

## **Queen's Grant High School**

### **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

**Public charter schools opening the fall of 2014**

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**I. APPLICATION CONTACT INFORMATION**

**Name of proposed charter school:**

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

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

Queen's Grant High School

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

**Name of contact person:** Ted Biggers, Jr.

**Title/Relationship to nonprofit:** Board Chair

**Mailing address:** 10323 Idlewild Road Matthews, North Carolina 28105

**Primary telephone:** 704-545-0736      **Alternative telephone:**

**E-Mail address:** Carolinaboss@aol.com

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

**County:** Mecklenburg County

**LEA:** Charlotte Mecklenburg School District

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

No:

Yes:       If so, Public  or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:      -      -

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2014 Month: August

Will this school operate on a year round schedule?

No:

Yes:

**Proposed Grade Levels Served and Total Student Enrollment (10 Years)**

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	9,10,11,12	625
Second Year	9,10,11,12	700
Third Year	9,10,11,12	750
Fourth Year	9,10,11,12	800
Fifth Year	9,10,11,12	800
Sixth Year	9,10,11,12	800
Seventh Year	9,10,11,12	800
Eighth Year	9,10,11,12	800
Ninth Year	9,10,11,12	800
Tenth Year	9,10,11,12	800

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

  
Signature

TED H. RIGBERS, JR.  
Printed Name

CHAIRMAN  
Title

2.27.2013  
Date

## II. MISSION and PURPOSES (No more than three total pages in this section)

### **Mission:**

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

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

Queen's Grant High School will offer students in grades 9-12 a rigorous academic curriculum with a focus on academic excellence in a culture of high expectations. Graduates of Queen's Grant High School will be prepared to excel in a collegiate environment and to provide civic leadership in their communities. Integrity, responsibility and a civic-minded attitude will be hallmarks of the Queen's Grant High School graduate.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.

Queen's Grant High School seeks to foster a passion for learning and to equip college bound Students with the tools for academic success. We will do this through an atmosphere that holds Students firmly accountable for their actions in both academics and behavior. Queen's Grant High School is a place of great opportunity for highly motivated students and actively involved parents.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment for QGHS will increase from 625 in year one of the charter, to 800 in years four through ten. During the 2013-2013 school year, the Average Daily Membership for Queen's Grant High School was reflected 94% for the Charlotte Mecklenburg School District. We would anticipate the future percentages to reflect the same trends.

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

Because Queen's Grant High School will offer a rigorous academic curriculum with a focus on academic excellence in a culture of high expectations, graduates of Queen's Grant High School will not only be prepared to compete for college acceptance, but will also be prepared to EXCEL in a collegiate environment as well. Additional elements of the QGHS education plan include:

Each student will have the opportunity to successfully complete AP courses

Each student will have the opportunity to make successful application to college

Each student will complete 100 hours of community service

Students must adhere to the school's uniform dress policy

Students are held firmly accountable for their actions in both academics and behavior

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

**Purposes of the Proposed Charter School:** In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

Originally, Queen's Grant High School was founded because of the strong desire of parents from Queen's Grant Community School (K-8) to continue the Queen's Grant experience through the secondary level. As a result of responding to that strong desire, QGHS has Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

After operating for the past six years under the same charter contract as Queen's Grant Community School, Queen's Grant High School is prepared to operate independently under a separate charter agreement.

**Goals for the Proposed Charter School:**

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

QGHS will use Power School to track data underlying the principles of our academic model. Teachers will update and analyze data for individual students. In addition to Power School, QGHS will use formative assessments and one yet to be identified assessment tool. Having three data points will allow school personnel and the governing board to triangulate the data and monitor student progress over time. The Principal and teachers of QGHS will regularly review student achievement data to identify students needing intervention. The results of the progress monitoring will be reported regularly at the school board meetings.

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

Year 1

- i. At least 60% of all 9<sup>th</sup> grade students proficient on the Algebra 1 EOC
- ii. At least 60% of all 10<sup>th</sup> grade students proficient on the English II EOC
- iii. At least 60% of all 10<sup>th</sup> grade students proficient on the Biology EOC
- iv. QGHS students will score higher on all MSLS than the LEAs

Year 2

- i. At least 63% of all 9<sup>th</sup> grade students proficient on the Algebra 1 EOC
- ii. At least 63% of all 10<sup>th</sup> grade students proficient on the English II EOC
- iii. At least 63% of all 10<sup>th</sup> grade students proficient on the Biology EOC
- iv. QGHS students will score higher on all MSLS than the LEAs

Year 3

- i. At least 65% of all 9<sup>th</sup> grade students proficient on the Algebra 1 EOC
- ii. At least 65% of all 10<sup>th</sup> grade students proficient on the English II EOC
- iii. At least 65% of all 10<sup>th</sup> grade students proficient on the Biology EOC
- iv. QGHS students will score higher on all MSLS than the LEAs

Year 4

- i. At least 67% of all 9<sup>th</sup> grade students proficient on the Algebra 1 EOC
- ii. At least 67% of all 10<sup>th</sup> grade students proficient on the English II EOC
- iii. At least 67% of all 10<sup>th</sup> grade students proficient on the Biology EOC
- iv. QGHS students will score higher on all MSLS than the LEAs

Year 5

- i. At least 69% of all 9<sup>th</sup> grade students proficient on the Algebra 1 EOC
- ii. At least 69% of all 10<sup>th</sup> grade students proficient on the English II EOC
- iii. At least 69% of all 10<sup>th</sup> grade students proficient on the Biology EOC
- iv. QGHS students will score higher on all MSLS than the LEAs

### III. EDUCATION PLAN (No more than ten total pages in this section)

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

#### **Instructional Program:**

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

In accordance with the QGHS mission, it is therefore our intent to provide a structured environment that promotes excellence in education. The instructional design will be diversified and directly correlate with specific students' needs. The QGHS faculty will utilize a variety of teaching practices and technology-assisted teaching techniques. Everyday instruction will include students being educated utilizing various strategies (Visual, Auditory, Kinetic, and Tactile) which provide students with the opportunity to maximize their potential. Samples of instructional practices will include: direct instruction; project-based learning; computer-assisted instruction and group/individual instruction.

