



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Ballantyne Charter High School**

**Public charter schools opening the fall of 2018**

**Due 5:00 pm EST, September 19, 2016**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

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6303 Mail Service Center  
Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2016 Application Process

To open a charter school in the 2018-2019 school year

#### APPLICATION DUE DATE/TIME

**September 19, 2016** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

#### APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Ballantyne Charter High 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: *Ballantyne Charter High School*

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

Name of contact person: *Paul Campbell*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 7801 Causeway Drive, Apt 102  
Charlotte NC 28227

Primary telephone: 704-936-9676 Alternative telephone: 704-936-9676

E-Mail address: *pcampbelljr62@gmail.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

If so, provide the name of the third party person or group. *Goodall Consulting Corporation*

List the fee provided to the third party person or group. See below

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

*Goodall Consulting ("GC") provided guidance, advice, resources, administrative assistance, and editing for this application. The mission, purposes, goals, and ideas expressing the board's vision contained in the application are those of the board. GC will provide guidance and assistance to the board through the evaluation and interview process and CSAB approval. Subsequently, and until State Board of Education (SBE) approval, GC will help with marketing, including helping design and implement presentations for prospective parent meetings, designing and driving social media, assisting with public relations including press releases, continuing the development of employee policies including the head of school search, and attendance at all board meetings. Fees will be provided to GC only upon the successful opening of the charter school in 2019.*

There is language and terminology that GC assisted with and which may appear in other charter school applications. That content provided by GC herein should therefore be considered original source content of this applicant.

\* See the Governance and Budget Narrative sections of the application for a complete description of business services to be provided, including costs.

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

No:

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

*What is the name of the nonprofit organization that governs this charter school?* Ballantyne Charter High School

*Is this application for Virtual charter school:* Yes: No:

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

*Projected School Opening: Year 2019 Month August*

*Will this school operate on a year round schedule?*

No:

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (5 Years)*

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	09,10	250
Year 2	09,10,11	400
Year 3	09,10,11,12	550
Year 4	09,10,11,12	600
Year 5	09,10,11,12	600

*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 governance, operations, finances and student performance.*

*I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.*

ballantynehs

*Signature*

ballantynehs

*Printed Name*

Paul Campbell, Board Chair

*Title*

09/19/2017

*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **thirty-five 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:*

Our mission is to develop the next generation of leaders through a flipped learning model that values personal responsibility and a spirit of excellence.

*Clearly describe the mission of the proposed charter school:*

Ballantyne Charter High School (BCHS) will implement the innovative Flipped Learning model of instruction to maximize student contact with teachers, allowing for more guided practice time, sustained learning, and global application of subject area content. Flipped learning is the avenue through which direct instruction is delivered to the individual outside of class, and is a more strategic use of in-class time for group work and individualized attention (Bergmann & Sams, 2014).

### **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.*

BCHS is committed to enrolling students that reside in the areas of southeast Mecklenburg county and western Union county. BCHS will welcome students that reflect the area's diversity in ethnicity, socioeconomic status, gender, and non-speakers of English. The school's commitment is to provide all students with the best educational experience, implementing the Flipped Learning model, to equip them with the skills to be productive in a global society.

This location was chosen because there are no charter high schools within ten miles of the Ballantyne Development, and very few schools in North Carolina which offer the flipped learning model.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

According to Data & Reports from the North Carolina Department of Public Instruction, the total Average Daily Memberships for all high schools in Charlotte-Mecklenburg Schools in 2016-2017 was 43,535 students. At maximum enrollment, membership across all high school grades at Ballantyne Charter

High School will total 600 students, or only 1.4 % of the LEA.

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

The education plan will compare in that it will follow a comprehensive high school plan and follow the North Carolina Standard Course of Study for high school. The educational plan will differ in that BCHS will implement the Flipped Learning model for instruction. In addition, BCHS will follow a traditional six period per day calendar, which will allow each course to run for the full length of the school year, rather than the block schedule used by most high schools in this area.

4. *In the appendices (Appendix A1), 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-218, 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.*

4. Improving student learning.

The effective implementation of the Flipped Learning Model will allow students to have richer, deeper learning experiences, improving their overall learning experience. Through the delivery of hands-on, student centered lessons, students are provided more meaningful learning experience. As a result of being responsible for watching instructional videos (and taking notes accordingly) at home and coming to class prepared to apply the concepts learned, students truly take ownership of their learning. In turn, with class time being focused on the application of knowledge, teachers are able to easily identify those concepts students are struggling to master and remediating accordingly.

6. Encourage the use of different and innovative teaching methods.



BCHS is built on one primary, innovative teaching methodology: The Flipped Learning Model. A "flipped" classroom is one in which content typically delivered in the classroom is viewed by the students outside of school hours. In delivering direct instruction via video and utilizing class time for engaging, hands-on practice, teachers are able to leverage technology to increase student interaction.

**Goals for the Proposed Charter School:**

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Operational Goals:

Goal 1:

Ballantyne Charter High School will have a minimum attendance average of 95% in the first five years.

Goal 2:

Ballantyne Charter High School will meet projected enrollment numbers each year and see an increase in its wait list from year two to year five.

Goal 3:

A parent satisfaction survey at the end of the first year will reflect a 90% satisfaction rate and improve to a 95% rate during our second year.

Academic Goals:

Goal 1:

Ballantyne Charter High School will at a minimum meet EVAAS growth in years two and three, then exceed growth in year four and five.

Goal 2:

Ballantyne Charter High School will have at least a 95% graduation rate by year five.

Goal 3:

Every student in his or her senior year will complete a Senior Graduation Project that will include a minimum of 25 hours of community service.

Governance Goals:

Goal 1: The board will meet a minimum of 10 times a year and have an 80% cumulative attendance rate or higher.

Goal 2: The school will not receive a non-compliance violation letter from the Office of Charter Schools.

Goal 3: Every board member will receive a minimum of 8 hours of group, in-person governance training each year.

Financial Goals:

Goal 1: The school will have a cash reserve at end of year one of \$100,000 and increase that by a minimum of \$100,000 a year with at least \$300,000 saved by year three.

Goal 2: The school will make finances of the school transparent by putting the annual audited financial report on our website when received.

Goal 3: The school will receive an unqualified auditors opinion on our financial statements every year with no material findings.

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

The governing board will see that the school is accomplishing its mission by reaching the goals set above. The academic goals focus on the school using a flipped learning model to achieve academic excellence. The governance, financial, and operational goals help keep the board accountable and make sure that the principal can operate the school.

The board will be made aware of the school's progress toward meeting its goals through periodic reports from the School Improvement Team (SIT), monthly reports from the principal, testing and survey data, and an annual report prepared by the principal. Given all of the data available to it, the board will get a clear picture of how well the school is working towards meeting its school-wide goals which will be a reflection on how well the school is meeting its mission.

### 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 will 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.

Learning takes place most effectively where knowledge is clearly and powerfully organized, students are highly active in the learning process, assessments are rich and varied, and students feel safe and connected. The Flipped Learning model allows for effective learning as it provides a learner-centered environment, a place for deeper understanding of content with higher-level thinking, and a community of active learners. Ballantyne Charter High School will deliver the Flipped Learning model through Google Suite for Education.

The Flipped Learning model involves direct instruction delivered primarily through video that students view individually before coming to class. This is the homework component of the model. Students watch the video as many times as needed. Students are instructed to take notes and write down questions in preparation for class the next day. In class, the teacher will have developed a variety of activities for students to complete to further enhance their understanding and knowledge of the lesson content. The teacher is in the role of facilitator as the activities are developed for use with individual students, small groups, peer groups, and/or with the teacher; allowing for face-to-face time with both peers and teacher.

A variety of instructional methods and strategies will be used by teachers, including: Direct Instruction (primarily through video viewed for homework), differentiated activities completed in class, TWIRLS and WSQ (Watch, Summarize, Question.)

TWIRLS strategy encourages active engagement within the classroom. Students are encouraged to talk, write, interact, read, listen and speak through differentiated activities. WSQ (pronounced "wisk") is a processing, accountability, discussion and organizational tool used within the flipped classroom.

Watch. While watching video lessons, students take teacher-developed guided notes. Students are expected to pause, rewind, and rewatch the lesson as needed to ensure understanding of the lesson content prior to class.

