NC Public Charters

Fax

Organization Information

Organization Name *

Heritage Collegiate Leadership Academy, INC dba HCLA-Wake

Email *

mgbazemore@gmail.com

Telephone *

919-906-1605 984-204-7746

Address * Unit/Suite

5601 Paul Road

Zip Code * City * 27616 Raleigh

State * Application Type *

North Carolina Standard

Proposal Type * Operator Type *

Standard Independent

Powered by <u></u> EdLusion

8/5/2020

Ó Triama

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters



Powered by EdLusion Dr. Kashi Bazemore	Yes No	8/5/2020
Do you have any Corporate Partnerships? Yes No	Proposed Leader Name *	
Proposed School Leader Current Job/Position *		
List any principal/leadership programs the proposed leade	er is currently enrolled in or have completed	
Opening Year * 2022		

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K,1,2,3,4,5,6	700					
K,1,2,3,4,5,6,7		800				
K,1,2,3,4,5,6,7,8			900			
K,1,2,3,4,5,6,7.8				900		
K,1,2,3,4,5,6,7,8					900	
K,1,2,3,4,5,6,7,8						900

Team Members Roaster

Name	Title	Position	Email Address
Dr. Rhonda Dunn	Ed. Consultant	Ed. Consultant	rhopar33@aol.com

Prince.

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters



		5 111	
Name Powered by EdLus	Title sion	Position	Email Address 8/5/2020
Dr. Kashi L. Bazemore	Co- Lead Applicant	Researcher	kbhall@heritagecollegiate.org
Mildred G. Bazemore	Lead Applicant	Retired State Educator	mgbazemore@gmail.com
Joe Hall	Technology	School Technology	jhalljr4221@gmail.com
Kendall Johnson	Discipline PBIS	PBIS Coordinator/Athletics	kendalljohnson252@gmail.com
Kelly Chesson	Teacher	ELA/SS Teacher	kechesson@gmail.com
Kisha Nelson	Teacher	Math/Science Teacher	kishanelson7@gmail.com
Kisha Johnson	Ed. Consultant	AVID, IXL, Debate, SEL Coach	kishabazemorejohnson@gmail.com
Dameon Clay	Counselor	Counselor/Student Records	dkclay1911@gmail.com
Shaka Phillips	EC Services	EC Consultant	shaka.phillips@gmail.com

Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Captl. Michael Dunn	10609 Lake Pl	Zebulon, NC27597	firstcatchusa@gmail.com	Airline Pilot/Aviation Instructor
Kelly Chesson	177 Griffin Road	Rope, NC 27970	kechesson@gmail.com	University Stewardship Coord
Travis Bond	109 Chere Hewlen Drive	Mooresville, NC	TBond252@gmail.com	Mental Health Specialist

·

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters



Name Powered by Edl	Street Address Lusion	Zip Code	Email	Expertise 8/5/2020
Ericka Lucas	5204 Mallard Grave Dr,	Raleigh, NC 27616	Erickalucas@yahoo.com	School Administrator
Dr. Stanley Elliot	1200 Litchborough Way	Raleigh, NC	erickalucas@yahoo.com	Educator Administrator
Dr. Kashi L. Bazemore	5601 Paul Road	Raleigh, NC 27616	kbhall@heritagecollegiate.org	School Administrator

NC Public Charters



1. Application Contact Information Powered by EdLusion 8/5/2020

Q1. Organization Type

Municipality

Nonprofit Corporation

Comments:

The organization is a non-profit corporation with a IRS filed 501C3 which was initially filed in 2014.

Q2. Name of the nonprofit organization

Heritage Collegiate Leadership Academy of Wake County, INC. dba HCLA-Wake

- Q3. Has the organization applied for 501C3 nonprofit status?
 - Yes
 - O No

Q4. The next few questions will inquire about 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.

Please provide the Primary Contact's Title/Relationship to Non-Profit

The primary contact for this application is Mildred G. Bazemore. Mrs. Bazemore will serve as the contact person for follow-up, interviews, and notices regarding this application.

