



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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TO: Charter School Administrators and Board Chairs

FROM: Joel E. Medley, Director  
Office of Charter Schools

A handwritten signature in black ink, appearing to be "JEM", written over the printed name of Joel E. Medley.

## ENROLLMENT AND LOTTERY GUIDANCE

In September 2013, the Office of Charter Schools reissued on enrollment and lottery issues due to recent changes in the charter legislation. For the first time in October 2013, the State Board put forward guidance on an open enrollment period. This most recent version of our Enrollment and Lottery Guidance adds those modifications. If specific issues arise, do not hesitate to contact your consultant for additional assistance.

### **OPEN ENROLLMENT**

Definitive and highly-publicized dates for the opening and closing of open enrollment must be chosen by the charter school. The selected timeframe and dates (i.e. the first Friday of January through the last Friday of February) should be rooted in an official policy adopted by the nonprofit board that holds the charter from the State Board of Education.

Earlier versions of the law and State Board policy were silent in stipulating how long those periods should be, charter schools must use the rule of reason. If a charter school has open enrollment for one day, would a reasonable person determine that timeframe met the spirit and intent of open enrollment for the public? Is one week enough to be considered a fully open and transparent type of enrollment? It is unlikely that either example above meets the test of reason.

The Office of Charter Schools had previously recommended no less than a full calendar month for open enrollment to determine whether or not a charter school must have a lottery. The State Board modified policy TCS-U-003 in October 2013 to require charter schools to have open enrollment periods that are **"no less than 30 consecutive calendar days."** This timeframe must be noticed for the public through a variety of methods to ensure the public charter school casts the widest net possible for enrollment. Understand that groups are watching your school's enrollment process and will engage legal counsel to challenge actions they believe violate the charter law, the contents of your approved application, or the charter agreement. The public will also judge the integrity and reputation of your charter school based, in part, in how transparent your enrollment lottery is operated.

### **OFFICE OF CHARTER SCHOOLS**

Joel E. Medley, Ph.D., *Director* | joel.medley@dpi.nc.gov

6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

## **APPLICATION**

Each charter school has the freedom to develop its own initial student application, but those documents must be crafted with care. Neither the statute nor State Board of Education policies specifically define what must or must not be included in a charter school's student enrollment application. The rationale for that omission is simple – every possible aspect of every possible situation cannot be conceived at the particular moment the law is drafted. Legislation establishes broad strokes that are further defined in policy or guidance. Each charter school board must have a clearly adopted enrollment or admissions policy that all interested parties can see and understand. A sample has been provided for you in Appendix 1.

Despite the lack of specificity, the charter school legislation provides 2 strong statements that every charter school must know and understand in creating enrollment applications:

- (1) G.S. 115C-238.29(F)(g)(1): *"Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school."*
- (2) G.S. 115C-238.29(F)(g)(5): *"A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability."*

Those two statutory citations reveal that public charter schools are to enroll any eligible student without discrimination. Thus, detailed questions about a student's Individualized Education Plan, race, gender, Grade Point Average, religion, or other nonessential information **should not be** on the initial enrollment application. If a charter school requests this information, potential applicants will presume that the charter school seeks this information to selectively enroll students. **Do not** have these types of questions on your initial enrollment applications. The Office of Charter Schools will be monitoring for the presence of these prohibitive questions on enrollment application. For a generic example, please see Appendix 2.

While we understand that many schools ask these questions with the caveat that they are "only for planning purposes," the initial application, and subsequent lottery, deal with student enrollment and nothing else. The additional information for planning purposes is a student assignment issue not an initial enrollment question. Applications and lotteries only work with enrollment. The public charter school plans for its student populations after the enrollment has been determined.

Additionally, many charter schools have utilized an automated or online application process. This process can streamline the collection of the basic information, but it must be done in a fashion that promotes access for all. For instance, how does a school respond if a parent does not have a computer at home? Are they given access to a computer at the school to complete the necessary information? Another concern is the potential for additional barriers to technology-based enrollment. Just like schools should not mandate attendance at an open house to receive the enrollment application, charters that use an online process should not deny access to their automated application through additional steps or required programs.

## **LOTTERY PROCESS**

The lottery implementation decision is for the charter school to determine. Some schools draw names or numbered Ping-Pong balls from a container, while others utilize computer generated lottery results. There are many ways to hold a charter school lottery. The key is that these lottery drawings must be noticed to the public and open for review by parents or interested parties. Any attempt at diminished transparency will cause allegations of impropriety.