Summarize. After watching the lesson, students write a summary using guiding questions to make sure they hit all essential components of the lesson.

Question. After summarizing, students are prompted to write questions about what they did not understand in the video, ask a higher-level question about the concept that would lead to discussion, or create their own example/question similar to the ones in the video. Students write their questions underneath their notes for easy access during class. The teacher uses these questions to guide discussion in class, either as whole group or small group.

Diagnostic assessments, formative assessments, and summative assessments will be used to monitor student growth and performance.

Diagnosics assessments: Help to identify a student's current knowledge of a subject/topic. Diagnostic assessments include: Pre-tests (on content and abilities), Baseline assessment, Interviews (brief, private, 5-10 minute interview with each student prior to a lesson being taught)

Formative assessments: Provides feedback during the instructional process, while learning is taking place and is on-going. This allows teachers to make modifications throughout the lesson, maximizing student attainment. Formative assessments include: 3-Way Summaries, Exit Tickets, Analyzing student work (classwork, homework, quizzes), observations during in-class activities, reflection journals, question and answer sessions, conferences between teacher and student

Summative assessments: Takes place after a lesson/unit has been completed and evaluates student learning. Summative assessments include: Chapter/unit tests, Semester exams, Term papers, Projects and Portfolios.

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The Flipped Learning model is conducive to direct instruction that is and is delivered as homework via video. In class, the learning environment is student-centered. Class time is dedicated to exploring topics in depth and students are actively involved in their learning. This can be seen in a variety of formats, primarily small group activities. Class size ratio would be approximately 24:1.

Ballantyne Charter High School will implement a "1 to 1" delivery device for textbooks and other educational resources. Students are free to bring their own device to school. Where warranted, the school will provide a textbook license and make sure the book is installed on the device. Students who do not own devices may lease one from the school upon payment of a damage deposit (amount to be determined by the Principal on a year-to-year basis.) Students must surrender the school-owned devices at the end of the academic year. If the device is returned in the same condition as it was in when originally provided to the student, the damage deposit will be refunded.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the*

*school would ultimately serve.*

- 2. If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
- 3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The Flipped Learning Model will align and support the delivery of the North Carolina State Standards and Future Ready Core. With direct instruction taking place via video outside the classroom, teachers are able to use class time to provide students with engaging, student-centered activities primarily in small groups. These small-group activities allow teachers the flexibility to provide support, as needed. It is here where teachers can address learning deficiencies and the classroom experience, ensuring students meet grade level standards, and that students are prepared for success in their endeavors beyond high school.

- 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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Teachers will be expected to master the flipped learning instructional strategy. Teachers will provide direct instruction via videos downloaded for homework use by the students. Teachers will need to be fluent in the use of equipment/technology such as screencasting software, pen annotation, interactive white boards, microphones, webcams, recording software and video cameras in order to develop direct instructional videos for homework. Because direct instruction is taking place outside the classroom, teachers will be expected to create rich learning experiences inside the classroom with an emphasis on higher-order thinking and problem solving. Teachers will be able to participate in professional development trainings through Google Suite's online training to master the technology side of the flipped learning model.

- 5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

Ballantyne Charter High will use multiple strategies to ensure that each student is prepared to move from grade to grade and beyond high school.

1. The Flipped Learning model will be used with consistency and fidelity. In freeing up class time for small group instructional activities, teachers will be able target instruction, ensuring students are meeting or exceeding standards prior to being promoted to the next grade level.

2. A multitude of assessment strategies will be used to gauge student learning and adjust instruction throughout the course of the year. Students will be given the NWEA MAP two or three times per year; teachers will use frequent formative assessments throughout lessons to inform instruction; and grade level teams will plan together and use common assessments, analyzing

data in PLCs, to target instruction based on student needs. Additionally students will take the required NC State EOC Assessments to demonstrate mastery.

3. Students struggling to master standards will receive support through a variety of avenues including the implementation of the Multi-Tiered System of Supports. Students who need more extensive help will be referred to the School Support Team by teachers, parents, or other staff. The SST will work with each referred family to get help for each student in order to reach his or her potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

*6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

Ballantyne Charter High School will implement Future-Ready Core by requiring all students to complete four credits each in English, math, and social studies, three credits in science, two credits in the same world language and one credit in health and physical education. In addition to these requirements, students must complete a minimum of four electives, for a total of 22 credits required for graduation. Classes are worth 1 credit each and credit is earned by achieving a passing grade.

Grades will be earned on a 10-point scale. Grade point averages will be calculated based on the letter grade and quality points, as shown below:

An "A" grade will be awarded for the numeric range of 90-100, worth 4 quality points

A "B" grade will be awarded for the numeric range of 80-89, worth 3 quality points

A "C" grade will be awarded for the numeric range of 70-79, worth 2 quality points

A "D" grade will be awarded for the numeric range of 60-69, worth 1 quality point

A "F" grade will be awarded for the numeric range of 59 or below and is worth 0 quality points

Honors courses will be assigned quality points on a weighted scale. For example an "A" grade will calculate as a 4.5 rather than a 4. Advanced Placement (AP) courses will be assigned quality points on the 5 scale. For example an "A" grade would be awarded a 5 rather than a 4. Grade Point Averages (GPAs) will be calculated by adding the number of quality points (points awarded for letter grades, i.e. 0-5) and then dividing by the number of courses attempted.

*7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

*8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar respects our values of personal responsibility and cultivating a spirit of excellence. The calendar provides students the amount of time they need to prepare for college and the workforce, and assists in helping

us develop the next generation of young leaders.

### **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.*

Ballantyne Charter School will employ a Multi-Tiered System of Support. This model is intended to address the academic needs of students by prevention and early intervention, providing those struggling students with the support needed to meet standards. When students are identified as not making sufficient or satisfactory progress ( classroom assessments, progress monitoring or interim assessments), the MTSS model provides targeted interventions. MTSS implementation at the secondary level focuses more on content support rather than class support due to students having a wide variety of courses throughout the day. For example, a student that is struggling with reading comprehension will typically struggle in other classes where those skills are applicable. Therefore, the student will receive support in an effort to meet reading comprehension standards but not necessarily during English class.

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

Students who are not progressing in core level instruction and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction.

At the secondary level, Tier 2 interventions are provided by interventionists pushing into the classroom. At the elementary level, students are typically pulled out for Tier 2 interventions. By pushing-in, students receive additional support but do not miss crucial classroom instruction. Once the lesson is delivered, interventionists work with students individually. Ongoing progress monitoring involves reviewing data at both Tier 1 and 2 levels. Ongoing progress monitoring should occur more frequently at a Tier 2 level (at least every 20 days). Data gathered should be used to determine whether interventions are proving effective and to determine whether any changes need to be made.

Should a student continue to not meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions (effective being defined as 70% of students

receiving Tier 2 interventions are meeting or exceeding grade level expectations.) Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting areas of deficiency. Prior to beginning Tier 3 additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency and duration.

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 for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

A Home Language Survey will be completed for each student upon initial enrollment. Should the HLS identify a student to be language minority or a review of records indicate a student is already identified as ELL, the NCDPI HLS Process (see Appendix O) will be followed.

In an effort for all ELL students to become fluent in English and the school community, an English immersion model will be used to facilitate the English language learning of ELL students. If the ELL students need is significant enough and English immersion is not appropriate, the school will provide English as a Second Language (ESL) instruction via pull-out, tutoring and or translating. Teachers will receive Professional Developments providing them with strategies to support ELL students within the classroom.

Classroom teachers will provide additional support through the implementation of a variety of instructional strategies for ELL students.

Strategies include:

Incorporation of visuals

Actively teach vocabulary (including charade games, visuals, word walls etc.)

Use Rubrics (allows students to understand all components of what a "good" assignment looks like)

Develop a classroom library with leveled readers, allowing ELL students to select books that suit their skill level.

Model for students. Modeling a "thinking aloud" process allows ELL students to witness how to problem solve or complete an assignment.

Use Structured Discussions, encouraging students to participate in academic conversations.

Use organizers and frames, allowing ELL students to organize information and structure content.

Once identified as ELL, students will be assessed annually using ACCESS ELLs until meeting the exit criteria. Additionally, teachers will closely monitor the academic progress of ELL students, making sure they are meeting grade-level expectations.

