



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

[Huntersville Charter High School]

Opening in the 2021-2022 School Year

Table of Contents

Application Instructions	5
Application Contact Information	6
Certify.....	8
Charter Application Special Requests	9
Acceleration	9
Conversion	11
Replication	13
Alternative	17
Proposed Management Organization (EMO or CMO).....	19
Section 1 Mission, Purposes, and Goals.....	21
1.1 Mission and Vision.....	21
1.2 Purposes of the Proposed Charter School	23
1.3 Goals for the Proposed Charter School.....	24
Section 2 Education Plan.....	26
2.1 Instructional Program	26
Curriculum and Instructional Design	28
High School Graduation and Postsecondary Readiness (High Schools Only)	31
2.2 Special Populations and “At-Risk” Students	34
2.3 Exceptional Children	36
Identification and Records.....	36
Exceptional Children’s Programming.....	38
2.4 Student Performance Standards.....	40
2.5 School Culture and Discipline	42
Certify.....	44
Section 3 Governance and Capacity	45
3.1 School Governing Body	45
3.2 Governance.....	45
3.4 Staffing Plans, Hiring, and Management	53
Projected Staff	53
Staffing Plans, Hiring, and Management	54
3.5 Staff Evaluations and Professional Development.....	59

3.6 Marketing, Recruitment, and Enrollment.....	61
Marketing Plan.....	61
3.7 Parent and Community Involvement.....	64
3.8 Admissions Policy.....	65
Weighted Lottery.....	66
Certify.....	67
Section 4 Operations.....	67
4.1 Transportation Plan.....	67
4.2 School Lunch Plan.....	68
4.3 Civil Liability and Insurance.....	69
4.4 Health and Safety Requirements.....	70
Start-Up Plan.....	70
4.5 Facility.....	73
Certify.....	75
Section 5 Financial Plan.....	76
5.1 Charter School Budget.....	76
5.2 Budget Narrative.....	76
5.3 Financial Compliance.....	80
Certify.....	81
Application Fee.....	82
Signature Page.....	83
Appendices.....	84
Appendix A1 – Acceleration Evidences.....	86
Appendix A2.1 – Public Conversion Evidences.....	86
Appendix A2.2 – Private Conversion Evidences.....	86
Appendix A3.1 – Replication Educational Outcomes.....	86
Appendix A3.2 – Replication Financial Records (IRS 990).....	86
Appendix A4.1 – Executed CMO/EMO Contract (if contracting with an EMO or CMO)**.....	86
Appendix A4.2 – EMO/CMO Facility Buyout Agreement**.....	86
Appendix A4.3 – EMO/CMO Financial History (Bank Statements)**.....	86
Appendix A4.4 – IRS Form 990**.....	86
Appendix A – Evidence of Parent/Community Support*.....	86

Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve* 86

Appendix C – 9-12 Core Content Electives..... 86

Appendix D – Yearly Academic Calendar* 86

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve* .. 86

Appendix F – Federal Documentation of Tax-Exempt Status 86

Appendix G – Organizational Chart* 86

Appendix H – Charter School Board Member Response and Resume* 86

Appendix I – Board Member Background Certification Statement and Completed Background Check* 89

Appendix J – Proposed By-Laws of the School’s Board of Directors* 91

Appendix K – Articles of Incorporation or Municipal Charter*..... 91

Appendix L – Insurance Quotes* 91

Appendix M – Revenue Assurances and/or Working Capital Report** 91

Appendix N – Proposed School Budget for Year 1 through Year 5* 91

Appendix O – Additional Appendices Provided by Applicant 91

Appendix P – Required Signed and Notarized Documents* 91

Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: Huntersville Charter High School
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: Aspire Carolinas Foundation, Inc.
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)

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

Name of Contact Person: Jennifer R. Nichols

Title/Relationship to Non-Profit: Executive Director

Mailing Address: 91 Hubbard St.

City/State/Zip: Belmont, NC 28012

Primary Telephone: 704-651-4811

Alternate Telephone: 973-970-8179

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

Geographic County: Mecklenburg

LEA/District Name: 600-Charlotte-Mecklenburg Schools

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

Yes

No

Give the name of the third-party person or group:Click or tap here to enter text.

Fees provided to the third-party person or group?Click or tap here to enter text.

8. Provide a full detailed response of the assistance provided by the third-party person or group while preparing this application and when the assistance will end:Click or tap here to enter text.
9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

Do you want your replication application to be considered for Fast-Track?

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2021 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2021-2022	Year 2	Year 3	Year 4	Year 5	At Capacity 2024-2025
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	120	100	100	100	105	
10	90	120	100	100	100	

11		90	120	100	100	
12			90	120	100	
Totals	210	310	410	420	405	

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
.4 American Indian 6.6 Asian 24.1 Hispanic 38.1 Black .1 Pacific Islander 28.0 White 2.5 Two or more	15%	10%	9.2%

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Our survey of families indicated 74.6% of parents and guardians of school-age children were willing to consider a High School Trade School. We believe that starting with two grade levels (9th and 10th graders) allows us to capture a broader group of students interested in exploring trade education options. We are increasing the 9th grade number knowing that there may not be as many sophomores willing to leave their current school. We will have a marketing plan to get information out in 2020 and 2021 about the school to ensure participation and we believe that the small number (420) needed to fill the program works well for our growth plan. There will be a bubble up factor as the first freshman class of 120 students moves through in year 4 then we will begin taking 105 freshman each year after that to maintain 420 annual students.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. I certify I do not certify

Explanation (optional):

Some of this information was been taken from the application we submitted last year.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Click or tap here to enter text.

2. Demonstrate an exceptional need for the charter school in the proposed location.

Click or tap here to enter text.

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

Yes

No

4. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

Yes

No

5. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

Click or tap here to enter text.

Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

- B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:
- 1) Unique mission and educational program.
 - 2) Local, state, and national nonprofit partnerships committed to assisting the school.
 - 3) Potential for economic and educational development of the region.
 - 4) Mentoring by a successful organization that has experience in creating public schools.
 - 5) Obstacles to educational reform efforts that leave chartering as an available option.
 - 6) Commitment to work with a successful charter school board as a guiding mentor.
 - 7) The length of time the board of directors has existed.
 - 8) Whether the proposed board has previously operated or currently operates a successful public charter school.
- C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Conversion

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

Yes. Go to Question #2.

No. Stop. Do not complete this section.

2. Is the Conversion Public or Private? Public. Complete Question #3 below.

Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted: [Click or tap here to enter text.](#)

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences

Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted: [Click or tap here to enter text.](#)

City and state where private school is located: [Click or tap here to enter text.](#)

- 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).

Click or tap here to enter text.

- 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.

Click or tap here to enter text.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. 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 A2.2 Private Conversion Evidences.

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

Click or tap here to enter text.

- 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.

Click or tap here to enter text.

- 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?

Click or tap here to enter text.

Replication

Per SBE policy [CHTR-016](#), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

1. Is this application being submitted as a replication of a current charter school model?
 Yes. Go to Question #2. **No. Do not complete this section.**

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.
[Click or tap here to enter text.](#)

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?
 Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:
 - A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
 - B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
 - C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
 - D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication. [Click or tap here to enter text.](#)

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina

1) have an academic proficiency comparable to the LEAs in which the current schools are located; or

2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? Yes
No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

Do you want your application to be considered for Fast-Track Replication?

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is

eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. Yes No

Alternative

Do you want your application to be considered for an Alternative Charter School?

Yes. Continue to the next section.

No. Stop. Do not complete this section.

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school’s population in grades 9-12 must be at-risk of academic failure as defined in [DROP-001.I.B.](#), and must also meet one or more of the following:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school; or
 - d. The student must be a high-school dropout as defined in GCS-Q-001 (linked above); or be imminently as risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

Does your proposed school meet the minimum criteria?

Yes. No.

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk student as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designation which of the alternative accountability options it is requesting under [ACCT-038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR-020.III](#)).

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes No. **Stop do not complete this section.**

2. Name of the Company:

Mailing Address:

City/State/Zip:

Phone Number:

Contact Person:

Email Address:

Website:

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Click or tap here to enter text.

Attach Appendix A4.1: Executed Management Contract

4. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Click or tap here to enter text.

5. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?

Click or tap here to enter text.

6. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

Click or tap here to enter text.

7. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.

Click or tap here to enter text.

8. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Click or tap here to enter text.

9. Is the facility provided by the EMO/CMO? Yes No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

10. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

Click or tap here to enter text.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization’s purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
 - Illustrate what success will look like; and
 - Align with the purposes of the NC Charter School Law.
1. The mission statement of the proposed charter school is as follows (35 words or less):
Huntersville Charter High School will offer 9-12th grade students from Mecklenburg, Gaston, Cabarrus, and Iredell a career-focused education that provides a “hands on” experience in career and technical education while maintaining a rigorous academic environment.
 2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Our vision is to allow High School students the opportunity to explore occupations that may or may not require post-secondary education but will involve academic study, hands-on training and skill building. In this rigorous program students will gain viable skills and experience while enrolled in an academic high school and be offered apprenticeships by companies within our region prior to graduation. HCHS students will be enrolled in the trade major of their choice. Upon completing required trade courses and their senior apprenticeship they will achieve a certificate of completion, graduate with marketable skills and enter a labor market begging for talented professionals.

Educational Need and Targeted Student Population of the Proposed Charter School

3. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district?
[See G.S. 115C-218.45\(e\).](#)

The targeted population is primarily North Mecklenburg, Mecklenburg, eastern portions of Gaston County, the southern portion of Iredell County, and the western part of Cabarrus County. The target audience is represented by students:

- 1) interested in career and technical education.
- 2) who enjoy an innovative curriculum approach.

- 3) who are undecided as to their career path.
- 4) who plan to attend a two or four-year college upon graduation.
- 5) who want to enter the workforce immediately graduation from high school with trade certification.

The Huntersville Charter High School curriculum is appropriate for every high school student and the student body will likely reflect the racial demographics of the CMS district. The 2018 demographic data for Charlotte Mecklenburg Schools reflects the following racial percentages: 0.4 American Indian, 6.6 Asian, 24.1 Hispanic, 38.1 Black, 0.1 Pacific Islander, 28 White, 2.5 Two or More. We chose the Huntersville location because of the interest by multiple stakeholder groups including families, professionals, corporations, and area career and technical educators that strongly support creating a charter trade high school.

The targeted population will reflect the socioeconomic status of the LEA, SWD population and ELL population of the district represented in the north Mecklenburg area (Davidson, Cornelius, Huntersville, etc.) We believe that our trade school population will be similar to the charter schools that are currently full to capacity in the Lake Norman area.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

The Lake Norman area has high performing and full to capacity charter schools. Charter schools in the area are trying to expand to keep up with the growing need of the burgeoning communities north of Charlotte. The one need that has not been met is the need for trade education and a skilled workforce to support increasing area growth. We intend to meet the need for trade education with the Huntersville Charter High School and provide students with the best possible trade education to further their career and life goals upon graduation.

5. 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 in grades 9-12).

The Huntersville Charter High School will serve up to 420 students. This is .009% of the ADM among Charlotte Mecklenburg High Schools which has a total enrollment of 45,557.

6. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

The Huntersville Charter High School will be the first school to focus on both career/technical education and traditional academics in Mecklenburg County. There is no high school in the Charlotte Mecklenburg School District that offers this educational platform. This innovative school will allow students to choose interest areas that include trades such as HVAC, plumbing, electrical, and culinary, as well as, other career clusters. An apprenticeship program will be offered to students that attend upon mastery of prerequisite skills in their chosen interest area.

7. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results.