#### **K-8 Curriculum and Instructional Design: Not Applicable**

#### **High School Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The QGHS faculty will deliver a rigorous curriculum in a highly structured classroom environment. We seek to have classrooms that will not exceed an average of 25 students per classroom. Teachers will have the latitude to determine the instructional delivery method, and will be expected to differentiate the instruction in a manner that will maximize the learning opportunities for the student.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).

Queen's Grant will follow the objectives for each grade level as determined by the North Carolina Standard Course of Study, aligned with the common core standards. In all cases, we follow, minimally, the N.C. Standard Course of Study with regard to goals, objectives, and content.

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.



3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

Queen's Grant follows the objectives for each grade level as determined by the North Carolina Standard Course of Study and the newly adopted Common Core Standards. In all cases, we follow, minimally, the N.C. Standard Course of Study with regard to goals, objectives, and content. Ninth-grade applicants must be ready to take Algebra I or a higher mathematics course.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

Queen's Grant Faculty will receive extensive and ongoing professional development in several instructional delivery methods including teacher directed instruction, project based instruction, computer assisted instruction, group and individual learning. To facilitate differentiated and creative teaching methodologies in a teacher directed classroom, the teacher must be the leader and model. The teacher will: prepare the lesson; consider the class' prior knowledge and experience with the material; decide the most effective way to present the material to be mastered; engage the students in a thought-provoking lesson; monitor for student comprehension throughout the lesson; and provide for continued learning opportunities and practice with the material. The teacher carefully leads students through the lesson, while simultaneously responding to them and their curiosity, and still lead the lesson.

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

Our students' probability of success and readiness for college or other postsecondary opportunities will be increased because of the quality of instruction, and high expectations. Additionally, students will benefit from the time and information we will share in advance. Prior to enrolling, Queen's Grant Families will be provided with a course planning guide as a reference when choosing classes for each academic year. The guide will list the standard courses and elective choices available. Students will be encouraged to keep in mind that they must fulfill certain graduation requirements both for the state of North Carolina and Queen's Grant High School.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

**QUEEN'S GRANT HIGH SCHOOL  
PROPOSED 2014/2015 SCHOOL CALENDAR 2014**

July 1	Twelve-Month Employees begin work year
August 11	Ten-Month Support Staff begin work year
August 18-22	Teacher Workdays
August 25	Classes begin
September 1	Labor Day (No School)
October 24	End of First Grading Period (44 days)
October 31	Teacher Workday (No School)
November 10	Veteran's Day (No School)
November 26-28	Thanksgiving Break (No School)
December 22-January 2015	Winter Break (No School)
January 5	Classes Resume
January 16	End of 2nd Quarter (46 days) End of Semester 1(90 days)
January 19	Martin Luther King, Jr. Day Observed (No School)
January 20	Second Semester Begins
February 16	Presidents' Day Observed (No School)
February 17	Teacher Workday (No School)
March 26	End of Third Quarter (45 days)
March 27	Teacher Workday (No School)
March 30-April 3	Spring Break (No School)
April 6	Classes Resumes
May 25	Memorial Day (No School)
June 8	End of 4th Quarter End of 2nd Semester End of School Year
June 9-12	Teacher Workdays
June 30	End of Work Year for 12 mo. employees and 10 mo. Staff

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Queen's Grant High School believes in taking a proactive approach to student growth. Weekly departmental and all-staff meetings provide teaching staff and school administration the opportunity for team planning with instructional focus. Staff trainings and workshops in the areas of learning style and differentiation are conducted annually. Students identified as being at risk for academic failure are offered before and after school tutoring, in order to address deficits in achievement in all core academic areas. Teaching staff are provided with building-level support through the school psychologist, guidance counselors, and student services staff. Students identified as at risk for academic failure are referred to the Child Study Team for additional evaluation and academic and/or behavioral support.

Formal school-based plans, including Individualized Education Programs (IEP's), Section 504 Plans, English Language Learners Plans and Positive Behavior Supports are developed, implemented, and monitored, as necessary. A peer mentoring program, through which high-achieving upper-class students are paired with at risk students will also be in place.

Queen's Grant High School will offer Exceptional Children's services based on a partial inclusion model. Students with disabilities will be educated with their typically developing peers for at least 80% of the day, allowing them to maximize the benefits of the high school curriculum, and the typical high school experience. Specialized services will be provided outside of the general education classroom. EC students will be offered the Study Skills elective, which provides them the opportunity to leave the general education classroom to attend smaller, more intensive instructional sessions.

Students receiving Exceptional Children services will be eligible to take the Study Skills elective. This elective will focus on individualized and small group instruction, and provide students with assistance in homework and study skills, extra help with coursework, and/or remediation of basic skills. Instruction will be individualized to each student's unique needs, and based on their Individual Education Plan (IEP).

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
  - a) Methods for identifying ELL students.
  - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program.
  - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

English Language Learner (ELL) students will be provided all the support services as defined by law and regulations required to prepare them not only to master the core curriculum content standards required for graduation, but also, per our school's mission, the higher academic standards essential for students to succeed in college. Additionally, support services for ELL students will also include tutoring, after-school program opportunities, summer programs and remedial services as needed. ELL students will be identified using the following steps:

Step 1: Administer a Home Language Survey, using translations of the instrument into appropriate languages.