These are difficult and emotional times as parents are disappointed that their children did not gain enrollment. Knowing that some parents will be dissatisfied with the results and will scrutinize your every move, charter schools need an admission or enrollment policy that has been adopted by the nonprofit board of directors. Each charter school should have a person unfamiliar with the process review their procedures to identify any areas of possible concern.

The list below contains procedural suggestions to help you ponder process and procedures:

- The format should be fair for all, fully agreed upon by the board, and followed consistently during the lottery event. Schools may want to run “practice lotteries” in front of impartial observers to receive feedback on the actual lottery process. Sometimes, their viewpoints will unearth a perception that would never have been considered.
- The lottery should be conducted in public and at a time and location conducive for the public to attend.
- The process should be provided to the parents in advance and explained again before the lottery begins. After the explanation, individuals conducting the lottery should allow time for questions from parents to ensure that everyone understands the process.
- Before pulling student names or numbers, one option is to draw the grade level numbers to determine what order the lottery will follow. This step promotes a total randomness of the lottery each year as the order of the drawing will change.
- For schools hosting their first lottery, or those with significant demand, this process will take considerable time, so plan a few breaks. A lottery always creates tension as parents want their children to be enrolled, and those short, stretch breaks help ease that nervous tension. It also affords the opportunity to re-explain the process that you are using.
- The charter school should have a segregation of duties in the lottery process – one person draws the name or number, one records it, and another announces it for all to see. If at all possible, invite a local community member not affiliated with the school to actually perform the drawing. This practice diminishes any allegations of impropriety in the selection of students.
- When all the slots have been filled, the charter school should continue the process until every name has been drawn. That process will determine the order of the waiting list should an opening arise. Further, if an application comes to the school AFTER the lottery process, the school’s policies should dictate what happens with that application. It could be added to the bottom of the wait list determined by the public lottery, or the school could decide not to accept late applications.
- The charter school should also have a system of checks and balances. During the drawing, one individual should be writing down the results to keep accurate record of when each child’s name was selected.
- Possibly, video-tape the proceedings to have a record for the school should a parent question the integrity of the process. However, understand that if a school chooses to video the process, that video can be requested by the public, and the school would need to provide them the opportunity to view and/or copy it.
- If a school notices an error after the lottery (i.e. a student’s name was omitted for a specific grade level), the staff must take steps to rectify that situation. Depending on the error, that school may need to redo the grade level lottery to ensure fairness for all stakeholders involved.

Embedded within the lottery process is the consideration of siblings and the statutorily permitted preferences. Each nonprofit board should adopt admission policies to address whether or not the charter school will offer the smorgasbord of preferences permitted within the law. In deciding to

implement many of these (i.e. the legacy or opportunity preferences), the charter school will need to develop and implement tracking mechanisms to ensure the accuracy of records. Bulleted below are some vital considerations based upon G.S.115C-238.29F(g)(5):

- Sibling Preference:
  - The law dictates the process that may be utilized by charter schools for a sibling lottery. Understand that the law is permissive, meaning that a charter school could use this process, but does not have to do so. The nonprofit board must have an adopted enrollment or admission policy to clearly specify if the school is or is not going to utilize this format.
    - The charter school may enter one surname for all the siblings applying at the same time; and if that name is drawn, then all children are admitted simultaneously.
    - If a charter school is brand new and is performing its first lottery, the charter school cannot offer sibling preference. Per the statute, sibling preference can be granted “to siblings of currently enrolled students who were admitted into the charter school in a previous year.” Obviously, a brand new charter school does not have any currently enrolled students from the previous year, so that preference cannot be granted in the first year of operation.
  - The revised law, for the first time, provides a clear definition of sibling. The law defines a sibling to include “half siblings, stepsiblings, and children residing in a family foster home.”
  - The definition of sibling is vital for interpreting situations involving graduating seniors. If the senior was enrolled the previous year, although they may be graduating at the end of the current year, their siblings should also receive preference because that senior is still currently a student. If the lottery occurs during the summer, after graduation, then the preference would not be granted because that senior is no longer a current student.
- Multiple birth siblings
  - Multiple birth situations are resolved in the statute by the inclusion of one surname in the lottery. If the multiple birth siblings are in different grades, the school should ask the parent to select the grade level to place the name. That affords the parent rather than the school the opportunity to make the selection.
  - If one slot remains in the grade span when the multiple birth sibling card is drawn, the statute is clear in that “all of the multiple birth siblings shall be admitted.” The charter school would then need to enroll each child.
- Legacy Preference
  - Again, the language of the law is permissive in that it says the “charter school may give enrollment priority.” This is not required but permitted should the nonprofit board decide to offer this priority.
  - Siblings of students that completed the highest grade offered by the charter school and were enrolled at least four years at the charter school can receive preference. If the charter school has fewer than four grades, the charter school would default to the maximum number of grades offered by the school.
  - For instance, a charter school with only grades 6 through 8 could grant the preference under the following conditions: a sibling completed the 8<sup>th</sup> grade and attended the school during 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