The board and staff of Aspire Carolinas Foundation is hard at work cultivating long-term relationships with corporations, businesses, individuals, foundations and community groups and leaders. In cultivating relationships with stakeholders we have started receiving funds and funding commitments. While hearing from our stakeholder groups that the trade school was desired and needed, we felt it prudent to do a detailed survey. We hired Paul Shumaker and Strategic Partner Solutions, LLC to do a formal survey of families with children living within the school footprint. The results were very encouraging. In the initial questions 63.3 percent of those polled stated that they would consider the trade school. When the 36.7 percent who initially said they would not consider it were told that there would be no cost to attending the school and graduates would have an opportunity for higher paying jobs, the overall percentage of those willing to consider the trade school rose to 79.9 percent. Clearly, the Huntersville Charter High School is a viable educational option for students in North Mecklenburg and surrounding areas.

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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).

1.2 Purposes of the Proposed Charter School

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.
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. There are CMS schools that offer an individual trade course within their traditional academic setting, however, there is no CMS school that combines a robust career and trade school curriculum along with traditional academics. Instead the region has relied upon the community colleges to increase their CTE offerings in hopes of drawing post-secondary students. The Huntersville High School will offer a rigorous multi-trade curricula with differentiated instruction using a blended learning platform. Initial course offerings will include electrical, HVAC, plumbing, culinary and more. The school will increase trade and career course offerings as the student body grows.

5. Huntersville Charter High School (HCHS) will increase learning opportunities for all students, with a special emphasis on at-risk or gifted students. HCHS will share the campus with two schools for unique and challenged learners. The K-12 school for children with learning and attention differences and the grades 3-8 school for children with high-functioning autism will both serve at-risk students. Some of these students also qualify as gifted students in specific content areas. Gifted students may find the differentiated learning style and career and technical curriculum provides them with a greater opportunity to accelerate their learning pace while remaining engaged and challenged. We believe by sharing the campus these challenged learners will have an opportunity to embrace educational and career options that previously were not available to them. Huntersville High School will provide resources to those at-risk students who may choose to enroll such as an additional counselor, reading comprehension instructor and other supports as deemed necessary. At-risk students who may have been less successful in the traditional school setting may find this differentiated learning environment and CTE course content to move them toward the educational success that has previously been out of reach.

1.3 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.

Operations Goals

1. We will be in compliance with all charter school laws, state and federal laws and board of education policies.
2. We will meet expected enrollment figures as shown in the charter school application for the first five years.
3. We will provide a professional development program including two to four professional development days annually in areas of identified interests and needs.
4. Teachers and staff will report overall job satisfaction with a 95% workplace satisfaction rate by year five on the annual staff survey.
5. The student body will reflect the economic and racial diversity of the community by year five.

Academic Goals

1. Students will be supported, active, and engaged learners by achieving a 93% average daily student participation (attendance) rate by year 5.
2. The annual student attrition rate will be less than 10%.
3. The student graduation rate will exceed the Charlotte Mecklenburg School average currently at 89.4%.
4. Student suspension rates for HCHS will be less than 10% compared to the suspension rate for CMS high schools which is 20%.
5. Students will graduate with a high school diploma and a certificate of completion in at least one CTE curriculum area.
6. On state administered tests, 75% of students will achieve proficiency in one or more areas.

Financial Goals

1. The Board of Directors (BOD) will establish an estimated annual budget prior to each school year with established budgetary guidelines.
2. Financial reports will be made monthly to the Board of Directors to monitor expenditures and cash flow.
3. An annual audit will be conducted by an independent auditor with findings reported to the Board of Directors.
4. The BOD will make adjustments as needed throughout the fiscal year to ensure sound financial practices and accountability.

Governance Goals

1. The Board of Directors will meet 9 times annually.
2. The Board of Directors will create a multi-year strategic plan by 2022.
3. The Board of Directors will hold an annual strategic planning meeting to review annual goals.

4. The Head of School will conduct annual performance evaluations on each teacher and staff member and will provide an overview to the BOD. Improvement plans will be established as needed.
5. The Board of Directors will conduct an annual head of school performance evaluation addressing progress and accomplishments toward the strategic plan. Improvement plans will be established as needed.
6. The school will achieve a 90% overall satisfaction rate on annual parent surveys by year three.

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

The Mission of HCHS

Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

The Goal of the HCHS mission

Our goal is to offer students the opportunity to explore occupations that may or may not require post-secondary education but will involve academic study, hands-on training and skill building. In this rigorous program students will gain viable skills and experience while enrolled in an academic high school and be offered apprenticeships by companies within our region prior to graduation. Students will graduate with marketable skills entering a labor market begging for talented professionals.

The governing board will know that the proposed public charter school is working toward attaining their mission statement when the Board of Directors acknowledges successful fiscal management and the attainment of goals including school operations and academic performance.

One measure of success will include engagement of students in the career and technical classes and apprenticeships offered by regional corporations. Another measure of success will be the number of graduates by year five that have high school diplomas and CTE certificates of completion in one or more trade options. The ultimate measure of success will be seeing HCHS students hired by regional companies or moving forward into post-secondary educational options upon graduation that are focused upon the career that they have chosen.

Section 2 Education Plan

2.1 Instructional Program

1. 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.

Click or tap here to enter text. The instructional program will prepare students for a solid future by providing an education that meets or exceeds the NC graduation requirements for entrance into a four-year college or university, as well as, an industry-specific certificate of completion that will render our students career ready. Upon graduation, our students will have valid options for immediate employment and/or additional education in post-secondary educational institutions. We will use differentiated instruction with blended learning. We believe this combination creates a strong educational approach for all types of learners including challenged learners. Differentiated instruction aids in creating personalized and individualized learning plans for students. In addition, differentiated instruction is also a great platform for Career and Technical Education.

According to Laura Robb, author of *Differentiated Reading Instruction*, "Differentiation is a way of teaching; it is not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction.

Here is a list of some key principles that form the foundation of differentiating instruction:

- * Ongoing, formative assessment: Teachers continually assess to identify student strengths and areas of need so they can meet students where they are and help them move forward.
- * Recognition of diverse learners: The students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every student's needs.
- * Group Work: Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- * Problem Solving: The focus in classrooms that differentiate instruction is on issues and concepts rather than "the book" or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- * Choice: Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet student's diverse needs and varied interests." According to Horn and Staker, there are three elements that make blended learning effective:

1) increased student control of/responsibility for learning;

- 2) a shift in the role of the teacher from knowledge provider to learning facilitator, coach, and mentor;
- 3) the use of software or online learning for a portion of students' educational experience.

This model provides flexibility in the classroom, learning labs and apprenticeship experiences where students will participate in a variety of individual and group "hands on" experiences, individual online and software specific learning, and classroom instruction. Traditional assessments such as reports, tests, and presentations will be combined with individual and group projects. Required state and classroom assessments including End of Course (EOC) exams will be used as part of the evaluation process for students.

Curriculum and Instructional Design

2. 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.

Basic Learning Environment: There are three primary learning experience environments for students at Huntersville Charter High School which include the classrooms, learning labs and outdoor areas. The school sits on a campus that will have areas designed for outdoor learning experiences. These three environments offer flexibility for our differentiated and blended learning platform.

Class Size and Structure: Huntersville Charter High School will have a class size of no more than 25 students but the preferred class size is 20-22 students. The HCHS environment will use technology inside and outside of the traditional classroom, as well as, industry specific and content specific curriculum, equipment, and tools. Within this creative environment you will see students:

- 1) working individually and in peer groups
- 2) using laptops, pencil and paper, and industry specific equipment.
- 3) receiving whole group or small group instruction.
- 4) creating projects and doing presentations.
- 5) being challenged to reach their full potential.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Curriculum and Accountability Alignment: Huntersville Charter High School will offer multiple career and technical education paths that align with the college-ready academic core including:

- 1) Electrical
- 2) HVAC
- 3) Plumbing
- 4) Computer Science/Information Technology
- 5) Culinary

This curriculum aligns with our mission, our intended student population and the North Carolina Accountability Model. Our core academic curriculum will include 1 credit in physical education, 3 credits in Science, and 4 credits in:

- 1) Math
- 2) English
- 3) Social Studies

Huntersville Charter High School students will take the EOC assessments for Math I, English II and Biology. This curriculum aligns with our mission to offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment. In addition, HCHS students will take 4 CTE credits and 2 work-based credits to complete their graduation requirements. HCHS will offer industry specific curriculum that is flexible enough to change with the industry. Our students will receive additional "mini" courses within their chosen CTE areas that enhance their career readiness such as OSHA certification or CPR training as they become available and based upon industry suggestions. The Career and Technical Education curriculum does not target any one gender, race, or socio-economic strata so we will market these courses to all students. The target audience is represented by any student:

- 1) interested in career and technical education.
 - 2) who enjoys an innovative curriculum approach.
 - 3) who is undecided as to their career path.
 - 4) who plans to attend a two or four-year college upon graduation but desires a more interactive curriculum.
 - 5) who wants employment immediately following high school.
4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The primary instructional strategies will require teachers to understand and use:

- 1) ongoing, formative assessments in identifying student strengths and weaknesses.

- 2) differentiated lessons that improve student reading, writing, thinking, problem solving and speaking.
- 3) peer to peer grouping to encourage cooperation, observation, discussion and learning.
- 4) problem solving around concepts and issues.
- 5) student choice and input in tasks, projects, and assignments.
- 6) increased student control of/responsibility for learning.
- 7) a shift in the role of the teacher from knowledge provider to learning facilitator, coach, and mentor
- 8) the use of software or online learning for a portion of students educational experience.
- 9) motivation through engagement, exploration and innovation.

Being well-versed in North Carolina State Standards, along with professional development that involves collaboration, research and increased curriculum exploration is important to achieving high educational standards. In addition, producing engaged teachers promotes engaged learners and that is a successful model for all students. As teachers become mentors that promote healthy self-esteem and self-confidence students will excel. Families will be encouraged to join the collaborative community that makes up Huntersville Charter High School and become partners in their children's education.

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.

The instructional plan as outlined fulfills the graduation requirements for HHS students and builds the industry specific skills necessary for college readiness and, if desired, immediate career placement. The combined Career and Technical Education curriculum and core academic curriculum is designed to promote mastery of content, skills and concepts. Each school year requires a minimum of six credits including a Math and English class which they must pass to be promoted. Students will transition from grade to grade as they complete academic requirements; moving them ever closer to their desired college and career goals.

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

Huntersville Charter High School will follow the traditional school calendar (similar to Charlotte Mecklenburg Schools) with 185 days of instruction.

Our students will have a later start time than some of the other high schools in the area to allow for ease of traffic for our young drivers and accommodate the natural "late to sleep and late to wake" schedules of our teenage students.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science,

and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The board is considering a schedule that includes an A day and B day. For students this schedule includes 4 learning periods of 80 minutes each. Each day will include a 35-minute study period, 35-minute lunch and 20-minute morning snack break. This will provide an opportunity for students to get more work accomplished in each period especially in the CTE classes. Morning bell is at 7:30 with all students in home room. At 7:45 am they begin first period. After first period is a snack break. After period 2 they have lunch or a study period for 35 minutes. After lunch/study period they will have period 3 and period 4. The day ends at 3:10 pm. This gives students a chance to focus on just 4 classes each day. This schedule provides time for more in-depth learning and an opportunity to explore more than one CTE focus area.

8. Describe a typical day for a teacher and a student in the school's first year of operation.

If this schedule is adopted the teachers will arrive no later than 7:15. Teachers will have 3 classes on one day with an 80-minute planning period and 4 classes the next with no planning period. They will hold a study period each day in their room and will have a duty-free lunch 4 days a week as they participate in a rotating lunch monitoring schedule. Teachers may leave at 3:25 unless they have other obligations.