Step 2: Assess the English proficiency in reading, writing, speaking and listening of any student whose home language is not English or who appears not to speak English.

Step 3: If the student is ELL, include them in an instructional program that will provide sheltered subject matter instruction in English and English language instruction taught by an ELL/ESL certified teacher.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
  - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Queen's Grant will develop an Academically or intellectually gifted (AIG) to monitor and evaluate the progress and success of intellectually gifted students.

### Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

After a student has been officially enrolled, the admissions packet will contain forms that will be used to identify those who have special needs.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.

QGHS will work proactively and cooperatively with families and the teaching staff to identify students with exceptional needs. QGHS plans to participate in a comprehensive system to identify students who have or may have exceptional needs. These systems will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices that use non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.
- Keeping all records in a locked file cabinet, and in a locked room. Access to records will only be allowed in accordance to an approved procedure.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

QGHS will comply with all applicable laws and regulations regarding the maintenance of student records. To ensure protection of education records, QGHS will:

- Obtain written consent before disclosing personally identifiable information to unauthorized individuals. A parent must provide consent if the child is under 18 years of age (unless one of the exceptions listed above applies).
- Designate and train a records manager to assure security of confidential records for students with disabilities.
- Keep a record or log of all parties obtaining access to education records, including the name of the party, the date access took place, and the purpose of the authorized use.
- Maintain for public inspection a current listing of names and positions of employees who may have access to personally identifiable information.
- Ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- Ensure that, if any education record includes information on more than one student, a parent of a child must have the right to inspect and review only the information relating to his or her child, or to be informed of that specific information.
- Keep records in a fireproof cabinet, and in a locked room.

#### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

In fulfilling its responsibility to implement any IEP, the school will provide instruction, equipment and other supplementary aides, as well as the services of outside specialists, such as speech or physical therapists, as specified in the IEP. Students with disabilities will be integrated into the classroom as much as is feasible, embracing the principles of "least restrictive environment" and "free appropriate public education." Students with special needs will be educated with non-disabled students through a combination of direct service by special education staff, and contracted services from outside organizations. Staff from all aspects of the school will be committed to serving every student who walks through our door and we look forward to, on a case-by-case basis, improving learning for all these students.

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

QGHS's EC team will monitor students' weekly progress and, if necessary, refer the student for additional evaluation. Clear policies and procedures will be implemented, as per state and federal laws and regulations, to guide school staff through the pre-referral process, assessment, development of the individual education program (IEP), and re-evaluation of an IEP, including the required notifications and involvement of parents/guardians. Tutoring and the intensives program will also be available to provide additional support.

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

IEPs will be reviewed and re-evaluated at least annually or more frequently if the child's teacher or parent requests it, and revised if necessary. We will: 1) ensure that tests and other assessment tools are not culturally biased and are administered in the student's native language or other mode of communication unless it is not clearly feasible to do so; 2) use a variety of assessment tools and strategies to gather relevant functional and developmental information about the student; 3) assure any standardized tests given to a student are validated for the specific purpose for which they are used and administered by trained personnel; and 4) offer parents quarterly IEP progress reports.

4. Describe the proposed plan for providing related services.

All students receiving special education services will go through an annual review to monitor and ensure progress towards goals. Students will be re-evaluated once every three years. To the greatest extent possible, we will serve all students within an inclusion program. When a student's needs and IEP require a different program and/or related services, we will meet those needs with appropriately licensed staff or contractors. The EC coordinator will lead this process.

#### Student Performance Standards

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

Queen's Grant High School seeks to foster a passion for learning and to equip college bound Students with the tools for academic success. We will do this through an atmosphere that holds Students firmly accountable for their actions in both academics and behavior. Queen's Grant High School is a place of great opportunity for highly motivated students and actively involved parents.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

At No additional evaluation tools or assessments will be used, in addition to state or federally mandated tests. While additional district-wide assessment may be useful in tracking student achievement throughout the elementary and middle school years, state-mandated assessments at the high school level provide comprehensive evaluation of both student achievement and progress, and the effectiveness of curriculum and instruction. End of Course (EOC) test, administered in Algebra I, English II, and Biology; and Measures of Student Learning, administered in Geometry, Algebra II, Pre-Calculus, Advanced Functions and Modeling, English I, English III, English IV, Earth Environmental Science, Physical Science, Chemistry, Physics, World History, Civics and Economics, and United States History provide standardized data that will enable our LEA to monitor student achievement in these courses. The ACT-PLAN and the ACT, administered to all tenth and eleventh grade students, respectively, provide standardized data on whether students meet the benchmarks for college-level coursework in the areas of reading, English, math, science, and writing. Additionally, the results of Advanced Placement (AP) exams will be utilized, in order to determine the effectiveness of instructional strategies and

curriculum in higher-level courses. Taken together, these assessments will provide our LEA with the evaluation data required to determine the effectiveness of current instructional strategies, and to plan for future curricular improvements, through standardized data across academic areas and course levels.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

	Sophomore Status	Junior Status	Senior Status
Freshmen entering prior to 2012-13	1 - English (English 9) 1 - Math (Algebra I or higher) 2 - other units of credit	2 - English (English 9, English 10) 2 - Math (Algebra I and Geometry, or higher) 1 - History 1 - Science 4 - other units of credit	3 - English (English 9, English 10, English 11) 3 - Math (Algebra I, Geometry, Algebra 2, or higher) 2 - History 2 - Science 1 - Foreign Language 7 - other units of credit
Freshmen 2012-13 and beyond	1 - English (English 9) 1 - Math (Algebra I or higher) 1 - History 1 - other units of credit	2 - English (English 9, English 10) 2 - Math (Algebra I and Geometry, or higher) 2 - History 1 - Science 3 - other units of credit	3 - English (English 9, English 10, English 11) 3 - Math (Algebra I, Geometry, Algebra 2, or higher) 3 - History 2 - Science 1 - Foreign Language 6 - other units of credit
	4 - units of credit	10 - units of credit	18 - units of credit

This information is disseminated to families prior to the start of school.

