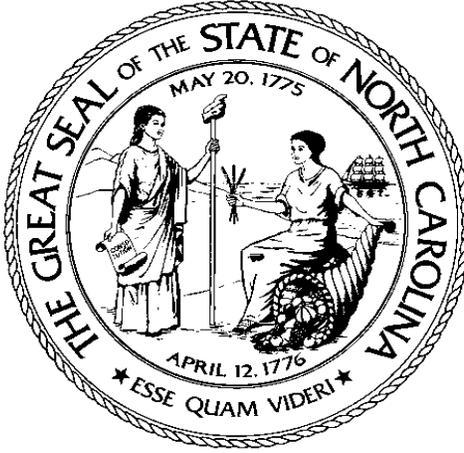


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Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Deanna Townsend-Smith
Tammi Sutton
Kenneth Tucker
Cheryl Turner
Amy Ruck Kagan
Alex Quigley
Alan Hawkes
Alex Quigley
Arasi Adkins
Joe Maimone
Lindalyn Kakadelis
Glenn Allen
Les Stein
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Sherry Reeves
Steven Walker

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Date of Review:

09/27/2017

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Hobgood Academy Charter School

Public charter schools opening the fall of 2018

Due by 5:00 pm, 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

Mailing Address:
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: Hobgood Academy Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Hobgood Academy, Inc.*

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

Name of contact person: *Nicole Flanary*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 201 Beech St
Hobgood NC 27843

Primary telephone: 252-813-3530 Alternative telephone: 252-813-3530

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

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

County: HALIFAX

LEA: 420-Halifax County Schools

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

No:

Yes:

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

No:

Yes:

If so, Public or Private:

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

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

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

No:

Yes:

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

From its founding days in 1969, Hobgood Academy has been in the business of educating students to succeed in the world. Our graduates include doctors, lawyers, historians, engineers, entrepreneurs, farmers, pastors, and teachers. Unfortunately, only students from economically secure families were able to attend. Today, through the charter school program, we ask for the opportunity to reach across economic barriers and offer this quality education to all members of our community. This economically distressed community cannot wait. Elementary students in Halifax County had 63% of students performing below grade level in Reading and 65% performing below grade level in Math according to NCDPI results for 2016. In Halifax County high schools, 73% of students did not meet proficiency levels for English II, 68% did not meet proficiency in Math I, and 80% did not meet proficiency in Biology. The success rate in adjacent Edgecombe and Martin counties is not much better. Three elementary schools in our targeted area ranked in the bottom 5% on this year's ABC report card. One is slated to close and two may be taken over. They are Edna Andrews in Hamilton, East End in Robersonville, and Stocks in Tarboro. According to www.countyhealthranking.org in 2015, out of 100 NC counties, Halifax County ranked next to last at 99, Edgecombe County ranked 87 and Martin County ranked 80. The Center for Disease Control states that physical well-being impacts educational success. It is critically important to make changes TODAY. Our children deserve the best we can provide. Our partnerships with Action for Healthy Kids, based in Chicago, IL, with a local branch in Cary, NC, and with East Carolina University's School of Health and Human Performance will help us make an immediate impact on our community. Hobgood Academy currently has a staff of highly skilled teachers in grades K-12 committed to serving this community. This will be an advantage when we begin recruiting and hiring for the charter school. The opportunity to become a charter school on an accelerated schedule would ensure that Hobgood Academy would transition smoothly to Hobgood Academy Charter School. The Town of Hobgood is in negotiation with an international company in bio-technology to locate its headquarters here. That would drastically effect the economic opportunity for this area providing families high-paying job opportunities. Improved economic status translates to improved educational status and improved health status. Hobgood Academy Charter is key in furthering this process. The Board of Directors of Hobgood Academy participated in the charter school planning sessions at NCDPI this past year to enhance our knowledge about becoming a successful charter school. We are ready and able to add another year of planning and open an amazingly successful charter school in 2018-2019.

Partner with a two of four year institution of higher education in North Carolina

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*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:
No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:
No:

What is the name of the nonprofit organization that governs this charter school? Hobgood Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:
Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06,07,08,09,10,11,12	242
Year 2	K,01,02,03,04,05,06,07,08,09,10,11,12	242
Year 3	K,01,02,03,04,05,06,07,08,09,10,11,12	242
Year 4	K,01,02,03,04,05,06,07,08,09,10,11,12	242
Year 5	K,01,02,03,04,05,06,07,08,09,10,11,12	242

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

I certify that I have the authority to submit this application, 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.

hacharter
Member_____

Hobgood Academy Charter School Board

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Signature

Title

hacharter
Printed Name

09/21/2017
Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Conversion and Acceleration applicant request.</u>	<u>Deanna Townsend-Smith</u>	<u>Cover Page</u>
<u>Does a small school truly attract industry especially given that other schools in the same community are failing? Where is the evidence to support this?</u> <u>How prepared is the school to address the effect of poverty if current students have very different needs?</u> <u>Although we can all appreciate the urgency for high quality options, what measures have been taken to ensure the charter will be able to address the high needs of its incoming students body especially with less flexibility?</u>	<u>Nicole Charles</u>	<u>Acceleration</u>
<u>Is there a need for acceleration?</u> <u>Wouldn't they benefit from learning more about this new population?</u>	<u>Amy Ruck Kagan</u>	<u>Acceleration</u>
<u>I'm concerned about this just becoming a charter from a private school.</u>	<u>Alex Quigley</u>	<u>Grade Levels</u>
<u>Although there clearly is a need for high quality options in the region, how prepared is the school for high needs students?</u> <u>How many of the 242 students are returning Hobgood Academy students? If none, is enrolling a full school K-12 of new students without evidence of success with a different population realistic for success especially when considering upper grade credit (11 and 12). If students are being merged, how many students will be from the new target population meaning high need students who deserve a better school option?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>Can budget work with low numbers K-12?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Deanna Townsend-Smith</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Amy Ruck Kagan</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	<u>Fail</u>
<u>Arasi Adkins</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	
<u>Glenn Allen</u>	
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>

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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:

Hobgood Academy Charter is committed to a holistic approach to excellence: academically, physically, emotionally, and socially. Through rigorous small group instruction, multi-age collaboration, and community involvement students will establish patterns for healthy, lifelong learning.

Clearly describe the mission of the proposed charter school:

Hobgood Academy Charter is committed to excellence by helping each student achieve his or her potential in a rigorous, supportive environment. Our school also provides opportunities for students to build character that values sound judgment, exemplary behavior, and respect for their fellow man. Each student will be equipped to lead a healthy, productive life that is economically stable, moral and fulfilling. Collaboration among all stakeholders is essential to the achievement of this mission.

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.*

Hobgood Academy Charter targets students who live in the Town of Hobgood and its surrounding communities including the southern end of Halifax County, the northern end of Martin County, and the eastern end of Edgecombe County. The racial and ethnic make-up of Hobgood in 2014 according to citydata.com was 49.8% African American, 46% White, 4% Hispanic, and .6% Multi-racial. Suburban Stats identifies Halifax Countys racial and ethnic composition as 53% African American, 40% White, 3% American Indian, 2% Hispanic; while Edgecombe County is 57% African American, 38% White, 3% Hispanic, and Martin County is 43% African American, 53% White, 3% Hispanic. A high level of poverty exists in this area evidenced by the fact that all three counties are designated Tier 1 in the 2017 County Tier Designation. We believe that Hobgood Charter will reflect these demographics. The rationale for locating a charter school in this location is that we believe that the potential exists to turn the tide of poverty in this community if students gain access to a superior education. We believe that well prepared students can be a springboard to economic development. The Economic Development Commission in Halifax County struggles to entice businesses that pay well to locate in Halifax County because of the lack of a skilled and employable workforce. This is especially true at the rural end of the county where Hobgood is

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located. It is a vicious cycle of poverty and low-performing schools. Three elementary schools in our target area ranked in the bottom 5% of the state in its most recent report card and are targeted for possible closure or state takeover. Rural students need and deserve to have educational options and Hobgood Academy Charter hopes to provide an excellent option that will begin to create economic opportunities and healthy communities.

- 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).*

The projected enrollment at Hobgood Academy Charter School is 242 students and will include grades K-12. Based on our current enrollment percentage by the counties of our targeted population and feedback from meetings, we expect to draw 56 students from Edgecombe County, which is .87% of their Average Daily Membership (ADM) grades K-12. We expect 68 students from Martin County, which is 2.19% ADM grades K-12, and 119 students from Halifax County, which is 4.7% ADM grades K-12.

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

Hobgood Academy Charter School will reflect the local LEAs in that our curriculum will be based on the North Carolina Standard Course of Study and students will be assessed by required NC End of Grade and End of Course testing. That is where the similarity ends.

The method of instruction and interim assessments will be quite different. Hobgood Academy Charter School embraces the Inquiry/Project based learning which is essential in developing thinking and problem solving skills. This model taps into a child's curiosity and creative thinking, while developing interpersonal skills. Teachers will serve more as facilitators than givers of knowledge. Our curriculum is constructivist in design. Students experience a greater satisfaction in learning and improved problem-solving skills. Multi-aged groupings will be used in outdoor learning fostering mentoring opportunities and collaboration. Health and wellness will be a major emphasis in the curriculum including core class integration, Brain Breaks, Gardening, Food Tastings, and PE. Middle and high school students will have daily Health and PE instruction each year. Healthy children are more productive learners, according to the CDC.

Students will be assessed frequently through teacher observation, traditional teacher-made tests, project rubrics, and digital portfolios. These portfolios give parents an opportunity to observe their children as they learn, create, and explore ideas. Parents will be able to witness the "Ah-Ha!" moments.

Many opportunities will be available for parent and community involvement. Open house and parent conferences will occur each semester. Community gardening will be encouraged among the school gardens. Nutrition and fitness seminars will be held, along with opportunities to read together. Grandparents & Grandfriends Day will recognize the importance of those influential people in our children's lives. Hobgood Academy Charter will be a school for the whole family, indeed, the whole community in creating

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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-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Hobgood Academy Charter School recognizes the need to address ALL six of the Legislative Purposes of a Charter School, and hopes to be able to set goals for achieving each as we grow and develop as a charter school. The first goal that we have selected to address is 3) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. Hobgood Academy Charter School will be a fully integrated K-12 school focused on collaboration, small-group instruction, community involvement, and healthful living. A K-12 school offers students an opportunity to be involved in mentoring, both as a mentor and a mentee, which according to youth.gov results in higher college enrollment rates, better attitudes toward school, increased graduation rates, and enhanced self-esteem and self-confidence among other documented benefits. As a community school, parents will have easy access to the school, expanding opportunities for parent involvement. Rural families typically lack choices in education. We believe that all students deserve access to choices, not just those who can afford tuition-based schools. Hobgood Academy Charter School desires to meet the need for excellent educational options in the public school system. Additionally, we have selected 4) improving student learning as an essential first year goal. According to 2015-2016 data, less than 40% of elementary students in Halifax County and Edgecombe County met proficiency in reading and math. In Martin County less than 40% were proficient in math and less than 50% scored proficient in reading. Halifax County high schools 73% of students were below proficiency in English II, 68% were below proficiency in Math I, and 80% below proficiency in biology. We believe that our educational model will be more successful. We can actively engage our youngest learners at the

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highest levels through our curriculum and monitor their progress through their high school educational career. As student health is a specific focus of Hobgood Academy Charter School, our instructional plan includes brief physical activity breaks which CDC suggests increases levels of concentration, memory, and on-task behavior. The Conscious Discipline social-emotional framework will teach students how to self-regulate their emotions leading to more effective problem solving in social situations and increased learning. Multi-age experiences, such as gardening, will provide a unique opportunity for interactions not possible in traditional settings that will increase student motivation and innovation. We fully expect to see improved student learning.

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.*

Hobgood Academy Charter School believes that setting specific goals and measuring the outcomes is a roadmap to success; therefore, we have set expectations for academics, wellness, operations, finance, and governance in the first 5 years of operation as follows:

ACADEMICS Student achievement should meet or exceed expected growth each year. This will be measured through interim assessments, and NC EOG/NC EOC scores. By year 2, students are expected to exceed proficiency of local peer groups by 15%. By year 5, 90% of students should meet proficiency. The expected graduation rate is 90% by year 2 and 95% by year 5. Teachers are expected to complete a minimum of 2 professional development offerings each year.

WELLNESS Create an environmental climate that encourages physical activity, healthy nutrition, and positive interpersonal relationships. This will be measured by attendance and disciplinary referral data. Average daily attendance should be at least 94% for the first 2 years and 96% by year 5. Elementary students will participate in at least 30 minutes of active play each day and participate in PE weekly. Middle and high school students will have Health & PE classes each day.

OPERATIONS Create a safe and clean lunchroom that provides healthy food choices. This will be measured by an A cafeteria rating from the Health Department and examination of the monthly menu. Transportation should run smoothly with all students arriving at school on time. Further evidence for these goals will be parent/student satisfaction surveys with at least an 85% positive rating.

FINANCE Operate within budgetary guidelines established each year and create a surplus of funds by year 5. This will be measured by approval of a fiscally sound budget each year and by reports given at monthly board meetings.

GOVERNANCE Diligent governance is extremely important to the success of the school. The goal is for all board members to attend 100% of the monthly board meetings and the Annual meeting. Members must attend a minimum of 2 training sessions each year. Strategic planning based on the goals assessment will take place at the Annual meeting each July. The board will also be assessed on marketing. The measure is at least 80% enrollment by year 1, 90% by year 2, and 100% thereafter. Another goal in to involve the

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community in fundraising and volunteering and the school. This can be measured by number of volunteers and positive feedback on stakeholder surveys. Teacher satisfaction is goal of the Board. This can be measured by satisfaction survey and teacher retention rates of 90%.

The progress on these goals will be addressed by the Lead Administrator in monthly board meetings which are open to parents and the public. Board members will discuss any need to address these goals. An Annual meeting will be held each July to assess the yearly results and strategize for the next year. The Lead Administrator will also be present at the Parent-Teacher Organization meetings to update parents.

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

The Hobgood Academy Charter School Board of Directors will meet on the 2nd Monday of every month. The principal will report to the Board with status updates on items relating to the achievement of the school's mission statement at each of these meetings. Board members are encouraged to participate in activities sponsored by the school and to volunteer in the classrooms when appropriate.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
	Deanna Townsend-Smith	Mission Stat
What is changing from the private school to the charter program?	Amy Ruck Kagan	Mission Stat
The mission is clear and concise, however, why does the organization exist? If Hobgood Academy worked well, why not just expand the private school by adding on seats for the targeted community and maintain the flexibility not afforded to publicly funded schools?	Nicole Charles	Mission Stat
How will the proposed school ensure that the student population outlined in the application is reflective at the school given that the school is converting from a private to a public charter school?	Deanna Townsend-Smith	Educational
What is the true evidence of need? Survey responses were included; however, no true evidence exists with the provided materials to indicate the number of respondents to ensure the school meets its projected enrollment numbers.		
What are the raw numbers of people attending community meetings, those with school aged children versus not, and those interested in sending their children to a charter and Hobgood specifically?	Nicole Charles	Educational
How will the needs of targeted population of families be engaged to participate in open houses and parent conferences? Are there specific strategies?		
Is the curriculum successful with current Hobgood Academy students and how are the needs of new population considered? How prepared is the charter operator to address gaps in skills in the upper grades? Where is this outlined?		
Although the total numbers of projected student enrollment are outlined, how many students from the Academy will attend? What will happen to those students? Does the ADM percentage consider only new students or those, potentially, already attending the Hobgood Academy which are not counted in the local LEA population?		
Ability to provide data that shows this program will work for the target population? Evidence that no other program in the area is offering project based learning?	Amy Ruck Kagan	Educational
Will the method of instruction, inquiry/project-based learning, etc. be modeled on the Hobgood Private School model with a significantly different demographic? This may be addressed later on.	Arasi Adkins	Educational
As a currently operating school does Hobgood currently use Conscious Discipline social-emotional framework? What results has this yielded with the current student population?	Deanna Townsend-Smith	Purposes of
How will the Conscious Discipline framework be evaluated for students without prior experience with this socio-emotional model especially in upper grades? How will students improvement be measured in the first year?	Nicole Charles	Purposes of
What interventions/supports will be used if students are not meeting the expected growth measures cited?	Arasi Adkins	Goals for th
I am concerned by these goals being too ambitious.	Alex Quigley	Goals for th
What alternative options will be created for students who do not meet the rather ambitious academic goals?	Nicole Charles	Goals for th
How accurately do attendance and disciplinary data measure interpersonal relationships, nutrition and physical activity?		
How will other areas of a school's successful operations including employee relations, facilities management etc be measured?		
Goals are without context and demonstrate little connection to the program or	Amy Ruck Kagan	Goals for th

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target population. Details needed on operations, governance, academics.		
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Reviewer	Score
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Fail
Alex Quigley	
Alan Hawkes	
Alex Quigley	Fail
Arasi Adkins	Pass
Tammi Sutton	
Sherry Reeves	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass

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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.