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.*

Students can be identified as gifted by using a wide range of objective and subjective measures, I.Q. tests, skills assessments, class grades, and input from parent, teacher, and student. The Flipped Learning model allows gifted students access to more challenging curriculum. In addition to watching their own teacher explain a concept, students can research the concept on gaining exposure to other instructional strategies and points of view. The flipped classroom also provides an opportunity for gifted students to utilize their talents in an environment that is free from the restrictions of a traditional classroom (Jackson, 2015). Van Tassel-Baska and Brown (2007) acknowledged the following learning environments that are suitable to gifted students:

An environment with exposure to content beyond grade level.

Instructional grouping of gifted students through DI.

A learning environment that allows gifted students to progress rapidly through material, at a pace appropriate to their individual learning rate.

Inquiry and problem-based learning with positive effects on motivation to learn, engagement, and academic performance.

Establishing strong teacher-learner connections, creating an environment in which students feel comfortable expressing themselves and taking risks. Flexibility and openness enhance gifted students motivation and engagement.

It is important for teachers to provide students with opportunities in class to place content they have learned into context using strategies such as:

Student created content

Independent problem solving

Inquiry-based activities

Project based learning (Spencer, Wolf and Sams, 2011)

Monitoring and evaluation of intellectually gifted students will be done through diagnostic, formative, and summative assessments.

## **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special 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.*
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.*

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)*

BCHS will comply with all provisions of State and Federal special education laws. All records from previous schools will be reviewed to determine if the student has an existing 504 or IEP. Upon identification, EC team will make teachers aware of student IEP and 504 and ensure compliance with the existing plan.

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

At all stages of the process the student's parents will be informed and consulted. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as they are determined to no longer need special services.

All student records will be maintained with confidentiality and safety in mind. Records will be kept in secure, designated, locked records rooms, in fireproof file cabinets. Student records may be examined on site only by approved personnel and should never be taken off site. A staff member will be designated by the principal to oversee the student records and ensure compliance with all applicable laws. Records will be requested from the student's previous school only after a complete enrollment packet has been received. Upon receipt, student records will be securely stored and treated with strict confidentiality.

#### **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.*
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).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

The Flipped Learning model allows for flexibility to accommodate students with disabilities both in and out of the classroom. Direct Instructional videos can be viewed as many times as needed to gain understanding of the concept. Students may also watch the lesson videos with parents, allowing parents to provide at-home support. Teachers will use differentiated

instructional strategies, meaning a more personalized approach to learning. Students will also have access to a variety of technological resources such as interactive digital textbooks, interactive games, video clips to enhance comprehension of content. Additional support can be provided through academic assistance, consultation or interventions.

BCHS is committed to meeting the needs of all enrolled students. It will be our policy that every child have a fair and full opportunity to reach his or her full potential and that no child shall be excluded from appropriate educational offerings. To ensure that the needs of exceptional children are met, BCHS will have an Exceptional Children Department staffed with licensed, highly qualified, well-trained EC teachers. The EC department will be tasked with the screening of all students referred by the School Support Team (SST.) The EC department will further be responsible for developing educational plans and strategies for special needs students.

The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of the School will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs.

Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability.

### **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
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.*
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.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. BCHS will hold high academic standards for all students. Students will be expected to meet or exceed grade level standards. All students, regardless of academic standing, will make growth each year.

2. BCHS will use North Carolina EOC and NWEA MAP assessments to measure student performance and growth. NWEA MAP assessments will be conducted 2 to

3 times per year. Data from these assessments will be used to develop school-wide goals and the school improvement plan. Additionally, teachers will use the data from these assessments to drive instruction.

Teachers will also use data from formative assessments to measure and evaluate student performance. In analyzing assessment results, teachers will adjust their instruction to ensure student learning needs are met.

3. In order to be promoted from 9th grade to 10th grade, a student must complete 6 credits and pass English I, Math I, a Social Studies course, and a Science course.

In order to be promoted from 10th grade to 11th grade, a student must complete 12 credits and pass English I, English II, Math I, Math II, 2 Social Studies courses, and 2 Science courses.

In order to be promoted from 11th grade to 12th grade, a student must complete 18 credits and pass English I, II, III, Math I, II, III, 3 Social Studies courses, and 3 Science classes.

Promotion criteria will be clearly outlined in the student handbook. Grades will be updated regularly in PowerSchool, and quarterly report cards will be issued. Parents will have several opportunities throughout the year to schedule conference with teachers. Students will have the opportunity for credit recovery over the summer.

4. To graduate, all students must complete the following:

- 4 English
- 4 Math
- 4 Social Studies
- 3 Science
- 2 World Language
- 1 Health and PE
- 4 Elective Courses

The administration and academic advisors will identify students after each semester that could be in danger of not earning the necessary course credit or graduating. Early intervention is the key to leading students to success. Once a student is identified as potentially at-risk, parents will be notified and a plan will be put in place for giving the students the support necessary to succeed. Strategies may include subject tutoring, during or after school study hall, and mentoring. The goal is to give every student the opportunity to do their best and reach their full potential.

**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.*

*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.*

Ballantyne Charter High School will expect students to conduct themselves in a respectful and responsible manner at all times while on campus. In order to be successful we depend on the responsible participation of students, parents, faculty and staff. High expectations will be set for all students and will be clearly communicated to all students and parents prior to the start of each school year.

General guidelines for students:

Students will focus on academic work during school hours, and will be on time and prepared for all classes.

Students will be respectful to each other, to the staff, and to the campus community.

Students will accept responsibility for their actions.

General Violations and Designated Consequences:

A 3 Tier approach will be taken towards discipline.

Tier 1: Minor infractions that can be addressed by the teacher, The teacher will redirect and correct the student's behavior. Should the behavior persist, teacher will document the incident and contact parents.

Tier 1 offenses include but are not limited to: disruptive behavior in class, dress code violations, refusing to participate, incomplete assignments and tardiness.

Tier 2: More serious offenses that will be documented by the teacher and referred to the principal. The principal will address offenses on an individual basis, including: a meeting with the student to discuss the incident, the development of a plan of action to correct student behavior and prevent future offenses and meeting with parents. Consequences for tier 2 infractions can include learning lab, out of school suspension and suspension from extracurricular activities.

Tier 2 offenses include but are not limited to: insubordination, truancy, inappropriate use of electronic devices and repeated Tier 1 violations.

Tier 3: Severe infractions, including Tier 2 incidents that have escalated. Principal will hold an emergency meeting with student and parents. A plan of action will be formulated with parents, teachers and student to ensure that the behavior is corrected and prevented from occurring again and a consequence is issued.

Tier 3 offenses include but are not limited to: bullying, fighting, cheating, possession of a weapon and vandalism.

Suspension of Exceptional Children

In the event that a child with special needs commits any infraction, the student's IEP or 504 will be referenced to determine whether the behavior is a manifestation of the child's disability. The principal will also seek the support of the EC team to help determine consequence and plan of action.

**IV. GOVERNANCE 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.

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* Ballantyne Charter High School

*Mailing Address:* 7801 Causeway Drive, Apt. 102

*City/State/Zip:* Charlotte NC 28227

*Street Address:* 7801 Causeway Drive, Apt. 102

*Phone:* 704-936-9676

*Fax:* 704-846-5098

*Name of registered agent and address:*

Paul D. Campbell, Jr.  
7801 Causeway Dr., Apt. 102  
Charlotte, NC 28227

*FEDERAL TAX ID:* 82-2734212

**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)

X 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 initial members of the nonprofit organization.

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Paul Campbell	Board Chair	MECKLENBURG	retired - Charlotte Mecklenburg Schools	Educator/School Administration	N
Thomas Spivey	Vice Chair	MECKLENBURG	retired - Charlotte Mecklenburg Schools	Educator/School Administration	N
Susan Furr	Secretary	CABARRUS	Nursing Educator	B.S.N	N
Joseph Ashley Hill	Treasurer	UNION	Credit Union President	N/A	N
Marvin Keith Aldridge	Director	UNION	Network Administrator	N/A	N
Joshua Hoke	Director	MECKLENBURG	Executive Director's Assistant - NCAPCS	School Administration	N

**Please provide the following in this location of the APPLICATION:**

1. *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.*

Governance of the school is the direct responsibility of the BCHS Board of Directors, whose paramount goal is the educational success of its students. The Board will ultimately be responsible for all transactions of the charter school including financial management, personnel, academic program, and facilities. The Board will be composed of 5 to 13 members, with a goal of at least one Board member being a parent or guardian of a BCHS student.