4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Any student who successfully satisfies our graduation requirements is allowed to graduate. No further requirements are imposed.

#### High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

Students will earn credit hours by taking a year-long or semester course and earning at least a passing grade of a 70/D- in that course. If a year-long course is passed, the student will have earned a 1.0 credit for that course. If the course that was taken was a semester course and it was passed, then the student will have earned a 0.5 credit for that course.

Grade-point averages (GPA) are calculated using only courses that were taken by a student while in high school. The cumulative GPA is calculated by dividing the sum of all quality points earned by the sum of all courses attempted (including failed courses) while in high school. High

School course credits earned while in middle school do count toward high school graduation but are not included in the cumulative high school GPA calculation.

2. Explain the plan for graduating students with special education needs.

Based on qualifying criteria, students with special education needs that are in a special education math track or with a foreign language exemption may earn a high school diploma that will only allow them to start their post-secondary education at a state community college. This is conveyed to the student's parents and a form is signed by the parents acknowledging that this is understood and agreed upon.

For other students with special education needs that do not fit into one of the above two scenarios, we help them with career interest surveys completed through Study Skills course curriculum; college interest/application assistance through Study Skills curriculum; ongoing academic and /or behavioral support through targeted interventions/instruction through case managers; 11<sup>th</sup>/12<sup>th</sup> Study Skills curriculum implemented in order to focus on college preparation, ACT test preparation and college entrance essay assistance provided through Study Skills and English III/English IV curriculum.

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

Queen's Grant High School believes in taking a proactive approach to student growth. Students identified as being at risk for academic failure are offered before and after school tutoring, in order to address deficits in achievement in all core academic areas. Teaching staff are provided with building-level support through the school psychologist, guidance counselors, and student services staff. Students identified as at risk for academic failure are referred to the Child Study Team for additional evaluation and academic and/or behavioral support.

#### Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

At Queen's Grant High School, a college-preparatory school, we will have high standards for our students. We have designed a challenging, rigorous curriculum. In order to be successful we depend on the responsible participation of our students, parents, faculty, and staff. We have developed general guidelines to clarify our expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the campus community.
- Students will dress according to written dress code. Dress will not be disruptive, obscene, nor offensive.
- Students will attend class regularly. They will be on time and prepared every day.
- Students will accept responsibility for helping to maintain our facilities.



Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

**IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)**

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

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit:

Mailing Address:

City/State/Zip:

Street Address:

Phone:

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Ted Biggers	President	Mecklenburg, NC	Mayor of Mint Hill
Carol Weddle	Vice President	Mecklenburg, NC	Private Business
Vickey Cook	Secretary	Mecklenburg, NC	Educator
Jef Freeman	Treasurer	Mecklenburg, NC	Business Owner
Todd Lamb	Director	Mecklenburg, NC	Banker

**Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)**

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

North Carolina State Board of Education

Queen's Grant Board of Directors

School Administration

(Principal, Assistant Principal, Chief Financial Officer)

College Counselor, Registrar, Director of Technology, Athletic Director, EC Coordinator,

Directory of Security, Office Manager

Subject Specific Deans

Faculty

2. A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

A Board of Trustees shall govern the school. The Board and the principal will work together to bring educational excellence and educational innovation to the school. The principal will be responsible for and accountable to the Board for the performance of the school. The principal will report to the Board at regularly scheduled time periods and any other time(s) the Board deems necessary.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented

on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The board will be comprised of community leaders, educators and parents of the community. The Board will have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. The Board of Trustees will ensure that the school operates according to the terms and condition of its authorizing charter as well as all applicable federal and state laws.

4. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The board for Queen's Grant High School was recruited from the Queen's Grant Community School. For the past six years this board has governed QGHS.

5. How often will the board meet?

The board will meet every other month

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H)

Because this is an established board, no additional training will be needed over and above their current ongoing training.

7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Queen's Grant High School will adopt a Conflict of Interest Policy. However, since this is an existing governing board, we do not believe any existing relationships that could pose actual or perceived conflicts.

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

The board will follow Robert's Rules of Order when adopting and developing new school policies.

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

During the start-up phase of the school, no such bodies will be created.

**Governance and Organizational Structure of Private Non-Profit Organization (continued)**

**Include in the Appendices:**

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

Not Applicable, the school will be self-managed

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

Not Applicable, this will not be a conversion

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

Not Applicable, this will not be a charter replication

**Projected Staff:**

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

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers. Because the school has been in existence since 2007, we will already have an established staff

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school. The board will govern the school. However, the staff will report to the principal. The only staff member that will report to the board is the principal.

3. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks. The school has developed a plan to recruit staff members and will follow a checklist of times for each applicant to ensure proper documentation and background checks are completed for each staff member.

4. Outline the school's proposed salary range and employment benefits for all levels of employment. The salary range for instructional staff is \$46,000 - \$60,000. Administrative staff salary range is \$46,000 - \$110,000 (inclusive of benefits).

5. Provide the procedures for employee grievance and/or termination. If an employee has a grievance with another staff member, (s)he will need to notify the principal in writing. The principal will respond to each grievance. If any employee has a grievance with the principal, (s)he will need to notify the board in writing.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position. None are anticipated at this time

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students. Currently, the school has qualified staffing adequate for the anticipated special needs and ELL population.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s). It is the intention of the school to hire only licensed teachers and administrators. Should resources be limited, the total of non-certified teachers shall be limited.

The school shall work with the Department of Public Instruction to ensure the proper licensure for each teacher is on file. The school has developed a plan to recruit teachers and will follow a checklist of times for each applicant to ensure proper documentation and background checks are completed for each staff member.