HACS instructional staff will utilize a whole child, constructivist approach to teaching and learning. In a constructivist approach, teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. An old adage states: "Tell me and I forget, show me and I remember, involved me and I understand." The last part of this statement is the essence of constructivism. Using this approach, the North Carolina Standard Course of Study and Essential Standards will be the foundation for content standards upon which the instructional staff will build and expand while addressing the developmental domains of students - cognitively, physically, social-emotionally, and linguistically. Using a constructivist approach, the instructional staff will engage students in an array of evidence-based strategies including the following:

- Establish an emotionally and physically safe learning environment
- Focus on building relationships to create a sense of community
- Design instruction that focuses on the development of students in all developmental domains
- Integrate content across the curriculum
- Incorporate student choice and interests
- Capitalize on student strengths and needs using small group instruction
- Utilize inquiry-based learning opportunities such as project-based learning
- Extend learning beyond the walls of the classroom through outdoor learning experiences (school gardens)
- Provide meaningful, hands-on learning experiences
- Assess student understanding using a variety of ongoing formative assessment strategies, benchmarks, and summative assessments

Although each of these strategies may not be utilized each day, they will be embedded into every unit of study providing a variation in opportunities to acquire content knowledge and demonstrate mastery.

Areas of specific focus for Hobgood Academy Charter School include physical and emotional well-being. Within each day, students will be provided specific learning opportunities and health-based content to promote a healthy lifestyle for their present and future lives which will lead to immediate benefits including greater levels of concentration, higher rates of school attendance, and positive classroom behavior. Conscious Discipline will be the social-emotional framework from which students will learn to self-regulate their emotions, calming themselves when they are in emotional upset which will lead to more effective problem solving in social situation. Students will be taught specific strategies including deep breathing, yoga,

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and tension release movements along with positive communication strategies.

Assessment Strategies: Assessment will be an ongoing process that minimally interrupts the learning cycle. It will be primarily formative in nature, allowing teachers to glean a student's understanding from the regular, everyday learning in the classroom. Teachers will determine Essential Questions for each unit of study upon which learning and assessments will be based. Teachers will utilize the following formative assessment strategies to support their knowledge of student learning so that instruction is targeted, relevant, and learner-centered:

- Portfolio assessments to include digital portfolios

- Teacher observation

- Student learning journals

- Rubrics for projects including collaborative group assignments

Formal assessments for grades 3-12 will be comprised of teacher-designed assessments focusing on the Essential Questions, as well as all required state assessments.

Meeting the Needs of Students: The instructional staff will provide a learner-centered approach conducive to meeting the needs of all students and specifically our targeted population, economically disadvantaged students. The previously named research-based strategies capitalize on the specific learning needs for students from economically disadvantaged homes.

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.

Classrooms at Hobgood Academy Charter will be primarily classroom-based with opportunities for outdoor learning, as well. Students in the elementary and middle grades will be provided opportunities to cultivate an understanding of life cycles and farm to table concepts through our school gardens focusing on the growing and eating of vegetables that support healthy nutrition. High School students will utilize the gardens for application of math, science, and economic concepts in their health and horticulture courses and also mentoring younger students in the care of gardens. All students will benefit from the harvest of these foods through seasonal snack opportunities.

Class size will be limited to 18 per classroom in grades K-6 and 20 in grades 7-12 to insure students are able to receive adequate individualized attention. Elementary classrooms will be self-contained in nature with opportunities to engage in small group instruction, learning stations and multi-age group projects such as the outdoor gardens and teaming with the high school students for mentoring opportunities. Elementary students will also have access to specialist classes including music, art, and physical education. 7th and 8th grade classes will be departmentalized with one teacher being responsible for language arts and social studies and a second teacher responsible for math and science. High school instruction will take place in a block format with departmentalized instruction and will include a teacher for math, science, English, and history. Students in both middle and high school will have multi-age group opportunities based on academic achievement and student interests in coursework and electives. High School teachers will also be required to teach one elective course per semester

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based on an area of interest within the realm of elective course offerings. Students will also work with the Community Health Coach program at Edgecombe Community College to focus on a future in healthy lifestyles and health careers. Students at the junior and senior levels in high school will have opportunities to enroll in college courses at Edgecombe Community College in order to prepare them for the next stages of learning.

Teachers at each level of learning will be considered facilitators of learning as opposed to the holders of knowledge. With a constructivist approach at all levels, we anticipate students to grow in their level of curiosity and depth of knowledge as well as their ability to seek answers to their own questions, the truest form of lifelong learners.

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 curriculum utilized by Hobgood Academy Charter School is the NC Standard Course of Study and the NC Essential Standards. These standards are aligned with the state assessments upon which the NC Accountability Model is based.

Our total student population will receive explicit instruction related to healthy living and social skills, which is an intentional focus to support increased academic achievement of our students from economically disadvantaged homes. This instruction will be integrated into the total school environment as well as regular class instruction and is directly aligned with research supporting academic achievement gains and lifelong success for children living in economically disadvantaged homes.

Hobgood Academy Charter School will provide a comprehensive learning experience for every child focusing on all domains of development using a learner-centered, constructivist approach. Each student's strengths will be identified, built upon, and used to enhance areas of need. Students' physical and emotional health and well-being is the vehicle in which academic achievement will be obtained leading to a lifetime of success. Research indicates that children living in economically impoverished homes have the best opportunity for achieving at grade level when they are taught with a focus on small group instruction, peer collaboration, opportunities for oral language, vocabulary development, and metacognition (FirstSchool, 2013). All students at Hobgood Academy Charter School will be held accountable by being required to articulate their learning through class and small group discussions, project presentations, and written responses to the elements of the Essential Questions providing teachers continuous feedback to adjust instruction immediately.

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With a target group focus on children from economically disadvantaged homes, Hobgood Academy Charter School will work to combat documented long-term effects of poverty such as obesity and heart disease through a strong emphasis on physical well-being. By providing continuous education in grades K-12 on the importance of physical exercise, healthy food choices, and healthy lifestyles, all students from Hobgood Academy Charter will graduate with a knowledge of how to maintain a healthy body, positively impacting the physical effects of poverty on students' lives post-graduation.

According to the National Center for Children in Poverty, poverty can contribute to social and emotional difficulties often resulting in displays of aggression, hyperactivity, and conduct problems in school. Research indicates that schools who implemented Conscious Discipline reported a decrease in discipline referrals related to behaviors such as hyperactivity and aggression, increased academic achievement, improved school culture, and healthier social and emotional skill sets for students. By utilizing principles of Conscious Discipline, teachers will be better equipped to manage their own emotions thus becoming more capable of helping students do the same. Conscious Discipline will provide teachers and students the tools needed to establish positive relationships with others, build a capacity of resilience, and persevere when faced with challenges. Students who have better emotional self-regulation and emotional resilience are more likely to be academically successful and have more positive social interactions, both of which are associated with long-term benefits into adulthood.

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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.*

Professional development for instructional staff will begin upon hire and/or prior to the first day of school and will continue to be the schoolwide professional development focus for a minimum of 3 years in order to achieve the desired level of expertise as suggested in high quality professional development models. The following strategies are core elements of the foundation of understanding for instructional staff at Hobgood Academy Charter School:

- * Inquiry-based learning
- * Formative assessment strategies
- * Ruby Paynes Framework for Understanding Poverty
- * K-6 Energizers
- * Guiding Principles of Action for Healthy Kids
- * Seven Powers of Discipline from the Conscious Discipline Framework

Inquiry-based learning is a foundational element for approaching learning and mastery of state standards from a different angle than traditional public schools. It empowers students to become curious, innovative drivers

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of their own learning journey, and embedded in this type of learning are the major elements research indicates are necessary for economically disadvantaged students to succeed academically - a focus on intentional collaboration, vocabulary development, oral language development, small group instruction, and metacognition. Inquiry-based learning demands that teachers have a solid understanding of formative assessment, recognizing and gathering evidence of student mastery and areas for growth. Formative assessment also allows teachers to look at students in a more holistic approach, focusing on the domains of development, not just acquisition of isolated academic skills.

Having an understanding of the impact of poverty on learning is a must as Hobgood Academy Charter strives to meet the needs of children from economically disadvantaged homes. Having an in-depth understanding of Ruby Payne's Framework for Understanding Poverty and the strategies she encourages teachers to utilize with students from impoverished homes will be an invaluable skill set that not only provides specific teaching strategies but also offers teachers an empathetic mindset as difficulties arise with learning.

Because brief physical activity breaks during instruction are associated with greater levels of concentration, higher rates of school attendance, and positive classroom behavior, teachers in grades K-6 will engage in Energizers as part of the partnership with East Carolina University's School of Health and Human Performance. Teachers in these grades will have professional development with a representative educating them on the importance of brain breaks and physical activity along with how to integrate that activity with learning standards.

Because healthy students are more likely to be academically successful, the instructional staff at Hobgood Academy Charter will receive ongoing professional development on the Guiding Principles of Action for Healthy Kids. Brittany Ledford of Cary, NC will provide continued professional development to assist staff in developing and implementing a school health and wellness plan. She will also guide us in developing community outreach opportunities to extend the focus on physical well-being in the Hobgood community and surrounding areas in order to combat the health effects of poverty.

The Seven Powers of Discipline from Conscious Discipline will provide our staff a common language to use with students throughout the entire campus as well as common strategies for developing self-regulation and emotional regulation. The strategies from Conscious Discipline have shown to be highly effective with behaviors seen frequently in children from impoverished homes.

Each of these required instructional tools/strategies are vehicles to insuring the instructional staff at Hobgood Academy Charter is equipped with the knowledge and skill set to meet the needs of ALL children enrolled in our school and insure a comprehensive vehicle for success with students.

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.*

Hobgood Academy Charter School will strive to have 100% high school

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graduation rate over a four year period of time with students having completed the required 22 units of credit in the NC Future-Ready graduation model with an additional 3 units of credit for physical/health education. We also strive to have 100% of our students proficient on all end-of-grade and end-of-course tests administered at our school. At the K-2 level, we strive to insure every child meets the reading benchmarks for Reading 3D and a score of At Standard for the NC K-2 Math Assessment.

At the beginning of each school year, parents will be provided a handout with gradelevel and/or course requirements to successfully move to the next grade in order to promote awareness of goals and expectations. Students and parents will receive progress reports on the 16th day of each 31-day grading cycle. Report cards will be sent home with students at the end of each 31-day grading cycle. Parent/Teacher conferences will be held at the conclusion of the 1st and 4th grading periods and at any other time as deemed necessary by the teacher or at the parent's request.

Standards-based grading for grades K-2 will be reported to parents in the following categories: Above expectation, Meets expectation, Below expectation, and Well below expectation. Students in grades 3rd-12th will be graded on a 10-point grading scale in order to minimize grading discrepancies for transfer students and to prepare students for college grading systems. Grading will be as follows:

90-100=A

80-89=B

70-79=C

60-69=D

Below 60=F

*Grades will be rounded to the nearest whole number.

All students will receive gradelevel core instruction. Teachers will help students with individual goal-setting to empower students to develop a growth mindset. Students who require additional support in reading in grades Kindergarten through 6th will receive remedial support from the reading specialist either within the classroom or as a brief pullout depending on the students needs in addition to support from the classroom teacher. Remediation for math and other content areas will take place through the daily use of small group instruction. Students who need acceleration will be provided differentiated activities that encourage them to stretch beyond the grade level expectation. Older students will be encouraged to participate in academic competitions such as Math Counts and NC History Day at East Carolina University.

Parent engagement is critical for student success. At the elementary level, teachers will be asked to provide strategies for parents to utilize in supporting children's learning at home. This may take place through newsletters, information on teachers' websites, and curriculum nights at the school. Middle and high school parents will also be invited to curriculum nights that spotlight student projects and learning experiences in order to insure parents are connected to the learning that istakingplace at school. The school website will include links to sites that will allow students to practice skills at home. Examples include ABCya.com, Kahn Academy, Funbrain.com, and Timeforkids.com.

6. *If you are proposing a high school, describe how the proposed charter school will meet the*

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Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

The high school curriculum is set up to meet the requirements of the Future-Ready Core guidelines. Hobgood Academy Charter School will require an additional 3 credits of Physical/Health Education to fulfill the mission of the school by insuring every student graduates academically and physically prepared to engage in future endeavors.

Hobgood Academy Charter School High School Course Requirements/Future-Ready Core Course Requirements

Content Area:

English 4 Credits: I, II, III, IV

Math 4 Credits:

- * Algebra I
- * Geometry
- * Algebra II
- * Pre-Calculus or Applied Math

History 4 credits:

- * American History: The Founding Principles, Civics and Economics
- * US History I
- * US History II
- * World History

Science 3 credits:

- * Biology
- * Chemistry
- * Earth and Environmental

Physical/Health Education 4 credits

Foreign Language 2 credits of the same language

Electives 4 credits

- * Horticulture
- * Computer Applications
- * Drama
- * Carpentry
- * Art
- * Family & Consumer Science

*Advanced coursework will be approved by the Head of School and facilitated by Edgecombe Community College

High School students at Hobgood Academy Charter will be enrolled in 4 courses per semester. Students will receive credit for each course with a final average of 60 or above, demonstrating adequate coursework, and with no more than 10 absences per course. Students will have the opportunity to enroll in courses as either a general education student or as an Honor student. Students who enroll as an Honors students will receive differentiated assignments increasing the performance level required for the student. Grade point averages will be determined based on the quality points from coursework.

General Curriculum:

- A=4 quality points
- B=3 quality points
- C=2 quality points
- D=1 quality point

Honors:

- A=5 quality points
- B=4 quality points
- C=3 quality points
- D=2 quality points

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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 how the calendar coincides with the tenets of the proposed mission and education plan.*

Hobgood Academy Charter School will follow a traditional calendar model. According to G.S. 115C-84.2, the school calendar must provide instruction for a minimum of 1,025 hours. The school day will begin at 8:00am and will release at 2:45pm with instructional time accounting for 5.75 hours per day. The school will closely follow the traditional school calendar for surrounding counties. The calendar provided is a tentative schedule of the 2018-19 school year. The proposed school calendar meets the state-mandated requirement of 1,025 hours with a total of 1, 026.375 hours in 178.5 days.

There are six grading periods noted on the calendar for elementary and year-long courses. The calendar also provides for delineation between first and second semesters for the high school block scheduling. The calendar will accommodate students wishing to participate in classes taught by Edgecombe Community College.

As stated previously, the calendar will reflect opportunities for scheduled parent conferences at the end of the first and fourth quarters. This provides parents and teachers an opportunity to discuss each student's progress after six weeks of instruction in both semesters.

Research indicates that students who come from economically disadvantaged homes often do not receive the same level of stimulation during breaks as those from more affluent homes. In order to minimize "summer slide" for students and to provide continued academic stimulation, Hobgood Academy Charter School will offer summer camps for students at a minimal cost. Students from economically disadvantaged homes will have the opportunity to participate free of cost. Summer camp experiences will include opportunities such as Farm to Table Gardening, Cooking 101, Storybook Dragons, and Summertime STEAM.

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.*

The goal of the instructional staff at Hobgood Academy Charter School is to provide learning experiences in a way that draws on students' natural curiosity and interests thereby ensuring student motivation, a main factor in student learning. The instructional staff at Hobgood Academy Charter School will utilize daily formative assessments to monitor and provide immediate feedback on student learning. Students may have quick response assessments such as an exit ticket or more in-depth formative assessments such as a response journal from which the teacher can draw observations of student misunderstanding. If the majority of the class demonstrates misunderstanding, the teacher will reteach the content utilizing a different strategy from the original presentation. If only a small number of students demonstrate misunderstanding, the teacher will determine how student(s) might best be served to correct misunderstanding of content. Strategies for this type of immediate remediation and support are as follows:

-in-class small group instruction

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- in-class individualized instruction
- peer remediation
- online tutorials such as Kahn Academy
- push-in classroom support from the reading specialist

From the responses to formative assessment strategies and teacher-made unit assessments, teachers will identify whether a student is demonstrating a pattern of performance that is not adequate. Should the in-class interventions not correct the misunderstanding or if the student is displaying a pattern of misunderstanding across content areas (especially elementary and middle school), the teacher will then refer the student to the Student Support Team which includes a team of teachers across the gradespan, guidance counselor, reading remediation teacher, exceptional children's teacher, and the administrator. During this meeting, the teacher will share observations of student performance and strategies attempted in the classroom. The team will provide additional 1-2 research-based strategies that the teacher will implement in the classroom and document student progress. Should these strategies work, the teacher will continue to monitor the student within the normal scope of the day. Should these strategies not positively impact the student's learning, the teacher will again request to meet with the team to review the strategies and determine if the child needs more intensive reading remediation or screening for learning difficulties beyond the normal scope of development.

Because family engagement and awareness is critical in ensuring student success, teachers will be in constant communication with families, especially when students are struggling. Teachers in grades K-8 will utilize the SeeSaw app to create digital portfolios of student learning. These portfolios may also be used to capture evidences of student difficulty in areas such as reading fluency. Although Reading 3D documents student difficulty, having a specific video of the child displaying the misunderstanding is very helpful as teachers work to explain the difficulty to families. Teachers will share such evidences with families as a means of clearly communicating where students are successful and where there are challenges so that parents can support students in specific areas at home.