Q5. Primary Contact's

Mailing AddressCity, State, Zip

The primary contact information is as follows:

Mrs. Mildred G. Bazemore

5601 Paul Road

Raleigh, N0rth Carolina 27616

Q6. Primary Contact's Primary Telephone Number

The primary contact for this application is Mildred G. Bazemore whose primary telephone number is 919 906-1605.

Q7. Primary Contact's Alternate Telephone Number

The primary contact alternative telephone number is 919 395-0782.

NC Public Charters



O8. Geographic County in which charter school will reside

Power be நிக்கு Collegiate Leadership Academy is to be located in Northeastern Wake County 2020

Q9. LEA/District Name

Piline.

The LEA/district in which the school facility will be located is Wake County Schools.

Q10. Projected School Opening Month

It is projected that Heritage Collegiate Leadership Academy will open officially in August 2022.

Q11. Will this school operate on a year-round schedule?

Yes

No

Comments:

Heritage Collegiate Leadership Academy (HCLA-Wake) will operate on the same schedule as Wake County Schools traditional calendar.

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The HCLA-Wake planning team feels strongly that selecting grades 3-9 would allow the school to improve student learning when they first begin building strategies and skills on reading to learn specific content, skills, and processes. These grades appear to represent the most critical years in students' growth and development which will allow targeted students to benefit from the HCLA educational program encourages the use of instructional support strategies such as coaching, AVID tutoring, digital learning and coaching systems such as IXL and Khan Academy, The HCLA team feels that the greatest resources to fulfill students' primary educational needs such as learning to read, write and use numbers can be better served by the district school system. The team feels that the educational program set forth by this application can best be implemented at grades 3-8 with extensive services, instruction, counseling, and coaching provided in grades 8 and 9 to assist students with the appropriate matriculation of activities, coursework, training, and experiences to prepare them for their choice or selection for their high school and post high school endeavors.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality





8. General-Mission Purposes, and Goals

Powered by EdLusion

Piline.

8/5/2020

8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

Heritage Collegiate Leadership Academy (HCLA-Wake) will prepare its scholars to become college-bound, career and service-oriented leaders who are motivated to make a difference in their communities and in the world.

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Heritage Collegiate Leadership Academy will contribute to the educational communities at the local, state, and national levels by identifying and implementing innovative learning techniques and strategies as well as best educational practices that can be replicated by other schools to positively impact student learning on a broader level with an emphasis on the integration of digital learning to enhance access to a broader array of strategies and opportunities. The unique learning styles of students will be emphasized as scholars embark upon a quest for excellence as they strive for academic, behavioral, and social engagement and progression. An emphasis is placed especially on techniques and strategies that work effectively with students with high poverty low-performance backgrounds and are accustomed to accessing minimal or limited home and community resources. HCLA-Wake will encourage its scholars to seek equitable access to learning opportunities by demonstrating their quest for excellence in their lifelong pursuits with an emphasis on building and enhancing reading, speaking, research and advocacy skills.

Comments:

At HCLA-Wake, the school's vision includes guidance from the quotes of four leaders who helped to change the world:

- (1) "Education is the most powerful weapon which you can use to change the world." Nelson Mandela
- (2) "The function of education is to teach one to think intensively and to think critically. Intelligence plus character-that is the goal of true education."-Martin Luther King
- (3) "Be the change you wish to see in the world."-Mahatma Gandhi
- (4) "We are one. Our cause is one, and we must work together if we are to succeed."-Frederick Douglas

NC Public Charters



In addition, a quote from another leading trainer influences our belief regarding leadership: "If you want to Powered by EdLusion 8/5/2020 change the world, focus on leaders, if you want to change leaders, focus on them when they're young, "-Alan E. Nelson (Kidlead-Growing Great Leaders)

Q17. 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 Demographic Population does not necessary reflect the overall racial and ethnic composition of the magnet schools or Wake County Schools as a whole but does reflect the racial and ethnic population of communities and some schools in the upper Northeastern section of Wake County. In addition, the 40 plus percentages reflects the socioeconomic status of the schools located in the targeted communities and comparable public schools in upper Northeastern Wake County and as far as the SWD population (14%) and ELL population (9%) in those communities.