- Staff and Board Member Preference
  - Again, the language of the law is permissive in that it says the “charter school may give enrollment priority.” This is not required but permitted should the nonprofit board decide to offer this priority.
  - If the charter school chooses to grant enrollment preference for board and/or staff children, the law limits that amount to no more than 15% of the school’s total enrollment. The charter school could, however, petition for a waiver from the State Board of Education for a higher percentage. The preference includes:
    - Children of the school’s full-time employees
    - Children of the initial board of directors only for the first year of operation. There is no longer a restriction that prevents board member children in private or public school conversion charters from receiving this enrollment preference.
  - A question that arises is this: who is considered an initial member of the board of directors? Is this the individuals named on the board that submitted the charter application or those that joined after the fact? The definition by the Office of Charter Schools is simple – the board members listed on the charter application constitutes the “initial” board of directors.
- Opportunity Preference
  - Again, the language of the law is permissive in that it says the “charter school may give enrollment priority.” This is not required but permitted should the nonprofit board decide to offer this priority; and if so, the board’s policies would need to describe how this will be handled in an open and transparent manner.
  - If a former student was enrolled in a charter school within the last two academic years but left due to an academic study abroad program, competitive admission residential program, or vocational opportunities of the parents, the charter school may grant enrollment preference.

## **POST-LOTTERY ISSUES**

Upon the conclusion of the lottery and notification of parents about enrollment, the charter school must maintain accurate records related to the order of the wait list. If the first student on the wait list enters the charter school, the charter school should update that list accordingly. Some schools have failed to regularly update their waiting list produce significant confusion and frustration by parents. A parent should be able to contact the school and receive an answer related to their spot on the admissions wait list. If a charter school cannot provide that information, it undercuts the credibility of the overall process.

Sometimes, after the lottery has occurred, charter school staff realizes that erroneous information has been provided to the school on the initial application. Charter schools have faced this issue in one of the two following scenarios: (1) a parent provides incorrect student grade level information in order to get a better chance at admission, or (2) a student’s retention decision is made after the child’s name was drawn for enrollment in a specific grade level. These two issues, although related, are totally separate.

If a parent has willingly and knowingly provided incorrect information on the enrollment application, the charter school would need a policy to address this circumstance. The school would need to investigate to be absolutely certain that a parent purposefully and intentionally misled the charter school in their enrollment application. Even with those steps, a parent could sue the school and may win in court.

For the retention issue, a charter school principal, by law, has the authority to grade and classify students. The principal may decide to promote the child into the appropriate grade level to grant the student admission. On the other hand, the principal may agree with the decision made from the sending school. If the principal decides to honor the retention AND the school has already conducted its lottery AND the parents accepted the offer of enrollment, the charter school may need to honor its offer of enrollment. If, however, the school has not yet held its lottery and realizes the incorrect grade level has been selected, school officials should immediately notify the parent of the issue and place that student in the appropriate grade level.

Another issue that frequently arises regards how long a parent has to make a determination to accept the offer of enrollment. The Office of Charter Schools encourages schools to accept parental notification of enrollment decisions, whether to accept or deny, in writing. That written evidence serves as protection for the charter school.

Each school should also have a policy that provides a reasonable time for the parents to consider options and make their choice. Twenty-four hours is not sufficient, and it is best to provide, at a minimum, one full week to ten days. Whatever time selected by the school must be clearly recorded in board policy and should be announced throughout the entire open enrollment process. Also, the school needs to consider how to address extenuating circumstances (i.e. maybe the family is out of state due to a death in the family).