As stated in the previous answer, students would have 4 learning periods of 80 minutes each. Every day will include a 35-minute study period, 35-minute lunch and 20-minute morning snack break. This will provide an opportunity for students to get more work accomplished in each period especially in the CTE classes. Morning bell is at 7:30 with all students in home room. At 7:45 am they begin first period. After first period is a snack break. After period 2 they have lunch or a study period for 35 minutes. After lunch/study period they will have period 3 and period 4. The day ends at 3:10 pm. This gives students a chance to focus on just 4 classes each day. This schedule provides time for more in-depth learning and an opportunity to explore more than one CTE focus area.

High School Graduation and Postsecondary Readiness (High Schools Only)

9. Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

The Future-Ready Core Requirements for graduation include 22 credit hours. Most of our students will follow the core academic curriculum of sixteen (16) credit hours which will include one credit in physical education, three credits in Science, and four credits in:

- 4) Math
- 5) English
- 6) Social Studies

These HCHS students will take six additional credit hours - 4 CTE credits and 2 work-based credits to complete their graduation requirements of 22 credit hours.

There is another path to graduation for students that may need less rigorous core content, however, we believe that most students, including EC students can master the Future-Ready Core Requirements. The Future-Ready Occupational Requirements allow students to choose a course of study that reduces the number of Core academic curriculum to twelve (12) credit hours. This course of study will include one credit in physical education, three credits in math, four credits in English and two credits each in Science and History. These Huntersville High School students will take ten additional credit hours 8 CTE credits and 2 work-based credits to complete their graduation requirements of 22 credit hours.

Regardless of whether the student chooses the Future Ready Core Requirements or the Future Ready Occupational requirements they will have 10 remaining elective hours to repeat courses, if needed, and take additional CTE courses.

Grade point averages will be calculated based upon a ten-point scale:

- 90-100 A (worth 4 points)
- 80-89 B (worth 3 points)
- 70-79 C (worth 2 points)
- 60-69 D (worth 1 point)
- 60 or below F (worth 0 points)

Regardless of which course of study is chosen by our students an "F" grade will result in 0 points and require that the course be repeated. Transcripts will include all of the courses attempted, grades given, and points earned towards the GPA. Test scores from state EOC tests and national college admissions tests, such as the SAT, will also be included on the students' transcripts.

For students taking the Future-Ready Core Requirements, the promotion requirements will be as follows:

- To Grade 10 - 5 credits must include the appropriate math and English
- To Grade 11 - 11 credits must include the appropriate math and English
- To Grade 12 - 17 credits must include the appropriate math and English
- To Graduate - 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English.

For students taking the Future-Ready Occupational Requirements, the promotion requirements will be as follows:

To Grade 10 - 5 credits must include the appropriate math and English
To Grade 11 - 11 credits must include the appropriate math and English
To Grade 12 - 17 credits must include the appropriate math and English
To Graduate - 22 credits must include passing level III or above on the NC
Math 1 EOC, English 2 EOC and Biology, grade 12 English.

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

Huntersville Charter High School is a trade specific school requiring 22 hours towards a graduation diploma. While most students may choose a trade career as their post-secondary choice, students will have several options to choose from with this standard diploma. If students declare that they will be going on to a four-year college then additional coursework can be completed to ensure that the entrance requirements are met. All students will have the opportunity to achieve a certificate of completion in one or more trade options and the opportunity to enter the workforce upon completion of the program.

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

Students who are at risk of dropping out will receive the assistance and guidance they need to earn a high school diploma and work towards the career path of their choice. Guidance counselors, teachers and school administrators will diligently monitor the progress of students by analyzing progress reports, assessments, tests, and report cards to identify students who may be struggling to succeed. When issues are identified the school will remain proactive and immediately start working on strategies so that students do not fall behind.

Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Attach Appendix C: 9-12 Core Content Electives. Provide a visual disseminating what courses (both 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.

Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

2.2 Special Populations and “At-Risk” Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

The use of a Multi-Tiered System of Supports (MTSS) will ensure effective academic and behavior practices are part of the normal school structure. While seeking continued school improvement, every student will receive assistance at various points in their educational experience. Students will be assessed on an on-going basis so that instruction, differentiation, and accommodations can be adjusted according to every child’s individual needs. Teachers will collaborate with students, parents, and other administrative staff to find appropriate solutions to student issues in the areas of academics, behavior and school attendance. The MTSS process uses systematic problem-solving processes with data-based decision-making and evidence-based interventions to address barriers to the student learning process. Using MTSS to identify students in need and apply strategies to accommodate requires a three-tiered approach:

Tier 1 is the use of core instruction. Huntersville Charter High School will use differentiated and blended learning as a school wide intervention.

Tier 2 is the use of supplemental instruction when the data indicates that students need additional services. Students identified as needing Tier 2 support will receive academic interventions designed to ensure improved performance. These supports should follow a plan of action with measurable goals, benchmarks and outcomes that allow for phasing out interventions over time with improved performance. The ultimate goal is the student returning to Tier 1. If the student has not improved within 8 weeks of the implementation of the Tier 2 action plan with individualized interventions then they will be referred for Tier 3 supports.

Tier 3 students will receive additional service and supports, or individualized interventions that are research-based while monitoring data every fourteen days for improvement. If student does not improve within a four to six-week period with a return to Tier 2 or Tier 1 then the student will be referred to the EC teacher/Director for assessment.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school’s pre-opening plan to prepare for special populations.

Jennifer Nichols, Founder, Aspire Carolinas Foundation, Inc., has taught gifted students in the past. In her role as Assistant Director of the ARC of Mecklenburg County she attended IEP

meetings with families of students with disabilities. In addition, Jennifer worked for eight years at The John Crosland School. The Crosland School serves students with learning differences and high-functioning autism. The HCHS will be sharing a campus with two schools serving children with special needs and have additional resources available on campus. We will have counselors and teachers ready to ensure that the requirements of special populations are met.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
 - c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
 - d. Means for providing qualified staffing for EL students.

Huntersville Charter High School anticipates that a percentage of students enrolling will request ELL and Limited English Proficient (LEP) services. Students will be allowed to self-identify by filling out the Home Language Survey in the HCHS Enrollment Package provided to every family. If the student lists a language other than English the school will investigate to determine the child's home language. If it is determined that the dominant language is not English, then the school will request student records from the former school to help determine the child's proficiency and need for assistance. The Home Language Survey, and investigation will help determine any support needs including tests accommodation, translators, home visits and other supports that may be needed.

If teachers have concerns about particular students that are not currently receiving services, they need to notify administration within the first twenty days of the student's admission to the school. An investigation will be made to determine needed supports. Successful strategies for ELL students work well with the Differentiated Instruction with Blended Learning teaching method used at HHS. ELL students seem to learn best when supports fall into the following categories: instructional strategies, learning supports and assessments. Service delivery strategies might include but not be limited to tutoring services, enrichment, and remediation in content subjects such as math, English, Science or Social Studies.

ELL students are continually monitored through observation, classroom-based assessments, teacher reports, and grades. As outlined by NC State policy GCS-A-012, students may exit from the program when they receive an administrative recommendation, a grade of C or above in English classes, and appropriate scores on the ACCESS (assessment designed by the WIDA Consortium to determine student's English proficiency).

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-based 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 gifted students; and means for providing qualified staffing for gifted students.

Intellectually gifted students have an opportunity to self-select during the registration process. Huntersville Charter High School will also accept a parent or teacher nomination and will review student records such as counselor reports, work samples, test scores including ability or achievement tests. HHS will also accept the GATES assessment or Bright Horizons Gifted and Talented checklist.

The Guidance Counselor will oversee the AIG program that will assist teachers in creating Differentiated Education Plans (DEPs) to address student interests, challenges and needs. The DEP will create a framework for goal setting and outcome assessment, as well as, course and career planning.

The Differentiated and Blended Learning model of instruction provides a platform for learners of all levels to achieve educational outcomes. Regular monitoring through the Differentiated Instruction model will allow teachers and students to assess student progress. In addition, formal progress monitoring and reports will be done every six weeks with information sent home to parents.

2.3 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

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

Upon admission to HCHS, the parents will be given a form in the Enrollment Package to identify if their student has an IEP or 504 plan that was completed at their previous school. We will submit a formal request for the official IEP or 504 records from the previous school. The EC

teacher/Director will audit the student files to ensure the following records are complete and in the transferred file:

- 1) Most recent copy of referral
- 2) Consent to evaluate the student
- 3) Eligibility determination
- 4) Current IEP
- 5) Prior written notice
- 6) Consent to serve the student
- 7) All related documents including psychological reports, eligibility reports, meeting minutes, etc.

If the IEP records from the previous school are found to be incomplete or not accurate, Huntersville Charter High School, in an effort to remain in compliance, will hold a re-evaluation meeting. Until the re-evaluation is complete HHS will provide services as required on the most current or existing IEP.

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. Include how the school will avoid misidentification of special education students.

Huntersville Charter High School will post Child Find information at the front desk and on the walls of the school as required by Child Find (34 CFR 300.125) as a part of the Individuals with Disabilities Education Act (IDEA). All students, upon admission to the school, will have Child Find information mailed to their homes. Child Find information will be listed on the school website, written in all policy manuals for students, parents and employees and be distributed at open houses and orientation events. For students whose primary language is not English or Spanish, Child Find information is available in other translations.

If students are suspected of having a disability and have not responded to the Tier 3 support interventions, within the four to six-week period allowed for improvement and return to Tier 2, then they will be referred to the EC Director for evaluation for special education services. Until an IEP is established for the student, if identified as having a disability, the Tier 3 supports will remain in place. If the student is identified as having a disability but is not in need of special education services, they will receive a 504 Plan. If a student has an IEP or 504 Plan they are served under Tier 4 and will receive all of the services, accommodations, modifications and instruction as designed in their respective IEP or 504 Plan. If the disability is present in only one area then the student will receive the Tier 1,2, or 3 supports, as appropriate, in other non-disability related areas.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- a. Requesting Records from previous schools
- b. Record Confidentiality (on site)
- c. Record Compliance (on site)

Student files will be kept in a secure location. Student files will be located in a lockable file drawer inside of a locked room. Files will be released only to persons who have the legal right to view them and will be signed out and back in when returned on the file log located in the file room. The file log will require the following information to be recorded:

- 1) File to be examined
- 2) Purpose for examination and removal of the file
- 3) Date of removal of the file
- 4) Date of file return
- 5) Signature of person who has removed the file

Following the laws of FERPA, HIPPA and IDEA, files are not to be kept in classrooms, offices or unlocked areas of the school. Teachers are not allowed to discuss the student or the disability of the student with any unauthorized party. The only staff that are legally authorized to discuss the student or the information pertaining to the student's disability are staff members who work directly with the student. Files will be audited periodically by the EC department staff to ensure that the correct and complete documentation is in the file.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

HCCHS will make every effort to keep the student in the general education setting as required by Least Restrictive Environment (LRE) regulations. Exceptions to this regulation include modifications as required by the IEP, such as, time spent in resource, separate or home/medical settings. Continual monitoring will verify if the IEP determinations are working or if further accommodations are needed. The EC department will begin identifying students with disabilities as enrollment packages are received and student records transferred from former schools.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

As required by law, student and parents will receive an invitation to all proposed IEP meetings. New referrals to the EC department will convene within ten days of the request. Upon review of all of the data, including hearing and vision screenings, the team will determine if the student will be evaluated. The EC department will obtain parent permission for the evaluation and evaluation tools that will be needed to provide a thorough assessment. After the evaluation is

completed, the IEP Team will reconvene to review the findings and determine if the student has a disability and is eligible for special education services. An Individual Education Plan (IEP) will be completed and parent signatures giving permission for services will be obtained. This process will be complete within the 90-day window for new referrals with re-evaluations to be completed at minimum every three years; more often if determined by the EC Director and IEP Team. Summary findings of every IEP meeting will be provided to the parent(s) after every meeting.