The Board will provide direction via policies to the principal who will be responsible for the day to day operation of the school. The Board will form work committees which, in cooperation with the administration, will set policies and develop programs and procedures that are in line with the school's mission and designed to meet the school-wide performance goals.

Each Board member will be expected to fully participate in the governance of the school. Each board member will sign a conflict of interest statement and a board commitment statement. Each board member will support the school by serving on at least one board committee, participating in school events and activities, and reviewing board materials. They will receive formal training regarding North Carolina charter related statutes, the Open Meetings law, State Board policies, and Office of Charter School directives, while acting in the best interest of the students and the school.

The personnel committee will be tasked with conducting an exhaustive search for a school principal upon the departure of our founding board member and



first principal, Paul Campbell. The job opening will be posted for a minimum of 30 days on such websites as the National Association of Secondary Schools, K12 Job Spot, Ed Week, School Spring, and college and university placement centers. The committee will look for a candidate who, above all, will share the mission and the vision for the school. The personnel committee will also develop an evaluation process for the principal and submit to the full board for approval. Once the Board formally hires a principal, the board will evaluate the principal annually using the evaluation tools and processes that have been adopted by the board.

2. *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 current governing board of Ballantyne Charter High School is made up of six (6) members, each of whom has knowledge and experience that will be beneficial in the governance of the school. The board will have no fewer than five (5) members and no more than thirteen (13) members.

These board members bring a wealth of expertise to the school. Board Chair, Paul Campbell, has been an educator for more than 28 years. Potential board member Pam Howe and current member Tom Spivey each bring decades of experience in education. Keith Aldridge has 12 years of experience in IT. Joshua Hoke has a masters degree in public administration and currently works for the North Carolina Association for Public Charter Schools. Susan Furr has worked in nursing since 1984, and currently is a primary care manager. Ashley Hill is a credit union executive.

To ensure that the best decisions are made, the Board will participate in continuing board development and training. The Board will seek input from various sources including committees, contracted third-party services, the Department of Public Instruction, the Parent Teacher Student Organization (PTSO), the administration, and surveys of parents, teachers, and staff.

Parents, staff, students, and community members will have several ways to be active participants in the overall health of the school. One board seat will be held by a school parent, preferably a member or officer of the school's Parent Teacher Student Association. All board meetings will be open to the public and will have a public comment period during which time those in attendance will have an opportunity to provide feedback and engage in dialogue with the board. If stakeholders are not comfortable voicing their concerns to the public, the board will provide a non-threatening way for

parents and other stakeholders to provide feedback. All teachers, parents, and students are invited to serve on appropriate committees or may form a committee, if needed. The board will ensure that the date and time of all board meetings will be publicized in advance via the school's website and social media and that an agenda is provided.

- 3. 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?*

Paul Campbell, the Board Chair, conceptualized BCHS after studying the "Flipped Learning" education model. The desire to create innovation in a high school, his intrigue for charter school education, and his interest in leaving retirement led him to research the North Carolina charter school application process. He told a friend from his church, Tom Clayton, of this interest and Clayton gave him Eddie Goodall's name, as his neighbor of over 25 years. Campbell was told the first step was to develop his board, sharing his vision and ideas among colleagues who might join him.

Campbell then started contacting those who could help his effort. He then contacted Tom Spivey, a fellow administrator in the Charlotte-Mecklenburg School System which led to the recruitment of Susan, Ashley, and Keith. The board then met with Goodall Consulting to discuss the school's vision. After a suggestion from Eddie Goodall, the board added Joshua Hoke, who has extensive experience working with charter schools through the North Carolina Association for Public Charter Schools.

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The board will hold monthly meetings and will hold a minimum of ten meetings per school year.

- 5. 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.*

New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on the charter contract, charter law, SBE TCS-U policies, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, the NCAPCS, books, professional development coaches, and annual board retreats. A specific requirement for hours of board development for each board member will be laid out and agreed to in the Board Commitment Letter that each board member will sign. The board has also set a goal of eight hours of governance professional development a year.

- 6. 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.*

Ballantyne Charter High School board members have a fiduciary responsibility to the school. They avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board

member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest.

When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question.

We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding their interest in the school, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

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

The board will use a variety of information to aid the decision making process and policy development. New board policies, or revisions of existing policies will start in the appropriate board committee. If the policy does not originate in the governance committee, then the committee recommendation will then go to the governance committee. The governance committee will make a recommendation to the full board about whether a new policy is needed and what it should contain.

In making decisions, the board may consider recommendations from the administration, School Improvement Team, PTO, and board committees. Because important stakeholders are involved with all of these bodies, the board will effectively be getting input from all of the stakeholders. The board may also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, and reportable incident rates.

Before being finalized and implemented, new board policies will be made public and the board will solicit input from parents and staff. The board will carefully consider any input received before voting on any new policies.

Lastly, the board will encourage a board (and school) culture that allows for missteps. We believe that only by taking chances can one take larger and bolder strides, thus moving more efficiently. Board members will be encouraged to suggest creative ideas, vote independently, and be comfortable with board decisions that may not be unanimous or in their favor. This will make a healthier board and public charter school.

*8. 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.*

Ballantyne Charter High School will have a couple of important advisory bodies that will help the board in the governance of the school.

SIT: The School Improvement Team will be led by the principal and include other administrators, teachers representing each grade level and department, one board member, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures.

PTO: The Parent/ Teacher Organization will operate as a separate organization sanctioned by the board. The PTO will consist of parent officers, committee chairmen, the principal, assistant principal, and three teacher representatives. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school.

Both the SIT and the PTO will work collaboratively with the principal and school community and give monthly reports to the board of directors.

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

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made to the personnel committee of the board. If the staff member is not satisfied with the results of the personnel committee, he or she may request a hearing of the full board of directors.

The grievance process for parents is similar, and will be outlined in the student handbook. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue, the parent may request a hearing before the full board of directors. At the hearing, the parent and/ or his or her representative will be given a chance to present the grievance.

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

Include in the 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). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. 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 G).*

- 4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)*

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

*If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**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.*

**X Not Applicable**

**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.*

**X Not Applicable**

**Projected Staff:**

Outline below, 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, course offerings and align with the proposed budget.

Lead Administrator

Assistant Administrator

EC Director

Counselor

Office Manager

Classroom Teachers

EC Teachers

Clerical Support

Custodial

**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.*

Advertising for open positions will be done through the school website, social media, local newspapers, and college and university placement centers. The schools's teachers will be professional, high performing teachers who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor new teachers. The school will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. We will survey the staff at least once per year and use data from the survey to

inform decisions. Teachers will be given a voice as stakeholders by having representatives on the School Improvement Team (SIT) and the Parent Teacher Organization (PTO). The principal and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions and the school will have a variety of high-quality and relevant professional development opportunities.

*2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The employees of Ballantyne Charter High School will be employees of the board of directors. The board will hire and directly supervise the principal who will, with the help of other administrators when appropriate, directly supervise the other staff members. The board will approve all hires, position changes, terminations, staff policies, and staff procedures.

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

Ballantyne Charter High School will use a variety of methods to attract interested, qualified candidates; including but not limited to: open house format, word of mouth, and directly contacting distinguished teachers that would be a good fit. Once potential candidates are identified, the board personnel committee or the principal will further vet the candidates and make recommendations for interviews. The board personnel committee, the principal, and the principal's hiring committee will all interview candidates before the principal makes a recommendation to the board of directors for approval. The principal's hiring committee will consist of staff members and at least one parent. Upon approval of the board of directors, new hires will undergo a criminal background check. No candidate will be offered an unconditional offer of employment without passing a criminal background check.

The principal will be the direct supervisor of the staff. In that role, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the principal will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal action plans for improvement. Plans of improvement will include clear performance expectations, support that the staff member will be offered to meet those expectations, and a reasonable, definitive time frame for meeting those expectations. If, after being on a formal action plan, the employee has still not demonstrated the expected improvement in performance, the principal may recommend the employee to the board for termination. The final decision to terminate an employee will belong to the board of directors. If an employee feels as though he or she has been wrongly terminated he or she may follow the formal grievance policy.