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.*

1. **Methods for identification:** Hobgood Academy Charter School is committed to ensuring ALL students have the resources and skills to demonstrate continuous progress and success. Students from economically disadvantaged and minority groups are at a greater risk for academic failure. To address a potential language barrier, at the beginning of each school year or upon enrollment, families will be asked to complete a home-language survey. Information from this survey along with informal interviews with families at enrollment will assist our guidance counselor in notifying teachers there may be a need for greater linguistic support for students. During the first 30 days of enrollment, students whom we anticipate will need English Language support will be given the states EL screening assessment, either

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the W-APT Screener for K and 1st grade students or the WIDA Screener for 2nd grade and above. Parents and teachers will be provided the results of the screener so that a Language Acquisition Plan can be designed for the student with goals to quickly acquire both social and academic proficiency in English should the results be below the benchmark goal.

2. Specific instructional programs, practices, and strategies: Having mastery of a language other than English will be viewed as a strength to be built upon at Hobgood Academy Charter School. Hobgood Academy Charter School instructional staff will utilize a sheltered English instructional approach, allowing the EL student to remain in the classroom with specific scaffolding supports put in place by the teacher. Many strategies that support English Learners are also the same strategies that support our target population, students from economically disadvantaged homes. In the regular classroom, students will receive the following research-based strategies that are supportive of language acquisition and academic achievement for our target population:

- * Explicit vocabulary instruction
- * Universal themes and meaning-based context
(content related to personal lives and interests)
- * Guided interaction
(students working together to analyze academic concepts)
- * Metacognition and authentic assessment
(opportunities to reflect on thinking and articulate learning)
- * Modeling, graphic organizers, and visuals

The students Language Acquisition Plan will state accommodations and modifications that must be implemented in the classroom and in testing situations for the student to be optimally successful.

3. Monitoring and evaluating: Each year, students identified as EL will be given the WIDA ACCESS test to determine progress in acquisition of the English language. For students who are not making adequate progress, a conference will be scheduled with the parents, teachers, guidance counselor, and administrator to determine what additional services might need to be in place for the coming school year.

In order for a student to be deemed to no longer need more intensive supports as an EL student, he or she must score at the approved state level on the ACCESS exam. School officials will meet to discuss the students ACCESS test results as well as overall student performance. Should the students classroom performance indicate a need continued need for supports, an updated Language Acquisition Plan will be written for the specific areas of need identified by the teacher(s).

With every teacher having been provided professional development on specific strategies to target economically disadvantaged students, we feel teachers will also be well-equipped to meet the needs of EL students, as well. EL students, as all others, will have access to high-quality, learner-centered education that capitalizes on students abilities to proficiently listen, speak, read, and write. EL students will be held to the same high standards as other learners and will be evaluated with assessments aligned to state standards while taking into consideration language acquisition stages.

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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.*

Identification: The instructional design for students at Hobgood Academy Charter School is one that is focused first and foremost on providing the students the opportunity to build upon their interests and strengths to achieve academic success. As part of the educational program at Hobgood Academy Charter School, students in grades 3rd, 5th, and 8th will take the Otis-Lennon School Ability Test (OLSAT), which is frequently used to identify gifted children. Results from this test will allow the instructional staff to identify if a student displays giftedness. Students can also be identified by the instructional staff based on classroom performance and summative assessments. Students who transfer into Hobgood Academy Charter School will be identified as intellectually gifted through records from their previous school.

1. Strategies to enhance abilities of intellectually gifted students: Intellectually gifted students at Hobgood Academy Charter School will be served in the regular classroom with teachers providing differentiated instruction allowing students to accelerate their learning through opportunities for independent exploration of greater depth of content. Students will also be provided opportunities to accelerate and deepen their learning through project-based learning and service learning. Students displaying advanced mathematical understanding in 7th grade will be encouraged to take Algebra I in the 8th grade. High School students will also be provided opportunities to accelerate their learning by enrolling in college level courses at Edgecombe Community College. Students in both middle and high school will also have the opportunity to participate in multi-age groupings depending upon the courses they choose to take. Students who are demonstrating intellectually gifted abilities will also be encouraged to participate in local and state academic competitions such as Math Counts, History Day, and the Science Olympiad.

2. Monitoring and evaluating: Students identified as intellectually gifted will be monitored and evaluated using class performance standards and continued growth on state assessments. Students in high school will work closely with the guidance counselor to insure the courses selected are at the Honors level and are providing adequate challenges, encouraging them to continue to achieve beyond the general requirements for graduation.

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*

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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)*

In order to insure compliance with all federal regulations with regards to students with exceptional needs, Hobgood Academy Charter School will employ a full-time EC specialist. When a student enrolls in Hobgood Academy Charter School, a records request from the previous school will be made. Upon receipt of the records, the records will be reviewed by the guidance counselor and/or administrator to determine if the child was previously placed in the Exceptional Children's program or had a 504 plan. Should that be the case, the EC specialist will review the record, as well, and immediately begin to put accommodations in place and insure the IEP or 504 plan is followed explicitly. The EC Specialist along with the school administrator will be responsible for reviewing, implementing, and addending IEPs and 504 plans.

Students who are displaying continued learning or behavioral difficulties in the regular classroom will be referred by the classroom teacher to the Student Support Team. Interventions will be put in place to monitor student performance. Should the interventions not positively impact student performance, a meeting will be held to determine if the student should be referred for further evaluation for a potential disability. The school will utilize services of a licensed psychologist. Once a report with recommendations is received from the psychologist, the EC specialist, classroom teacher, administrator, and legal guardian(s) will meet to discuss placement of the student in the Exceptional Children's program and develop an IEP for the student.

A legal guardian may request, in writing, that their child receive an evaluation for special education services. The legal guardian may also request in writing that a 504 plan and accommodations be put in place. School staff will meet with the legal guardian to write the 504 plan if appropriate medical documentation is provided.

Students eligible for special education services will have accommodations put in place in the regular classroom. Teachers will be instructed on how to fully implement the accommodations including those for classroom assessments which will be followed throughout the school year. When state testing occurs, the IEP accommodations will be followed explicitly. The state assessment will only be given by a staff member who has been trained to administer the test. This may include but is not limited to the EC Specialist.

Records for all new students will be requested by the data manager. Upon receipt of such records, the EC Specialist will be notified if there is documentation of prior identification for services. Student records will be

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housed in a locked filing cabinet in which only the school administrator, data manager, guidance counselor, and EC Specialist have the key to access. EC files and records will be kept in a locked filing cabinet in the EC Specialist's office, which also will be locked when he/she is not in the office. Any student records which are removed will be signed in/out by staff.

Confidentiality policies will be reviewed at the beginning of each school year with staff and will include confidentiality of student information and records.

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.*

Hobgood Academy Charter School's education plan is designed to meet the needs of every learner by creating a learner-centered environment where students' strengths are built upon. Students with disabilities will engage in the same curricular experiences as their peers in an inclusive model provided that is the least restrictive environment for the student to insure the student has access to a free and appropriate public education. In order to insure a free and appropriate education, the lead administrator and EC specialist will work with appropriate agencies to access equipment that will allow the student to participate with his/her non-disabled peers in curricular and extracurricular activities as much as possible. A push-in model of support will be utilized so the EC Specialist works in the classroom alongside the regular education teacher as deemed necessary by the IEP. Should it be determined by the IEP team that a student's needs warrant a smaller, more intensive setting, the student will work with the EC Specialist for identified periods of time in a separate classroom. The lead administrator of Hobgood Academy will work with the EC Specialist to insure the full range of services for each exceptional student are provided. Should there be a determination that services are needed for a student that are not available from an instructional staff member at HACS, the school will contract services from a licensed professional in order to meet the needs of the student.

It is the expectation that there will be ongoing conversation between the instructional staff in regards to student achievement with all students, and especially students with disabilities. It is imperative that the EC Specialist, classroom teacher, and any other contract service providers communicate to insure optimal learning will take place for students. The EC Specialist will be responsible for sharing IEP goals with the classroom teacher so there is a consistent understanding of the student's needs, goals, and accommodations.

In order for student success to be maximized, family engagement is critical. Each student will receive a progress report from the EC teacher noting

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progress on IEP goals to be included with the student's report card. Parents/legal guardians will be included in each step of an EC student's learning process. Student progress will be reviewed at each IEP team meeting to ensure there is progress on established goals.

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.*

It is the expectation that students who attend Hobgood Academy Charter School work to their maximum potential to ensure preparedness for future endeavors after graduation. It is also the expectation that the instructional staff at HACS work to engage and challenge every student to reach state, school, and personal goals set by the student. Although we recognize some students will face learning obstacles, it is the expectation that every student will demonstrate a year's growth with the ultimate goal of grade level proficiency on state assessments each year.

Teachers will work to develop formative assessments as well as unit and benchmark assessments to provide evidence of learning over time. Projects will be graded using rubrics developed in partnership by the students and the teacher. Each of these assessment forms will be analyzed and discussed regularly at data meetings held within each gradespan (vertical teams). Teachers will utilize the data and feedback from colleagues to determine next steps for students collectively and individually. Teachers will also utilize the SeeSaw app to maintain a digital learning portfolio that can be reviewed with students and parents as a means of setting learning goals for individual students. Teachers in grades K-3 will utilize Reading 3D as a tool to assess student growth in reading skills and comprehension. Kindergarten teachers will use the Kindergarten Entry Assessment to monitor development in the five domains of learning. All of this data will provide teachers with a plethora of information about each student thus allowing them to make informed decisions when planning instruction and remediation/acceleration, as necessary.

Students in grades K-8 will be promoted based on overall mastery of core content, classroom performance, 20 or fewer absences per school year, academic growth, and performance on state mandated tests. Teachers of students in grades K-2 will use information from Reading 3D and the K-2 State Math Assessment as part of the determination, but these assessments will not be the single determining factor of promotion or retention. Students in grades 3-8 will receive numerical grades based on a 10-point grading scale that will provide another data point to reference in the decision-making process.

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Students who are not meeting the learning goals and expectations in the classroom after the first grading period will be referred by the classroom teacher to the Student Support Team for guidance on implementation of research-based interventions that will allow the teacher to monitor the student's progress. Any student who continues to be brought to the Student Support Team for consideration after the 4th grading period will be considered at-risk for retention. Parents will be notified throughout the year of the student's difficulty in meeting the established learning goals. The teacher will be expected to maintain ongoing communication through parent conferences, progress reports, and report cards. During the last month of the school year, any student who is recommended by the teacher for retention will be brought to the Promotion/Retention Advisory Team for review of assessments, student work samples, and other data including records of attendance to determine if retention is the best option pending results from state assessments if applicable. Should retention be determined in the best interest of a student at HACS, parents/guardian will be notified in writing within 48 hours. If a parent disagrees with the recommendation by the Promotion/Retention Advisory Team to retain the student, the parent can request a review by the lead administrator who has the ultimate authority to grade and place the student. The lead administrator has the final decision in this process and will notify the parent within 24 hours. HACS will also abide by all guidelines mandated by the NC Read to Achieve legislation in regards to 3rd grade promotion/retention.

Determination of promotion and retention of students in the Exceptional Children's program will be made based on mastery of IEP goals. If these goals are met, a student will be promoted to the next grade regardless of performance on state mandated tests classroom performance. Students identified as English Language learners who are performing below grade level expectation will be promoted to the next grade provided they have received less than two years of EL instruction unless a case is presented by the classroom teacher that is determined to otherwise be in the best interest of the student.

Students at the high school level will be promoted based on a course average of 60+ in core subject areas, 10 or fewer absences, passing scores on EOC state exams, and overall student performance in the course. Should a student not pass a core subject course, he/she will be provided the opportunity to retake the course in summer school.

Students exiting Hobgood Academy Charter School at the end of 12th grade, will graduate with a minimum of 25 hours of course credits as outlined by the Future Ready graduation requirements plus 3 additional credits of physical/health education. Students must have an overall GPA of 2.0 or higher and have passed all state required EOC exams. Students must also have accumulated 80 hours of community service by the end of the Senior year with a goal of 20 hours per year.

Students at the high school level who are deemed at-risk of not graduating will be assigned an instructional staff member as a mentor. The mentor will be responsible for checking in with the student and student's teachers regularly, making contact with parents/legal guardian, and providing additional guidance to the student related to strategies and resources he/she can utilize to get back on track for graduation.

Student Conduct:

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*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.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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.*

1. Discipline will be proactively addressed through the Conscious Discipline framework which addresses students social-emotional well-being and provides a common language for students and staff. Hobgood Academy Charter will use Conscious Discipline as its guiding curriculum to teach students how to self-regulate, handle conflict, and calm themselves when in emotional upset which will lead to more effective problem solving in social situations and decreased discipline referrals. Conflict will be viewed as an opportunity to teach appropriate behavior. Conscious Discipline will provide teachers and students the tools needed to establish positive relationships with others, build a capacity of resilience, and persevere when faced with challenges. Students who have better emotional self-regulation and emotional resilience are more likely to be academically successful and have more positive social interactions, both of which are associated with long-term benefits into adulthood.

Should a student display continuous difficulties with self-regulation, emotional regulation, and positive interactions with others, the teacher should enlist the support of the guidance counselor and family to create a specific behavior plan for the student to provide specific attainable goals for the student and to provide a means for monitoring and tracking the students behavior.

2. -Use, purchase, or sale of alcohol, controlled substance (as defined by state law),
or illegal or counterfeit substance
-Fighting: The exchange of mutual aggressive contact between students, with or without injury. This does not include an act of self-defense.
-Sexual misconduct: To include offensive touching, sexual harassment, indecent exposure, consensual sexual activity, excessive display of affection
-Weapons brought on campus including any dangerous object or substance that could cause harm or irritation to another individual or school property or at any school function
-Harrassment/Bullying/Cyberbullying: Any pattern of gestures or written,

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electronic, or verbal communication, or any physical act or any threatening communication that places a student or employee in actual and reasonable fear

of harm to his or her person or damage to his or her property; creates a hostile

environment interfering with a students educational performance or by adversely altering the conditions of an employees employment

-Insubordination: Including but not limited to not complying with the direction

or instruction of a staff member, not walking away from a staff member while

being spoken to, speaking to staff in an appropriate manner of completing all

assigned work

3. Students with disabilities will be taught appropriate behavioral strategies consistent with Conscious Disciplines Seven Skills of Discipline. Students with disabilities may also receive additional social skills support depending on the nature of their disability. The staff at Hobgood Academy Charter will comply with all federal regulations with regards to discipline for exceptional children. A students disability will be taken into consideration when incidences occur. Should a student reach the 10-day limit for suspensions, a Manifestation meeting will be held to determine next steps for the student.

4. In accordance with the NC General Statutes, Hobgood Academy Charter will abide by all federal and state statutes in relation to due process rights. Should a student be suspended, the legal guardian(s) of the student can petition the Board of Directors for a hearing if there is not agreement in the punishment from the guardian(s). Expulsion can be recommended by the head of school to the Board of Directors where a hearing will be held and the legal guardian(s) will have an opportunity to plead the student's case. The Board of Directors will make a decision for contest

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Section III: Education Plan Concerns and Additional Questions		
The strength based, project focused instructional model is admirable but is there evidence that this model works with the target population? How, specifically, will HACS establish safe learning environments and build relationships? Will there be staff training that is culturally relevant to help with these tenets?	Nicole Charles	Instructiona
How does your program specifically target a low income and under-served student population? What differentiates it from the local public schools? Will you be using a specific reading and math curriculum?	Les Stein	Instructiona
As a currently operating school, what evidence does the school have to demonstrate that this is an effective model? Are there any assessment results to suggest that this approach will lead to improved academic outcomes for the targeted student population?	Deanna Townsend-Smith	Instructiona
Provide detail about the curriculum. Details about PBL, details about core subjects, details about learning. Assessment information needed. What types, data analysis, state testing? Norm testing?	Amy Ruck Kagan	Instructiona
What services will be offered to bring community in? Parents in? Specific information about reaching these students?	Amy Ruck Kagan	Curriculum a
I would like to hear more at any interview about how the inquiry model will be integrated into the SCOS.	Steven Walker	Curriculum a
What professional development is planned for teachers to delve deeply into the devastating impact of institutional racism, that factors heavily into the "economically disadvantaged" targeted population?	Arasi Adkins	Curriculum a
Current enrollment is 94, budget is 242, anticipated enrollment is 246. Is this too aggressive of a plan?	Lynn Kroeger	Curriculum a
Is there a current relationship with Edgecombe Community College and East Carolina University or will these need to be established? What are alternatives if these relationships are not established and formalized in time for school opening? Who is Brittany Ledford? (this may be addresses later in the application but is unclear in this section) Is training for implementing Conscious Discipline a required professional development option? How will personal choice and interest play into the prescriptive curriculum for high school? What are examples of project based instruction in high school? If parent success is critical for student success, what specific measures is HACS taking to accommodate high need families? Does HACS account for varying family structures (kinship families, multiple households) or varying cultural or experiential contexts for school interaction? Is technology assistance for each student addressed in the budget as computers and internet access can be barriers for economically or rural families? Is the high school curriculum aligned with the industries expected to be attracted to the region as outlined in the previous section? Since the calendar outlines a school day of 6.75 hours (8am to 2:45) with 5.75 of instructional time to meet the minimum requirement of 1025 hrs, how are lunch breaks, transition time, recess, and developmentally appropriate scheduling factored in? Also, what are the after school options since presumably many families will need additional care? Where are details of the summer programming outlined and how is this budgeted for given the target population and the generous and needed offer to let economically under-served students attend for free?	Nicole Charles	Curriculum a
Does the school currently have a relationship with Edgecombe Community College for the implementation of its Community Health Coach? If not, what is the contingency plan for implementation?	Deanna Townsend-Smith	Curriculum a