In cases where the student is not to be evaluated, or is shown to be ineligible for special education services then the Administrative Team may request further interventions be given or may refer the file for review by the 504 Team.

We will have an Exceptional Children's Teacher/Director on staff from the opening day of school. As the school increases enrollment in years two and three it is anticipated that an additional EC teacher will be hired with each having a caseload of students to serve. The EC Team will assist teachers in providing accommodations. They will also schedule IEP meetings, guide services and programs delivered to the student as required by the IEP, and provide in-service training to teachers and staff to ensure legal compliance.

HCHS will provide a full range of services and supports as required by the IEP. Some services may be contracted with local providers especially in areas of need where professional therapists are required.

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

HCHS will make every effort to keep the student in the general education setting as required by Least Restrictive Environment (LRE) regulations. Exceptions to this regulation include modifications as required by the IEP, such as, time spent in resource, separate or home/medical settings. Continual monitoring will verify if the IEP determinations are working or if further accommodations are needed. If a situation were to occur whereby the student needed to be permanently removed from the school for a severe disciplinary action then the IEP team must meet to conduct a Manifest Determination Assessment within ten days of the decision to make a placement change. If the behavior is determined not to be a result of the student's disability then the standard disciplinary measures will be taken according to school policy.

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

When students are enrolled with existing IEP or 504 Plans they will receive a review of services. There will be one annual review of student IEPs, however, the team may call additional meetings if needed. The EC Director/teacher will collect and assemble data and then send progress reports home each quarter. If the student is not meeting goals as established by the IEP then the team will meet to address issues and make necessary changes to the goals and

measurable outcomes. A new IEP summary is created with the new accommodations, modifications, devices and services required and distributed to the student’s teachers by the EC Director/teacher.

8. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The EC department will be staffed according to the number of students enrolled that need services estimated to be 10 percent of the student population. The EC Director/teacher will provide guidance and oversee all classroom accommodations and modifications. The EC Department will provide professional development or facilitate the engagement of needed trainings for all staff on learning interventions and the various strategies and accommodations that can be provided to EC students. If needed, the EC department will identify and work with the Head of School to contract any additional professional services needed to meet IEP goals.

2.4 Student Performance Standards

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

HCHS is the first charter school in the region with the combination of core academics with Career and Technical Education (CTE) allowing students to choose a post-secondary career path of their choice. The CTE courses offered will be industry specific and allow for apprenticeships that will lead to further training and skill mastery. Students will complete 22 credit hours for graduation. They will be prepared to immediately move into their chosen trade after graduation with competitive salaries and benefits packages or may choose to further their education.

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.

While North Carolina EOC tests will be given and a high percentage of students will meet or exceed the Charlotte Mecklenburg Schools average composite test scores, our ultimate goal for students is to ensure career readiness. As students may choose a variety of career paths, we will strive to increase annual student performance on the EOCs and highlight strengths and weaknesses for students whose ultimate goal is a two or four-year college degree. For students who have selected a particular trade focus we will strive to increase performance on the EOCs in areas that are critical to successful skill mastery in their chosen field.

Using the Charlotte Mecklenburg Schools test score composites we will strive to meet the following increasing goals:

English 2:	Y1 - 51%	Y2 54%	Y3 57%	Y4 60%	Y5 63%
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Math 1:	Y1 - 51%	Y2 54%	Y3 57%	Y4 60%	Y5 63%
Biology:	Y1 - 54%	Y2 57%	Y3 60%	Y4 63%	Y5 66%

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.

Students and parents will be made aware of graduation requirements upon HCHS enrollment. Materials will be sent home to parents from the counseling office to remind families at the beginning of each school year what the student must achieve within that academic year and to inform them of important testing dates. Promotion requirements are dependent upon which program students are following.

For students taking the Future-Ready Core Requirements, the promotion requirements will be as follows:

- To Grade 10 5 credits must include the appropriate math and English
- To Grade 11 11 credits must include the appropriate math and English
- To Grade 12 17 credits must include the appropriate math and English
- To Graduate 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English.

For students taking the Future-Ready Occupational Requirements, the promotion requirements will be as follows:

- To Grade 10 5 credits must include the appropriate math and English
- To Grade 11 11 credits must include the appropriate math and English
- To Grade 12 17 credits must include the appropriate math and English
- To Graduate 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC, and Biology, grade 12 English.

Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer or may elect to retake the class. Graduation requires 22 credits total consisting of 4 English, 4 Math, 4 Social Studies, 3 Science, 1 Phys Ed/Healthful Living and 6 CTE credits.

The EC staff will work with all students who require special services. As partners in education, they will work with the students, their parents and teachers to achieve successful outcomes to educational and career goals. If necessary, the student can complete the requirements for the Future-Ready Occupational course of study and receive a graduation diploma. If those graduation requirements seem unattainable, the students, parents and teachers may establish more appropriate standards and requirements leading to a certificate of completion rather

than a high school diploma. The certificate of completion program allows students to remain in school until the age of 21 if it continues to be a positive and appropriate placement. Students will continue to receive the assistance and guidance they need to earn a high school diploma and work towards the career path of their choice.

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 students at risk of dropping out.

For Future-Ready Core Requirements, students must have 22 credits and must achieve passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English. For Future-Ready Occupational Requirements, students must have 22 credits and must achieve passing level III or above on the NC Math 1 EOC, English 2 EOC, and Biology, grade 12 English. Guidance counselors, teachers and school administrators will diligently monitor the progress of students by analyzing progress reports, assessments, tests, and report cards to identify students who may be struggling to succeed. When issues are identified the school will remain proactive and immediately start on Tier 1 strategies to assist the student. Parents will be notified immediately.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture of the school begins with the culture of the campus which was created to be a village. This village is a place of community that includes students, families, staff and administration among three schools. The beautiful campus resembles a park and has places for outdoor learning and gathering places for social interaction. The campus and buildings are thoughtfully designed to foster creativity and experiential learning.

The HCHS was created to appeal to all types of learners including those who prefer a more hands-on educational experience. There are three primary learning experience environments for students at Huntersville Charter High School which include the classrooms, learning labs and outdoor areas. These three environments offer flexibility for our differentiated and blended learning platform. Students will be encouraged to become engaged and active in this community of learners. While participating in a variety of learning and social experiences each student will have the opportunity to choose a career path and envision a future.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Hiring administration and teaching staff that can assist in creating a village culture is critical to the success of the Huntersville Charter High School. We will strive to hire well and support them in creating a community culture in which every student is engaged in the learning process and school community. All staff will be prepared on the first day of school to model community engagement and begin building strong relationships with all of our stakeholders. All staff will be expected to have an “open door” policy to ensure that everyone feels valued and accepted. If students are enrolled after the school year has already commenced, they will be given student and staff mentors to assist them in quickly acculturating to the HCHS community.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
 - c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
 - d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.
 - a. A student handbook will be provided that explains the HCHS code of conduct. All students will be required to follow the code of conduct, rules and policies of the school. The rules of the school are based upon mutual respect of others, the environment, and self. School staff, teachers and administration will model positive behavior in and out of the classroom. Each classroom will have a posted list of practices centered around effective classroom management. The school will not tolerate disruptive, offensive, inconsiderate or aggressive conduct.

Huntersville Charter High School will use the full range of disciplinary laws under NC Law including the power of exclusion under article 14 section 115.c-218.1 and will develop a full range of disciplinary consequences for student actions.

- b. The four levels of the disciplinary process include:

Level 1: Minor behavior infractions that are most often handled by the classroom teacher and peers in individual meetings. Once the behavior is corrected then the matter is concluded. If the inappropriate behavior continues then the incident is documented and notification is made to the parents and Principal. Offenses may include using unapproved electronic devices or use of electronic

devices at unapproved times, failure to follow the dress code and other minor infractions.

Level 2: More serious behavior infractions which cause an immediate referral to the Principal and parents are notified. Offenses may include bullying, cyber-bullying, violating the tobacco substance policy, leaving the school without permission, being out of the assigned class during class time without permission and other similar serious infractions.

Level 3 Extremely serious behavior infractions that require a meeting attended by parents, student and the Principal. A level 3 infraction may also result from a level 2 infraction that has persisted and the corrective behavioral plan has failed. This infraction may lead to school exclusion or expulsion. Offences may include fighting, possession of alcohol or other substances, destruction of property, repeated disrespect and disobedience of school personnel and other extremely serious behavior infractions.

Level 4 Unlawful or harmful behavior infractions, or continued escalation of level 3 behavior infractions. This level of offences will likely result in long-term suspension and/or loss of school placement at HHS. Offences may include making threats against students, teachers, staff or administration, sexual assault, assault of a school employee, possession of a weapon on school grounds, sale or distribution of illegal substances (prescription or non-prescription), making a bomb threat and other unlawful or harmful behavior infractions.

- c. The school will follow all procedural rules relating to the discipline of students with disabilities and those with Section 504 plans. School incidents are evaluated using the code of conduct that is written and adopted by the HCHS Board of Directors. Any behavior infraction, regardless of the level of severity, may be evaluated on a case-by-case basis.
- d. The school will follow the protections under state and federal law relating to hearings for long-term suspension, exclusions, and expulsions.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Contains information from our charter application submitted last year.

Section 3 Governance and Capacity

3.1 School Governing Body

1. Private Non-profit Corporation (NCGS 115C-218.1)

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

Name of Private Non-profit: Aspire Carolinas Foundation, Inc.

Mailing Address: 91 Hubbard St. Belmont, NC 28012

Street Address: 91 Hubbard St.

City/State/Zip: Belmont/NC/28012

Phone (xxx-xxx-xxxx): 704-651-4811

Fax: (xxx-xxx-xxxx):

Name of Registered Agent and Address: Jennifer R. Nichols, 91 Hubbard St., Belmont, NC 28012

Federal Tax ID: 82-3432311

2. Federal Tax-Exempt Status (NCGS 115C-218.15)

If the non-profit organization has yet to obtain 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.

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

3.2 Governance

The private nonprofit corporation or municipality 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.

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
James Secunda	Board Chair	Gaston (Belmont)	Owner, Thundering Herd Investments, LLC		N
Dale Halton	Vice Chair	Mecklenburg (Charlotte)	Retired Pepsi franchise owner		N
Sarah McAulay	Secretary	Mecklenburg (Huntersville)	Retired, former Mayor Huntersville, NC		N
Lauren Nicholson	Treasurer	Mecklenburg (South Charlotte)	SVP/Senior Credit Products Officer at Bank of America		N
Jennifer Nichols	Founder	Gaston (Belmont)	Executive Director Aspire Carolinas Foundation, Inc.		N

- Describe 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 for Huntersville Charter High School will begin with the members of the

Aspire Carolinas Foundation Board of Directors and Founder/Executive Director. The Board will have no less than five and no greater than nine total members under the current by-laws. The Board's greatest responsibility is to support the fulfillment of the school mission. Together these members will provide leadership that maintains the success of students by ensuring positive community integration, fundraising and partnership retention, sound fiscal management, wise personnel planning, a quality academic program, and management of enrollment and facilities.

The Board of Directors will focus on the following responsibilities as it relates to the mission including:

- 1) financial management of all resources including annual and capital expenses.
- 2) policy management and approvals.
- 3) hiring and annual evaluation of the Principal
- 4) strategic planning
- 5) fundraising and networking

Leadership is a major component to the success of the school and finding the right Principal is critical to its success. A search committee will be formed by members of the Board of Directors to hire the first Principal of the Huntersville Charter High School. The committee will include three Board members and two community advisors that have been chosen by the Board for their expertise in trade education and/or school administration. The position of Principal will be posted on multiple websites including but not limited to K12 Job Spot, Ed Week, School Spring, The National Association of Secondary Schools and the North Carolina Public Charter School Association. The search committee will narrow down the list of applicants and do interviews with the top prospects. After initial interviews the search committee will narrow the list again and choose the top three to four candidates to share with the Board of Directors. The Board and the committee will do second interviews and meet to determine if there is consensus. The position will be offered to a candidate once a majority of the Board has been reached. The Principal will attend meetings with the Board of Directors to provide monthly updates and discuss the governance of the school and progress towards strategic initiatives.