# FREQUENTLY ASKED QUESTIONS

**1. As a new charter school, the projections in our application are just projections, right? Is it not true that we can just grow above that figure and be funded for it?**

The first-year projections included in a State Board of Education approved application are the figures for which the charter school will be funded. While a charter school may decide to take more students than in the application's first year projections, the State will not provide funding for those students; however, the charter school will be able to receive local dollars for those children. By statute, a charter school may grow annually by up to 20%; however, that annual growth begins in the second year of operation. It does not apply to the first year.

**2. What are a charter school's obligations regarding racial and ethnic balance?**

G.S.115C-238.29F(g)(5) clearly states that charter schools are subject to any court-ordered desegregation plan for the local school administrative unit in which they are located. Further, the law stipulates charter schools shall, within one year after the school opening, "make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the charter school is located."

**3. How should a charter school's enrollment process work?**

Charter schools should have an advertised open enrollment period of at least 30 days so that applications for new students may be accepted. This period should have a definite opening and closing date so the charter school can see if it has more demand for enrollment than supply of seats. Each school is to determine the length of this enrollment period; however, beware of a period that is too short. Some may interpret a shorter enrollment period as a method of minimizing your applicant pool for the lottery, thereby implying the school selectively admits students.

Students already enrolled in the charter school are not required to re-enroll each year. Some schools do ask currently enrolled students to submit a letter of intent to return allowing the school administration to see how many seats may become available. However, if that form never returns to the school, that student's seat cannot be taken away. The school should enact every possible measure to gauge whether the student is returning including phone calls or even home visits to attain written verification from the parent about the enrollment decision.

The charter school should have informational meetings for potential applicants to share the mission/vision of the school while providing information (e.g., the enrollment application) to those in attendance. Further, applications for new students should be readily available in the school office and on the school's website. In some instances, applications may need to be mailed to parents of a prospective student who cannot access the internet or get to the school during regular hours. Only utilizing the internet creates an artificial barrier to access in that parents without internet access endure additional hardships to attain and/or complete an application.

If the school, due to demand, utilized a lottery to determine student enrollment, the applicants drawn during the lottery process must reply to accept or decline admission to the charter school. Each school should establish a specific time-frame that is reasonable for parental notification and communication of their decision. Ten (10) days is a solid minimum number of days because it serves as two full weeks of business. Best practices dictate that this time period is determined in advance and explained to parents during the application phase. Should a parent decline the enrollment offer or not respond before the deadline, the charter school may offer admission to the next name on that specific grade's waiting list.

**4. Are there suggestions for what should not be included on a student application for enrollment at the charter school?**

Any student eligible to attend a public school in North Carolina is eligible to attend a charter school in North Carolina. The charter school, as part of its flexibility, can craft its own student enrollment application. The application must be simplistic in information requested prior to the school's lottery. For instance, a charter school does not need to know during the application process whether a child currently has an individualized education plan (IEP). That information may be requested after the lottery.

Some schools utilize a generic student enrollment application and call it an "initial application." Once a child has accepted admission to the school, as determined by the school's lottery, additional information is sought as the charter school transitions this student into their enrollment. The items below could be perceived as creating artificial barriers for enrollment to a charter school; therefore, they should not be on the initial student application or requested prior to the lottery drawing. Some should never be asked at any time by the charter school.

- IEP or 504 designation
- Required writing samples
- Student interviews
- Student social security numbers
- Religious status of the family
- Cumulative GPA
- Race of student
- Indication of whether the student passed the EOG in a previous year
- Written explanation of every suspension in the student's past

Some schools have included these questions on their initial application but placed a statement indicating that this data is for information or planning purposes. Parents have called our office and inquired what type of planning is being referenced because, in their perception, the school is self-selecting its students to keep others out. Planning purposes for the school really begin after the student enrollment has been determined. It is in the school's best interest to remove the above-mentioned types of questions from initial student applications.

Remember, a charter school cannot charge an application fee for kindergarten or any other grade level. Also, beware of "requiring" tours of the school or student interviews before allowing a parent to submit an enrollment application. Sometimes, unexpected events may preclude parents from attending those tours; so your school has just provided a barrier to enrollment for that family. This requirement also excludes participation by a parent when job duties do not allow him or her to take off to attend the tour.