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Applicant should clarify if there is an established relationship with Edgecombe Community College. This statement in the Core Content Appendix suggests a relationship exists - Advanced coursework will be approved by the Head of School and facilitated by Edgecombe Community College.		
What prevention measures are in place for at risk students, especially for those coming from other schools in upper grades or for K students without much formal school experiences? Who will assess and teach students needing specialized support? Are additional teachers hired or classroom teachers expected to address concerns? How will the needs of gifted early learners (K-2) be addressed?	Nicole Charles	Special Prog
Does the applicant have a plan for MTSS Implementation? Should there be a firm plan in place outside of differentiated instruction within the classroom to handle the needs of AIG students?	Deanna Townsend-Smith	Special Prog
What is the difference between supplemental and intensive intervention? Who will provide such and how will they be trained? How will benchmark and summative assessment be used to identify at-risk students? You have mentioned formative assessments and how they will be used.	Glenn Allen	Special Prog
How will teachers be prepared to support the educational needs of EL students? Who will be responsible for the ELL program? Who will be responsible for supporting the needs of gifted students?	Les Stein	Special Prog
Data/research/rationale between ELL and economically disadvantaged? Assessment strategies provided do not necessarily align with best practices in PBL- how will the two work? What type of normed tests will be used? How will data be analyzed and utilized to address student needs?	Amy Ruck Kagan	Special Prog
Is there an opportunity for increased staffing for a K-12 school as there may be an influx of students with IEPs or 504 plans? Is the licensed psychologist a school employee or contracted?	Nicole Charles	Exceptional
What is the plan of the school to meet the state and federal requirements regarding record keeping outside of confidentiality policies? Does the proposed applicant have a clear understanding of the expectations?	Deanna Townsend-Smith	Exceptional
Definition of SST? On staff or hired out? Identification detail?	Amy Ruck Kagan	Exceptional
How do respond to a parent who request Special Education Services? You mention providing accommodations throughout this section but do not address Specialized Designed Instruction stated within the IEP.	Glenn Allen	Exceptional
How will the proposed school plan for EC students who cannot be services in the regular classroom setting?	Deanna Townsend-Smith	Exceptional
What are the interventions for students who cannot be served within a regular classroom setting? How will these students receive instruction that is still mission aligned?	Nicole Charles	Exceptional
No detail provided about EC strategies	Amy Ruck Kagan	Exceptional
Can the applicant explain more about promotion of exceptional students? Are the absence policies considered in the promotion standards unexcused? Are there supports and opportunities provided by HACS to help economically under-served HS students meet the 80 hour community service requirement? How does HACS address consistency in areas where assessments are co-designed with the student?	Nicole Charles	Student Perf
Applicant should clarify the following statement - Determination of promotion and retention of students in the Exceptional Children's program will be made based on mastery of IEP goals. If these goals are met, a student will be promoted to the next grade regardless of performance on state mandated tests classroom performance.	Deanna Townsend-Smith	Student Perf

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Please provide a demonstration of how this disciplinary approach will work with the targeted population.	Amy Ruck Kagan	Student Cond
What are the details for discipline for exceptional students?	Nicole Charles	Student Cond
How will the provision of service be provided to students with disabilities during suspension? (if change of placement occurs)	Glenn Allen	Student Cond

Reviewer	Score
Alex Quigley	Fail
Tammi Sutton	
Alex Quigley	
Amy Ruck Kagan	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Deanna Townsend-Smith	Pass
Sherry Reeves	Fail
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	Pass
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Arasi Adkins	Pass
Alan Hawkes	

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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: Hobgood Academy, Inc.

Mailing Address: 201 S Beech Street

City/State/Zip: Hobgood NC 27843

Street Address: 201 S Beech Steet

Phone: 252-826-4116

Fax: 252-826-2265

Name of registered agent and address: Jesse E. Shearin, Jr.

Post Office Box 366

1609 Church Street

Scotland Neck, NC 27874

FEDERAL TAX ID: 56-0940857

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:

X Yes (copy of letter from federal government attached: Appendix D)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Rhonda Mayer	Secretary	MARTIN	Educator & Farmer		
Cassandra Dolberry	Member	HALIFAX	Dispatcher /Admin Assistant		
Juliana Harris	Member	MARTIN	Assistant Principal		
Scott Kiser	Chairman	EDGECOMBE	Director, Edgecombe Soil & Water Conservation		
Brandon Lanier	Vice Chairman	HALIFAX	Executive Director		
Nicole Flanary	Treasurer	HALIFAX	Resource Coordinator		
Dorothy Armston	Member	HALIFAX	Retired		

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.*

The Board of Directors of Hobgood Academy Charter will be the governing organization charged with the responsibility creating a vision, of hiring the Lead Administrator, of short-term and long-term strategic planning, and of setting and monitoring measurable goals as stated in the By-laws. The Board will be responsible for ensuring that the school is in compliance the federal, state, and local laws. We will be diligent in the assuring that there are no conflicts of interest. Elected officers of the Board include: Chairman, Vice Chairman, Secretary, and Treasurer. Board officers will be elected each year at the Annual Meeting. A current Board member has been recruited to accept the role of Lead Administrator. The Administrator will make monthly reports to the board as to the progress made toward educational and financial goals. An end-of year evaluation will be conducted to determine the success of the school and the administrator in accomplishing the set goals. New goals for improvement will be determined.

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 Hobgood Academy Charter Board of Directors is composed of seven (7) members with a variety of skill sets. These skills include expertise in marketing, business management, nonprofit organizations, education, education administration, fundraising and community involvement. Two (2) of

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the Board members are male and five (5) are female; Two (2) are African American and five (5) are Caucasian; and four (4) have children enrolled Hobgood Academy while three (3) do not have children at this school. All Board members live in the three counties that comprise our targeted population. The duties of the Chairman include presiding at each meeting of the Board, making reports to the Board, and any other duties assigned by the Board of Directors. The Vice Chairman will perform the duties of the Chairman upon his/her absence and any other duties assigned by the Chairman. The Secretary will be required to take and maintain accurate minutes, see that all notices are made on a timely basis, and fulfill any other duties assigned by the Chairman. The Treasurer will be responsible for all funds and securities of the Corporation, prepare or cause to be prepared a true statement of the Corporations assets and liabilities, while ensuring that all tax information is presented in an accurate and timely manner. This well balanced Board is well equipped to ensure an effective, innovative educational model and a successful business model. The Board will evaluate the school and its Lead Administrator by examining students academic proficiency and growth; by parent, student, and staff satisfaction surveys; and physical and emotional healthy by studying daily absences and disciplinary referrals. The Board will work closely with our Parent-Teacher Organization and with community leaders to be sure that all members of our student body are successful.

- 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?*

Four (4) of the founding Board members were on the 2015-2016 Board of Directors. Two (2) new members were recruited based on their status as community leaders, experience with managing nonprofits, and to provide diversity on the Board. One (1) new member was recruited help develop the educational component of Hobgood Academy Charter and to transition to Lead Administrator upon our acceptance as a charter school. When this member resigns from the board to assume the new duties of Lead Administrator, the Board will assess our strengths and weaknesses to determine what to look for in a new member, who we hope will be in place by the July Annual Meeting. When a Board member determines that he/she will not be able to serve his/her full term, the Board require a 30 day notice to allow time to find an adequate replacement.

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

The Hobgood Academy Board of Directors will meet monthly on the second Monday of each month at 7pm to monitor the school operations. An Annual Meeting will be held in July for the election of officers, to evaluation of performance goals, and for strategic planning.

- 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.*

The Board of Hobgood Charter will develop a handbook to assist in the orientation of all new Board members. An orientation for new Board members will be held at the July Annual Meeting each year. In 2017-2018 Board members will attend the Charter School Governance session sponsored by NCDPI on September 27, the Charter School Leadership Institute on October 12, Charter School Finance on October 25, Operations and Accountability on November 21, Meeting the Needs of all Students on December 12, Our School

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Open in 7 Months! Now What? on January 31. Additional opportunities for Board development include a workshop "A Framework Understanding Poverty" in March 2018, visiting Bear Grass Charter School (who will be mentoring us) in April 2018, and a workshop "A Conscious Discipline Approach" in August 2018. Board members will be required to attend a minimum of 3 training sessions.

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.*

Conflicts of Interest as well as perceived Conflicts of Interest must be carefully avoided by the Hobgood Academy Charter School. Any state and federal laws will be carefully followed. As stated in section 4 of our By-Laws, no member of the Board shall discuss or vote on a matter that is likely to advance a pecuniary interest of the member at the expense of the Corporation.

All nominated board members must sign a letter stating that there is no matter known by that member that is likely to cause a conflict of interest between that member and the Corporation.

If a matter comes before the board that has the potential to become a Conflict of Interest or the appearance of a conflict of interest, the board shall prohibit the matter from going forward unless the following conditions are met.

- i. The matter is fully disclosed at an open meeting of the Board;
- ii. The affected parties are present at the meeting;
- iii. After a full review of the matter the Board determines that it will clearly promote the purposes of the Corporation to allow the matter to go forward; and
- iv. The Board votes unanimously to allow the matter to go forward.

If any existing relationship exists that could cause actual or perceived conflicts, it should be declared to the Board in an open meeting and a vote shall be taken to determine how the issue will be resolved. The Board action is final.

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

Hobgood Academy Charter School Board of Directors will ensure that all policies adopted by the Board will be in accordance with the North Carolina State Laws for Charter Schools. The Board has retained legal council to review proposed policies for compliance. It will be the function of the Board to adopt policies of vision, goal setting, student admissions, teacher licensure, charter renewal, and board screening. It will be the duty of the Lead Administrator and key member of his/her team to draft policies for the day-to-day operation of the school which will be in the Student Handbook and Faculty Handbook each year. These policies can be updated as needed based of how well they worked in the previous year. The Board will vote on these policies at the beginning of the school and the implementation will be carried out by the Lead Administrator and his/her team.

When deliberating policies, the Board will collect data concerning financial impact, differing perspectives, how stakeholders will be affected, and any other relevant data. The Board may ask the Lead Administrator and any relevant committee to come and discuss the policy recommendations. Once all points have been discussed, the Board will begin deliberation. In the deliberation, the Board will seek to build a consensus, taking all viewpoints into consideration. Once the Board votes to approve or reject a

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policy, the entire board will support the decision.

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.*

The Board of Directors in support of our mission, will establish a School Improvement Team composed of experienced community leaders, teachers, parents, and students. The purpose of this team is to provide the Board and the Lead Administrator ideas and insight that will help Hobgood Academy Charter School meet its goals and prepare for the future. They will help to provide a diverse frame of reference and work to enhance community outreach. This team will be appointed cooperatively by the Board and Lead Administrator. The team has no direct authority and reports directly to the Board.

A Parent-Teacher Organization will be organized to offer support to the school and Lead Administrator through organizing activities such as fundraising, community events, volunteering, and mentoring new families. They will have no authority and must obtain approval from the Lead Administrator for proposed projects.

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

The procedures for parent and employee grievance and/or termination are simple and straightforward.

1) The aggrieved party will talk with the Lead Administrator in an attempt to resolve the issue. If this involves an EC student, the EC coordinator will be included.

2) If the issue remains unresolved the parent/employee will have 10 days to file a formal, written grievance complaint with the Board of Directors.

3) The Board will meet with the parent/employee to discuss and attempt to resolve the issue.

4) Any decision by the Board is final, with no appeal.

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

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Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Hobgood Academy is no longer able to meet the needs of our community as a tuition based private school. When the school was founded in 1969, agriculture require more workers to farm the land and textile plants offered job security for many rural families. Today, the textile mills have shut down and farming is mechanized to the point of requiring few families. While we offer tuition assistance, most families in this rural community still cannot afford to attend. Over the years Hobgood Academy has prepared thousands of students to excel in college, careers, and beyond. It is our desire to extend this legacy and prepare thousands more as an innovative, tuition free charter school committed to excellence. A community charter school committed to excellence is the only chance for this region to make an economic recovery. Hobgood Academy Charter School will be nonsectarian in nature and will continue to accept all students with no regard to race, religion, or ethnicity. We will, however, have a weighted lottery system of enrollment that insures 15% of our available slots to students who qualify for federal free and reduced lunch.

2. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N. If the current organization does not have a FORM 990, tax information for the last three years along with financial statements must be included as Appendix N.

Crawford-Harrison, Inc. completed a "Statement of Values" on the real property and contents on 10/31/2016 stating the value at \$4,405,000. There is an outstanding loan of \$990,000 with annual payments of \$12,000 due on a schedule of \$1,000 per month. No change in the nonprofit will take place. Hobgood Academy will simply close and Hobgood Academy Charter School will open. Employee contracts expire in June and faculty is encouraged to apply to Hobgood Academy Charter School. The most recent FORM 990s are attached.

3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

The enrollment of Hobgood Academy has seen a continuing decline in recent years, reflecting the region's economic decline. However, with the Opportunity Scholarships made available through the state, we saw an increase the past two years. Unfortunately, many who had visited the school and applied for the scholarships did not receive them due to a lack of funding. This leads us to conclude that there is still a demand for our services. While our student population continues to be a majority of Caucasian students, we have been successful in recruiting more minority students. From our community meetings we are led to believe that if we became a charter school our demographics would more closely reflect our community, which is 49% African American, 46% Caucasian, and 5% Hispanic.

	2017-2018	2016-2017	2015-2016
Caucasian	69	67	66
African American	9	5	2
Hispanic	4	4	4
TOTAL ENROLLMENT	82	78	75

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4. *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

Hobgood Academy has historically administered the Stanford Achievement Test in grades 1-9. The reports provide a national percentile score by grade level and by student, as well as a rating. A rating of 1, 2, or 3 is below average. A rating of 4, 5, or 6 is average. A rating of 7, 8, or 9 is above average. Below are the last 3 years for grades 3 and 8, which were randomly selected. You will note that there are no scores below average, and some are well above average. The graduation rate is 100%.

		Grade 3		Grade 8	
Total	Reading	44%	(5)	69%	(6)
2017					
Total	Mathematics	50%	(5)	69%	(6)
2017					
Total	Reading	79%	(7)	55%	(5)
2016					
Total	Mathematics	87%	(7)	71%	(6)
2016					
Total	Reading	93%	(8)	88%	(7)
2015					
Total	Mathematics	95%	(8)	89%	(8)
2015					

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

Hobgood Academy currently has 9 full time teachers, of whom 7 are licensed. We have 6 part time teachers, of whom 2 are licensed. All current staff will be encouraged to apply for a position at Hobgood Academy Charter School, though we expect to lose 2 due to statutory requirements. The Board of Directors will hold conferences with each teacher to discuss annual evaluations from the teacher's portfolio, to share the new focus, vision, and expectations for Hobgood Academy Charter School to determine if he/she would be likely to excel under the new education plan. Since one of our Board members will transition to Lead Administrator, his/her input will highly valued.

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 (Principal)
- Custodian
- Counselor/Testing Coordinator
- Financial Manager

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Data Manager

Media and Technology Specialist

Core Content Teachers

Electives/Specialty Teachers

Exceptional Children's Teacher

Reading Specialist

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Hobgood Academy Charter School is committed to a holistic approach to excellence. This is especially true when it comes to the recruiting, hiring, and retaining high-performing teachers. The faculty and staff is the backbone of any excellent school. We will develop job descriptions and advertise job openings through social media, internet websites, job fairs, Teach for America, and various other mediums. We will partner with colleges and universities that educate teachers, including but not limited to, East Carolina University, Elizabeth City State University, North Carolina Wesleyan College, and Meredith College. We also have a broad network of alumni through which we can recruit high-performing teachers.

The next step is retaining these teachers. Our Lead Administrator will create a supportive environment for teachers to grow and expand their teaching methods. Professional collaboration among staff will be encouraged and professional development opportunities will be available each year. We will offer salary, health insurance, and retirement options similar to those of other public schools in North Carolina.

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

The Board of Directors will work closely with the Lead Administrator. The Lead Administrator will be responsible for interviewing and running background checks on prospective employees, then making recommendations to the Board for hiring. If, for any reason, the Lead Administrator believes a staff member should be terminated, that will be brought to the Board for immediate consideration. The Lead Administrator will be responsible for staff evaluations and will handle all the day-to-day operations of the school. The Board will be kept up to date through informal interactions and a monthly report from the Lead Administrator during regularly scheduled board meetings. A teacher representative will also be invited to each board meeting to share successes and concerns. The Board, Lead Administrator and staff will all be accountable for achieving the mission and goals for Hobgood Academy Charter School.

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

The Lead Administrator will be tasked with the job of recruiting, interviewing, checking references, running criminal background checks, and making recommendations to the Board. The Lead Administrator will seek highly qualified faculty and staff members who embrace the mission of Hobgood Academy Charter School. Potential employees should be intelligent, compassionate, moral, motivated, and eager for a challenge. Each candidate will submit an application including a resume. These will be reviewed by the Lead Administrator and those targeted to move forward will be interviewed and a national background check will be run. The Lead Administrator will then make a recommendation to the Board for hiring the applicant.