#### Staff Evaluation and Professional Development

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

The assistant principal will be responsible for orchestrating this process

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The school will utilize the McREL system to evaluate the faculty. Additionally, in-house mentors will be used to enhance staff quality.

3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Because heavy emphasis will be placed on rigor, the core components of professional development plan will focus on the Common Core Standards, Classroom Management, and Instructional Strategies.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

July – August	Staff Retreat, Orientation and Professional Development
August , September , October , November, December, January, February, March, April, May, June	Monthly Professional Development Days
January	Staff Retreat – 2 <sup>nd</sup> Semester

### **Faculty Orientation**

In the summer before school opening in August, administrators, teachers and staff members will engage in mandatory orientation and team building exercises. The orientation will include a familiarization with the fundamental aspects of QGHS.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

We will set aside five days for professional development. However, this schedule does not include dates for Professional Study Group meetings, teacher attendance at external conferences (these will be teacher initiated).

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

### Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (*G.S.115C-238.29F(g)(5)*).

The school will market to the community by way of social media marketing, grass root efforts and through word of mouth advertising. We will hold admissions meetings to allow interested parties to ask questions and tour the campus. This information will be posted on our website and we will cross market the website with the social media outlets and vice versa.

### Parent and Community Involvement

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

We will communicate through e-mail, word of mouth and social media outlets.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

We will engage parents through an auxiliary parent group. This parent group will be self-governing. The school lead administration will work closely with this auxiliary group to provide to them areas of need in regard to volunteers as well as financial need. This group will not serve as an advisory panel but rather in the role of a booster club.

### Admissions Policy

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

1. Tentative dates for application period; enrollment deadlines and procedures.

We will begin taking applications for successive school year after the 20<sup>th</sup> day of the start of the current school year. The deadline for application for lottery/enrollment will be the 2<sup>nd</sup> Friday in December. We will accept applications until the 20<sup>th</sup> day of the school year. Enrollment will be closed for the current school year after the 20<sup>th</sup> day of school.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Students currently enrolled in the school will automatically be admitted for the next school year as long as they have applied for reenrollment by the deadline date. Siblings of currently enrolled students receive the next priority in the enrollment. Subsequent preference is given to children of



the principal, teachers and teacher assistants. Applicants who are not accepted are placed on a waiting list in the order their names were selected. Lotteries are open to the public. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

As grade levels are filled, students are added to grade level wait list in order applications are received. Students will remain on waitlist until a seat becomes available or enrollment closes on the 20<sup>th</sup> day of school. Currently enrolled students do not have to reapply but must express their intention to return for the following school year. If a student expresses that they will not return, then they release their seat for the following year. Students may not transfer in after the 20<sup>th</sup> day of the current school year as our enrollment will be closed for that year. When withdrawing, a parent/guardian must sign a withdrawal/transfer form before student records will be released to receiving school.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.  
Not applicable

5. Clear policies and procedures for student withdraws and transfers.

A Withdrawal Form is to be signed by the parent or guardian. Students are required to have each of their teacher's sign their withdrawal form with current grade information and that all textbooks, classroom supplies, and any other school property have been returned in good condition. Students may not transfer in after the 20<sup>th</sup> day of the current school year as our enrollment will be closed for that year.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 \_Charlotte Mecklenburg\_\_\_\_\_ LEA #2 \_Union County\_\_\_\_\_ LEA #3 \_Cabarrus County\_\_\_\_\_

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
9 <sup>th</sup>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>
10 <sup>th</sup>	<u>164</u>	<u>9</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>
11 <sup>th</sup>	<u>141</u>	<u>8</u>	<u>1</u>	<u>164</u>	<u>9</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>
12 <sup>th</sup>	<u>94</u>	<u>5</u>	<u>1</u>	<u>118</u>	<u>6</u>	<u>1</u>	<u>141</u>	<u>8</u>	<u>1</u>	<u>188</u>	<u>10</u>	<u>2</u>	<u>188</u>	<u>10</u>	<u>2</u>
	<u>625</u>			<u>700</u>			<u>700</u>			<u>700</u>			<u>700</u>		

**Transportation Plan:**

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

QGHS will not provide transportation. However, the school will work with the parent organization to develop a carpool system.

**School Lunch Plan:**

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Queen's Grant High School does not participate in the Federal Free and Reduced Lunch Program. We will have vendors who offer hot lunch items for purchase several days a week.

**Civil Liability and Insurance (GS 115C-238.29F(c)):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability		
Officers and Directors/Errors and Omissions		
Property Insurance		
Motor Vehicle Liability		
Bonding Minimum/Maximum Amount		
Other		
Total Cost		

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

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

\_\_\_\_\_  
(Board Chair Signature)

\_\_\_\_\_  
(Date)

**Facility:**

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The school is currently operating in a facility located at 10323 Idlewild Road Matthews, NC. Remaining at this location is one of the many options that are currently being explored.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

Since we are currently paying rent at facility we now occupying, the current lease payments will be used for any future facility.

# Financial Plan

## Budget Revenue Projections from each LEA 2014-15

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

Charter School Dollars per ADM: per pupil allotments by county:

<http://dpi.state.nc.us/fbs/allotments/support/>

Calculations:

For 2014-2015, we used the 2012-2013 State Allotment for the four counties in our LEA. Our intended headcount for 2014-2015 of 625 students is multiplied by \$4,438.40 to reach the State revenue amount of \$2,774,000. We did not increase this allotment amount for the projected years, because it is subject to change.

94% of our students come from Charlotte Mecklenburg, 5% from Union County and 1% from Cabarrus and Stanley Counties (combined). 10% of our student body are EC students.