Q18. 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 enrollment trends of the targeted communities in upper Northeastern Wake County appear to reflect a similar pattern to the expected enrollment referenced for HCLA-Wake. The average academic performance of students in many of the comparable schools listed is below the state averages in Reading and Mathematics as reflected in the 2018-19 NC State School Report Cards. The HCLA-Wake planning team believes that many aspects of the schools educational plan will uniquely meet the needs and enhance the skills of the targeted population which will assist students in improving their academic performance. A major difference will be that each student will be taught to use and have access to a digital tablet that will allow them to go beyond the classroom to employ strategies to learn specific skills and concepts and to practice what they have learned by demonstrating what they have learned by completing meaningfully assigned activities (independent practice) to ensure mastery and internalization. Additionally, HCLA-Wake will be an AVID (Advancement via Individual Determination) certified school in which each scholar is taught the Executive Functions of success. It will be a Global school welcoming scholars from worldwide diverse cultural backgrounds It will be a school where the cultural pride of the scholars is encouraged. In addition, each teacher will be trained on the teaching techniques and strategies espoused by Doug Lemov in "Teach Like a Champiom 2.0" and "Teach Like a Champion Field Guide 2.0" from Uncommon Schools. Students will be trained on digital instructional models using programs such as ZEARN Mathematics, Khan Academy, and IXL will be used to supplement classroom instruction to ensure that the learning styles of all students are accessed. In addition, every scholar will have exposure to small group life and student-success coaching. HCLA-Wake, while following the NC

NC Public Charters



Standard Course of Study, will personalized its curriculum delivery to meet the needs of the scholars--the proposed

Powe padd they ship with Disition Poole and FASTBRAIN (Raleigh) and the HIII Center(Durham) will ensure that HCLA-Wake/5/2020ely qualified to support scholars with special needs such as ADHD, Autism, and other unique learning needs.

In addition, HCLA-Wake will be a trauma-informed school that also focuses on mindset and mindfulness. HCLA_Wake scholars will be exposed to the principles of ethics, character-based servant leadership, and integrity as integral components of their learning process. The planning team believes that these techniques along with others discussed throughout this application uniquely prepares our school to meet the needs of our target student population.

Q19. 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 projected enrollment of Heritage Collegiate Leadership Academy is 700 students (grades K-6) in 2022-2023. The enrollment is expected to increase annually by approximately 100 students by adding a grade each year until the enrollment caps at grade 8 in 2024-2025 for a total of 900 students. The 900 students reflect approximately .008 percentage of the Average Daily Membership (ADM) when compared to Wake County Schools which has a total of approximately 112,089 K-8 students. The total student population of Wake County Schools as of 2019-20 is 161,907.

Q20. 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 HCLA-Wake planning team believes that many aspects of the schools educational plan will uniquely meet the needs and enhance the skills of the targeted population which will assist students in improving their academic performance. A major difference will be that each student will be taught to use and have access to a tablet that will allow them to go beyond the classroom to employ strategies to learn specific skills and concepts and to what practice what they have learned by demonstrating what they have learned by completing meaningfully assigned activities (independent practice) to ensure mastery and internalization. Additionally, HCLA-Wake will be an AVID certified school in which each scholar is taught the Executive Functions of success. it will be a Global school welcoming youth from diverse cultural backgrounds from anyplace in the world and where cultural pride of the scholars is encouraged. In addition, each teacher will be trained on the teaching techniques and strategies espoused by Doug Lemov in "Teach Like a Champiom 2.0" and "Teach Like a Champion Field Guide 2.0" from Uncommon Schools. Students will be trained on digital instructional models using programs such as ZEARN Mathematics, Khan Academy, and IXL will be used to supplement classroom instruction to ensure that the learning styles of

NC Public Charters



all students are accessed. In addition, every scholar will have exposure to small group life and student-success coaching.