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

BCHS will offer a full range of benefits to full time employees, including a retirement plan, life insurance, medical, long and short term disability, and dental plans. Some of the benefits will be offered to employees at the expense of the school, while others will be offered as employee paid benefits.

Proposed salary ranges are listed below and are aligned with the proposed budget.

Lead Administrator \$70,000 - \$85,000  
Assistant Administrator \$ 55,000 - \$65,000  
EC Director \$43,500 - \$48,000  
Counselor \$43,500 - \$48,000  
Office Manager \$32,5000 - \$40,000  
Classroom Teachers \$43,5000 - \$48,000  
EC Teachers \$43,500 - \$48,000  
Clerical Support \$22,500 - \$28,000  
Custodial \$22,500 - \$28,000

*6. Provide the procedures for employee grievance and/or termination.*

The employee grievance policy will offer employees a process for resolving situations in which they feel they have been wronged, including wrongful termination. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, a written grievance may be submitted to the principal. If the principal does not resolve the issue, the grievance will be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full Board of Directors.

The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, including the action plan outlined above, the principal decides that the staff member is not a good fit for the school, he or she may make a recommendation to the board for termination. The final decision to terminate an employee will rest with the board.

*7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

As a public charter school, many staff members at BCHS may have dual roles and responsibilities. Some employees may be hired as part time employees and may hold positions outside of the school. Any employees with dual roles and responsibilities will be funded completely out of the general operating budget.

*8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

The special needs population, including ELL students, has been estimated based on the experience of other similar charter schools and staffing for the anticipated EC population is provided for in the budget. The school has budgeted for one EC Director and one EC Teacher in the 1st year. With an initial enrollment of 250 and estimating a 12% EC population, the school expects approximately 30 EC students. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The contracted services also includes assistance for the EC Director in the first two years. The budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members. Gifted students will be served by classroom teachers who have been trained in classroom differentiation and by a rigorous, challenging academic program.

9. *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).*

**Principal/Lead Administrator:** The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of the school and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

**Vice Principal/Assistant Administrator:** The Vice principal will report to the principal and perform duties delegated to him or her by the principal. The assistant principal will fulfill the duties of the principal in his or her absence. The assistant principal must be committed to the mission of the school and willing and able to work collaboratively to achieve the school-wide goals. Professional education experience and a relevant advanced degree is preferred.

**Office Manager:** The Office Manager will facilitate purchasing, invoicing, and inventory. He or she will have experience in office management. The manager will be responsible for student data, attendance, communications, and oversight of office procedures. The manager will work hand-in-hand with the third party accounting party to ensure that data is correct and prepared for board meetings.

**Classroom Teachers:** All classroom teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must have the ability to become highly qualified in their subject area. Licensed teachers are preferred.

**EC Director:** The EC Director will be responsible for overseeing all EC Teachers, ensuring that all teachers are complying with IDEA and state laws. The EC Director is responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. The EC Director must comply with state and federal laws. The EC Director must have a complete understanding of the subject matter, and a bachelor's degree. An EC Teaching license is required.

**EC Teachers:** EC Teachers will be responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the school's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.



Clerical/Office Assistants: These individuals will provide support to the Office Manager, as needed. Responsibilities may include filing, making copies, answering the telephone, distribution of lunches, and other duties, as assigned.

Counselors: The School Counselor will procure students' records from previous schools oversee student assessment data and will collaborate with the lead administrator, support staff, and teachers to assist students needing academic intervention. The School Counselor will also support students in course selection, progression of graduation requirements, and college entrance preparation and admissions.

Custodian: The custodian will have experience and will be responsible for maintaining a safe and clean school environment.

### **Staff Evaluation and Professional Development**

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

The principal will be ultimately responsible for maintaining teacher licensure requirements and coordinating professional development.

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 principal will be responsible for the professional development of all the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal (or assistant) will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The principal will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis. Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school's hiring committee, and various board committees. A teacher evaluation rubric will be developed and used for the annual teacher evaluations. Indicators will include parent surveys, NWEA scores in growth and proficiency, EOGs, NCEES data, parent satisfaction survey results, additional roles and responsibilities, and involvement with the the school's community. Scores from the rubrics will be used to determine annual raises and bonuses, if funds are available.

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

The staff development plan consists of three distinct kinds of development:

Formal: The formal, staff-wide development will be delivered internally,

sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and will also occur during many teacher work days and monthly staff meetings.

**Individual:** Individual professional development includes external, subject specific training. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the principal and other administrators will provide further valuable professional development for the staff.

**Small Group:** Teachers will be expected to collaborate with each other. This collaboration will serve as another way for teachers to evaluate their lessons, plans, and instruction. Administrators will frequently attend these meetings (when needed) to offer feedback, coaching, resources, best practices, and support with the goal of improving instruction and student learning.

- 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.*

There will be five days worth of professional development prior to the opening of Ballantyne Charter High School. Three of those days will cover the Google Suite for Education platform we will be using to deliver our flipped learning model. The trainings will be delivered online by Google in three parts, "Engage in Professional Growth and Leadership", "Increase Efficiency and Save Time", and "Facilitate and Inspire Student Learning and Creativity". The first day will also include online device training for the entire staff (provided by Google). During the first three days, the principal will identify advanced educators willing to take extra online trainings to become a certified trainer by Google.

One day will be set aside for interpreting NWEA results, classroom management, and classroom differentiation. The final day will include Health and Safety training and planning time for staff.

- 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.*

Eight full days of professional development are scheduled throughout the year, indicated as teacher work days on the school calendar. During those days, at the discretion of the principal, topics from the initial pre-opening days will be revisited in more depth. Additional topics may be covered as needed. Additional professional development will also take place at monthly staff meetings and at monthly new teacher training meetings. The principal will work with the assistant principal (after the first year) to design and implement a coherent professional development plan within the framework outlined here. There are also other professional development opportunities during the school year (on teacher workdays) via webinar.

## **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.218.45(a-i) 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-218.45(e)).*

Ballantyne Charter High School will market the school in a variety of ways with the intention of allowing as many people as possible the opportunity to apply and be a part of the lottery, if necessary.

Parent Interest Meetings: BCHS will hold multiple parent interest meetings from the time the school is approved through the fall of the first year. The school plans to team up with local businesses to host these public meetings. The school plans to have meetings in Pineville, the Ballantyne area, Blakeney, Marvin, Matthews and other areas surrounding the school. Meetings will be advertised through social media, local media outlets such as the Charlotte Observer, flyers distributed to local businesses, houses of worship, community centers, and athletic venues.

Community Events: Representatives from the school will attend community-wide events to promote the opening of the school, such as Matthews Alive. At these events, the board and volunteers will hand out flyers and letters of intent. This will help the school get an estimate of enrollment numbers and seek out business partners for the school. The school has been collecting the emails of interested community members, business owners, parents, and teachers to start building a communications list. This list will be used to notify those interested of upcoming events.

Advertising: BCHS will advertise its open enrollment period in local media, including newspapers, and online to give as many people as possible an opportunity to apply before the lottery is held.

### **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.*
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.*

Ballantyne Charter High School's primary means of communicating, initially, will be through our website ([www.ballantynecharterhighschool.org](http://www.ballantynecharterhighschool.org)) and Facebook. The school will also hold community meetings, attend community-wide events, and speak to local clubs, churches, and other civic organizations.

As soon as the open enrollment period is over and a lottery is held, if necessary, the school will be able to engage the parents of enrolled students for the first time. Parent meetings and social events will be held; parents will be appointed to board committees; BCHS will assist in the

formation of a PTO with active committees that will be a significant help with the opening of the school.

Once the school is open and operating, BCHS will continue to build relationships with community leaders, business owners, and other members as they will be crucial for the school to meet its Senior Graduation Project goal. We intend to foster and maintain our relationships to seek new opportunities for the school to grow in the community.

## **Admissions Policy**

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

1. The open enrollment period will begin on the date of final approval from the SBE and end on Friday, February 15th at 5:00 pm. Before final approval, interested parents may fill out a letter of interest. Everyone who submits a letter of interest will be contacted and informed about how to apply as soon as final approval is granted. To apply to Ballantyne Charter High School, parents must fill out an application and mail it or hand deliver it to the school's temporary office. There will also be an option to fill out an online application. To be included in the lottery, applications must be in the office by 5 pm on February 15th, 2019.