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The process for dismissing school personnel will be similar. The Lead Administrator is responsible for evaluating all faculty and staff. Employment is at-will. If a teacher fails to perform to expectation, the Board will be notified and a plan will be developed to give the teacher tools to help him/her succeed. If these strategies fail to be successful, the Lead Administrator will recommend not renewing the staff member's contract. If illegal behavior, such as negligence or sexual harassment, occurs, the Lead Administrator will notify the Board immediately and appropriate action will be taken.

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

Lead Administrator (Principal) \$60,000 to \$70,000

Custodians \$18,500 to \$26,500 (Hourly)

Counselor/Testing Coordinator \$35,000 to \$45,000

Financial Manager \$30,000 to \$40,000

Data Manager \$30,000 to \$40,000

Media and Technology Specialist \$35,000 to \$45,000

Core Content Teachers \$35,000 to \$45,000

Electives/Specialty Teachers \$35,000 to \$45,000

Exceptional Children Teacher \$35,000 to \$45,000

Reading Specialist \$35,000 to \$45,000

All Full-time non-contract employees will be eligible for Health insurance and State Retirement.

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

The procedures for employee grievance and/or termination are simple and straightforward.

1) The aggrieved employee will talk with the Lead Administrator in an attempt to resolve the issue.

2) If the issue remains unresolved the employee will have 10 days to file a formal, written grievance complaint with the Board of Directors.

3) The Board will meet with the employee to discuss and attempt to resolve the issue.

4) All employees serve at will and any decision by the Board is final, with no appeal.

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

The Guidance Counselor will also be the Testing Coordinator and the Homeless Coordinator. The EC Teacher will also be the 504 Coordinator. All positions are funded from Federal, State and Local allotments.

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 EC Specialist position must be filled by highly qualified teacher with a 4-year degree in Special Education or a 4-year degree with a Master's in Special Education in order to ensure sound knowledge in the legal responsibilities of managing IEPs and 504 plans. It is preferred the teacher have 3+ years of experience. All contract personnel must be a licensed provider in the area in which they provide services.

The HACS staff will be provided specific, on-going professional development for strategies to support economically disadvantaged students. These strategies are parallel to the strategies that support EL students. In a sheltered English program, the classroom teacher provides the instructional strategies to support the EL learners. HACS instructional staff will also be provided the tools to identify academically gifted students' strengths

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and differentiate instruction to ensure appropriate challenges are provided.

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).*

Staff Qualifications include the following:

Professional Staff

The Lead Administrator will possess teaching and administrative licensure from the State of North Carolina.

Responsibilities of the Lead Administrator will include:

- Oversee of all curriculum and school programming
- Direct reporting to the board of directors
- Manage staff and the day-to-day operations of the school
- Monitor the schools financial position, student performance goals, operations, and staff performance
- Implement initiatives to support the mission and culture of the school
- Ensure student and staff safety
- Develop a strategic plan annually to present to the Board of Directors
- Recruit and retain staff who are effective and are invested in the schools mission and culture
- Comply with all NC charter and public school laws and requirements

Full and part-time teachers including the Reading Specialist will possess the following minimum teaching credentials:

Bachelor of Arts or Science for no less than 50% of the instructional staff Certification appropriate to the grade level/content being taught is preferred (Elementary, Middle Grades, Secondary, Exceptional Children)

Every effort will be made to ensure that the faculty reflects at each grade span (K-6, 7-8, 9-12) a range of cohorts and teaching experience so that staff strengths can be maximized.

Responsibilities of teachers include:

- Create positive learning community
- Actively seek to achieve school-wide and state mandated student performance goals
- Attend regular professional development opportunities
- Provide feedback to students related to classroom performance
- Develop lessons and projects that are engaging to students and lead to mastery of content
- Utilize instructional strategies that support the learning of all students
- Provide ongoing communication with parents/guardians of students

The Counselor/Testing Coordinator will possess teaching and/or guidance licensure or a 4-year degree in social work or related field.

Responsibilities include:

- Assess individual student need for counseling/assistance
- Communicate with parents, teachers and administrators on matters of social health
- Maintain case files and reports to track student outcomes
- Provide support to students with the college application process and pursuit of scholarship opportunities
- Manage test preparation and oversight of standardized testing as required by state guidelines

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Media and Technology Specialist will possess a minimum of two years post high school education and/or commensurate experience in skill development through prior employment in a technology-related profession.

Responsibilities include:

- Maintain technology equipment throughout the school
- Provide tech support to school staff
- Teach technology-related courses for middle and high school students

Support Staff:

Financial Manager:

A minimum of two years post high school education and/or commensurate experience in skill development through prior employment as a school office employee.

Responsibilities include:

- Maintain financial records and work with CPA to file appropriate paperwork and answer any questions
- Process payroll
- Create monthly financial snapshots for Lead Administrator and Board of Directors
- Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors
- Publish reports, records, and other data related to school's finances and operations
- Maintain inventory on necessary supplies and place orders when needed.

Data Manager: Must possess high school diploma and have secretarial experience. Candidate must also be proficient with Microsoft Office Suite and have great written and verbal skills.

Responsibilities include:

- Implement Power School requirements and monitoring
- Answer phone calls and forward or take messages when appropriate
- Assist with parent communication, signing students in and out, and maintain positive attitude when working with students, parents or visitors.
- Maintain inventory on necessary supplies and place orders when needed.

Custodial:

A minimum requirement of a high school education or equivalent and/or commensurate work experience in upkeep of a business or similar facility.

Staff Evaluation and Professional Development

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

The school's lead administrator will be responsible for maintaining records of professional development for the staff. He/she will also be responsible for planning professional development for the staff.

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.*

Hobgood Academy Charter School will follow the guidelines of the NC State Board of Education policy ID number TCP-C-004 for the NC Teacher Evaluation Process. Instructional staff will be evaluated using the North Carolina

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Professional Teaching Standards to determine an overall effectiveness rating. At the beginning of each school year or upon hire, teachers will be required to complete a self-assessment followed by developing a Professional Development Plan setting goals for their professional growth for the year. The lead administrator will conduct up to 3 observations each year based upon the renewal cycle of the teacher. Teachers will be evaluated under the Comprehensive, Standard, or Abbreviated observation cycle. Teachers who have more than 3 consecutive years of successful teaching experience will be evaluated under the Abbreviated or Standard evaluation cycles. During a teacher's license renewal year, the administrator will complete 3 classroom observations that include all 5 standards of performance. The teacher will receive a summary rating in these standards. In an Abbreviated cycle, the administrator will complete 2 classroom observations that are either formal or informal in nature. The teacher will receive a Summary rating on Standards I and IV of the evaluation tool.

Any teacher that has 3 or fewer consecutive years of teaching will be evaluated on the Comprehensive cycle and will receive an overall summary rating on each standard. Any teacher in this category must also participate in the Beginning Teacher Support Program as outlined by the NC State Board of Education Policy TCP-A-004. Upon initial hire, teachers will complete the school's Beginning Teacher Orientation and will be assigned a mentor who has a rating of Accomplished in NC-EES with whom they will be required to meet with weekly to discuss planning, student progress, and individual areas of concern for the Beginning Teacher. The mentor will conduct at least one formal observation on the mentee as well as informal observations to provide specific feedback to the Beginning Teacher to provide specific feedback to improve performance. Beginning Teachers will also be provided specific professional development by the lead administrator relating to topics specific to Beginning Teachers such as classroom management and stress management. Strong consideration will be given to provide Beginning Teachers the opportunity to attend off-site professional development experiences to allow the BT to network and receive training related specifically to the needs of the BT. Because firsthand observation is such a powerful professional development tool, BT's will also be provided time to observe their mentor and/or another veteran teacher during the school year.

Mentors will be trained either by the lead administrator or by a DPI representative in order to ensure understanding of the role of the mentor and strategies to support the mentee. The mentor program will follow best practices outlined the NC Mentoring Standards.

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 lead administrator of HACS will provide high-quality, ongoing professional development to insure the staff has a strong knowledge base to meet the needs of students. These opportunities will take place in the following ways:

1) The majority of professional development will be conducted face-to-face internally by the lead administrator or designated staff member based upon areas of expertise. Professional development with Action for Healthy Kids to develop the school's wellness program will take place via video chat with

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the representative from Cary, NC if she is unable to visit the school. A representative from East Carolina's School of Health and Human Performance will provide onsite training in the fall for teachers in grades K-6 on Energizers demonstrating how to integrate content with brain breaks.

2) Another approach to professional development will be involved on-going professional reading. This work will initially take place in the form of a book study on Ruby Payne's "Framework for Understanding Poverty." Teachers will meet in gradespan groups and as a staff to discuss the facets of the book and its implication for working with students. Discussion of professional reading will be part of planning meetings and teachers can also receive renewal credit for independent and small group book studies.

3) Coaching will be a facet of the professional development model at HACS. The administrator along with teachers who have demonstrated expertise in an area will provide coaching to teachers working to implement strategies such as project-based learning or to improve current strategies.

4) Teachers will be provided opportunities to observe other teachers onsite or those identified in other locations in order to provide a visual image of what specific instructional models look like in action.

5) Attendance at professional meetings and conferences will be encouraged as finances allow. Teachers will be encouraged to apply as presenters, as well.

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.

During the first three workdays of the school year, all instructional staff will be involved in the following professional development opportunities to ensure a common understanding from which learning will take place:

1) Inquiry-based learning: Teachers will receive an overview of the strategies of inquiry-based learning including project and problem-based learning. As the year progresses, training will become more tailored to the agespan in which the learning takes place. (1 day)

2) Formative Assessment: Teachers will be provided an overview of the formative assessment process and strategies to support gathering evidences of learning. Throughout the year, teachers will be asked to present strategies that have been observed by the lead administrator for formatively assessing students during staff and planning meetings. (1/2 day)

3) Ruby Payne's "Framework for Understanding Poverty": This training will be introduced and will continue as a school-wide staff book study during the first half of the school year or upon hire for employees hired after the start of the year to provide teachers with a point of reference for understanding the worlds of students living in impoverished homes. (1/2 day) Follow-up for this initial training will involve a community tour of neighborhoods of the children served in the school and will take place on the first workday in September.

4) Conscious Discipline: ALL staff will be involved in ongoing onsite training to develop a common language and strategies for positive guidance and emotional health. This will be an introduction to the 7 Skills of Discipline and will include brain-based research showing the underlying

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causes of emotional dysregulation and strategies to support positive self-regulation. (1 day)

*Should HACS be approved to open in the fall of 2018, teachers will be provided an opportunity to attend the NCAeYC pre-conference for an additional 1 day training with Becky Bailey, the founder of Conscious Discipline.

Each of these professional development areas will continue to be addressed and expanded upon as the year progresses. On-site coaching and peer observation will provide teachers with specific feedback to improve their practices in these areas. In the following two years, training will continue but will be built upon areas of need demonstrated by the staff based on student performance and staff input. All of these endeavors take time to practice, refine, and personalize so that the practices become inherent.

The initial staff meeting will provide information related to the following:

-Overview of the NC Teacher Evaluation Instrument

-Policies and procedures of the school

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.*

The first three workdays of the school year will be specified for professional development on inquiry-based learning (7 hours), formative assessment (3.5 hours), Ruby Payne's "Framework for Understanding Poverty" (3.5 hours), and Conscious Discipline (7 hours). During the school year, half of each workday (3.5 hours) will be used for continued professional development (17.5 hours). Teachers will be required to attend one monthly staff meeting and one professional development opportunity after school from 3:00-4:30 (30 hours). During this time, the administrator, guest speaker, or designated staff member will provide professional development related to the areas designated previously. Opportunities to debrief from coaching and observation experiences will take place either during planning time or briefly after school.

Teachers will be provided time to observe other teachers in the building at least twice per year (2+ hours). A schedule will be determined, and if the observation does not take place during a planning period, the administrator will be responsible for finding coverage by another staff member. Should a teacher or group of teachers need to be away from school for a professional development opportunity, the school has budgeted funds to pay for substitutes to cover this expenditure. It is anticipated that each staff member will be provided with an opportunity for a minimum of 75 onsite hours of professional development each year. Teachers will be encouraged to pursue content-specific online professional development through offerings in CANVAS.

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

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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)).

As stated in our Admissions Policy, we will not discriminate against any student or limit admission based on intellectual ability, measures of achievement or aptitude, athletic ability, race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate AND allowed by law.

According to 2010 US Census Data, the 27843 (Hobgood) zip code racial/ethnic makeup is 5% Hispanic or Latino, 45% White, and 49% Black or African American. Of families with school aged children, 46% have annual incomes below the poverty level. To be clear, the Hobgood Academy Charter School board expects the enrollment to reflect both the racial/ethnic and economic composition of the community. All marketing efforts will be directed to meet these expectations.

The key to fiscal success is full enrollment. The board will monitor enrollment and marketing efficacy. A full Marketing Action Plan and Timeline is included in the appendices. The Board will authorize the Marketing Committee to implement the Marketing Action Plan. If marketing efforts do not result in full enrollment, recommendations for additional actions and resources to implement these actions must be presented to the board. The following are highlights of the action plan throughout the critical stages:

(Initial application Process)

Marketing efforts have been made in the past year. School personnel and board members have held informational meetings in various public and private locations throughout our local communities to share our mission and plans for converting to a charter school. Currently we are planning for the upcoming fall 2017 activities and developing marketing materials.

(Selection Process and Preliminary Planning Period)

Initial marketing materials will continue development. Distribution of said marketing materials will begin during the upcoming fall and winter 2017 activities. Requests for information and applications will be logged. The school's website will have periodic updates regarding the Charter School Process. Potential volunteers for the public lottery will be identified and approached. Upon CSAB recommendation for fast track approval, applications will be prepositioned in the community and application requests to be mailed will be prepared. Volunteers for the lottery will be notified of the CSAB recommendation. Planning will begin for the open enrollment open house(s).

(Final Approval, Student Enrollment, and Planning Period)

Upon Final SBE approval, dates for the initial open enrollment period and public lottery dates will be set. Communications will be immediately sent to the pre-identified partners and locations to begin distribution of applications and posting of the open enrollment dates. Arrangements for open enrollment and public lottery activities will be finalized. The annual Seafood Festival will be held. Results of the open enrollment will be communicated to the board. Additional marketing efforts will be targeted to fill any open seats. The public lottery will be held and results announced.

(First 20 days of School)

A ribbon cutting ceremony will be held to celebrate the first day of Hobgood

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Academy Charter School. The board will be given updates of actual attendance vs. enrollment. Focused marketing efforts to fill empty seats will continue. (First Semester of School)

Evaluate performance of marketing plan and revise strategies for 2019-2020 school year if needed. Begin planning for returning students, Open Enrollment, and Lottery.

(Open Enrollment/Enrollment period 2018-2019)

Open enrollment will be from 01/08/2019 to 02/15/2019. The public lottery will be held within 30 days of 02/15/2019.

(Final plans/expansion year 2)

Results of the Open Enrollment and Lottery will be evaluated for 2nd year marketing strategies.

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.*

1) Hobgood Academy has begun the process of engaging parents and community members in the proposed conversion from Hobgood Academy to Hobgood Academy Charter through a series of informational meetings in the three counties we serve. These meetings have taken place in the Hobgood Depot, Hobgood Academy, Scotland Neck Memorial Library, Tarboro Coffee Shop, and various private homes. We currently have a website and Facebook pages through which we communicate, as well as a ONE CALL telephone service. When we receive approval for Hobgood Academy Charter, we will begin another round of community meetings to answer questions and gather contact information from all interested families and friends. These prospective families will be invited to attend special events currently scheduled for this year including athletic events, Grandparents/Grandfriends Day, and 5K Color Run. We have developed a relationship with First Media Radio in Rocky Mount and Roanoke Rapids to make our public service announcements. Finally, we plan to ask local churches for an opportunity to offer informational meetings in their facilities.

2) In both public and private schools parent involvement is critical to student success. As a K-12 facility, Hobgood Charter will have the opportunity to build long-standing relationships with families. It is our goal to establish a strong Parent-Teacher Organization to assist in the planning and implementation of activities that strengthen and support student learning. We plan to have school and community gardens in which parents are encouraged to participate. Physical fitness opportunities like intramural sports, a 5K, Walk to School Day, and Field Day are opportunities to involve parents. Likewise, we will host school day events such as Read Across America Day with evening components to engage parents. We will provide parent seminars on subjects like nutrition, gardening, SAT prep, college financial aid. We will have a Grandparents Day recognize the importance of our extended families and to tap into this rich resource of experience. We will provide these opportunities in collaboration with partners like the Hobgood Citizens' Group, Nutrition Plus, Action for Healthy Kids, and Scotland Neck Memorial Library.

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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.*

HACS will not discriminate against any student or limit admission based on intellectual ability, measures of achievement or aptitude, athletic ability, race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate AND allowed by law.

