveness System (NCEES) will be

used for observation and evaluation. An evaluation rubric, policy, and observation timeline will be provided to ensure that observations are completed and appropriately spaced throughout the school year.

## Participation in the BTSP Peer Review Process

Eno River Academy will work with surrounding charter schools and LEAs to participate in an annual peer review. This will aid ERA to evaluate their processes and procedures and create reflective feedback. Site visits will be sought out in order to further evaluate the program. ERA will complete a self-assessment of their BTSP annually as well as partner with a critical friend to share ideas and feedback. This process will be documented and reported to the North Carolina Department of Instruction annually.

## Participation in BTSP Monitoring

Eno River Academy's BTSP will be monitored by the North Carolina Department of Instruction on a regular basis as outlined in SBE policy TCED-016. The monitoring process includes a review of 30% of the BT files which shows evidence of the workings of an effective BTSP that includes documentation of the following: required observations and evaluations, assigned a mentor, provided an orientation, completed professional development plan, North Carolina Educator Evaluation training/orientation, mentor trainings, mentor/mentee engagement, and professional development opportunities. The goal is proficiency in all the elements listed under each standard.

## How BTs' Personnel Files are Filed and Secured.

Each beginning teacher file will be kept and maintained in a separate and secure location within the Executive Director's (or designee's) office. Each file will contain copies of the beginning teacher's professional development plan, observations, evaluations, and mentor contact logs. When a teacher has successfully completed the Beginning Teacher Support Program, their file will be transferred to the general files within the Executive Director's (or designee's) office.

## Timely Transfer of BT Files to Subsequent Employment Within the State.

In the event that a beginning teacher transfers to another charter school, LEA, or non-public institution within the state, the beginning teacher's file will be forwarded to the named institution upon the request of the beginning teacher. The file will be mailed within 5 business days of the request.

BTSP Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Date Approved by the Board of Directors: \_\_\_\_\_

Date Submitted to NCDPI: \_\_\_\_\_

Date Approved by NCDPI: \_\_\_\_\_