2. If a lottery is necessary, it will be held in a public place and announced on the school's website and Facebook page. All of the names for the lottery will be written on cards and drawn at random. After all of the names have been drawn to fill the available spots, the rest of the names will be drawn and placed on a numbered waiting list. Families need not be present at the lottery to accept enrollment. Families will be notified in writing whether they were drawn in the lottery and will be offered a spot for enrollment or where they were placed on the waiting list. Enrollment paperwork will be sent to students who secure a spot in the lottery process.

Ballantyne Charter High School will give preference in the lottery to:

- students of full-time staff
  - students of board members
- For siblings, multiple birth and otherwise, Ballantyne Charter High School will enter one card in the lottery with the names of all of the siblings on it. If the family card is drawn in the lottery, the school will offer enrollment to all of the siblings on the card. Following that procedure should ensure that siblings will be able to stay together and all attend BCHS. After the first year, siblings of students who were enrolled at the school the previous year will also get

enrollment preference.

3. If a spot opens, the first student from the waiting list will be offered the spot through the first day of the second quarter. Families will be offered information and a reasonable amount of time to make the decision to accept or decline the spot. If the family chooses to decline the offer of enrollment, the next student on the waiting list will be offered a chance to enroll. If a student wishes to withdraw from the school, they will be asked to do so in writing. The parents will fill out a form that asks them to list the reason for the withdrawal. If the reason for the withdrawal is transportation the principal will ask to meet with them to formulate a personal transportation plan so that the student can remain at the school. The school will have no preference for previously enrolled students. If a student wants to transfer to another school, he or she will first have to be withdrawn from the school, using the procedure outlined above.

4. The only pre-admission activity is for incoming freshmen who will take a pre-assessment before starting school. The results of the pre-assessment will not impact that students admission to the school.

5. Students withdrawing from the school will be asked to do so in writing. The withdrawal form will include the reason for the withdrawal and the school to which the student will be transferring.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: **X**

*The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:*

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

*If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:*

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
  
3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT 2018-19 through 2022-2023**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools  
 LEA #2 Union County Public Schools  
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000
Grade 09	90	60	0	90	60	0	90	60	0	90	60	0	90	60	0
Grade 10	60	40	0	90	60	0	90	60	0	90	60	0	90	60	0
Grade 11	0	0	0	60	40	0	90	60	0	90	60	0	90	60	0
Grade 12	0	0	0	0	0	0	60	40	0	90	60	0	90	60	0
	150	100		240	160		330	220		360	240		360	240	

## V. OPERATIONS

### **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.*

The board anticipates three student transportation options. Like any high school, Ballantyne Charter anticipates a significant number of its students to drive to school upon receiving their NC drivers license. With this in mind, the Ballantyne Charter High School Board of Directors will consider leased facilities that include space for sufficient parking for both staff and students. All eligible student drivers and their parents will be required to sign the school's student parking privileges document with parking privilege payment.

For those students who may need school provided transportation, the board is considering two options to provide bus service. Option one calls for completely outsourcing transportation to a third party vendor. Transportation companies such as Eagle Bus Service or Charter School Bus & Transportation Company could provide us two daily runs. We estimate that we would require one bus contract costing \$30,000 for the school year. This estimate is all inclusive meaning the cost of the driver, fuel and mileage. Maintenance for the bus rests with the vendor.

The other option is the purchase of school buses. The Board has contacted three major national bus companies for options. The state of NC provides an opportunity to purchase used school buses, but these buses are high in both mileage and serviceability. Consequently, although the initial price for these buses may seem inexpensive, the potential costs related to frequent breakdowns and excessive maintenance costs render this option as not financially feasible. The board believes electing to choose newer model, low mileage and low maintenance buses is a better choice. Our research indicates we can buy buses using bonding or bank credit at very favorable rates. These options also include the ability to defer monthly payments for one year.

This option will provide the board significant time for fundraising and grant writing (including the state's newly enacted transportation grant, if eligible) to pay for the purchase without having to make payments on the buses for one year.

### **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.*

Students at Ballantyne Charter High School will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase



or possibly free.

2. On selected days, students may purchase lunch through an outside vendor. The cost of these lunches will have a small profit built in that will be used to help pay for the lunches of the students who cannot afford to purchase one.

3. Cold lunches will be available for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents. This markup will be used to help pay for the lunches of the students who cannot afford to purchase one.

4. For students who qualify for free and reduced lunch, Ballantyne Charter High School will provide a lunch. On days when vendor lunches are available, Ballantyne Charter High School will provide those students on free or reduced lunch with a meal from that vendor. On days when vendor lunches are not available, Ballantyne Charter High School will provide a cold meal to students on free or reduced lunch.

5. Ballantyne Charter High School has budgeted \$46,000 for meals in its opening year. In that calculation we estimated for 33% of our student population qualifying for free/reduced lunch at a cost of at a cost of \$3, given a negotiated pricing menu or volume discounts on purchased foods and beverages. To be conservative, this \$46,000 would assume there was no profit in the meals mentioned in 2 and 3 above.

6. We will review our meal process and procedures at the end of each school month and make data driven adjustments accordingly. We will also continue to investigate the feasibility of entering the federal government's free/reduced lunch program for year 2 and beyond after studying our data. We will add profits, if any, received from meal sales back into the school's general budget in accordance with state accounting procedures.

**Civil Liability and Insurance (GS 115C-218.20):**

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	\$1,000,000	\$1,361.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$3,057.00
Property Insurance	\$250,000	\$450.00
Motor Vehicle Liability	\$1,000,000	\$181.00

Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$5,985.00
Total Cost			\$11,366.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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.

ballantynehs 09/12/2017

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The initial facilities will be leased with consideration of purchasing between years 3 and 10 as Ballantyne Charter High School (BCHS) builds a surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and BCHS or a transaction including a developer such as Schoolhouse Development, American Charter Development, HighMark, or another partner. These companies assist charters in locating facilities, using their network of local commercial real estate brokers and then purchasing them with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buyout. Many of the agreements add a provision that the developer/lender will later provide a new constructed facility after the term lease of the initial facility.

The facility will be in compliance with all necessary health and safety requirements required as well as any steps necessary to obtain the Educational Certificate of Occupancy.

The Ballantyne area of south Charlotte almost borders the more rural Union County. The surrounding area is a mix of retail, office, apartments, and

homes and has a very socio-economically diverse populace. There are no charters nearby and of course no school choice option for parents of average financial means.

To date the board has identified several properties, including a potential tenancy in a very large church. We are looking for a space of 17,500 to 20,000 square feet and growing to about 50,000 at our maximum enrollment of 600.

Our facilities budget of \$253,125 in lease expense was based upon 18,750 square feet at \$13.50 a foot.

We believe that our most affordable and marketable site will be along the eastern border of Ballantyne, attracting more apartments with higher density.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

The leased space anticipated cost is \$13.50 per foot and this will be less than to other office and special facilities cost in the school location.

**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.*

While the BCHS board possibly works with a commercial broker and the developers listed above, to find a suitable permanent facility, it will simultaneously be looking for contingency facilities.

The BCHS board will identify sites that can be used with limited modifications for a period of six months to two years in the event that a permanent site cannot be found in time for a 2019 opening. One of these additional sites, if needed, will allow the BCHS additional time to locate and acquire a permanent site. Examples of a site suitable for one to two years include large churches and synagogues.

The BCHS board will also identify sites that can be used temporarily, for a period of two to eight weeks, in the event that a permanent site has been identified but is not ready in time for a 2019 opening. One of these back-up sites will allow us additional time to complete any necessary modifications to the permanent site. Examples of a suitable site for up to 8 weeks are churches, community centers, and movie theaters.

Modular classrooms("Educational Cottages") by companies such as Mobile Modular and Vanguard have units already approved for educational units and available quickly for as little as one month.

Any modifications of the programs will depend on the site that is ultimately used. The most likely scenario is that PE will have to be modified if the contingency facility does not have a gym. The BCHS will be looking for a facility with 2 administrative offices, outdoor play area, parking for at

least 90 cars, and 8-10 classrooms.