The first open enrollment period will commence within one month of the final SBE approval for a period of no less than 35 calendar days. After the first year, open enrollment will begin Jan. 8th to Feb. 15th every year. Applications will be available from community locations, the school and on the website. Once final SBE approval is received, applications will be accepted at the school via mail or in person. Applications will be reviewed for completeness and logged with the time and date of receipt. Applications received during the open enrollment period will be assigned to open seats in the order received. If there are more applicants than seats, a public lottery will be held. Enrollment preference (up to 15%) is given to: Siblings of currently enrolled students, children of FTE, and children of board members. Once the 15% of seats is reached, remaining applications qualifying for preference will be put with the applications for the general public lottery. During the public lottery, applications will be assigned to open seats and then waiting lists in the order drawn. Lottery results will be communicated via email or USPS mail. Families will have 15 calendar days from the date of notification to complete and return the student enrollment packages. If the enrollment packages are not received or postmarked within the deadline, the seat will be given to the next applicant on the list. Once enrolled, students will not have to re-apply, but will need to submit a returning student form by the given deadline to determine the available seats for next year's enrollment. Any students remaining on the waitlist must reapply for the next year. If a student wants to withdraw or transfer to another school, HACS would ask a minimum 3 day notice to allow for successful offboarding including the withdrawal reason and expedited preparation of records to be sent to the new school. Records will be sent upon receipt of the official transcript request. Re-enrollment will require a new application and normal application procedures will be followed. There will be an open house during the open enrollment period, but attendance will not be required. This will be an opportunity for families to learn more about the school and have their questions answered. If families are unable to attend the open house, they can reach out to the school to make an individual appointment or phone conference.

Weighted Lottery

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Does your school plan to use a weighted lottery?

Yes:

No:

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.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Edgecombe County Public Schools

LEA #2 Halifax County Schools

LEA #3 Martin County Schools

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 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580
Kindergarten	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 01	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 02	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 03	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 04	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 05	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 06	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 07	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 08	4	9	5	4	9	5	4	9	5	4	9	5	4	9	5
Grade 09	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6
Grade 10	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6
Grade 11	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6
Grade 12	4	10	6	4	10	6	4	10	6	4	10	6	4	10	6
	52	121	69	52	121	69	52	121	69	52	121	69	52	121	69
	242			242			242			242			242		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Is this the current board of the private school?	Steven Walker	Governance a
<p>IS there clarity around board term length? Is it three years for two successive terms (6) or up to nine 9 years?</p> <p>How can parents become a part of the governance structure?</p> <p>Are grievance protocols aligned with mission and legal regulations?</p> <p>Where are evaluation standards for board and Lead Admin outlined?</p> <p>Are there any concerns about the board composition in relation to evaluating the school's academic success as there are not a lot of academics on the board and the only teacher is moving in the Lead Administrator role?</p>	Nicole Charles	Governance a
<p>N/A regarding EMO/CMO partnership</p> <p>Applicant should clarify the 2015 990 -\$25,643.</p> <p>Applicant should clarify the 2016 990 -\$305,842</p>	Deanna Townsend-Smith	Proposed Man
NA in regard to EMO/CMO.	Nicole Charles	Proposed Man
Why the assessment discrepancy in grades 3 vs. 8? How does Stanford compare to NC testing? What research have they conducted to demonstrate a need with the population they are targeting?	Amy Ruck Kagan	Charter Scho
<p>N/A to charter replication.</p> <p>My questions refer to the private conversion: Is the board able to explain financial differences between 990 filings in year FY 15, FY 16, and FY 17?</p> <p>It appears that the schools Stanford Achievement scores have in fact declined over the past three years, what changes is the school planning to improve this downward trend?</p>	Nicole Charles	Charter Scho
Applicant should clarify is there already an established relationship with partner with colleges and universities that educate teachers, including but not limited to, East Carolina University, Elizabeth City State University, North Carolina Wesleyan College, and Meredith College.	Deanna Townsend-Smith	Staffing Pla
Hiring practices? What does retention look like- examples and detail about their brief overview.	Amy Ruck Kagan	Staffing Pla
<p>How will the "supportive environment" created by the Lead Admin be evaluated?</p> <p>What is the recruitment strategy for teachers of exceptional children? Are the salary reasonable given the expectations of the staff? Is the Lead Admin prepared to conduct all of the hiring, evaluating, dismissing while also serving as instructional leader and leading operations as there are no ops staff listed other than finance?</p>	Nicole Charles	Staffing Pla
<p>Is there a detailed plan for professional development given the list provided earlier in the application?</p> <p>Where in the budget are guest speakers and pd reflected to the extent outlined in the plan?</p>	Nicole Charles	Staff Evalua
This section lacks an understanding of the difficulties of conversion, changing student demos, PBL, etc.	Amy Ruck Kagan	Staff Evalua
What is the anticipated costs of the intensive training for the teachers?	Lynn Kroeger	Staff Evalua
What is the contingency plan if HACCS fails to meet full enrollment?	Nicole Charles	Marketing Pl
There is no plan	Amy Ruck Kagan	Marketing Pl
It will be very important to make sure the public knows this would be a tuition-free school	Steven Walker	Marketing Pl
How will the plan provided and the tools used previously at Hobgood Academy be adjusted to suit the new target population?	Nicole Charles	Parent and C

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Has a parent survey ever been conducted at Hobgood Academy? How does the parental involvement plan support parents who have been historically underserved? What are the differentiated strategies for parental outreach?	Arasi Adkins	Parent and C
How is the enrollment projection for grades 11 and 12 justified?	Nicole Charles	Projected St
Is the applicant confident to attract families this close to graduation without a proven track record with under served families?		
Earlier in the application the applicant group outlined that they would reserve 15% of the for students that qualify for FRL. Why is the school not implementing a weighted lottery? Is this not the only way for this to happen?	Deanna Townsend-Smith	Weighted Lot
Would a weighted lottery help the school with reflecting the demographics of its chosen LEA?		
I thought earlier in the application it stated that there would be a 15% set-aside for free and reduced lunch students?	Steven Walker	Weighted Lot
Although the school is not suggested using a weighted lottery making this section non-applicable, is the school able to provide a plan for reaching their target populations for enrollment? How will a non-weighted lottery prevent middle and upper income families from monopolizing this school option given the low enrollment numbers?	Nicole Charles	Weighted Lot

Reviewer	Score
Alex Quigley	Pass
Alan Hawkes	
Alex Quigley	
Amy Ruck Kagan	Pass
Cheryl Turner	
Kenneth Tucker	
Steven Walker	Pass
Deanna Townsend-Smith	Pass
Arasi Adkins	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	
Glenn Allen	
Les Stein	Pass
Lynn Kroeger	Pass
Nicole Charles	Pass
Phyllis Gibbs	
Sherry Reeves	Pass
Tammi Sutton	

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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.

Hobgood Academy Charter School will work diligently to ensure that transportation is not a barrier to any student who wishes to attend this school. We will not provide transportation to the student population as a whole, but rather work with parents and guardians in conjunction with our parent-teacher organization to find suitable carpool situations prior to the beginning of the school year. Students will be greeted by staff upon arrival at the morning drop-off and afternoon pick-up location. This will enhance our efforts at building a sense of community. While this has worked quite well for us in recent years, we recognize that this may not be a suitable option for every family. We have reached out to several local transportation providers who are willing to provide service for students whose IEPs reference transportation issues, homeless students, and others with unique needs. We have budgeted \$20,000 for this purpose.

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.

The School Lunch Plan is a very important aspect of Hobgood Academy Charter School as healthy food choices will be a part of our curriculum and its practice will be evidenced during lunch time. Students will be encouraged to bring healthy lunches from home to be eaten in our multi-purpose lunchroom. Healthy snacks grown in our school gardens will be available to students in the appropriate seasons. In addition, we will have a vendor to offer a healthy, hot lunch for sale in the lunchroom for students who prefer this option. All students will be able to open a prepaid account with the lunchroom vendor to help parents and guardians pay on a weekly or monthly basis. Students who meet federal guidelines for free and reduced lunches may apply for benefits at Hobgood Academy Charter School. We have partnered with faith-based and civic organizations to pay for these lunches, which would fall under prepaid accounts. The lunchroom will also offer healthy options for students who would like breakfast when they arrive at school.

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

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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		\$1,349.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,292.00
Property Insurance	\$4,392,500		\$12,253.00
Motor Vehicle Liability	\$1,000,000		\$108.00
Bonding Minimum/Maximum Amount	\$100,000	\$100,000	\$275.00
Other	\$1,000,000		\$750.00
Total Cost			\$18,027.00

*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.

hacharter 09/16/2017

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

N/A - Hobgood Academy already has a facility that is operating with a certificate of occupancy.

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 mortgage payment is \$12,000 per year. The total square feet of the educational buildings is 25,612 feet which is approximately \$0.47 per square foot. This cost is much less than any other facility in any of the three counties served.

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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.

N/A - The facility is already operating as a K-12 school.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
I'm not sure 20,000 will be enough for contracted services.	Steven Walker	Transportati
This is a plan that does not connect to the described population. Why no bussing? What about parents/families who don't have access to cars? Low budgeted amount.	Amy Ruck Kagan	Transportati
How will economically under-served families from three counties access the school without transportation?	Nicole Charles	Transportati
Will you ask eligible parents to complete free/reduced lunch applications and submit them for federal reimbursement? If so, why is it necessary to partner with faith-based and civic organizations to pay for these lunches?	Les Stein	School Lunch
Are there plans to participate in the National FRL program?	Deanna Townsend-Smith	School Lunch
How are families at or below the poverty line or those within food insecure environments considered in "bring your lunch" environment?	Nicole Charles	School Lunch
Is there any consideration for the Federally funded free and reduced lunch program to ensure students are able to access food in the event civic organizations are unable to meet the demand?		
Can the applicant explain why quote in Appendix L does not match cost projections listed in the application?	Nicole Charles	Civil Liabil
The Appendix L and the total amount listed on this page are not aligned. Applicant should clarify the differences with the numbers.	Deanna Townsend-Smith	Civil Liabil
That loan is an unbelievably good deal. I would never refinance that!	Steven Walker	Facility and
Did not meet criteria for transportation and free lunch.	Alex Quigley	Facility and

Reviewer	Score
Alex Quigley	Fail
Alan Hawkes	
Tammi Sutton	
Sherry Reeves	Fail
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Pass
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Arasi Adkins	Pass
Deanna Townsend-Smith	Pass
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Pass
Alex Quigley	

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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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 330 - Edgecombe County Public Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$6,164.97	52	\$320,578.44
	Local Funds	\$1,105.00	52	\$57,460.00
	Federal EC Funds	\$4,253.55	1	\$4,253.55
	Totals			\$382,291.99
	<p>LEA #2 420 - Halifax County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$6,878.53	121	\$832,302.13
Local Funds	\$930.00	121	\$112,530.00	
Federal EC Funds	\$3,884.14	1	\$3,884.14	
Totals			\$948,716.27	
<p>LEA #3 580 - Martin County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$6,610.22	69	\$456,105.18	
Local Funds	\$1,516.00	69	\$104,604.00	
Federal EC Funds	\$3,451.83	1	\$3,451.83	
Totals			\$564,161.01	

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,608,986	\$1,666,070	\$1,715,138	\$1,767,577	\$1,820,000
-Local Per Pupil Funds	\$274,594	\$286,051	\$294,633	\$303,472	\$312,576
-Exceptional Children Federal Funds	\$11,590	\$11,937	\$12,295	\$12,664	\$13,044
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,895,169	\$1,964,058	\$2,022,066	\$2,083,713	\$2,145,620

***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.

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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									
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$66,950	\$66,950	1	\$68,958	\$68,958	1	\$71,027	\$71,027	1	\$73,158	\$73,158
Custodians	1	\$22,500	\$22,500	1	\$23,175	\$23,175	1	\$23,870	\$23,870	1	\$24,586	\$24,586	1	\$25,323	\$25,323
Counselor/Testing Coordinator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Financial Manager	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,131	\$37,131	1	\$38,245	\$38,245	1	\$39,392	\$39,392
Data Manager	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,131	\$37,131	1	\$38,245	\$38,245	1	\$39,392	\$39,392
Media And Technology Specialist	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
A - Total Admin and Support:	6		\$237,500	6		\$244,625	6		\$251,962	6		\$259,521	6		\$267,305
Instructional Personnel:															
Core Content Teacher(s)	13	\$40,000	\$520,000	13	\$41,200	\$535,600	13	\$42,436	\$551,668	13	\$43,709	\$568,217	13	\$45,020	\$585,260
Electives/Specialty Teacher(s)	2.5	\$40,000	\$100,000	2.5	\$41,200	\$103,000	2.5	\$42,436	\$106,090	2.5	\$43,709	\$109,273	2.5	\$45,020	\$112,550
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Reading Specialist	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
B - Total Instructional Personnel:	17.5		\$700,000	17.5		\$721,000	17.5		\$742,630	17.5		\$764,908	17.5		\$787,850
A+B = C - Total Admin, Support and Instructional	23.5		\$937,500	23.5		\$965,625	23.5		\$994,592	23.5		\$1,024,429	23.5		\$1,055,155

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Personnel:															
Administrative & Support Benefits															
Health Insurance	6	\$5,869	\$35,214	6	\$6,045	\$36,270	6	\$6,226	\$37,356	6	\$6,412	\$38,472	6	\$6,604	\$39,624
Retirement Plan--NC State	6	\$6,780	\$40,680	6	\$6,984	\$41,904	6	\$7,193	\$43,158	6	\$7,409	\$44,454	6	\$7,631	\$45,786
Medicare	6	\$2,454	\$14,724	6	\$2,527	\$15,162	6	\$2,603	\$15,618	6	\$2,681	\$16,086	6	\$2,762	\$16,572
Social Security	6	\$573	\$3,438	6	\$591	\$3,546	6	\$608	\$3,648	6	\$627	\$3,762	6	\$645	\$3,870
D - Total Admin and Support Benefits:	24		\$94,056	24		\$96,882	24		\$99,780	24		\$102,774	24		\$105,852
Instructional Personnel Benefits:															
Health Insurance	16	\$5,869	\$93,904	16	\$6,045	\$96,720	16	\$6,226	\$99,616	16	\$6,412	\$102,592	16	\$6,604	\$105,664
Retirement Plan--NC State	16	\$6,852	\$109,632	16	\$7,057	\$112,912	16	\$7,269	\$116,304	16	\$7,487	\$119,792	16	\$7,711	\$123,376
Social Security	17.5	\$2,480	\$43,400	17.5	\$2,554	\$44,695	17.5	\$2,631	\$46,043	17.5	\$2,709	\$47,408	17.5	\$2,791	\$48,843
Medicare	17.5	\$547	\$9,573	17.5	\$563	\$9,853	17.5	\$580	\$10,150	17.5	\$597	\$10,448	17.5	\$615	\$10,763
E - Total Instructional Personnel Benefits:	67		\$256,509	67		\$264,180	67		\$272,113	67		\$280,239	67		\$288,645
D+E = F - Total Personnel Benefits	91		\$350,565	91		\$361,062	91		\$371,893	91		\$383,013	91		\$394,497
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$331,556	30		\$341,507	30		\$351,742	30		\$362,295	30		\$373,157
B+E = H - Total Instructional Personnel (Salary & Benefits)	84.5		\$956,509	84.5		\$985,180	84.5		\$1,014,743	84.5		\$1,045,147	84.5		\$1,076,495
G+H = J - TOTAL PERSONNEL	114.5		\$1,288,065	114.5		\$1,326,687	114.5		\$1,366,485	114.5		\$1,407,442	114.5		\$1,449,652

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	Staff Development	\$4,000	\$10,500	\$10,815	\$11,139	\$11,474
Books and Supplies	Instructional Materials	\$5,000	\$10,000	\$10,300	\$10,609	\$10,927
	Curriculum/Texts	\$5,000	\$7,500	\$7,725	\$7,957	\$8,195
	Copy Paper	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
	Testing Supplies	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004
Other	Instructional Staff Development Materials	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351
	L - TOTAL Instructional Operations	\$65,400	\$77,603	\$77,386	\$79,687	\$91,805
	K+L = M - TOTAL OPERATIONS	\$319,300	\$338,760	\$346,021	\$363,553	\$385,183

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,288,065	\$1,326,687	\$1,366,485	\$1,407,442	\$1,449,652
M - TOTAL OPERATIONS	\$319,300	\$338,760	\$346,021	\$363,553	\$385,183
J+ M =N TOTAL EXPENDITURES	\$1,607,365	\$1,665,447	\$1,712,506	\$1,770,995	\$1,834,835
Z - TOTAL REVENUE	\$1,895,169	\$1,964,058	\$2,022,066	\$2,083,713	\$2,145,620
Z - N = SURPLUS / (DEFICIT)	\$287,805	\$298,612	\$309,561	\$312,719	\$310,785

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.

When looking at census data for children living in the 27843 (Hobgood) zip code, there are 355 total children, of which 180 (50%) live in families whose income falls below the poverty level. Expanding the numbers to include both Oak City and Scotland Neck, it would be 1254 children of which 375 (30%) are under the poverty level. Looking at the large numbers of children in the area when compared to our mission and the size of our facility, we determined that 18 students per class in grades K-8 and 20 in 9-12 would be what we would be able to currently successfully without jeopardizing our mission.

The most recent local LEA scorecards continue to show low academic performance levels. Another one of our local schools, Edna Andrews Elementary School, is projected to close this fall. Every year, our number of applicants for the Opportunity Scholarships grows, but there are not sufficient funds for all eligible families. The number of students on some form of tuition assistance is increasing. Families are seeking alternatives to local public schools, but the commutes to other public schools are long. We also have letters of support from local politicians, economic development, and the business community that also attest to the need of more local public school options.