The Principal will hire the staff and teachers using the Board as a resource for assistance if needed in the interview and decision-making processes. The HCHS Principal will use the financial hiring guidelines that are given by the Board and will alert the Board to any issues that arise in the hiring process. The Board will provide policy and oversight allowing the Principal to focus on the day-to-day operation of the school. The Board of Directors will do an annual evaluation of the Principal prior to the end of each school year and determine if expectations have been met prior to offering a new contract. The Board will also conduct an annual self-evaluation. The Board will formally approve all new hires and terminations and note these changes in the meeting minutes.

3. Describe the size, current and desired composition, powers, and duties of the governing board.

The BOD for HCHS will begin with the members of the Aspire Carolinas Foundation Board of Directors and Founder/Executive Director. These five members constitute the founding Board of Directors. It is the intention of the founding board to increase board membership to include individuals that may have expertise in trades, trade education, apprenticeships, postsecondary education and education law. New Board members with backgrounds that are connected to the community, that have varied expertise, and diversity in age, perspective, ethnicity, gender, and socioeconomic status will be recruited. The founding board for HCHS each brings a unique skillset. Our members include an educator, community leader, philanthropist and business consultant, administrator, and special educator.

4. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

All of the members of the Board of Directors have leadership experience with other non-profit entities. Combining their many talents, the board has years of experience and expertise in working with key stakeholders, donor management, organizational advancement, non-profit fundraising, business acumen, zoning, government, community leadership, entrepreneurship, communications, marketing, All of these skills are needed to create and build the components of the unique campus that will feature the Huntersville Charter High School and this unique CTE program for our region.

5. 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.

Board members submit to a background check, sign a conflict of interest statement, and receive board training. The Board will act as community representatives of the school and encourage positive community engagement.

The Board will receive specific training to ensure their understanding of charter school management and be responsible for policies relating to:

- 1) North Carolina charter school statues and directives.
- 2) NC Open Meeting Laws.

3) State Board policies.

An advisory board will be established to provide additional expertise in career and technical education. Advisory group members will meet quarterly and offer expertise, resource development and current advancements in CTE. Having an advisory group will allow the school to remain on the cutting edge of career and technical education and create networking opportunities beyond the scope of the Board of Directors. The Principal will regularly update the Board on the activities of the Advisory Committee. The Advisory Board members are not members of the Board of Directors and will not have voting rights.

The Principal of the school is tasked with the operations of the school. The Board will review monthly reports from the Principal on the day-to-day operations of the school and the Principal will be involved in the annual strategic planning day. The principal will be on an annual contract, have a standard annual evaluation process and annual performance review that is held each spring prior to contract renewal.

Performance is measured by:

- 1) adherence to the school's mission evidencing increased student academic and trade education.
- 2) movement toward (and attainment of) strategic goals as stated in the current strategic plan.
- 3) compilation of satisfaction surveys by staff and parents.
- 4) fiscal management.
- 5) additional indicators as set by the Board of Directors.

The Board of Directors will participate in annual Board development and will consult with third party contractors, Advisory Committee members, school parent organizations, school administration, the NC Office of Charter Schools, and other appropriate sources on a regular basis. The Board of Directors will seek resources and council to provide exemplary governance to the school.

School community stakeholders including students, parents, staff, community organizations and businesses will have many opportunities to engage with the school through shared experiences. The school will offer opportunities for interaction with all stakeholders such as open houses, volunteer days, demonstration days and other special events.

6. 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?

One component of the school's success is the curated selection of the founding board members. The current Board was formed by the primary members of Aspire Carolinas Foundation, Inc. The intention of Jennifer Nichols and Dale Halton, was to create a board that was passionate and focused on creating new schools for specific underserved populations in

the greater Charlotte region. Candidates to the Board are recommended by current members and community members. The Board will send two current members to interview the candidates and make recommendations to the full Board. Membership of Board applicants shall be effective on the date of the acceptance by the affirmative vote equal to or greater than two thirds of all the actual membership of the Board. Two to three additional board members will be specifically recruited prior to or in the first two years of school operation. Currently the Board is considering future members who have expertise in:

- 1) post-secondary education.
- 2) CTE education.
- 3) law and/or education law.

The Board of Directors will seek a parent to sit on the Board in one of the above categories or with another sought-after expertise. A parent representative will be seated on the Board by year three.

7. Describe the group's ties to and/or knowledge of the target community.

Two of the members of the board are very familiar with the North Mecklenburg area. Jennifer Nichols worked for three years with community stakeholders to fund Discovery Place Kids in Huntersville which has been a huge success. Board member Sarah McAulay was Huntersville Mayor twice and on the town council seven times. In addition, Dale Halton has ties to several potential donors in the area. The Board feels very connected to the communities in the North Mecklenburg area and we are experiencing great interest in the Huntersville Charter High School.

8. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The minimum requirements for are nine monthly meetings to facilitate engaged and successful governance of HCHS. One annual strategic planning meeting will be held and may be included as one of the nine meetings. If needed members may on occasion participate by conference call.

9. 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 current Board of Directors will be required to complete "preapplication" training during the planning year as part of the formal orientation process that will be used when each new board member joins. The orientation process will include members familiarizing themselves with the Charter Agreement. Additional training sessions will be offered to the Board of Directors and school personnel. Board members must attend at least one additional training per year.

Training sessions may include sessions on important topics such as:

- 1) Dealing with Angry Parents
- 2) Dealing with Doctors, Lawyers, and Others
- 3) Student Discipline Under IDEA and Section 504
- 4) Bullying of Students with Disabilities
- 5) Recognizing and Preventing Sexual Harassment
- 6) Running a Tight IEP Meeting
- 7) Functional Behavioral Assessments and Behavioral Intervention Plans

10. 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.

Transparency is critical to Board success. The Board By-laws include a conflict of interest policy and form that must be signed by every member. The form is updated annually. To avoid conflict of interest Board members must declare relationships that may involve a potential conflict of interest. If conflict of interest is established then the Board member will recuse themselves from discussions and voting on matters related to the conflict of interest.

Board members are required to:

- 1) refrain from accepting contracts to provide services to Huntersville Charter High School.
- 2) step down from their position on the Board of Directors if they wish to enter into or choose to bid on a contract to provide services to The Huntersville Charter High School.
- 3) refrain from accepting gifts or services from individuals or members of the business community while on the Board of Directors.
- 4) make the leadership of the Board aware if they are made aware of a conflict of interest that has not been declared.

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

From time to time school policies may need to be amended or added. During this process of decision making the Board of Directors will gather information from multiple sources on behalf of Huntersville Charter High School. Sources will include but are not limited to:

- 1) Principal reports
- 2) committee reports
- 3) surveys and public feedback
- 4) consults with professional experts
- 5) North Carolina Charter School law

If the Board of Directors cannot come to consensus while reviewing school policies the discussion may be tabled until additional information can be presented at a later date.

12. 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 will have one official Advisory Committee that will provide resources and counsel regarding the CTE curriculum and trade-based partnerships with the school. This group meeting a minimum of 4 times annually, and more often as needed, will be called upon for their specific trade knowledge and expertise. Specific tasks given to the Advisory Committee could involve items such as:

- 1) matching curriculum to industry partners and expertise
- 2) finding resources needed for specific trade courses and applied training experiences
- 3) identifying potential apprenticeship opportunities
- 4) identifying industry specific needs for potential curriculum expansion

In addition to the Advisory Committee, the BOD will also rely on the counsel of the hiring committee during the hiring process for the Principal of Huntersville Charter High School. This group may be called upon again during contract negotiations with the Principal or other high-level administrative employees should the Principal need assistance. Other committees or advisory groups may be required by the Board of Directors from time to time. The Board will determine the basis for establishing the group, determine the size and composition, clarify the roles of members, set forth the guidelines for reporting and the timeline for completing the intended goals.

The Parent Teacher Organization (PTO) will operate separately from the Board of Directors. This group is made up of parents and 2 designated staff members. The role of staff members is to report on behalf of the PTO to the Principal and BOD each month to assist in communication, clarification, facilitation and coordination of PTO, school and BOD goals. The purpose of the PTO group is to facilitate extracurricular, recreational, and school enhancing activities. The PTO will elect officers and committee chairs who will manage the activities of the group throughout the school year.

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

The Board of Directors will establish the grievance policies of the school for employee, parents and students. The policies will be written and available in policy manuals or handbooks and also in electronic format. In every instance the first line of reconciliation is between the two parties involved in the grievance. If disputes cannot be resolved then in each case the dispute will be directed to the managing supervisor, then on to the Principal if necessary. If the grievance is with the Principal and an attempt is made to resolve the issue with no success then the individual may outline the issue or grievance in writing and submit it to the Board of Directors. The Board will then do an investigation into the matter and respond in a timely manner to the

parties involved. If needed, the Board of Directors may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies as set by the Board of Directors is to resolve issues in a fair and equitable manner for each party.

***Attach Appendix G Organizational Chart**

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).

***Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

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.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal						
Business Manager		1	1	1	1	1
Administrative Assistant	1	1	1	1	1	1

IT CTE Teacher/IT Manager		1	1	1	1	1
CTE Teachers		5	7	10	10	10
Core Classroom Teachers		6	8	10	11	10
Exceptional Children’s Director/Teacher	1	1	1	1	1	1
EC Teacher		.5	1.5	3	3	3
Guidance Counselor	1	1	2	2	2	2
Flexible Staff – Subs, Adjunct Teachers		1	1	1	1	1
Data Manager		1	1	1	1	1
Clerical		1	1	2	2	2

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.

To draw quality professionals the school will offer teachers a competitive salary, a strong health benefits package, term life insurance, and retirement benefits. HCSH will offer professional development opportunities, a positive and supportive work environment, and strong administrative leadership. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, team building and social events to build camaraderie and friendship within the staff. Programs will be developed to recognize teachers for positive performance throughout the year. An annual merit increase and performance review process will be created.

Teachers with current NC Teaching Licenses or who are working toward this licensure will be given priority in the hiring process. We will meet the NCGS 115-C requirements of having over 50% of our teachers be licensed, and all teachers in the core subjects (math, science, social studies, language arts) will have a Bachelor’s degree. All candidates will provide their resume and cover letter in response to a posted job description. If they are selected as a candidate, they will fill out an application, provide a minimum of three professional references and prepare for a phone and personal interview. The Principal will make final hiring recommendations for employment to the BOD. The BOD will formally approve every personnel decision, both hires and terminations and record them in their minutes. Teachers will be evaluated in the fall and spring by their supervisor or Principal with written evaluations completed prior to contracts being offered or renewed for the next school year. According to the NC State Board of Education, teachers that have SP I status will be evaluated through the Beginning Teacher Support Plan. Staff satisfaction surveys will be completed annually to give all personnel the opportunity to voice their thoughts and opinions.

3. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school,

describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

The Board of Directors will be choosing a principal that will begin fall of 2020 to prepare for the 2021 school year. The candidate will have five+ years of experience in school leadership and hold a license in school administration. A Master's Degree in school administration and CTE experience would be preferred but not required. The candidate must have strong relationship building skills and be comfortable with a wide variety of stakeholder relationships. The candidate must enjoy and have a reputation of being present for daily interactions with the student body and staff. The principal must be a positive leader for the school with an open-door policy and an enthusiasm for excellence.