Powertal by a few file of the scholar will be personalized to meet the needs of the scholar 2020 proposed partnership with Dr. Jim Poole and FASTBRAIN (Raleigh) and the HIII Center(Durham) will ensure that HCLA-Wake is uniquely qualified to support scholars with special needs such as ADHD, Autism, and other unique learning needs. The planning team of the HCLA-Wake believes that the unique focus on the development of the whole student development with a strong student support system, the emphasis on rigorous and engaging curriculum delivery, and well as high expectations for all students will make a tremendous difference in the educational motivation of the students. We believe that when students are taught how to learn, why it is important to learn, what they are expected to learn, that they will learn and as a result will perform at a higher level on the required assessments.

In addition, HCLA-Wake will be a trauma-informed school that also focuses on mindset and mindfulness. HCLA-Wake scholars will be exposed to the principles of ethics, character-based servant leadership, and integrity as integral components of their learning process. The planning team believes that these techniques along with others discussed throughout this application uniquely prepares our school to meet the needs of our target student population.

Q21. 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

Members of the HCLA-Wake team have had discussions and conversations with parents, educators, and community leaders in addition to meetings in Northeastern Wake County with community groups and churches to share information about the proposed school sharing information about the proposed school and how it will differ from Wake County Schools and other charter schools in the area. All contacts have resulted in shared concerns about the lack of engagement and educational options of Northeastern Wake County base schools especially for special needs and high poverty minority students.

Q22. 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments:

Evidence is attached to support the fact that members of the HCLA-Wake's planning team have contacted parents and families in Northeastern Wake County who have expressed an interest in enrolling their children in HCLA-Wake. Many expressed concerns that there are too few educational options for high-poverty and especially minority Black and Hispanic students in Northeastern Wake County. Team members were told that stu-

NC Public Charters



dents who are eligible to receive free-reduced meals are not eligible to be accepted in a magnet school outside Powered by Edlusion 8/5/2020 of their immediate or base-school community. Many parents have expressed concerns about this policy and are interested in seeing more school choices in the upper Northeastern region of Wake County.

Evidence:



8.2. Purposes of the Proposed Charter School

Q23. 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..

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.

A major purpose of Heritage Collegiate Leadership Academy-Wake is Legislative Purpose 4: To Improve Student Learning.

HCLA-Wake is committed to improving the learning of all of its students.

The HCLA-Wake team believes that many aspects of the schools educational plan will uniquely meet the needs and enhance the skills of the targeted population which will assist students in improving their academic performance. A major difference will be that each student will be taught to use and have access to a digital tablet that will aid them in going beyond the classroom to employ strategies to learn specific skills and concepts and to practice what they have learned by demonstrating and completing meaningfully assigned activities (independent practice) to ensure mastery and internalization. Additionally, HCLA-Wake will be an AVID (Advancement via Individual Determination) certified school in which each scholar is taught the Executive Functions of success. In addition, HCLA-Wake will be a Global School welcoming students from diverse cultural backgrounds from around the world and will have a climate in which the diverse cultural

NC Public Charters



Powereplobyed by Polingsismov in "Teach Like a Champion 2.0" and "Teach Like a Champion Field Guide 2.0" from Ur&5572020

Schools. Students will be trained on digital instructional models and blended learning models using programs such as ZEARN Mathematics, Khan Academy, and IXL which will be used to supplement classroom instruction to ensure that the learning styles of all students are accessed. In addition, every scholar will have exposure to small group life and student-success coaching. Also, HCLA-Wake's curriculum delivery, while following the NC Standard Course of Study, will be personalized to meet the needs of the scholars--the proposed partnership with Dr. Jim Poole and FASTBRAIN (Raleigh) and the HIII Center (Durham) will ensure that HCLA-Wake is uniquely qualified to support scholars with special needs such as ADHD, Autism, and other unique learning needs.