With the currently budgeted expenses, we are looking at a breakeven enrollment of 207 students or 85% of the projected student enrollment.

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

Based on information gained from attending multiple Charter School planning and educational sessions, we have identified operational and personnel expenses that can be cut, if necessary, to balance our budget to a student enrollment as low as 168 students or 69% of projected enrollment. These reductions would not cut essential expenses such as the EC teacher, marketing, and necessary instructional and testing materials. If it is observed during the open enrollment period that we will not meet our projected enrollment, we anticipate everyone (families, personnel and board

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members) will actively step up in-person recruiting efforts so these measures will not be necessary.

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.

There will be 13.8 students to 1 teacher.

- 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.*

The school will be using contract services for Exceptional Children Support, transportation needs and the nutrition program. Contractors and vendors will bid for opportunities. They will be selected by the principal and financial manager with additional input from appropriate board members or staff that may have additional knowledge or expertise. Factors to be considered may include: pricing, stability of vendor (will it stay in business long enough to complete commitment), referrals/reviews from other customers - if applicable, potential or perceived conflicts of interest, review of qualifications, and possibly safety and background records. Large purchases would require approval from the financial committee and possibly the full board. If there is any potential for a conflict of interest, the affected party would recuse himself or herself from negotiations.

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

The budget funds our facility to provide ample space for indoor academic areas (classrooms, labs, libraries, computer labs), outdoor learning environments (Gardens and meeting areas), physical health (gym, lunch room, athletic fields), administrative needs (administrative offices, teacher workrooms) small group collaboration (conference areas), and school functions (musical performances, graduations, fundraising activities, dances). Funds for personnel supporting both the learning and operations include: salary, incentives, and professional development (seminars, consultants and development materials). Funding is also provided to develop board knowledge and governance (Seminars, consultants and development materials). Funding is allocated to cover contracted educational support for special needs. Transportation funds are provided to contract services as needed to meet the needs of all students. Funds are also budgeted for facility maintenance. The budget also develops a reserve (general fund balance) large enough to cover emergent needs.

- 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.*

At full enrollment, the school will be operating at an approximately 17% surplus, of which, at minimum 10% would be earmarked for a general fund balance.

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

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financing and leases.

The facility and contents are mortgaged for \$990,000 with annual payments of \$12,000. Crawford-Harrison, Inc. completed a "Statement of Values" on the real property and contents on 10/31/2016 stating the value at \$4,405,000.

7. *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*

Since the school already operating, it has the building and associated contents required for operations such as desks, chairs, computers, library books, custodial and maintenance equipment, gym equipment, etc.

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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?

Sound financial practices and diligent oversight of the financial health of the school are absolutely critical to successful operation of Hobgood Academy Charter School. HACS will contract with a professional accounting firm to help review and revise the financial policies, as necessary, to ensure there are sufficient controls and oversight in place. Recommendations will be implemented in a timely manner. Assistance setting up processes that support and align with NCDPI systems and related training will also be sought.

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

There are no party related transactions.

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.

Andrew Harris CPA PLLC
3722 N. Main St
Farmville, NC 27828
Ph#: 252-753-2636
Fax#: 888-689-1014

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Although the budget projections are aligned, how is the applicant prepared to deal with underenrollment?	Nicole Charles	Total Budget
3% increase per year in revenue seems reasonable.	Lynn Kroeger	Total Budget
Why no demonstration of private funds?	Amy Ruck Kagan	Total Budget
Is the applicant certain it can attract 13 high caliber applicants at \$40,000 each to address the job requirements outlined in other parts of the application?	Nicole Charles	Personnel Bu
Is one EC teacher sufficient for a K-12 school given the anticipated population?		
How will one EC Teacher cover the grade span at your school? This includes elementary, middle and a block schedule at the high school.	Glenn Allen	Personnel Bu
Will there be any staffing plans for instructional assistants? Will there only be one EC teacher for K-12? Has there been thought to this staffing, even with a potentially drastic demographic change?	Arasi Adkins	Personnel Bu
Paper and tech seems a little low, but I guess there may be some left over from the private school.	Steven Walker	Operations B
There seems to be misalignment between the projected amounts and other areas such as the school lunch plan. Applicant should clarify the discrepancy.	Deanna Townsend-Smith	Operations B
How are the Child Nutrition costs so low?	Arasi Adkins	Operations B
Is it realistic to think that the same amount (\$1,500) will be spent on paper supplies for both administration and instruction?	Les Stein	Operations B
Is the curriculum text, furniture, equipment, computer and software budget low because the school will use its existing resources at no additional cost?		
Does your budget consider the cost of professional services for EC students, i.e. psychologist, OT, PT, etc.?		
Low office supplies and computer costs. Detail about the 25k in financial contracts. Why such a high maintenance cost but low facility cost? More detail about the athletics as this is the first of it seen in app. Relatively low instructional costs.	Amy Ruck Kagan	Operations B
How will you cover the costs of the provision of related services for exceptional children?	Glenn Allen	Operations B
Is the office supply section low because the school has existing supplies?	Nicole Charles	Operations B
Is the transportation line items for students with IEPs only? How will those allocated dollars be used otherwise?		
Why are the board seminars and consultants and athletics budgeted at a higher rate than child nutrition at a school hoping to attract families of the surrounding community?		
Are furniture and IT costs low because these are existing?		
Is there an opportunity to align more realistic assessment into the budget including child nutrition costs, support for exceptional children, transportation and and contingency for under enrollment?	Nicole Charles	Total Expend
Some areas within the budget do not include realistic assessments of what will be needed. The budget balances; however, some areas are under budgeted which could be problematic for the proposed school.	Deanna Townsend-Smith	Total Expend
As of 2016 what is the current amount of the facility mortgage? Is it a line of credit? Is this the money taken out yearly due to loss or is there an additional debt?	Lynn Kroeger	Budget Narra
Which specific items will be cut if enrollment numbers are low to meet the expenses outlined in the budget? The applicant mentions having identified line items but does not list them.	Nicole Charles	Budget Narra

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overly simplistic view of what it takes	Amy Ruck Kagan	Financial Au
There has been a loss every year and borrowing has increased to almost a million.	Lynn Kroeger	Financial Au
The internal controls component of this application is lacking. Hiring an accounting firm to assist with financial policies does not communicate the board's capacity to ensure adequate internal controls including segregation of duties.	Deanna Townsend-Smith	Financial Au
Is a \$25,000 contract for financial support enough to guarantee internal controls?	Nicole Charles	Financial Au
Who is responsible for internal controls at the school?		

Reviewer	Score
Alex Quigley	Pass
Tammi Sutton	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Fail
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Arasi Adkins	Pass
Deanna Townsend-Smith	Fail
Steven Walker	Pass
Kenneth Tucker	
Cheryl Turner	
Amy Ruck Kagan	Fail
Alex Quigley	
Alan Hawkes	
Sherry Reeves	Fail

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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 check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form 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).
hacharter Date: 09/21/2017

Applicant Signature:

The foregoing application is submitted on behalf of Hobgood Academy Charter 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: hacharter

Board Position: Hobgood Academy Charter School Board Member

Signature: _____

Date: 09/21/2017

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

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My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
3	6
Lyk, JM, PG	AQ, SW, CT, SR, LK, JM

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

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Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u></p> <p>- dtsmith840</p> <p><u>Mission Statement</u></p> <p>The mission is clear and concise, however, why does the organization exist? If Hobgood Academy worked well, why not just expand the private school by adding on seats for the targeted community and maintain the flexibility not afforded to publicly funded schools? - nacharles</p> <p><u>Mission Statement</u></p> <p>What is changing from the private school to the charter program? - arkagan</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>Will the method of instruction, inquiry/project-based learning, etc. be modeled on the Hobgood Private School model with a significantly different demographic? This may be addressed later on. - jade1124</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>How will the proposed school ensure that the student population outlined in the application is reflective at the school given that the school is converting from a private to a public charter school?</p> <p>What is the true evidence of need? Survey responses were included; however, no true evidence exists with the provided materials to indicate the number of respondents to ensure the school meets its projected enrollment numbers. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u></p> <p>What are the raw numbers of people attending community meetings, those with school aged children versus not, and those interested in sending their children to a charter and Hobgood specifically?</p>
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	<p>How will the needs of targeted population of families be engaged to participate in open houses and parent conferences? Are there specific strategies?</p> <p>Is the curriculum successful with current Hobgood Academy students and how are the needs of new population considered? How prepared is the charter operator to address gaps in skills in the upper grades? Where is this outlined?</p> <p>Although the total numbers of projected student enrollment are outlined, how many students from the Academy will attend? What will happen to those students? Does the ADM percentage consider only new students or those, potentially, already attending the Hobgood Academy which are not counted in the local LEA population? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Ability to provide data that shows this program will work for the target population? Evidence that no other program in the area is offering project based learning? - arkagan</p> <p><u>Purposes of Proposed Charter School</u> As a currently operating school does Hobgood currently use Conscious Discipline social-emotional framework? What results has this yielded with the current student population? - dtsmith840</p> <p><u>Purposes of Proposed Charter School</u> How will the Conscious Discipline framework be evaluated for students without prior experience with this socio-emotional model especially in upper grades? How will students improvement be measured in the first year? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> What interventions/supports will be used if students are not meeting the expected growth measures cited? - jade1124</p> <p><u>Goals for the Proposed Charter School</u> What alternative options will be created for students who do not meet the rather ambitious academic goals? How accurately do attendance and disciplinary data measure interpersonal relationships, nutrition and physical activity? How will other areas of a school's successful operations including employee relations, facilities management etc be measured? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> Goals are without context and demonstrate little connection to the program or target population. Details needed on operations, governance, academics. - arkagan</p> <p><u>Goals for the Proposed Charter School</u> I am concerned by these goals being too ambitious. - a_quigley</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> How does your program specifically target a low income and under-served student population? What differentiates it from the local public schools? Will you be using a specific reading and math curriculum? - lstein692</p>

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<p><u>Instructional Program</u> As a currently operating school, what evidence does the school have to demonstrate that this is an effective model? Are there any assessment results to suggest that this approach will lead to improved academic outcomes for the targeted student population? - dtsmith840</p> <p><u>Instructional Program</u> The strength based, project focused instructional model is admirable but is there evidence that this model works with the target population?</p> <p>How, specifically, will HACS establish safe learning environments and build relationships? Will there be staff training that is culturally relevant to help with these tenets? - nacharles</p> <p><u>Instructional Program</u> Provide detail about the curriculum. Details about PBL, details about core subjects, details about learning. Assessment information needed. What types, data analysis, state testing? Norm testing? - arkagan</p> <p><u>Curriculum and Instructional Design</u> What professional development is planned for teachers to delve deeply into the devastating impact of institutional racism, that factors heavily into the "economically disadvantaged" targeted population? - jade1124</p> <p><u>Curriculum and Instructional Design</u> Does the school currently have a relationship with Edgecombe Community College for the implementation of its Community Health Coach? If not, what is the contingency plan for implementation?</p> <p>Applicant should clarify if there is an established relationship with Edgecombe Community College. This statement in the Core Content Appendix suggests a relationship exists - Advanced coursework will be approved by the Head of School and facilitated by Edgecombe Community College. - dtsmith840</p> <p><u>Curriculum and Instructional Design</u> Is there a current relationship with Edgecombe Community College and East Carolina University or will these need to be established? What are alternatives if these relationships are not established and formalized in time for school opening?</p> <p>Who is Brittany Ledford? (this may be addresses later in the application but is unclear in this section) Is training for implementing Conscious Discipline a required professional development option? How will personal choice and interest play into the prescriptive curriculum for high school? What are examples of project based instruction in high school?</p> <p>If parent success is critical for student success, what specific measures is HACS taking to accommodate high need families? Does HACS account for varying family structures (kinship families, multiple households) or varying cultural or experiential contexts for school interaction?</p> <p>Is technology assistance for each student addressed in the budget as computers and</p>
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internet access can be barriers for economically or rural families?

Is the high school curriculum aligned with the industries expected to be attracted to the region as outlined in the previous section?

Since the calendar outlines a school day of 6.75 hours (8am to 2:45) with 5.75 of instructional time to meet the minimum requirement of 1025 hrs, how are lunch breaks, transition time, recess, and developmentally appropriate scheduling factored in? Also, what are the after school options since presumably many families will need additional care? Where are details of the summer programming outlined and how is this budgeted for given the target population and the generous and needed offer to let economically under-served students attend for free? - nacharles

Curriculum and Instructional Design
What services will be offered to bring community in? Parents in? Specific information about reaching these students? - arkagan

Curriculum and Instructional Design
I would like to hear more at any interview about how the inquiry model will be integrated into the SCOS. - dswalker

Curriculum and Instructional Design
Current enrollment is 94, budget is 242, anticipated enrollment is 246. Is this too aggressive of a plan? - marylynn_kroeger

Special Programs and "At-Risk" Students
How will teachers be prepared to support the educational needs of EL students? Who will be responsible for the ELL program?

Who will be responsible for supporting the needs of gifted students? - lstein692

Special Programs and "At-Risk" Students
What is the difference between supplemental and intensive intervention? Who will provide such and how will they be trained? How will benchmark and summative assessment be used to identify at-risk students? You have mentioned formative assessments and how they will be used. - kevin_allen

Special Programs and "At-Risk" Students
Does the applicant have a plan for MTSS Implementation?

Should there be a firm plan in place outside of differentiated instruction within the classroom to handle the needs of AIG students? - dtsmith840

Special Programs and "At-Risk" Students
What prevention measures are in place for at risk students, especially for those coming from other schools in upper grades or for K students without much formal school experiences?

Who will assess and teach students needing specialized support? Are additional teachers hired or classroom teachers expected to address concerns?

How will the needs of gifted early learners (K-2) be addressed?

- nacharles

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<p><u>Special Programs and "At-Risk" Students</u> Data/research/rationale between ELL and economically disadvantaged?</p> <p>Assessment strategies provided do not necessarily align with best practices in PBL- how will the two work? What type of normed tests will be used? How will data be analyzed and utilized to address student needs? - arkagan</p> <p><u>Exceptional Children – Identification and Records</u> What is the plan of the school to meet the state and federal requirements regarding record keeping outside of confidentiality policies? Does the proposed applicant have a clear understanding of the expectations? - dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u> Is there an opportunity for increased staffing for a K-12 school as there may be an influx of students with IEPs or 504 plans?</p> <p>Is the licensed psychologist a school employee or contracted? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> Definition of SST? On staff or hired out? Identification detail? - arkagan</p> <p><u>Exceptional Children – Education Programming</u> How do respond to a parent who request Special Education Services? You mention providing accommodations throughout this section but do not address Specialized Designed Instruction stated within the IEP. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> How will the proposed school plan for EC students who cannot be services in the regular classroom setting? - dtsmith840</p> <p><u>Exceptional Children – Education Programming</u> What are the interventions for students who cannot be served within a regular classroom setting? How will these students receive instruction that is still mission aligned? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> No detail provided about EC strategies - arkagan</p> <p><u>Student Performance Standards</u> Applicant should clarify the following statement - Determination of promotion and retention of students in the Exceptional Children's program will be made based on mastery of IEP goals. If these goals are met, a student will be promoted to the next grade regardless of performance on state mandated tests classroom performance. - dtsmith840</p> <p><u>Student Performance Standards</u> Can the applicant explain more about promotion of exceptional students?</p> <p>Are the absence policies considered in the promotion standards unexcused?</p>
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	<p>Are there supports and opportunities provided by HACS to help economically under-served HS students meet the 80 hour community service requirement?</p> <p>How does HACS address consistency in areas where assessments are co-designed with the student? - nacharles</p> <p><u>Student Conduct and Discipline</u> How will the provision of service be provided to students with disabilities during suspension? (if change of placement occurs) - kevin_allen</p> <p><u>Student Conduct and Discipline</u> What are the details for discipline for exceptional students?</p> <p>- nacharles</p> <p><u>Student Conduct and Discipline</u> Please provide a demonstration of how this disciplinary approach will work with the targeted population. - arkagan</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> IS there clarity around board term length? Is it three years for two successive terms (6) or up to nine 9 years?</p> <p>How can parents become a part of the governance structure?</p> <p>Are grievance protocols aligned with mission and legal regulations?</p> <p>Where are evaluation standards for board and Lead Admin outlined?</p> <p>Are there any concerns about the board composition in relation to evaluating the school's academic success as there are not a lot of academics on the board and the only teacher is moving in the Lead Administrator role? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is this the current board of the private school? - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A regarding EMO/CMO partnership</p> <p>Applicant should clarify the 2015 990 -\$25,643.</p> <p>Applicant should clarify the 2016 990 -\$305,842 - dtsmith840</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA in regard to EMO/CMO. - nacharles</p> <p><u>Charter School Replication</u> N/A to charter replication.</p> <p>My questions refer to the private conversion: Is the board able to explain financial differences between 990 filings in year FY 15, FY 16, and FY 17?</p>

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It appears that the schools Stanford Achievement scores have in fact declined over the past three years, what changes is the school planning to improve this downward trend?