The Board plans to post a job description on various employment sites in January of 2020. The Board of Directors plan to interview candidates in the spring and complete the hiring process by May for an August start date.

Attach in Appendix O the School Leader's Resume. If school leader has been identified, include the school leader's one-page resume in Appendix O.

4. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Board of Directors (BOD) will maintain a positive and professional relationship with the school employees. The BOD will hire and supervise the principal. The principal reports solely to the BOD. The principal and other administrators will supervise staff and teachers. The Board of Directors, charged with governance of the school, will approve staff policies and procedures, the hiring and termination of staff, and position changes of staff members. At times the BOD may prepare information, reviewed and released by the principal, to share with staff, such as, annual reports, donor news and shared events on campus.

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

All open teaching positions will be posted on Monster.com, NC School Jobs, and Indeed.com. The school will also use word of mouth, referrals from other professionals and direct contact to qualified prospects to fill available positions. Job postings will be posted to school staff members first, and all staff members that apply will be interviewed and considered for internal positions. The Principal will create a committee of 2-3 staff members to vet candidates, participate in the interview process and make their recommendations to the principal. The principal will then recommend the candidate of choice to the Board of Directors. Once the candidate has been approved by the Board of Directors the offer of employment is made conditional upon a positive result of the criminal background check.

Huntersville Charter High School provides annual employment contracts and contract renewals are not guaranteed. Teachers will be evaluated in the fall and spring by their supervisor or Principal with written evaluations completed prior to contracts being offered or renewed for the next school year. According to the North Carolina State Board of Education, teachers that have SP I status will be evaluated through the Beginning Teacher Support Plan. Evaluations will be compiled for all teachers prior to the end of the school year with employment recommendations for the next school year. The Board of Directors will evaluate changes and improvements to the employee compensation package and employees will be notified of rehiring decisions no later than 30 days prior to the end of the school year.

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

The Board of Directors will offer competitive salaries and benefits that can be negotiated within the salary ranges set prior to each school year. Fulltime employees will receive health insurance, term life, retirement and participation in a 401K retirement plan.

Starting Salary ranges are as follows:

Principal: \$80,000 - \$90,000

Business Manager: \$45,000 - \$55,000

EC Director/Teacher: \$45,000 - \$55,000

Guidance Counselor/Testing Coordinator: \$45,000 - \$55,000

Classroom Teachers/CTE Instructors: \$45,000 - \$60,000

Clerical/Receptionist: 30,000-35,000

Administrative Assistant: 31,000 - \$41,000

IT Teacher/Manager: \$40,000 - \$50,000

Data Manager/PowerSchool - Testing: \$30,000 - \$35,000

7. Provide the procedures for handling employee grievances and/or termination.

The Board of Directors will establish the grievance policies of the school for employees. The policies will be written and available in the employee handbook. In every instance the first line of reconciliation is between the two employees involved in the grievance. If disputes cannot be resolved then in each case the dispute will be directed to the managing supervisor. If the managing supervisor cannot resolve the dispute then the employee should put the grievance in writing to the Principal. If the Principal is unable to resolve the issue the Principal will bring the issue to the Board of Directors for help in finding a resolution. If the grievance is with the Principal and an attempt made to resolve the issue with no success then the individual may outline the issue or grievance in writing and submit it to the Board of Directors. The Board will then do an investigation into the matter and respond in a timely manner to the parties involved. If needed, the Board of Directors may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies as set by the Board of Directors is to

resolve issues in a fair and equitable manner for each party. The Board of Directors is the final authority in matters pertaining to grievances among employees.

8. Identify any positions that will have dual responsibilities and the funding source for each position.

In the current plan the only positions that have been identified as having dual responsibilities during the first school year are the Guidance Counselor/Testing Coordinator, EC Director/Teacher, Administrative Assistant/Receptionist, IT Teacher/Manager, and Data Manager/PowerSchool-Testing. Each of these positions is funded by the school budget.

9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Huntersville Charter High School will provide services to all students including exceptional learners. Employees will be hired as needed in the areas of ELL, AIG and ECS. As students are accepted into the school, we will review applications based upon their self-identification and determine the staffing needs. Using the most current Charlotte Mecklenburg data and combining it with numbers from the nearest Huntersville charter school we anticipate meeting the needs of students in the following categories:

9.2% - ESL
7.3% - SES
10% - AIG

10. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The Principal of the School will supervise all employees of the school. Leadership responsibility will include compliance with all state and federal laws, requirements related to testing and all state board of education policies. The Principal will provide leadership over all areas of the education program including curriculum development, teacher hiring, retention and professional development, student discipline, supports for exceptional learners, communication to all stakeholder groups and adherence to the strategic plan and reporting mechanisms as set by the Board of Directors.

The Huntersville Charter High School Principal is a direct employee of the Board of Directors and will work in partnership with the Board, students, families and staff to achieve the mission of HCHS and change the nature of education in our region. Though a Master's Degree in school administration would be preferred, experience in Career and Technical Education is also desired. At a minimum the Principal must hold an Administrators license. High school leadership experience is also highly desired.

The Exceptional Children Director/Teacher will identify students with special needs and provide support to all general education teachers, CTE instructors, students with disabilities, and students identified as English language learners. The EC Director/teacher will provide students with continual evaluation and instruction in order to ensure HCHS compliance with all state and federal laws. The ultimate goal is to provide every opportunity for success for these challenged learners.

The Guidance Counselor/Testing Coordinator will ensure that students meet all school requirements, state testing, and graduation requirements. The Guidance Counselor assists students in selecting courses, appropriating apprenticeship opportunities, and determining post-secondary options. The counselor will assist in college entrance preparation, admission and scholarship opportunities for students who choose a post-secondary two or four-year college option. The Guidance Counselor will assist the Data Manager in collecting attendance, student assessment and behavioral data and provide behavioral management and intervention support for students as needed. The Guidance Counselor/Testing Coordinator will work with the Data Manager to ensure testing compliance for all students and assist with scheduling and proctoring tests. The Guidance Counselor will be supervised by the HCHS Principal.

Classroom Teachers will be responsible for understanding and providing instruction in their subject matter, demonstrating appropriate time management and record keeping skills, providing effective classroom management, and exhibit excellent oral and written communication skills. Teachers must meet the requirements for qualified teachers in North Carolina. Non-licensed teachers will receive support from the administrative team if they desire to become licensed.

The IT Teacher/Manager will manage and maintain the school network, provide IT support to the administration and staff and maintain electronic equipment such as computers, laptops, and projectors/Smartboards, phone system. The IT Teacher/Manager will be responsible for understanding and providing instruction in their subject matter, demonstrating appropriate time management and record keeping skills, providing effective classroom management, and exhibit excellent oral and written communication skills. Teachers must meet the requirements for qualified teachers in North Carolina. Non-licensed teachers will receive support from the administrative team if they desire to become licensed.

The Office Assistant/Receptionist will assist the Principal, staff, students and families in meeting the mission of the school. Administrative tasks would include but not be limited to answering the phone, greeting parents, students and visitors, providing administrative support to the Principal, ordering and managing the lunch program, and managing office machines.

The Data Manager/PowerSchool -Testing will manage PowerSchool for all students. The Data Manager will maintain all records in PowerSchool including student attendance and records. The Data Manager will generate report cards and transcripts and coordinate testing schedules for all state tests. The Data manager will work with the Guidance Counselor/Testing

Coordinator to ensure testing compliance for all students and assist with scheduling and proctoring tests.

The Business Manager is responsible for facility operations, school payables/receivables, and payroll. The Business Manager will maintain employee records and ensure state and federal employee compliance. The Business Manager/Finance Officer will provide monthly financial income and expense statements to the Board of Directors and assist with financial forecasting and annual budget preparation. The Business manager will ensure financial adherence to the budget and assist with the annual audit.

3.5 Staff Evaluations and Professional Development

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

Click or tap here to enter text. The Business Manager will maintain employee files relating to licensure requirements and professional development. The Principal will ensure that the school meets the 50% licensure requirement and that professional development is offered.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

As a school that presents a CTE program in addition to traditional core requirement we will need the licensure flexibility allowed to charter schools. Huntersville Charter High School will maintain the highest level of licensure possible while providing the quality education our students deserve. On an annual basis HCHS will maintain more than 50% licensed teachers. HCHS will follow the North Carolina State Board of Education Beginning Teacher Support Plan for teachers with SP I Licensure. All SP I teachers and unlicensed teachers will be assigned experienced mentors. The evaluation model developed by the Principal, based up the NC policy GS 115c-333.1 of evaluating teacher effectiveness, and approved by the Board of Directors will provide multiple performance measures including formal and informal observations, mentor feedback, and other measures as determined by the Principal.

There will be formal and informal efforts made to retain quality staff and teachers. The annual staff survey will provide the Board of Directors and Principal with feedback to specific questions relating to staff satisfaction. The Principal will make recommendations for improvements if needed to ensure staff satisfaction and retention. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, and team building and social events to build camaraderie and friendship within the staff. Programs will be developed to recognize teachers for positive performance throughout the year. An annual merit increase and performance review process will be created. The Board of Directors will determine annual salary increases prior to the end of the school year for the next school.

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.

Click or tap here to enter text. Teachers will attend internal professional development classes during the back to school prep days and 4 days during the school year that have early release schedules for that purpose. This development training will be identified and selected by the Principal, with input from all teachers about what areas they feel would be helpful to all staff.

Each year there will be a line item in the budget for external professional development. By department teachers will be encouraged to seek external subject-related professional development. The external professional development training can be chosen by the teacher and approved by their immediate supervisor and the Principal within the established guidelines and budget. The external training could also be identified by the Principal and recommended to the staff member as a performance goal. All professional development will support teachers in staying up to date in their subject area, teaching techniques, and classroom management to ensure the school provides cutting edge and up to date teaching in all subjects.

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.

Each year five days are set aside prior to school opening for preparation and development. Three of those days will be used for internal professional development. Proposed teacher development offered prior to the opening of school may include subjects such as:

- 1) goals and expectations.
- 2) team building and mentoring relationships.
- 3) employee benefits, staff handbook, and student handbook updates.
- 4) health and safety training, school safety updates, and school security
- 5) updates on new programs or initiatives, school policy, charter school law, and discipline.
- 6) grading, testing, and evaluations.
- 7) exceptional children resources, procedures and expectations
- 8) department meetings, department resources and external professional development opportunities

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.

Huntersville Charter High School will have professional development seminars conducted throughout the one week back to school prep week that all teachers attend. In addition, several days a year will be scheduled as teacher work days or early release days designated for professional development. There are many professional external courses that are available and free to teachers through the Department of Public Instruction. There are also mandatory courses that can be made available to the school staff in groups or individually off site such as First Aid and CPR offered by the American Red Cross.

Available courses could include:

- 1) student-centered learning using differentiated instruction.
- 2) effective Use of SmartBoards and other technology in blended learning.
- 3) student-centered instruction and Exceptional Children.
- 4) state licensure courses.
- 5) other classes of interest as identified by teachers.

3.6 Marketing, Recruitment, and Enrollment

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 115C-218.45 carefully.

Marketing Plan

1. 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)).

Huntersville Charter High School is the only trade school for grades 9-12 in the greater - Charlotte region and we will use a multi-pronged approach to reach potential students including:

- 1) having a strong website and social media presence by posting school information on the school website and Facebook page 9+ months prior to school open.
- 2) promoting articles and stories in local media outlets by have a minimum of 3 HCHS articles in the Herald Citizen Newspaper within the 2 years prior to school opening.
- 3) giving a minimum of 20 presentations and information sessions to organizations, churches, corporations, municipalities, and schools prior to school opening.
- 4) hosting a minimum of 4 parent meetings to provide information prior to school open.
- 5) giving information handouts to families of K-12 students with learning differences and Asperger's that are attending schools on the shared campus in fall and spring annually.