Local County dollars are based upon the local county allotment from 2012-2013 for the counties in our LEA. These allotments are rolled forward for the five years of the plan. Our projected headcount for 2014-2015 of 625 students is multiplied by the dollar/percentage amount by county to reach the local revenue amount of \$1,398,371.

LEA#1 (Name and Code): Charlotte Mecklenburg #600

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$ 4,438.40	587	\$ 2,605,340.80
Local Funds	\$ 2,262.96	587	\$ 1,328,357.52
Federal EC Funds	\$ 1,635.54	58	\$ 94,861.32
State EC Funds	\$ 3,743.48	58	\$ 217,121.84
Total Revenue			\$ 4,245,681.48

LEA#2 (Name and Code): Union County #900

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$ 4,438.40	32	\$ 142,028.80
Local Funds	\$ 1,941.85	32	\$ 62,139.20
Federal EC Funds	\$ 1,635.54	3	\$ 4,906.62
State EC Funds	\$ 3,743.48	3	\$ 11,230.44
Total Revenue			\$ 220,305.06

LEA#3 (Name and Code): Cabarrus County #130/Stanley County #840

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$ 4,438.40	6	\$ 26,630.40
Local Funds	\$1,598.60 / \$1,026.00	6	\$ 7,873.80
Federal EC Funds	\$ 1,635.54	1	\$ 1,635.54
State EC Funds	\$ 3,743.48	1	\$ 3,743.48
Total Revenue			\$ 39,883.22

**Total Budget: Revenue Projections 2014-15 through 2018-2019**

Income: Revenue Projections:	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Headcount	625	700	750	800	800
State ADM Funds	\$ 2,774,000	\$ 3,106,880	\$ 3,328,800	\$ 3,550,720	\$ 3,550,720
Local Per Pupil Funds	\$ 1,398,371	\$ 1,566,465	\$ 1,678,650	\$ 1,789,918	\$ 1,786,035
Exceptional Children Federal Funds	\$ 103,039	\$ 114,488	\$ 122,666	\$ 130,843	\$ 130,843
Exceptional Children State Funds	\$ 235,839	\$ 262,044	\$ 280,761	\$ 299,478	\$ 299,478
<b>Total Income</b>	<b>\$ 4,511,249</b>	<b>\$ 5,049,876</b>	<b>\$ 5,410,876</b>	<b>\$ 5,770,960</b>	<b>\$ 5,767,076</b>

**Personnel Budget: Expenditure Projection 2014-15 through 2018-2019**  
*May be amended as the needs of the school dictates.*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Instruction (salaries only)	1,347,700	1,417,700	1,487,700	1,577,700	1,577,700
Taxes (SS 6.2%)	83,557	87,897	92,237	97,817	97,817
Taxes (Medicare 1.45%)	19,542	20,557	21,572	22,877	22,877
Taxes	28,560	28,560	28,560	28,560	28,560
BCBS	191,407	201,011	210,615	220,219	220,219
Substitute Pay	3,500	3,500	3,500	3,500	3,500
Principal Salary (only)	90,000	95,000	100,000	105,000	110,000
FICA	6,885	7,288	7,650	8,033	8,415
FUTA	100	100	100	100	100
SUTA	100	100	100	100	100
Health	716	716	716	716	716
Dental	5,778	5,778	5,778	5,778	5,778
Retirement	387	387	387	387	387
Benefit Waive	0	0	0	0	0
Secretary Salaries (only)	0	0	0	0	0
FICA	157,050	157,050	157,050	162,050	162,050
FUTA	12,014	12,014	12,014	12,397	12,397
SUTA	400	400	400	400	400
Health	2,864	2,864	2,864	2,864	2,864
Dental	4,802	4,802	4,802	4,802	4,802
Retirement	387	387	387	387	387
Benefit Waive	0	0	0	0	0
Contracted Services	10,377	10,377	10,377	10,377	10,377
Other Admin Salaries (only)	1,000	1,000	1,000	1,000	1,000
FICA	150,000	150,000	150,000	155,000	155,000
FUTA	11,475	11,475	11,475	11,858	11,858
SUTA	340	340	340	340	340
Health	2,434	2,434	2,434	2,434	2,434
Dental	14,861	14,861	14,861	14,861	14,861
Retirement	759	759	759	759	759
Benefit Waive	1,890	1,890	1,890	1,890	1,890
Assst Principal Salaries (only)	5,188	5,188	5,188	5,188	5,188
FICA	65,000	130,000	130,000	205,000	205,000
FUTA	4,973	9,945	9,945	15,683	15,683
SUTA	100	100	100	100	100
Health	716	716	716	716	716
Dental	10,381	10,381	10,381	15,572	15,572
Retirement	1,611	1,611	1,611	2,417	2,417
Benefit Waive	2,000	2,000	2,000	3,000	3,000
	0	0	0	0	0

Continued...

...CONTINUED... Personnel Budget: Expenditure Projection 2014-15 through 2018-2019