- nacharles

Charter School Replication

Why the assessment discrepancy in grades 3 vs. 8? How does Stanford compare to NC testing? What research have they conducted to demonstrate a need with the population they are targeting? - arkagan

Staffing Plans, Hiring, and Management

Applicant should clarify is there is already an established relationship with partner with colleges and universities that educate teachers, including but not limited to, East Carolina University, Elizabeth City State University, North Carolina Wesleyan College, and Meredith College. - dtsmith840

Staffing Plans, Hiring, and Management

How will the "supportive environment" created by the Lead Admin be evaluated?

What is the recruitment strategy for teachers of exceptional children? Are the salary reasonable given the expectations of the staff? Is the Lead Admin prepared to conduct all of the hiring, evaluating, dismissing while also serving as instructional leader and leading operations as there are no ops staff listed other than finance?

- nacharles

Staffing Plans, Hiring, and Management

Hiring practices? What does retention look like- examples and detail about their brief overview. - arkagan

Staff Evaluation and Professional Development

Is there a detailed plan for professional development given the list provided earlier in the application?

Where in the budget are guest speakers and pd reflected to the extent outlined in the plan?

- nacharles

Staff Evaluation and Professional Development

This section lacks an understanding of the difficulties of conversion, changing student demos, PBL, etc. - arkagan

Staff Evaluation and Professional Development

What is the anticipated costs of the intensive training for the teachers? - marylynn_kroeger

Marketing Plan

What is the contingency plan if HACS fails to meet full enrollment? - nacharles

Marketing Plan

There is no plan - arkagan

Marketing Plan

It will be very important to make sure the public knows this would be a tuition-free school - dswalker

Parent and Community Involvement

Has a parent survey ever been conducted at Hobgood Academy? How does the parental involvement plan support parents who have been historically underserved?

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	<p>What are the differentiated strategies for parental outreach? - jade1124</p> <p><u>Parent and Community Involvement</u> How will the plan provided and the tools used previously at Hobgood Academy be adjusted to suit the new target population? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> How is the enrollment projection for grades 11 and 12 justified?</p> <p>Is the applicant confident to attract families this close to graduation without a proven track record with under served families? - nacharles</p> <p><u>Weighted Lottery</u> Earlier in the application the applicant group outlined that they would reserve 15% of the for students that qualify for FRL. Why is the school not implementing a weighted lottery? Is this not the only way for this to happen?</p> <p>Would a weighted lottery help the school with reflecting the demographics of its chosen LEA? - dtsmith840</p> <p><u>Weighted Lottery</u> Although the school is not suggested using a weighted lottery making this section non-applicable, is the school able to provide a plan for reaching their target populations for enrollment? How will a non-weighted lottery prevent middle and upper income families from monopolizing this school option given the low enrollment numbers? - nacharles</p> <p><u>Weighted Lottery</u> I thought earlier in the application it stated that there would be a 15% set-aside for free and reduced lunch students? - dswalker</p>
<p>Operations</p>	<p><u>Transportation Plan</u> How will economically under-served families from three counties access the school without transportation? - nacharles</p> <p><u>Transportation Plan</u> This is a plan that does not connect to the described population. Why no bussing? What about parents/families who don't have access to cars? Low budgeted amount. - arkagan</p> <p><u>Transportation Plan</u> I'm not sure 20,000 will be enough for contracted services. - dswalker</p> <p><u>School Lunch Plan</u> Will you ask eligible parents to complete free/reduced lunch applications and submit them for federal reimbursement? If so, why is it necessary to partner with faith-based and civic organizations to pay for these lunches? - lstein692</p> <p><u>School Lunch Plan</u> Are there plans to participate in the National FRL program? - dtsmith840</p> <p><u>School Lunch Plan</u> How are families at or below the poverty line or those within food insecure environments considered in "bring your lunch" environment?</p> <p>Is there any consideration for the Federally funded free and reduced lunch program to ensure students are able to access food in the event civic organizations are unable to meet</p>

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	<p>the demand? - nacharles</p> <p><u>Civil Liability and Insurance</u> The Appendix L and the total amount listed on this page are not aligned. Applicant should clarify the differences with the numbers. - dtsmith840</p> <p><u>Civil Liability and Insurance</u> Can the applicant explain why quote in Appendix L does not match cost projections listed in the application? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> That loan is an unbelievably good deal. I would never refinance that! - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> Did not meet criteria for transportation and free lunch. - a_quigley</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Although the budget projections are aligned, how is the applicant prepared to deal with underenrollment? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Why no demonstration of private funds? - arkagan</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> 3% increase per year in revenue seems reasonable. - marylynn_kroeger</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will one EC Teacher cover the grade span at your school? This includes elementary, middle and a block schedule at the high school. - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will there be any staffing plans for instructional assistants? Will there only be one EC teacher for K-12? Has there been thought to this staffing, even with a potentially drastic demographic change? - jade1124</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is the applicant certain it can attract 13 high caliber applicants at \$40,000 each to address the job requirements outlined in other parts of the application? Is one EC teacher sufficient for a K-12 school given the anticipated population? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is it realistic to think that the same amount (\$1,500) will be spent on paper supplies for both administration and instruction? Is the curriculum text, furniture, equipment, computer and software budget low because the school will use its existing resources at no additional cost? Does your budget consider the cost of professional services for EC students, i.e. psychologist, OT, PT, etc.? - lstein692</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

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	<p>How will you cover the costs of the provision of related services for exceptional children? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How are the Child Nutrition costs so low? - jade1124</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> There seems to be misalignment between the projected amounts and other areas such as the school lunch plan. Applicant should clarify the discrepancy. - dtsmith840</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is the office supply section low because the school has existing supplies?</p> <p>Is the transportation line items for students with IEPs only? How will those allocated dollars be used otherwise?</p> <p>Why are the board seminars and consultants and athletics budgeted at a higher rate than child nutrition at a school hoping to attract families of the surrounding community?</p> <p>Are furniture and IT costs low because these are existing? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Low office supplies and computer costs. Detail about the 25k in financial contracts. Why such a high maintenance cost but low facility cost? More detail about the athletics as this is the first of it seen in app. Relatively low instructional costs. - arkagan</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Paper and tech seems a little low, but I guess there may be some left over from the private school. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Some areas within the budget do not include realistic assessments of what will be needed. The budget balances; however, some areas are under budgeted which could be problematic for the proposed school. - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> Is there an opportunity to align more realistic assessment into the budget including child nutrition costs, support for exceptional children, transportation and and contingency for under enrollment? - nacharles</p> <p><u>Budget Narrative</u> Which specific items will be cut if enrollment numbers are low to meet the expenses outlined in the budget? The applicant mentions having identified line items but does not list them. - nacharles</p> <p><u>Budget Narrative</u> As of 2016 what is the current amount of the facility mortgage? Is it a line of credit? Is this the money taken out yearly due to loss or is there an additional debt? - marylynn_kroeger</p> <p><u>Financial Audits</u> The internal controls component of this application is lacking. Hiring an accounting firm</p>
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	<p>to assist with financial policies does not communicate the board's capacity to ensure adequate internal controls including segregation of duties. - dtsmith840</p> <p><u>Financial Audits</u> Is a \$25,000 contract for financial support enough to guarantee internal controls?</p> <p>Who is responsible for internal controls at the school? - nacharles</p> <p><u>Financial Audits</u> overly simplistic view of what it takes - arkagan</p> <p><u>Financial Audits</u> There has been a loss every year and borrowing has increased to almost a million. - marylynn_kroeger</p>
<p>OVERALL</p>	<p><u>Cover Page</u> Conversion and Acceleration applicant request. - dtsmith840</p> <p><u>Acceleration</u> Does a small school truly attract industry especially given that other schools in the same community are failing? Where is the evidence to support this?</p> <p>How prepared is the school to address the effect of poverty if current students have very different needs?</p> <p>Although we can all appreciate the urgency for high quality options, what measures have been taken to ensure the charter will be able to address the high needs of its incoming students body especially with less flexibility? - nacharles</p> <p><u>Acceleration</u> Is there a need for acceleration? Wouldn't they benefit from learning more about this new population? - arkagan</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Although there clearly is a need for high quality options in the region, how prepared is the school for high needs students?</p> <p>How many of the 242 students are returning Hobgood Academy students? If none, is enrolling a full school K-12 of new students without evidence of success with a different population realistic for success especially when considering upper grade credit (11 and 12). If students are being merged, how many students will be from the new target population meaning high need students who deserve a better school option? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Can budget work with low numbers K-12? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> I'm concerned about this just becoming a charter from a private school. - a_quigley</p>

Charter School Advisory Board Subcommittee

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<p>Mission, Purposes, and Goals</p>	<p>Mr. Walker led the interview and reviewed each section of the application. Mr. Quigley had questions about the conversion and the projected enrollment numbers. The proposed board projected that the school currently has 92 students. The assets from the private school will transfer to the public charter school. Currently, as a private school tuition is charged and by nature some students cannot attend their school currently because of tuition. The school feels there is a need. Mr. Walker wanted to know the number of students participating on the opportunity scholarship. The school outlined that there were currently 11 students participating on the opportunity scholarship. The board chair outlined that the opportunity scholarship income levels have proven problematic and has disqualified more parents from participating. Mr. Quigley asked how the school arrived at the 242 students enrollment number. A board member stated to limit class sizes and to have more hands-on approach they are using 18 students at the elementary and 22 at middle and high school. Mr. Quigley outlined his concerns about the large K - 12 grade span proposed by the school as that is hard to do well. He further commented that high school is hard. A board member communicated that she has graduated 2 of her students at the school and feel they are prepared to do what is needed. They have a guidance system in place to help the students. Ms. Turner questioned that given state requirements, it is a lot more than what the school is currently required to do as a private school. Another board member stated that the school has held itself to a higher standard and have been preparing for the conversion and recognize the differences between private and public. Mr. Maimone questioned the number of juniors in the school - the response was there were currently 7 with the plan to infuse another 14 into the population next year. A board member explained that the small numbers this year tripled and they have received numerous phone calls to the school. Mr. Maimone wanted current survey data to justify the numbers. The board member stated that they do not want to go over the 20 and the numbers are a cap. The CSAB stated that the budget is built on the numbers and expressed concerns about the numbers reported. Ms. Reeves stated that schools must be personnel heavy at the high school level. The school reported that they are partnered with certain community colleges to address the teacher licensure issues that may present themselves. Another board member stated that there are school in the area that are closing and students will not have an option. Specifically 6 schools are closing in the area. Mr. Maimone wanted to know the specific survey data the school has to prove the need for the school. A board member communicated that she has the data on another level but the board can provide the data at a later time. Mr. Maimone outlined it should have been included in the application. Context was provided about the size of Hobgood in relation to the school being an 8 man football team. The school won the state championship and have been in business for about 40 plus years. Ms. Kakedalis asked if the school had given consideration to changing its name. The board chair stated that the school has been in existence and feel confident that it can get its message out about being a public charter school in the community. The CSAB stressed the importance of letting the public know they are tuition free. Mr. Maimone referenced the meeting minutes and the lack of survey responses. The board chair outlined they have a lot of undocumented information to prove the need for the school. Mr. Maimone wanted to know specifically how many people from the meeting committed. The board chair stated that the 92 enrolled are committed to attend.</p>
<p>Education Plan</p>	<p>Ms. Kakedalis waned to know how the school would ensure the graduation requirements beginning with a K - 12 initially. Ms. Reeves asked questions about the current graduation requirements. The board member presenting stated the students will meet the NC graduation requirements.</p>
<p>Governance and</p>	<p>Ms. Kakedalis wanted to know if there were current members on the board who are also employees of the private school. Mr. Walker wanted to know how the school will</p>

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Capacity	communicate its conversion to a public school since it has been a private school for so long.
Operations	Ms. Kroeger expressed concerns on the stable enrollment over 5 years. Mr. Walker drilled the amount set aside for lunch given the school states they have a focus on serving disadvantaged students. The board member questioned if this was in the application. The CSAB communicated yes. The board member stated they will depend on faith based organizations and other resources are in place. Currently the private school has no budget for lunch and all students are feed each day. Ms. Kakedalis wanted to know the specific back up plan for the lunch program. The board member reiterated the faith based organizations will be the backup plan. They pointed to the 3 letters of intent supplied since the application was submitted. The board chair stated they did not bring the letters but the letters are commitments of support on a monthly basis. The board present could not provide specific numbers. Mr. Walker questioned if the school will participate in the NFRL to which the board chair stated they would not participate in the first year. They will look into it after their first year of operation. Mr. Quigley stated that if the school is going to be reflective of its community he gave examples of what the student population would be and what the school would need to plan for to serve its proposed population. Additionally, the transportation plan which sets aside 20,000 is not realistic with what the school is proposing. Will the school be able to do what it said it would do? The board chair stated when you live in rural areas there is transportation and they have had conversations and they need to keep their budget under control.
Financial Plan	Mr. Walker communicated that some of the items within the budget were projected low. He wondered if the private school would be carrying over items some materials to the public charter school. Ms. Kroeger wondered about the projected teacher salaries outlined in he budget. Ms. Reeves outlined that there may not be enough teachers covered in the budget and it may not be realistic with 17 teachers. Mr. Walker wanted to know the current fund balance. The treasurer communicated that it had a couple 100 thousand. The treasurer communicated that the current model is not sustainable as a private school. Currently, 3 - 4 members on the board are employed at the private school. Mr. Walker stated that if the mission is to serve more students who do not qualify under the private school, then the evidences should be reflective in the application. Ms. Kroeger stated that over the last few years the school has ran in a deficit and borrowed monies to stay afloat. The treasurer reported that the school does not get full funding for all students receiving full tuition. The school has a debt of \$990,000.
OVERALL	Ms. Kakedalis stated the debt of the private school should not be the responsibility of the public charter school. Ms. Reeves stated the evidences are lacking. Mr. Maimone outlined that rural areas are lacking and charter schools are needed. Ms. Turner stated that the issue is not the conversion from private to public - the problem is the lack of understanding of what it requires to be a public school. Ms. Kakedelis stated the performance of the surrounding counties and what the school would need to do for the population it will recruit was not included in the application. Ms. Turner also expressed concerns with the school starting as a K - 12 school initially. Ms Reeves provided additional perspective on the school accepting the graduation cohorts from a prior school. Ms. Kakedalis stated that the school should have started with a K - 3. Ms. Reeves proposed the school continuing to run the high school as a private and start small as a public charter. Mr. Maimone is troubled by school choice in the area and what is left if the private school closes. Ms. Reeves stated the CSAB is empathetic to the students and there is a great need. Mr Quigley stated that the data points needed were critical and not provided. Additionally, the board may need to cut the high school to allow the elementary to start. Mr. Walker stated a new application is needed. Ms. Turner and other members of the board expressed their

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	<p>concerns about the current debt of the school. Mr. Hawkes stated that this application is not ready for approval yet and recommends that the CSAB not move it forward. Ms. Reeves seconded. Mr. Maimone stated that there is no cap and the applicant can apply in the following year as long as the applicant fixes the issues. Mr. Walker would vote to move forward with a stipulation about the deficit. The motion passed 6 - 3.</p>
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Overall Summary

<p>Initial Screening 09/27/2017</p>	<p>The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation. Note: Conversion evidences are listed in Appendix O.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Walker was impressed by the school's goal to convert the school from a private school to a charter school to open the school to more low-income students. Ms. Turner had concerns about the student enrollment being too small for a K-12 school. A board member clarified that the school currently has 92 students enrolled and that the proposed enrollment would be an enrollment increase. A board member stated that the proposed student enrollment aligns with the school's class size plan.</p> <p>Mr. Walker was impressed with the financing that the school had secured for the facility. Ms. Kroeger wanted clarification on the school's loan arrangement. A board member explained that the loan started as a line of credit and then transitioned to a mortgage. A board member stated that the lender is supportive of the school, thus explaining the generous terms of the loan. Ms. Kroeger sought further clarification on the amortization rate, interest rate and potential balloon payment. A board explained that there would be a balloon payment at the end of 10 years and that there are benefits to paying the loan off earlier. A board member described that the interest rate is 0% until year ten when it transitions to a 4% interest rate. Mr. Walker encouraged the board member to bring the amortization schedule to interview, if invited.</p> <p>Mr. Hawkes wants clarification on how the school plans to have a K-12 with 242 students. Mr. Quigley also wanted clarification on this issue. Ms. Kroeger sought clarification on the need for the school and the level of interest in the school. A board member stated that the school has seen interest given the school's location and accessibility by three primarily rural counties.</p> <p>Ms. Turner made a committee motion to allow an interview for Hobgood Academy Charter School. Ms. Kroeger seconded. The motion passed unanimously.</p> <p>Mr. Walker made a motion to the full CSAB to allow an interview for Hobgood Academy Charter School. Ms. Gibbs seconded. The motion passed unanimously.</p>

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Application Interview	The Office of Charter Schools provided a brief update on the proposed school. X proposed board members and the proposed Lead Administrator members introduced themselves to the CSAB and provided a brief professional history and explained their respective role for Hobgood Charter Academy School.
OVERALL	Mr. Hawkes stated that this application is not ready for approval yet and recommends that the CSAB not move it forward. Ms. Reeves seconded. Mr. Maimone stated that there is no cap on charters and the applicant can apply in the following year as long as the applicant fixes the issues. Mr. Walker stated he would vote to move forward with a stipulation about the deficit. The motion passed 6 3 with Ms. Gibbs, Mr. Maimone and Ms. Kakedalis dissenting.