6) providing a minimum of 3 campus open houses and hard hat tours.

2. Describe how parents and other members of the community will be informed about the school.

Since the purchase of our 25-acre property in 2018, the Huntersville Charter High School has been listed as the second school to be placed on the shared campus in several media publications a minimum of three times. We will continue to maintain a consistent media presence. The Aspire Carolinas Foundation office will be located in the first school open on the campus (The Halton School) at 11414 Beatties Ford Road. We will have a phone line and information available to prospective families. At the public ribbon cutting/open house for The Halton School plans for HCHS will be available to our community stakeholders. We will continue the marketing activities as listed in the previous section. In addition to a website about HCHS, family/student prospect meetings, hard hat tours and campus open houses will be held from approval date through opening date and beyond.

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

We will have multiple open houses and provide information about Huntersville Charter High School on the Aspire website as well as the trade school website. The Principal will be hired one year prior to school opening and will be able to attend public meetings and share information about the school with multiple stakeholder groups. We will announce many of our major partnerships in the media to draw attention to the school and the trade programs that will be featured. The Board of Directors along with the Principal will host student prospect meetings beginning fall of 2020 and will place media ads in the areas within the school footprint.

Student recruitment timeline

2019	Getting the word out!
Aug /Sept	Open house/ribbon cutting phase I school with tours and media presence highlighting phase II project as “coming soon”
Oct	Media blitz on trade school and our new major trade partners
Nov/Dec	Launch Huntersville Charter High School Facebook site and post pictures of site work being done, continue cultivating trade education partners

2020

Jan/Feb	Marketing efforts around new construction of trade school and job posting of HCHS Principal, continue Facebook postings, continue recruiting trade partners
Mar/May	Marketing efforts around community “block party” (students and families invited to site to sign the ICF blocks that will form the exterior of the building. Families will be given information on the school on event day, Media presence and media follow-up after event, continued Facebook postings and trade partner recruitment
June/July	Media announcement of Principal selection, Facebook postings continue
Aug/Sept	Principal and board create a student recruitment marketing plan to include: community presentations, parent information sessions, school website launch, etc.
Oct/Nov/Dec	Student recruitment plan launched, hard hat tours for trade partners/education partners/families, donor partner thank you breakfast and hard hat tour, video created for marketing purposes - posted on website to recruit students, media advertisements in area papers and online about enrollment

2021

Jan	Open enrollment, Facebook postings continue, website calendar shows all relevant enrollment dates, website gives information “what prospective students need to know”, media advertisements continue
Feb/Mar	Lottery is held if enrollment exceeds 210 applicants, website and Facebook are continually updated with school information
April	Registration information goes out, students are still enrolled as needed
May-Aug	Recruitment continues as needed

- Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Our area of focus is trade education with no cost to families. When families were made aware during the survey that this specialized high school education was provided to students free and could result in a higher paying career opportunity there was increased interest from families of different races and varied income brackets. We will increase our media exposure throughout

2020 in an effort to reach students in our target areas and will ask our trade organizations, trade partners and community stakeholders to help us get the word out regarding community meetings in all of our target areas. In addition, we will create a social media presence to provide updates and engagement opportunities for all potential students.

5. What established community organizations would you target for marketing and recruitment?

We are already working with the Huntersville Chamber, the local mayors, Rotary clubs and other community organizations. We are also recruiting through trade organizations and major employers in the area.

3.7 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.

The timeline for student recruitment outlined above and The Startup Plan as outlined after section 4.4 show multiple examples of our engagement with stakeholders. Our engagement began in January of 2019 and we will continue throughout the next two years as we cultivate relationships that benefit our students, our school and our communities.

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.

When Huntersville Charter High School opens there will be opportunities for parents to become partners in the education process by logging into PowerSchool and viewing their child's progress, encouraging their student to complete assignments and projects and study for upcoming tests. Parents will be given volunteer opportunities to enhance the school community including participation in the PTO. The PTO will elect officers, form committees that create opportunities and programs to enhance the school community.

3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

We do not have any programs planned at this time. We will continually seek ways to involve our community stakeholders including organizations, businesses, foundations, parents and donors at Huntersville Charter High School.

3.8 Admissions Policy

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

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.

Students will only be enrolled for ninth and tenth grades for the first year of operation. Huntersville Charter High School will have a 30-day open enrollment period beginning in January of 2021 for the 2021-2022 school year. Every applicant will receive a lottery number that will be needed if more students enroll than the school can accommodate. If there are more applications than seats available, a publicly-held drawing will be conducted. This will be conducted by an independent party to ensure lack of bias. Potential students do not have to be present to be accepted to the school. Numbers drawn will be posted on the school website within two business days so that students and families can view the list. Students may remain on the waiting list using the number originally assigned to them.

Enrollment packages will be mailed out to all students that were selected within one week of the lottery. Prospective students will have 30 days to return their enrollment package. Students cannot accept by phone or email. On the 21st day after the packages have been mailed the school will send an email and make a phone call to remind students that the deadline is approaching. If the package is not returned by the 30th day the student will forfeit their seat and the next student on the waiting list will be called. A package will be mailed to their current address. They will be given 30 days to return their enrollment package. The process will continue until enrollment packages are received for every available seat. If enrolled students do not attend the first day of school a call will be made to the home to determine if the student will attend. If the student is not going to attend a call will be made to the next student on the waiting list to give them an opportunity to enroll.

Enrollment packages will include:

- 4) Proof of address
- 5) Date of birth
- 6) Emergency contact information
- 7) Name of address of previous school
- 8) Immunization records
- 9) Home language survey
- 10) Transportation survey
- 11) Free and reduced lunch form
- 12) Self-identification form for IEP, AG, etc.

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

Preferences will be given to the following students as long as the number of preferred students does not represent more than 15% of the total student enrollment:

- 1) students of full-time staff
- 2) students of Board members
- 3) students with siblings already enrolled

- b. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

If the situation arises that there are not as many applications as available seats for a particular grade level then students will be enrolled in other grades until the student quota has been reached. Within 90 days of the lottery closing registration sessions will be held so that students can register for classes. If students are not available when registration sessions are held then the student will be given an individual appointment to register for classes. HCHS must have the students most recent report card unless the student was previously homeschooled then attendance records and course descriptions for completed courses will be required.

- c. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

There are currently no pre-admission activities planned.

- d. Clear policies and procedures for student withdrawals and transfers.

If a student was accepted and turned in an enrollment package but does not attend when school begins a call will be made and an email sent requesting a physical letter or transcript request from another school to designate rejection of the seat. All withdrawals and transfers must be made in writing.

Click or tap here to enter text.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section.

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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
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.

Click or tap here to enter text.

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Click or tap here to enter text.

3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Click or tap here to enter text.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Information from our prior application has been included

Section 4 Operations

4.1 Transportation Plan

1. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the

impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

Huntersville Charter High School does not plan to provide transportation and will encourage families to carpool. In the enrollment packets there will be a transportation survey that allows us to understand where they live in relationship to the school. We will compile the information into a zip code list for those students who may wish to carpool.

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

Click or tap here to enter text.

4.2 School Lunch Plan

1. 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.

HCCHS will have a culinary program on site and is exploring the possibility of full food service with a serving kitchen and dining hall. The students will always have the option of bringing their own lunch. If the full-service program is feasible, we will serve a light breakfast, provide mid-morning snack options and a full lunch menu. We are working with Elior North America to design a full-service kitchen, dining hall, and meal program. If it is not financially feasible at the beginning of the 2021 school year, we will use area vendors to provide lunch each day for those students who elect a hot lunch and we will provide warming ovens for the vendors to use for hot meals.

Students who qualify for the Free or Reduced Lunch Program (form to fill out in the enrollment package) will be able to receive a free or reduced lunch daily. On days that a hot meal is not provided, qualified students will receive a cold lunch substitute.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;

- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Click or tap here to enter text.

4.3 Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.

1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$2,000
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$1,200
Property Insurance		\$1,000
Automobile Liability	\$1,000,000.00/occurrence	\$250
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$450
Worker's Compensation	\$500,000	\$5,250
Other Coverage		
Total Cost		\$10,150

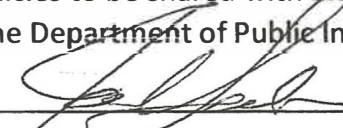
***Attach Appendix L: Insurance Quotes**

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.

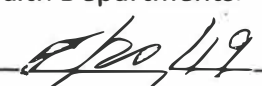
4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

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



 Board Chair Signature



 Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The board has been hard at work on the plans for the HCHS building and site which have been submitted for approval to the county. The sewer and water mains are already in place and the campus has been approved by the town of Huntersville. The first school is already in operation and houses the Aspire office and conference room. Aspire will use The Halton School (phase I of the campus) as a springboard for launching the trade school (phase II) project. It will be the headquarters for stakeholder meetings including donor presentations and clearly shows the strength of the board commitment to the mission.

The following is a general timeline of activities relating to HCHS:

2019

Jan	Architect and engineer begins working on construction and site plans for HCHS, board hires fundraising consultants
Feb-Apr	Construction drawings refined, materials/finishes chosen, Elior, North America, architect and kitchen design team create potential culinary kitchen/cafeteria layouts, potential trade school partners identified, donor prospecting begins
May	Building drawings finalized, approval from Huntersville (planning dept.) and DOT, board approves ICF construction
Jun	Site work, DOT, and construction plans submitted to Mecklenburg County, revisions to the culinary program kitchen and proposed cafeteria, proposal for naming rights to HCHS
July	Simon and Watson Construction begins cost estimating for site work and construction, meetings with Lowes and other major donors
Aug	Building and site work permits expected, construction estimates completed, Lowe's rep visits campus, Aspire Carolinas Foundation moves into new office on campus

Sept	Board reviews construction estimates and timeline, begin financing discussions with financial institutions, begin site work, continue donor cultivation
Oct	Lowe's presentation for major gift, board identifies financial partner, trade program exploration, building naming right secured, media coverage begins for major donors and naming rights
Nov	Board establishes Principal requirements and timeline for posting position, salary range and hire date, continue financing efforts, donor and trade partner cultivation continues
Dec	Board approves Principal employment information package, year-end donor cultivation, site work completed
2020	
Jan	Construction loan secured, Job posting for Principal candidates are sent employment information pkg, builder prepares construction site, donor and partner cultivation continues to secure all trade partners
Feb	Construction begins, receiving and reviewing job applications, donor and trade partner cultivation ongoing
Mar	Board screens applications, begin round one phone interviews, media coverage on trade school construction, announce ICF block signing party for April
Apr/May	Community ICF block signing party, trade partner meetings/begin signing MOU's board narrows field to ten candidates (or opens up to additional candidates) Round two skype interviews with board, ongoing donor cultivation
May/June	Final interviews scheduled and narrow to 3-4 candidates for final interviews on campus with board, select candidate
June/July	Board finalizes and signs Principal contract, Media announcement of Principal selection, construction continues, donor and trade partner cultivation
Aug	Office space allocated for Principal, board plans for RTO meetings and Principal onboarding, board creates student recruitment marketing plan, donor cultivation continues
Sept	Principal onboarding, board and Principal refine student recruitment marketing plan, Principal meetings with trade partners and community leaders, board begins Ready to Open classes
Oct/Nov	Student recruitment plan launched, Principal finalizes all trade areas and partnership MOU's in place, begin hard hat tours/open houses on campus Principal and board begin drafting annual budget, donor cultivation continues
Dec	Board reviews annual school budget, donor/partner thank you breakfast and hard hat tour (media event), video visuals created for student cultivation, parent information meetings begin

2021

Jan	Open enrollment for 30 days, Principal begins posting school positions, donor cultivation continues, parent information sessions held, Board approves final annual budget, Principal begins ordering/securing furniture and equipment
Feb	If needed lottery is held, Principal begins interviews for positions, sending enrollment packages go home, ongoing donor cultivation, final school calendar and bell schedule approved by board
Mar	Enrollment packages due, use wait list if needed to secure additional students, Principal begins hiring employees for fall, hire Administrative Assistant to begin in May, hire EC director/teacher to begin in July, hire one counselor to begin in July, curriculum ordering begins. Begin looking at insurance packages
April	Construction completed, certificate of occupancy obtained, student enrollment completed, registration information mailed out, administration office upfit begins, trade partner meetings/finalize needs lists for labs, finalize plans for installing lab equipment, begin installing IT and security, media event – open house and ribbon cutting.
May	Registration for classes, school administration office opens, prepare to begin scheduling process, donor naming signage ordered, student records obtained, board finalizes insurance packages
June	Furniture and equipment arrives, student schedules completed
July	Schedules are mailed home with welcome package, EC director and counselor begin identifying students needing support and putting plans in place.
Aug	All classrooms and labs complete, teachers setting up their rooms, teachers begin, school opens

2. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The board realizes that the school is small in comparison to other high schools which can create budget constraints. We anticipate that donor cultivation will take a great deal of time and effort in order to reduce the long-term debt. In anticipation of this issue we began fundraising in January of 2019, however, we are aware that it will require effort from each board member to achieve our financial goals. Coming out of phase I we have no debt and hope that will inspire confidence in our board and mission as we continue to cultivate partners in the community.