A sample initial student enrollment application is included in Appendix 2.

**5. How does a charter school determine enrollment eligibility for out-of-state students?**

Both parents and school administrators have inquired about allowing students from other states to apply for attendance to one of North Carolina's charter schools. We frequently hear that schools vary in their interpretation of whether or not they may accept applications from out-of-state students if the parents or legal guardian "plan on moving" to the state prior to the beginning of the next school year.

According to discussions with an attorney in the Attorney General's Office, a student must be domiciled in NC to attend NC public schools, including charter schools. Therefore, students who are eligible to attend a traditional LEA would be accepted into a charter school subject to spatial constraints. Further opinions by the Attorney General's office indicate that the student is considered eligible to attend NC schools if the parents, or legal guardians, are domiciled with a permanent home in a NC school district.



Therefore, it is required that all applications for students accepted by NC charter schools be from parents who are currently legal residents of NC. It is insufficient that the parent intends to move here at some point in the future. The domiciliary must be in place at the time of the student application in order for that particular application to gain consideration in the charter school lottery.

Just as traditional schools require proof of permanent residency, charter schools should do likewise. Sample, but not exhaustive, documentation that can be examined to determine domiciliary is below:

- Copy of deed or record of most recent mortgage payment;
- Copy of lease agreement;
- A utility bill dated within the past 30 days, including: gas, water, electric, landline phone, cable, or satellite;
- A valid NC driver's license or NC photo identification card;
- A vehicle or property tax bill (dated within the past year); and
- A bank or credit card statement with a NC address (dated within the past 60 days)

The charter school will obviously need to make adjustments to any permanent residency requirements for students that are classified as homeless under the McKinney-Vento Act.

#### **6. What happens if a charter school has more applications than slots available?**

G.S. 115C-238.29F(g)(6) states "the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot." Clearly, if the demand exceeds the capacity of the charter school, student enrollment must be determined through a fair and open lottery. Grade level lotteries are the easiest format to adopt because the school fills empty seats for each grade level. North Carolina charter school law does not allow for the utilization of weighted lotteries to achieve ethnic balance.

While each school utilizes a different format for its lottery, several items need to be considered. First, to comply with the NC Open Meetings Law, the lottery date, time, and location should be publicized and open for anyone to observe the proceedings. Schools need to select lottery times and locations that are conducive for most people to attend. This choice may inconvenience the school, but it promotes true openness which addresses the spirit of the charter school law.

Second, each school must carefully consider its lottery process to ensure it is fair and beyond question. The implication of a lottery is that some parents will leave happy while others leave heart-broken. The staff implementing the lottery needs to understand that fact and do everything possible to reassure parents through an open and transparent process.

#### **7. What happens with twins?**

G.S. 115C-238.29F(g)(5) provides some guidance regarding multiple birth siblings. If multiple birth siblings are applying to the charter school, the charter school enters one surname into the lottery to represent all of the multiple birth siblings. If that surname is drawn, then all multiple birth siblings shall be admitted.

In some instances, multiple birth siblings are not in the same grade, and the charter school is faced with a tough decision. To promote openness, the charter school should ask the parent to pick the grade level in which they wish to have the surname entered, thereby leaving the decision entirely to the parent. That shift removes the school from any culpability for the results because the parents made the decision.

A further issue has arisen when multiple birth siblings are in different grades or only one slot remains for a grade level but the surname is drawn. What happens at that point? The charter school statute states that if one surname is pulled in the lottery, then "all of the multiple birth siblings shall be admitted." That language is clear that a spot must be created.

If a surname is drawn on the waiting list, which of the multiple birth siblings goes on the waiting list first? The law does not provide a clear answer or guidance for those situations. Our suggestion is to create a school policy to address that issue and possibly allow the parent to make that designation. If a parent chooses, their decision does not place the school in the middle of this issue.

**8. May certain children be given enrollment preference in a lottery?**

Yes. G.S.115C-238.29F(g)(5) says that charter schools “may” provide certain preferences. The use of the word “may” means that a charter school is not required to offer that preference but could choose to do so in its enrollment policies. Understand that a choice to offer preference is not a mandate; so if a school selects to provide no preference or only some preference, the details of the policy need to be explained.