In addition, HCLA-Wake will be a trauma-informed school that also focuses on mindset and mindfulness. HCLA_Wake scholars will be exposed to the principles of ethics, character-based servant leadership, and integrity as integral components of their learning process. The planning team believes that these techniques along with others discussed throughout this application uniquely prepares our school to meet the needs of our target student population. It is the belief of the HCLA-Wake Team that the school will contribute to improving and enhancing student learning regardless of where their level of achievement is when then enroll in the school.

A second purpose of HCLA-Wake is that by it mere existence in the Upper Northeast Wake County Community is to (3) provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system. The benefit will be the location and the welcoming climate for culturally diverse scholars and families as well as access to the progressive blended learning models offered by the school.

The HCLA-planning team believes that through its progressive and innovative curriculum and delivery, (6) the school will encourage the use of different and innovative teaching methods some of which are described in detail in the school'a Educational Plan Section. A component of the school's commitment to its scholars, staff, and parents is its assurance that the professional development of teachers is an ongoing process that is achieved by flexing the school schedule and offering PLCs (professional Learning communities) activities regularly..

8.3. Goals for the Proposed Charter School

NC Public Charters



Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation Powered by a cEdiusion for the proposed school's operations, academics, finance, and governance. Addless how often, who, and when the information will be communicated to the governing board and other stakeholders.

Heritage Collegiate Leadership Academy-Wake has set several preliminary goals for the school's education program using the SMART system, however, the goals will be re-examined at the point the school is getting ready to open at the beginning of the 2022-2023 academic year. The governing board, the school's leadership, and select staff members at that time will again use the SMART System to re-evaluate the goals based on the actual students planning to enroll in the school at that time, The school will use performance data from the students' records to help in defining what the new actual smart goals should become. For now and for this application, the preliminary goals are set as follows:

- (1) HCLA-Wake will meet or exceed growth on the NC School Report Card for that year at the end of 2022-2023 academic year
- (2) HCLA-Wake will receive a school letter grade of C or higher on the NC School Report Card at the end of the 2023-2024 academic year.
- (3) HCLA-Wake will achieve a gain of plus 1 percentage points on its overall academic proficiency (Levels 3,4, and 5) on the ELA Assessments at the end of the 2023-2024 academic year.
- (4) HCLA-Wake will achieve a gain of plus 1 percentage points on its overall academic proficiency (levels 3, 4, and 5) on the mathematics assessments at the end of the 2023-2024 academic year.
- (5) HCLA-Wake will achieve a return rate of at least 95 percent on the Teacher Working Conditions Survey at the end of the 2022-2023 academic year.

The executive director of the school, along with the school principal, will communicate to the governing board the school's performance towards it goals throughout the year at monthly board meetings as is applicable and appropriate as data are available.

Comments:

HCLA-Wake will ensure that each year beginning with the 2022-2023 academic year all eligible students will take the state-required assessments. HCLA-Wake will also comply with the requirements of the North Carolina Accountability Program set forth by the North Carolina State Board of Education. The HCLA-Wake governing Board and staff understand that meeting its annual academic goals are critical to the viability of the school.

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Q25. How will the governing hoard know that the proposed public charter school is working toward Pottering their reigning statement?

Pictoria.

HCLA-Wake's governing board will know that the school is working toward attaining its mission in numerous ways. (1)The school leadership will be required to submit an annual report of student performance fiscal accountability to the governing board at the end of each academic and fiscal year. The report will provide baseline data from the beginning of the year with milestone results showing student performance at the each the first three quarters. In addition, the school's leadership will provide quarterly updates to the governing board on student performance on quarterly assessments in reading and mathematics, students involvement in service projects including what they were, with whom, and any recipient feedback that is available. At each board meeting throughout the academic year, the governing board will be provided updates on student activities such as the number of books read, number of book reports, site visits, field trips, programs students are involved in to train on leadership such as assigned projects and the perceive quality of the project outcomes, program participation purchases made during the quarter (such as AVID for college prep), career days in which people from different careers are encouraged to come to the school and speak to students about the various career opportunities available in the community such as an engineer, a plumber, a doctor, tractor trailer driver, a designer, real estate broker and others. Although the students are in elementary and middle school they will still get to take field trips to universities and invite university staff in to discuss their respective universities, colleges, community colleges, or trade schools. In other words, reports to the governing board, whether quarterly or annually, will reflect activities and purchases that show that the school is actively engaging in activities and funding expenditures that contribute to carrying out the mission of the school.