As evidence by our phase I school, we believe it is important to get leadership in place early and provide the support needed for a strong school to emerge even though it necessitates

additional funding that is not part of the annual budget. This will require additional fundraising by the board.

4.5 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.

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

As shown in our timeline above, we are building on land that is already being prepared, following a plan that has been approved by local and county governance.

2. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The Aspire Carolinas Foundation has purchased approximately 25 acres in Huntersville, North Carolina on the corner of Hambright and Beatties Ford Road. The property has an existing 8,000 square foot building on it that will house the Foundation Office and create a presence for HCHS while the building is constructed on the property. Aspire is working on a master plan to build an approximately 65,000 square foot building (at full build-out) on the property that will be designated as Huntersville Charter High School.

Per NCGS 115C-218.75 we will "meet the same health and safety requirements required of a local school unit". Our architect and the Huntersville Town Planner will ensure we follow all state and local building codes. By following these codes and all permit and inspection procedures we will ensure that we receive a certificate of occupancy from the county that will allow us to obtain the Certificate of Occupancy for Educational use to the Office of Charter Schools.

We are constructing a building that includes: 12 classrooms for content subjects, 4 small group rooms, 9 labs with rollup doors for outdoor access and instruction (culinary teaching kitchen is a double lab space), a large lobby to accommodate events, administrative offices that are positioned to allow easy access for students working with the counselors and EC teachers. Three large areas on both floors allow students to gather outside of classrooms without impeding access to doorways. The building also hosts a cafeteria that seats 140 and there is additional outdoor seating next to the cafeteria.

3. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

We have a science lab, a main office, teacher work room, and lots of storage spaces for teachers. We have a very large campus with lots of outdoor spaces for learning to occur. With our focus on trade we are not including an art room or library facility, gymnasium or athletic facilities. We will have access to a gymnasium in one of the other facilities on campus if that is needed for a special event.

4. 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 construction cost for the facility is estimated at \$185.00-\$215.00 per square foot which is consistent with other commercial and educational facilities in the area. Our big advantage is that the land is paid for and the sewer and water improvements have already been completed.

5. 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.

We pushed the construction timetable back in order to accommodate a longer build time and early completion to give us extra time for tours and open houses. We feel very confident with our current 14-month schedule that the school will be ready on time. If there is a major issue with the construction of the building and it cannot be ready on time we will rent space in the area until the facility is completed.

6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The board has been through the challenging renovation of a turn of the century building for phase I and has been intentional and focused in decision making. We had to release the first construction company, hire an owner's representative and another builder to complete the project on time. We have great confidence in the construction company that has helped us complete phase I to start our school year on time. The board is looking forward to working on the next school build.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Portions may have been taken from our previous application.

Section 5 Financial Plan

5.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected?

The student enrollment number projection is based upon several factors:

1) There has been tremendous interest from multiple stakeholders in having industry specific CTE High School programs in Mecklenburg County, however, no school of this type has been created. To meet the growing labor need, we anticipate several industry specific schools of this size will be needed around the region. We would like to create a successful model that can be replicated in multiple communities outside of Charlotte.

2) The North Mecklenburg area is growing rapidly. Currently, charter schools in this area have very large waiting lists and community leaders acknowledge that additional charter school options are needed.

3) Town leaders in Huntersville have determined that the primary educational need is for a charter trade High School and they are 100% in favor of this project.

4) The location of the Huntersville Charter School will allow students from several LEAs to take advantage of this opportunity, however, we believe the primary student enrollment group will be from North Mecklenburg.

5) We will have a larger initial enrollment to create financial viability, sustainability, and high-level partnership engagement. This will create a bubble-up effect in year four to 420 students that will not be sustained in year five. Beginning in year five we will enroll 105 students annually. Over the next 3 years we will establish a consistent enrollment of 420 students.

6) This school will be small in size compared to the CMS High Schools nearby. The smaller scale on the village campus allows us to create a true community feel. This boutique school with smaller class sizes will allow us to focus on student engagement, individual student growth, and success. It will allow us to build a model that can be enlarged and replicated on future campuses.

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

There has been tremendous interest from multiple stakeholders in having industry specific CTE High School programs in Mecklenburg County, however, no school of this type has been created. To meet the growing labor need, we anticipate several industry specific schools of this size will be needed around the region. We would like to create a successful model that can be replicated in multiple communities outside of Charlotte.

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

The break-even point of student enrollment is approximately 190 students. At that level we would reduce teaching staff by one member and look at other minor cost saving measures.

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

Huntersville Charter High School will be implementing a vigorous marketing campaign to attract students for the 2020 school year if approved. We will engage all of our stakeholder groups including local media to increase visibility for this unique program.

If revenue is lower than anticipated:

- 1) Line item adjustments to the budget will be needed if enrollment is much lower than expected. Lower enrollment will necessitate a reduction of staff, use of part-time employees and line item reductions that are tied to student enrollment.
- 2) The Board of Directors will be approached to implement a fundraising plan to provide gap funds.
- 3) Implement a robust marketing plan to increase enrollment.
- 4) Work with school partners to provide in-kind services and supports to lower cost.
5. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

There are no revenues in the budget other than state and local funds.

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

Classes will have 20-24 students.

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The board has seasoned business professionals such as Dale Halton, Charlotte regional Pepsi franchise owner for 20 years, Jim Secunda, business entrepreneur, Sarah McAulay, former Mayor and council woman, Lauren Nicholson, SVP/Senior Credit Products Officer at Bank of America and Jennifer Nichols who has years of education, business and non-profit experience.

8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

We will have a full-time EC department and will receive recommendations from them regarding student needs. We will out-source for professional services such as speech therapist, psychologist, occupational therapist, and other needed services. If the needs of a student affects the budget, we will seek to find outside resources to supplement the need.

9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Payroll, benefits, audits and accounting are currently outsourced and will likely remain outsourced. The board will determine procedures for the selection of contract services. Annual review of outside vendors will be performed by the board to ensure fidelity, compliance and value.

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

We will out-source our custodial needs, school maintenance and lawn care. The Board of Directors will determine the parameters around contract authorization, the approval process and budget limits. All contracts exceeding the predetermined limits will require additional steps for approval. Conflict of interest policies will apply to all contracts. The Board of Directors requires a multiple bid process before entering into contractual

obligations with outside vendors. Annual review of outside vendors will be performed by the board to ensure fidelity, compliance and value.

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

The budget aligns with the school mission by providing teachers in core courses and several CTE areas so that students will have multiple career options. As enrollment grows during the first 4 years, HCHS will provide extra EC teachers so that students with learning differences or Asperger's will receive additional support to ensure their success. The budget aligns with the curricular offerings by providing the correct number of teachers to cover the core curriculum and CTE courses that are required for students to meet all graduation requirements and complete trade certifications. We do not plan to provide transportation and encourage ride-sharing. Our budget is aligned to meet facility needs by utilizing a newly constructed building by Aspire Carolinas Foundation that is fully equipped to meet all of our educational needs on a 25-acre shared campus. This opportunity allows Huntersville Charter High School to have less financial burden and allows a greater focus on educational services to students.

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

It is the desire of the Board of Directors that we maintain a fund balance of at least ten percent of total expenses each year. This growing fund will be available in the case of enrollment shortages, gaps or delays in funding sources. This growing fund will also allow the Board to make decisions on issues that might arise regarding transportation, supports for students with special needs or other unforeseen expenses.

The fund balance will grow in the following ways:

- 1) The Board of Directors will use sound financial principles to ensure an annual balanced budget.
- 2) The school will hold an annual fundraising campaign and will ask parents to contribute to the needs of the school.
- 3) The Board of Directors will be tasked with philanthropic efforts to include relationship building and fund development.
- 4) The school will utilize partnerships in the CTE community to have many services, course materials, and needed equipment provided as in-kind donations.
- 5) The school will work with professional trade groups to have CTE teachers and instructors provided at no cost or low cost to the school.
- 6) At the discretion of the Board of Directors, the school will minimize costs by leveraging costs of services with other schools on campus where possible (e.g., ground maintenance, custodial services, and school maintenance services).

5. Provide a description of proposed financing

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

Aspire Carolinas Foundation is purchasing the land and building Huntersville Charter Trade High School. The Foundation will do the initial fundraising and financing in an effort to provide the best possible financial future for the school. We are in conversations with trade organizations that may provide labor and materials in an effort to offset much of the construction costs. We will leverage every resource to garner maximum community participation and with our partners will create the highest quality educational environment for our students. Our goal is to maximize partnerships and minimize debt.

14. 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.

The Board of Directors is in conversations with professional trade organizations in the region to supply all of the materials and equipment needed in the CTE labs. We will confirm this in the next few months. As we increase our partnerships in the community we anticipate other needed items will be given in-kind to Huntersville Charter High School .

5.3 Financial Compliance

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

The Board of Directors will rely upon the Business Manager and Principal to provide monthly financial reports and quarterly reviews that accurately reflect the income and expenses of the school. The Board of Directors will use financial reports to adjust the annual budget, execute strategic planning and complete budget forecasting .

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

We have no related party transactions.

3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Potter and Company, PA
106 Welton Way
Mooresville, NC 28117
PH 704-662-3146 FX 704-662-3485

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): [Click or tap here to enter text.](#)

Application Fee

Pursuant to G.S. 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 **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** 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

6307 Mail Service Center

Raleigh, NC 27699-6307

Signature Page

The foregoing application is submitted on behalf of **[insert name of board of directors for the proposed school]**. 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 "Planning Year for New and Preliminary Charter Schools – CHTR 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: _____

Board Position: _____

Signature: _____

Date: _____

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

Notary Public: _____

Official Seal:

My commission expires: _____, 20_____.

Appendices

The appendices are designed to complement the overall application and charter school plan. Make sure you follow all directions for appendices attached to the application. Some appendices within the application have specific directions and page limits. The required appendices have a single asterisk (*). Without these appendices the application shall be deemed incomplete. Appendices with two asterisks (**) are required only if the board contracts with a management group (Appendix A4.1) or is utilizing additional revenue resources to meet their budgetary needs (Appendix M). Appendix O should only be used to provide additional information that you believe will assist the State Board of Education in the consideration of your application. No more than 10 pages are permitted for Appendix O. The cover page template to be used for each appendix is available on the next page.