May be amended as the needs of the school dictates

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SUB TOTAL: SCHOOL ADMIN					
Salaries Only	\$ 462,050	\$ 532,050	\$ 537,050	\$ 627,050	\$ 632,050
FICA Taxes (SS 6.2% + medicare 1.45%)	\$ 35,347	\$ 40,702	\$ 41,084	\$ 47,969	\$ 48,352
FUTA & SUTA Taxes (Unemployment)	\$ 7,670	\$ 7,670	\$ 7,670	\$ 7,670	\$ 7,670
BCBS	\$ 54,530	\$ 54,529	\$ 54,529	\$ 60,526	\$ 60,526
457b Retirement	\$ 3,890	\$ 3,890	\$ 3,890	\$ 4,890	\$ 4,890
Stipends	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Contracted Services	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Facilities (salaries only)	\$ 32,400	\$ 32,400	\$ 32,400	\$ 32,400	\$ 32,400
Taxes (SS 6.2%)	\$ 2,009	\$ 2,009	\$ 2,009	\$ 2,009	\$ 2,009
Taxes (Medicare 1.45%)	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470
Taxes (Unemployment)	\$ 816	\$ 816	\$ 816	\$ 816	\$ 816
BCBS	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
457b Retirement	\$ -	\$ -	\$ -	\$ -	\$ -
Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
TOTAL Personnel	\$ 2,098,090	\$ 2,242,090	\$ 2,321,090	\$ 2,505,090	\$ 2,512,090
TOTAL Benefits	\$ 488,445	\$ 510,679	\$ 527,940	\$ 560,231	\$ 560,614
<b>Total Personnel Budget</b>	<b>\$ 2,586,535</b>	<b>\$ 2,752,769</b>	<b>\$ 2,849,030</b>	<b>\$ 3,065,321</b>	<b>\$ 3,072,704</b>

# Operations Budget: Expenditure Projections 2014-15 through 2018-2019

May be amended as the needs of the school dictates

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019

INSTRUCTION:					
Supplies/Text books	\$ 150,000	\$ 175,000	\$ 200,000	\$ 225,000	\$ 225,000
Student assessment - TESTING/Supplies	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000
Copier Costs (includes copy paper)	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000
Dues, Fees & Subscriptions	\$ 3,500	\$ 3,500	\$ 4,000	\$ 4,000	\$ 4,000
Field Trips	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Fingerprinting & Background Checks	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Meeting & Meals-100%	\$ 6,000	\$ 7,000	\$ 8,000	\$ 8,000	\$ 8,000
Training & Seminars	\$ 5,000	\$ 5,000	\$ 7,000	\$ 7,000	\$ 7,000
EC: SPECIAL EDUCATION:					
Supplies & Textbooks	\$ 5,000	\$ 8,000	\$ 10,000	\$ 12,000	\$ 12,000
Dues, Fees & Subscriptions	\$ 500	\$ 500	\$ 1,000	\$ 1,000	\$ 1,000
Minor Equipment Purchases	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Training & Seminars	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
ADMINISTRATION:					
Supplies & Textbooks	\$ 3,600	\$ 3,600	\$ 6,000	\$ 6,000	\$ 6,000
Advertising	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Bank Charges	\$ 500	\$ 750	\$ 1,000	\$ 1,000	\$ 1,000
Dues, Fees & Subscriptions	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Meeting & Meals-100%	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Postage	\$ 3,000	\$ 3,000	\$ 3,500	\$ 3,500	\$ 3,500
Printing	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Training and seminars	\$ 2,500	\$ 2,500	\$ 3,000	\$ 3,000	\$ 3,000
Travel	\$ 1,000	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500
EQUIPMENT & TECHNOLOGY					
Equipment Rent - Other	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Equipment Repairs & Maintenance	\$ 2,500	\$ 2,500	\$ 3,000	\$ 3,000	\$ 3,000
Equipment/Technology Purchases	\$ 75,000	\$ 75,000	\$ 100,000	\$ 100,000	\$ 100,000
FACILITIES:					
Supplies (custodial supplies)	\$ 20,000	\$ 20,000	\$ 24,000	\$ 24,000	\$ 24,000
Electric	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Gas	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Sewer & Water	\$ 4,000	\$ 5,000	\$ 5,500	\$ 6,000	\$ 6,000
Telephone	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Waste & Trash	\$ 7,000	\$ 7,500	\$ 8,000	\$ 8,500	\$ 8,500
LEASE	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000	\$ 800,000
Removal of Modular classroom units (One time fee)	\$ 100,000	\$ -	\$ -	\$ -	\$ -
Building Repairs & Maintenance	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000
Liability & Property Insurance	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Property Taxes	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
BOARD/OTHER:					
Meeting & Meals-100%	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
Professional Fees - Audit & Payroll	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Professional Services - Legal	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
<b>TOTAL OPERATIONS BUDGET</b>	<b>\$ 1,554,100</b>	<b>\$ 1,484,850</b>	<b>\$ 1,560,500</b>	<b>\$ 1,588,500</b>	<b>\$ 1,588,500</b>



# Overall Budget: Projections 2014-15 through 2018-2019

May be amended as the needs of the school dictates

Budget Operations Expenditure Projections	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Headcount	625	700	750	800	800
Total Expenditure (Personnel)	\$ 2,586,535	\$ 2,752,769	\$ 2,849,030	\$ 3,065,321	\$ 3,072,704
Total Expenditure (Operations)	\$ 1,554,100	\$ 1,484,850	\$ 1,560,500	\$ 1,588,500	\$ 1,588,500
Total Expenditures	\$ 4,140,635	\$ 4,237,619	\$ 4,409,530	\$ 4,653,821	\$ 4,661,204
Total Revenue	\$ 4,511,249	\$ 5,049,876	\$ 5,410,876	\$ 5,770,960	\$ 5,767,076
<b>Annual Net Projections (Reserve)</b>	<b>\$ 370,614</b>	<b>\$ 812,258</b>	<b>\$ 1,001,346</b>	<b>\$ 1,117,139</b>	<b>\$ 1,105,873</b>

## Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

We are beginning with a targeted head count of 625 students for grades 9-12. If our budgeted student projections are lower than anticipated we will adjust planned expenditures and hiring to coincide with student numbers. If we were to start with 530 students we would adjust the personnel budget by not hiring the intended three new teachers and remove projected salary increases. We would also adjust the supply needs and minor equipment purchases to reflect the student body, reducing expenses a further \$65,000. These adjustments would give us a reserve of approximately \$271,000. Growth projections are anticipated based on plans to remove the five temporary modular units (28 modular classrooms) from campus and to build a permanent facility and gymnasium. This will also allow us to enter into a lease to own agreement rather than renting. Our current rent is \$606,600 per year whereas a lease to own agreement would be \$800,000 per year. We could further buffer our break-even point by delaying construction and continue renting at the lower rate. This would reduce our operations expenses by an additional \$293,400 (the difference between renting and leasing) plus the one time fee of \$100,000 to remove the existing modulars) and producing a new student break-even point of 500 students while ending with a reserve of approximately \$348,000. Our policy is to always operate within a balanced budget, planning operations and personnel based on actual student numbers each year, as well as planning for worse case scenarios as previously outlined and maintaining facility costs at or below 20% of revenue.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

We will manage all accounting and purchasing in-house. All orders are placed with a purchase order or check request after being pre-approved via signature from the CFO and Principal. We will continue to use Paychex as our payroll company at a yearly charge of \$6,000. Audits will continue to be conducted by Deloitte LLP at a cost of \$9,000 per year.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Our spending priorities align perfectly with our mission statement. Our primary focus is to help the 21st Century learner to excel and to prepare our future leaders to be ready to accept the challenges of the college of their choice. As outlined in our overall budget projections, we will maintain and grow a healthy contingency reserve and operate using sound fiscal practices by adjusting both personnel and operating budgets to reflect actual student headcounts each year.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

We anticipate receiving funds from state, federal and local (per student) allotments.

Continued...

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Our budget projections are based on actual trends we have experienced the current school year.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

The school has a chief financial officer on staff who will handle these duties.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Our spending priorities align perfectly with our mission statement. Our primary focus is to help the 21st Century learner to excel and to prepare our future leaders to be ready to accept the challenges of the college of their choice. As outlined in our overall budget projections, we will maintain and grow a healthy contingency reserve and operate using sound fiscal practices by adjusting both personnel and operating budgets to reflect actual student headcounts each year.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

We anticipate receiving funds from state, federal and local (per student) allotments.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

We are beginning with a targeted head count of 625 students for grades 9-12. If our budgeted student projections are lower than anticipated we will adjust planned expenditures and hiring to coincide with student numbers. If we were to start with 530 students we would adjust the

personnel budget by not hiring the intended three new teachers and remove projected salary increases. We would also adjust the supply needs and minor equipment purchases to reflect the student body, reducing expenses a further \$65,000. These adjustments would give us a reserve of approximately \$271,000. Growth projections are anticipated based on plans to remove the five temporary modular units (28 modular classrooms) from campus and to build a permanent facility and gymnasium. This will also allow us to enter into a lease to own agreement rather than renting. Our current rent is \$606,600 per year whereas a lease to own agreement would be \$800,000 per year. We could further buffer our break-even point by delaying construction and continue renting at the lower rate. This would reduce our operations expenses by an additional \$293,400 (the difference between renting and leasing plus the one time fee of \$100,000 to remove the existing modulars) and producing a new student break-even point of 500 students while ending with a reserve of approximately \$348,000. Our policy for each of the five years and continuing beyond, is to always operate within a balanced budget, planning operations and personnel based on actual student numbers each year, as well as planning for worse case scenarios as previously outlined and maintaining facility costs at or below 20% of revenue.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Same as answered in question five.

**Financial Audits:** (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

Deloitte LLP conducts our yearly audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over financial reporting. Accordingly, Deloitte LLP express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

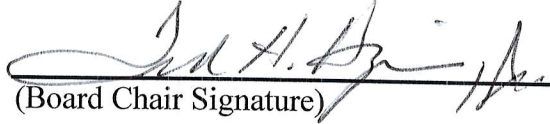
Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

<b><u>Name:</u></b>	Deloitte LLP	-	-
<b><u>Address:</u></b>	38 Commerce Avenue, Suite 600, Grand Rapids, MI 49504	-	-
<b><u>Phone Number:</u></b>	(616) 336-7900	-	-
<b><u>Fax Number:</u></b> (866) 876-5667		-	-

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

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

 \_\_\_\_\_  
(Board Chair Signature) (Date)

2-27-2013

**Facility:**

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The school is currently operating in a facility located at 10323 Idlewild Road Matthews, NC. Remaining at this location is one of the many options that are currently being explored.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

**VII. AGREEMENT PAGE**

LEA Impact Statement:

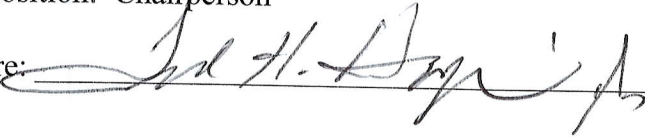
Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of Ted Biggers, Jr. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Ted Biggers, Jr.

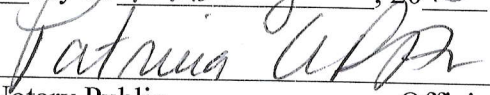
Board Position: Chairperson

Signature: 

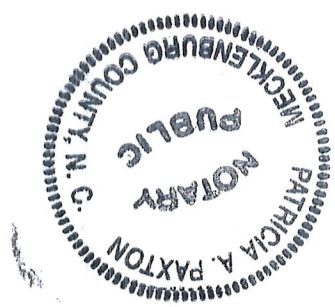
Date: 2-27-2013

Sworn to and subscribed before me this

27<sup>th</sup> day of February, 20 13

  
Notary Public Official Seal

My commission expires: 4/8, 20 14.



**VI. APPENDICES**

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- D.** Federal Documentation of Tax Exempt Status
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- H.** Copy of Non-Profit Organization Board Policies
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form
- O.** Copies of Completed Facility Inspections
- P.** Revenue Assurances and/or Working Capital Report
- Q.** IRS Form 990
- R.** Additional Appendices Provided by Applicant (10 page Limit)

You may include additional appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.