During each monthly Governing Board meeting, the school leader will address each item on the agenda in the context of working toward attaining the school's mission.

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



9. Educational Plan Powered by EdLusion

8/5/2020

9.1. Instructional Program

Q26. 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

The overall instructional program is going to be primarily grounded in the college prep foundation, particularly in grades K-4. We will assure that every child is given the foundation needed to transition into the college prep track in which some of our students will do beginning at grade 5. We also will have a career path track. These students will be exposed to various careers. We will have opportunities in which we infuse conversations around careers, with what students are studying in all of their classes. For example, in Math, connections will be made to careers like engineering and mathematicians. In Science, we will look at careers such as scientists and doctors. In all of our coursework, even if a student decides to go the career pathway, we want to make sure that everything we are doing is giving them a foundation that is strong enough to transition into Honors and AP Courses at the high school level. In other words, we want our students to be competitive as they are given access to more high quality educational opportunities, both while they are with us and beyond. Consequently, we are essentially beginning with the end in mind. We will use the current North Carolina curriculum applicable to the 2021-2022 school year. We are paying close attention to curriculum changes in English/Language Arts. What will set us apart from other traditional schools is that we will take the time to focus on the speaking and listening, as well as, the writing components of the ELA curriculum. Often in traditional schools, this is not a priority because it is not tested. We believe that these aspects of ELA are essential to students who are moving towards the advanced track in high school. Moreover, we will ensure that our students will be college and career ready by offering the best instructional practices and educational programs such as AVID [Advancement Via Individual Determination] and Competitive Debate and debate across the curriculum.

Every content area teacher together with elective teachers will be encouraged to engage students in critical thinking activities such as Paideia Socratic Seminars, Philosophical Chairs, classroom debate, collaborative study groups and public speaking (impromptu). Moreover, we will be adding to our educational plan the TED-Ed Student Program. TED-Ed Talks will spark the curiosity of learners and inspire them to use their voices to share their ideas with the world. In this program, students will learn how to

NC Public Charters



discover, explore and present their ideas in the format of TED-style talks. This was a program we had to Power physical and weste mequired to lay out how it was to be used. This course of study will be offered/592020 students in grades 6 – 8. At HCLA-Wake, speaking and listening will be key areas of focus as both skills are necessary for critical thinking and student leadership.

_

Pictoria.

The curriculum framework we will work within is AVID [Advancement Via Individual Determination]. In most traditional schools that use the AVID program, the AVID Elective is only offered to approximately 20-30 students in the whole student population. HCLA-Wake will integrate AVID school wide, empowering students with both the knowledge and skills to take charge of their own learning. When students understand themselves as "learners", it is one part of the journey to becoming self-directed and intrinsically motivated learners. AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. Focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits become recognized and widely experienced. The Schoolwide approach was developed to help educators integrate high-engagement college-preparedness strategies into their classes and provide opportunities for all students. HCLA-Wake will offer AVID Elementary and the traditional AVID Secondary Elective beginning in the grade 5 through grade 8. AVID Elementary will be infused into the content areas by teachers in grades K-4. Moreover, we are excited that AVID is moving towards digital aspects of the program because we know that virtual learning is something that we all have come to appreciate in light of COVID-19. HCLA-Wake will also use AVID Training for Teachers as a major component of what we do from the beginning of the school year and on an ongoing basis throughout the year.