The following preferences are permitted:

- Children of full-time staff and initial board of directors, so long as that total does not exceed 15% of the school’s total enrollment (unless a waiver is sought from the State Board of Education)
- Siblings of currently enrolled students who were admitted to the charter school in a previous year
- Siblings of students that completed the highest grade level of the charter school and were enrolled in at least 4 grades offered by the charter school (or the maximum number of grades offered by the charter school)
- A student that was previously enrolled in the charter school but left to participate in an academic study abroad program, a competitive admission residential program, or due to vocational opportunities for the student’s parents. For this to occur, the child must have been enrolled at the charter school within the previous two school years.

What happens if a teacher lives in another state but has children that want to attend the charter school? Can the school provide preference to that teacher? Simply put, no. While the law permits certain preference, it must be balanced with other parts of the statute. For instance, G.S. 115C-238.29F(g)(1) says “any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.” Students that are not domiciled in North Carolina cannot attend a public charter school; therefore, this teacher’s children could not enroll.

**9. May a charter school offer a private pre-school and offer enrollment preference to the children attending the private program?**

Yes and no. A charter school may offer a private pre-school program that is completely separate from their public charter school. While the separate and private pre-school program is permissible, a charter school cannot grant any sort of preference for students enrolled in their separate pre-schools. Parents that choose to enroll in the preschool must be informed from the beginning of the separation between these entities. Their children will go through the same enrollment and lottery process as any other student seeking admission.

**10. May a charter school remove a child from their roster if s/he is not present the first day of school?**

No. Charter schools should not withdraw a child simply because s/he does not appear on the first few days of school. Schools have found themselves in dicey situations when that occurs, and the student appears the next day. The nonprofit board should have a local policy in place that announces a timeframe it considers to be reasonable. Further, a charter school should attempt every effort to contact the parent through email, letter, phone call, or home visit before deciding to remove the child from the enrollment roster. This information should be available to parents after the lottery so they understand the process to be utilized by the school.

Charter schools should educate their parents on the importance of being present on the first day of school. Parents often do not understand the ADM funding calculation and how each day missed amounts to a loss of funding for the charter school.

# **APPENDIX 1**

## SAMPLE ADMISSIONS POLICY

\_\_\_\_\_ is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. \_\_\_\_\_ does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

The School may give enrollment priority in certain instances as stated in G.S. 115C-238.29F(g). The School has decided to offer the following enrollment priorities and will implement them in the manner described below:

1. ....
2. ....
3. ....
4. ....
5. ....

During each period of enrollment, \_\_\_\_\_ will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the school will routinely inquire of parents in early spring through letters of intent to ascertain if students will return to \_\_\_\_\_ School the following year. Applications for new students are available in the School office and on the School website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The enrollment period will begin each year \_\_\_\_\_ and end on \_\_\_\_\_. During the enrollment period, the School shall enroll an eligible student who submits an application within this period, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next enrollment period begins.

Lottery procedures will comply with the NC Open Meetings Laws provided in G.S. 143-218.10(a). The charter school will publicize the date, time, and location of the meeting and allow anyone to attend.

# **APPENDIX 2**

**INITIAL APPLICATION FORM:  
Grades K – 12**

Applying for **GRADE:** \_\_\_\_\_ (in **YEAR 20xx-20xx**)

Is this new student a sibling of a currently enrolled student?      ☐ YES      NO ☐

**If you checked yes, please give name and current grade of sibling:** \_\_\_\_\_

**NEW STUDENT INFORMATION:**

STUDENT'S LEGAL LAST NAME _____		FIRST NAME _____	MIDDLE NAME _____
PREFERRED / AKA _____		DATE OF BIRTH _____	
STREET ADDRESS _____	APT# _____	CITY _____	STATE & ZIP CODE _____
MAILING ADDRESS IF DIFFERENT FROM ABOVE _____	APT# _____	CITY _____	STATE & ZIP CODE _____
HOME TELEPHONE NUMBER _____	CELL PHONE (include area code) _____	RESIDENT COUNTY _____	
<b>SEX:</b> <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE			

**PARENT/GUARDIAN INFORMATION**

Parent Name \_\_\_\_\_ Parent Cell Phone: \_\_\_\_\_

Parent Address \_\_\_\_\_

Parent email address \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**\*Please mail, fax, or hand-deliver completed forms to:**

Admissions Office  
XYZ Charter School  
123 Educational Highway  
Anytown, NC 55555  
FAX: (555) 555-5555