**VI. FINANCIAL PLAN**

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

**Budget: Revenue Projections from each LEA 2018-19**

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

*Refer to the Resource Manual Finance Section for guidance on estimated funding amounts*

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

**LEA #1 600 - Charlotte-Mecklenburg Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,992.65	150	\$748,897.50
Local Funds	\$2,526.27	150	\$378,940.50
Federal EC Funds	\$4,253.55	18	\$76,563.90
<b>Totals</b>			\$1,204,401.90

**LEA #2 900 - Union County Public Schools**

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,998.82	100	\$499,882.00
Local Funds	\$2,144.00	100	\$214,400.00
Federal EC Funds	\$4,253.55	12	\$51,042.60
<b>Totals</b>			\$765,324.60

**Total Budget: Revenue Projections 2018-19 through 2022-2023**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>-State ADM Funds</b>	\$1,248,780	\$1,942,666	\$2,671,165	\$2,911,570	\$2,911,570
<b>-Local Per Pupil Funds</b>	\$593,341	\$949,346	\$1,305,350	\$1,422,832	\$1,422,832
<b>-Exceptional Children Federal Funds</b>	\$127,607	\$171,826	\$236,260	\$257,524	\$257,524
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$1,969,727	\$3,063,838	\$4,212,775	\$4,591,926	\$4,591,926

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.**

**Personnel Budget: Expenditure Projections 2018-19 through 2022-2023**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.*

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$80,000	\$80,000	1	\$85,000	\$85,000	1	\$90,000	\$90,000	1	\$93,000	\$93,000	1	\$96,000	\$96,000
Assistant Administrator	0	\$0	\$0	1	\$55,000	\$55,000	1	\$56,500	\$56,500	2	\$58,000	\$116,000	2	\$59,500	\$119,000
Counselor	1	\$45,000	\$45,000	1	\$48,000	\$48,000	2	\$51,000	\$102,000	2	\$54,000	\$108,000	2	\$54,500	\$109,000
E C Director	1	\$45,000	\$45,000	1	\$48,000	\$48,000	1	\$51,000	\$51,000	1	\$54,000	\$54,000	1	\$54,500	\$54,500
Office Manager	1	\$35,000	\$35,000	1	\$37,000	\$37,000	1	\$39,000	\$39,000	1	\$40,000	\$40,000	1	\$41,500	\$41,500
Clerical	1	\$25,000	\$25,000	1	\$26,000	\$26,000	2	\$26,500	\$53,000	2	\$27,000	\$54,000	2	\$28,000	\$56,000
Custodians	1	\$28,000	\$28,000	1	\$30,000	\$30,000	1	\$32,000	\$32,000	1	\$33,000	\$33,000	1	\$33,500	\$33,500
A - Total Admin and Support:	6		\$258,000	7		\$329,000	9		\$423,500	10		\$498,000	10		\$509,500
Instructional Personnel:															
Classroom Teachers (Full Time)	10	\$43,500	\$435,000	18	\$45,000	\$810,000	26	\$46,500	\$1,209,000	30	\$47,000	\$1,410,000	30	\$47,000	\$1,410,000
Classroom Teachers (Part Time)	2	\$20,000	\$40,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	1	\$43,500	\$43,500	2	\$45,000	\$90,000	3	\$46,500	\$139,500	4	\$47,000	\$188,000	4	\$47,000	\$188,000
B - Total Instructional Personnel:	13		\$518,500	20		\$900,000	29		\$1,348,500	34		\$1,598,000	34		\$1,598,000
A+B = C - Total Admin, Support and Instructional Personnel:	19		\$776,500	27		\$1,229,000	38		\$1,772,000	44		\$2,096,000	44		\$2,107,500
Administrative & Support Benefits															

**Ballantyne Charter High School**

Health Insurance	6	\$4,700	\$28,200	7	\$4,900	\$34,300	9	\$5,100	\$45,900	10	\$5,300	\$53,000	10	\$5,500	\$55,000
401k & Profit Sharing Plan	6	\$2,700	\$16,200	7	\$2,800	\$19,600	9	\$2,900	\$26,100	10	\$2,900	\$29,000	10	\$3,000	\$30,000
Life Insurance & Disability	6	\$1,500	\$9,000	7	\$1,700	\$11,900	9	\$1,850	\$16,650	10	\$1,950	\$19,500	10	\$2,100	\$21,000
Medicare & Social Security	6	\$3,251	\$19,506	7	\$3,251	\$22,757	9	\$3,251	\$29,259	10	\$3,251	\$32,510	10	\$3,251	\$32,510
D - Total Admin and Support Benefits:	24		\$72,906	28		\$88,557	36		\$117,909	40		\$134,010	40		\$138,510
Instructional Personnel Benefits:															
Health Insurance	11	\$4,700	\$51,700	20	\$4,900	\$98,000	29	\$5,100	\$147,900	34	\$5,300	\$180,200	34	\$5,500	\$187,000
401k & Profit Sharing Plan	11	\$2,700	\$29,700	20	\$2,800	\$56,000	29	\$2,900	\$84,100	34	\$2,900	\$98,600	34	\$3,000	\$102,000
Life Insurance & Disability	11	\$1,500	\$16,500	20	\$1,700	\$34,000	29	\$1,850	\$53,650	34	\$1,950	\$66,300	34	\$2,100	\$71,400
Medicare & Social Security	13	\$3,051	\$39,663	20	\$3,051	\$61,020	29	\$3,051	\$88,479	34	\$3,051	\$103,734	34	\$3,051	\$103,734
E - Total Instructional Personnel Benefits:	46		\$137,563	80		\$249,020	116		\$374,129	136		\$448,834	136		\$464,134
D+E = F - Total Personnel Benefits	70		\$210,469	108		\$337,577	152		\$492,038	176		\$582,844	176		\$602,644
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$330,906	35		\$417,557	45		\$541,409	50		\$632,010	50		\$648,010
B+E = H - Total Instructional Personnel (Salary & Benefits)	59		\$656,063	100		\$1,149,020	145		\$1,722,629	170		\$2,046,834	170		\$2,062,134
G+H = J - TOTAL PERSONNEL	89		\$986,969	135		\$1,566,577	190		\$2,264,038	220		\$2,678,844	220		\$2,710,144



**Operations Budget: Expenditure Projections 2018-19 through 2022-2023**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	Administrative & Support:					
Other	Legal Fees	\$3,000	\$5,000	\$7,000	\$10,000	\$11,000
	Advertising & Marketing	\$4,500	\$5,000	\$5,200	\$5,500	\$5,750
	Insurance	\$11,366	\$17,600	\$24,000	\$27,000	\$28,000
	Communications, Website, Administrative Software	\$26,000	\$41,600	\$58,200	\$64,000	\$64,500
	Facility Rent	\$253,125	\$400,000	\$525,000	\$530,000	\$535,000
	Facility Repairs & Maintenance	\$36,500	\$50,000	\$70,000	\$60,000	\$61,000
	Facility Utilities	\$29,000	\$42,000	\$56,000	\$62,000	\$0
	Office Expense, Supplies, & Postage	\$14,000	\$19,000	\$27,000	\$30,000	\$31,000
	Linq, Powerschool, & Admin Support Expenses	\$80,000	\$120,000	\$180,000	\$200,000	\$210,000
	Student Transportation - Buses Expense	\$30,000	\$40,000	\$50,000	\$60,000	\$62,000
	Student Meals	\$46,000	\$73,000	\$103,000	\$113,000	\$115,000
	Technology, Equipment, Capitalized Assets Cost	\$20,000	\$30,000	\$42,000	\$50,000	\$52,000
	Travel	\$2,500	\$5,000	\$7,000	\$8,000	\$8,500
	I T Services	\$12,000	\$18,000	\$24,000	\$27,000	\$28,000
	Non-Categorized Expenses	\$8,000	\$12,000	\$18,000	\$20,000	\$21,000
	Audit Fee Payable Year 1	\$0	\$10,500	\$11,000	\$11,500	\$11,500
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$575,991</b>	<b>\$888,700</b>	<b>\$1,207,400</b>	<b>\$1,278,000</b>	<b>\$1,244,250</b>
	Instructional:					
Other	Curriculum & Books	\$25,000	\$35,000	\$49,000	\$52,000	\$53,000
	Staff Development	\$20,000	\$30,000	\$38,000	\$42,000	\$44,000
	Testing & Fees	\$10,000	\$15,000	\$20,000	\$23,000	\$24,000
	Classroom Technology, Furniture, Capitalized Asset	\$121,000	\$40,000	\$50,000	\$60,000	\$62,000
	Non-Categorized Expenses	\$5,000	\$7,000	\$11,000	\$13,000	\$14,000
	Substitutes	\$8,000	\$12,000	\$18,000	\$20,000	\$21,000
	E C Contracted Services	\$16,000	\$24,000	\$32,000	\$38,000	\$40,000
	E L L Contracted Services	\$12,000	\$18,000	\$24,000	\$26,000	\$27,000
	<b>L - TOTAL Instructional Operations</b>	<b>\$217,000</b>	<b>\$181,000</b>	<b>\$242,000</b>	<b>\$274,000</b>	<b>\$285,000</b>

	K+L = M - TOTAL OPERATIONS	\$792,991	\$1,069,700	\$1,449,400	\$1,552,000	\$1,529,250
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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
J - TOTAL PERSONNEL	\$986,969	\$1,566,577	\$2,264,038	\$2,678,844	\$2,710,144
M - TOTAL OPERATIONS	\$792,991	\$1,069,700	\$1,449,400	\$1,552,000	\$1,529,250
J+ M =N TOTAL EXPENDITURES	\$1,779,960	\$2,636,277	\$3,713,438	\$4,230,844	\$4,239,394
Z - TOTAL REVENUE	\$1,969,727	\$3,063,838	\$4,212,775	\$4,591,926	\$4,591,926
Z - N = SURPLUS / (DEFICIT)	\$189,767	\$427,561	\$499,337	\$361,082	\$352,532

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

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

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

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

The student enrollment number was projected based on enrollment of the local high schools and our board's decision to start the school off with 9-10 and grow a grade each year until 12th grade. This allows educators and students to adjust to the flipped model and grow our community buy-in. There are no other public options in the immediate area that provide the model we are offering and we believe that 250 students is a perfect number to start off with in a rapidly growing area of Charlotte.

**Breakeven:**

The breakeven point in number of students, using a traditional breakeven analysis formula, was calculated by dividing non-variable costs (fixed costs, \$377,500) by margin, or revenue (\$7,660) less variable costs (\$5,610) per student. That number was 184 students to break even.

Caveat: it should be noted here that the NCDPI online application is miscalculating revenue and may have distorted the calculation above as well as the overall budget.

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

We will avoid under enrollment pressure by aggressively marketing our school, securing a well-known, safe and attractive facility, and solidifying the parents' commitment way before the first day of school. Events such as "Curriculum Night" and "Spirit Night", help with the parent buy-in. However, actual under-enrollment would be handled financially by:

1. Reducing the classes and the matching teacher positions, payroll, and benefits immediately.
2. Restructuring the facility lease arrangement.
3. Leasing versus paying for capital equipment.
4. Renegotiating all contracts.
5. Board of Director loans.
6. Bank loans.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

No.

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

24 to 1

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

We will contract for Exceptional Children and English Language Learners services to complement our full-time EC teacher. Laptops and other technology costs associated with our provision of laptops for all students will be bid for purchase or lease.

To achieve savings in the administration and business services of our school we will contract those tasks to a business services provider, Goodall Consulting Corporation (GCC). Economies of scale are realizable because we will avoid having to perform all the many non-academic functions of a charter school and additionally will recognize savings by buying in quantities otherwise not available to our school by itself. Because charter heads of school spend up to 65% of their time in the "business" of running a charter, we prefer that our principal focus on the staff and students, his/her own personal and professional development, plus leadership among all the stakeholders, including the broader community.

In the Fordham Foundation's recent report, "Three signs that a proposed charter school is at risk of failing," the authors point out warning signs including: no evidence that the school will start with a sound financial foundation and no plans to hire a management organization to run the school. Fees for these services will be 10% of revenue but contractually limited to provide for surpluses of \$25,000 to \$105,000 in years 1-5, before GCC is paid any funds at all. This provision requires, in essence, that GCC is paid only after all budgeted expenditures are paid or only if minimum surpluses are projected to be realized. A copy of the contract is available upon request as it could not fit in Appendix O.

Our board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Principal. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

Our board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Principal. So all commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

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

Our mission, purposes, and academic goals include providing one primary and innovative component, a Flipped Learning model education. It will deliver a different and innovative teaching method encouraging collaboration, student-centered learning, adequate time for students, and a community of active learners.

To provide the technology-focused education we have budgeted over \$120,000 in year one to allow for classroom laptops and technology. We budgeted \$88,000 for staff development in the first three years to create a staff that will deliver the academic rigor for all students and provide for their own development while implementing the flipped classroom delivery.

In order to attract representation from all income and ethnic backgrounds we will provide for 60 miles of daily bus travel for area students, targeting any pockets of lower income neighborhoods and apartments. Meals will be available free of charge for students qualifying for FRL.

Because our classrooms will be designed with work group settings, we will purchase or lease furnishings to accommodate this environment versus a traditional teacher/lecturer positioning.

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

We want to accumulate at least \$100,000 per year, accumulating \$500,000 by the end of year five.

The board will have a financial "actual versus budget" report presented by the Treasurer, each month, and sometimes accompanied by the LINQ provider or even the auditors. The cash surplus accumulation will be monitored on a weekly basis between monthly board meetings and deviations in cash expectations will prompt a more timely awareness and call for any action by the school's Principal and even the board if such action is warranted.

Because state funds revert, the school will closely monitor its use of state funds versus local funds and monitor the expenditures accordingly, so that state funds are expended by the year end.

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

Ballantyne Charter will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the school will be able to avoid the financing costs.

The initial facilities will be leased with consideration of purchasing between years 3 and 10 as the school builds a surplus to provide equity for financing. A more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Schoolhouse Development, American Charter Development, HighMark, or other partner. These

companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buy out. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility.

Other arrangements involve borrowing backed by tax exempt bonds. Governmental bond financed projects are becoming more popular for schools with a proven track record.

Some items such as office printers/copiers, etc. may be leased. The school will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

6. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.*

Ballantyne Charter will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive Mecklenburg and Union County business fundraising campaign and grant request project.

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

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is Ballantyne Charter at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

We will contract with our CPA, Potter & Company, to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late.

The DPI required services of the LINQ system will be outsourced. Outsourcing LINQ and all the financial services, create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Principal. School issued checks will be limited to a maximum of 10 per month requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact.

Accounting records will be safeguarded by use of daily locked files and to the extent practical, secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) and a budget report at each regularly held board meeting and an explanation to board members for questions. Additionally, the business services provider and periodically the auditors will be asked to attend board meetings.

As a guide we are adopting a 6,908 word "Statement of Financial Policies" we have been allowed to use by Monroe Charter Academy.

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

There are no related party transactions known or anticipated other than a board member, who as mentioned earlier, will become the Ballantyne Charter's head of school upon approval of the charter application.

ATTRIBUTION: Although there have been several contributing to this

application, the Goodall Consulting team members assisting have used portions of previous charter applications in this application, including portions from Anson Charter Academy and Monroe Charter Academy, both with permission. Other parts of this application, particularly those practices relating to the business aspects of managing a charter school, are modeled after Anson Charter Academy and Monroe Charter Academy and thus this charter application will have some of the same language.

We know of no other relationships needing clarification or attention.

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

We will use the firm of Potter & Company, 434 Copperfield Blvd. Suite A in Concord, NC. The telephone is 704-786-8189 and the facsimile number is 704-786-4447. This firm performs audits for Lake Norman Charter, Gray Stone, Community School of Davidson, and Union Day School. Fee \$10,500.

(All rights to this application other than to the state of North Carolina are reserved (c) 2017 Ballantyne Charter High School & Goodall Consulting Corporation)



VII AGREEMENT PAGE

**Application Fee:**

*Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.*

*\*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-218.1(c).*

ballantynehs

Date: 09/19/2017

**Applicant Signature:**

The foregoing application is submitted on behalf of Ballantyne Charter High School (*name of non-profit corporation or individuals submitting application*). 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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: ballantynehs

Board Position: Paul Campbell, Board Chair

Signature: \_\_\_\_\_

Date: 09/21/2017

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Notary Public Official Seal  
My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.