HCLA-Wake's overall instructional program will offer a high quality project-based, "no-excuses', child-centered, trauma-sensitive, college preparatory, leadership-focused educational opportunity targeting students in Wake County. The school has a commitment to meet students where they are in order to help them maximize their potential regardless of their ability level by hands-on experiences throughout their education that will enhance their overall learning by helping them to make real-world connections. The school will develop the whole child by addressing their academic, social, emotional and behavioral needs throughout their learning experiences.

Students will be taught a project-based curriculum in each of the content areas. The existing state curriculum will provide the framework for academic content in (1) English/Language Arts and (2) Mathematics in grades K-8. Even though the State Standards will be used as the academic framework,

NC Public Charters

Pictoria.



there will be an expectation of academic rigor in which students will be required to demonstrate mastery Powerbydevel pipgland presenting academic projects that are meaningful, real-world, and that integrate 2020 knowledge and skills from all students and ensuring a high degree of learning. Students will be required to use information from every discipline to learn to conduct research, write, present, and speak in the development of their academic projects. An emphasis will be on reading, writing, speaking, thinking critically, inquiry, organization, and problem solving in all of the content areas. Students will also be taught (3) Science and scientific inquiry, (4) Social Studies in grades K-8 using State essential standards also with the expectation of academic rigor and critical thinking and an understanding of where places are, how the world works, the role of the economic, political, and other systems on every aspect of life. In addition to the core curricula, students will be taught (5) how to use technology as a tool to support research initiatives to organize, store, and present information and to access and analyze data. All students will have at least weekly exposure to (6) Physical Education/Health/Nutrition. To make the learning experiences more versatile and engaging, students will get cultural exposures in (7) Music Appreciation and Genres and Fine Arts to help them learn, understand, and appreciate the different art forms and to encourage student involvement and participation in cultural events in the community. Students will be offered (8) character education through weekly community learning circles that will teach them regarding behaviors, values, personal growth, development, and leadership. Also, student will be offered foreign languages, in the areas of (9) Mandarin Chinese, which originates in China and is a key language used in the global marketplace in the 21st century, and Spanish, a language that is becoming increasingly more common in Wake County and the country and (10) Latin infused into English/Language Arts classes to improve students' vocabulary and word meaning skills.

Students will be assessed throughout the academic year using IXL assessments and any approved NCDPI interim assessments. We will use common assessments by grade and these assessments will be developed by our Director of Curriculum & Instruction who will be working with the teachers directly. He or she will be able to guide them on what they should be doing instructionally because this individual will be the one who has to sign off on our common assessments. That person will start out making the common assessments similar to the teacher gradual release of responsibility for students, the same will happen with the Director. The Director will start out in Quarter 1 doing the common assessments. By Quarter 4, we would like to see teachers doing that collaboratively with the Director of Curriculum & Instruction being informed but not necessarily having to be so involved in the process.

NC Public Charters



At HCLA, we will place as much emphasis on routines and procedures for adult learners as we do with the Powered by a Wedwills work hard to ensure positive, engaging, and supportive professional development 2020 opportunities for our teachers and staff. The focus on Professional Development will include but not limited to:

- Teach Like a Champion 2.0 by Doug Lemove (Drives the academic and behavioral culture in grades K-8): Teachers and Staff Curriculum
- Curriculum Training by Grade (NC Standard Course of Study/ Curriculum Integration / Debate Across the Curriculum)
- Positive Behavior Interventions and Supports (PBIS): Teachers and Staff
- MTSS / IEPs / 504s

Pictoria.

- Trauma Sensitive Training: Teachers and Staff
- The Art of Coaching Teams and Coaching for Equity by Elena Aguilar (School leaders only)
- HillRAP (Literacy) K-5; Intervention 6-8
- Onward: Cultivating Emotional Resilience in Educator by Elena Aguilar
- AVID Framework / AVID Elective
- IXL Standards-based Learning and Assessments
- Khan Academy
- Growth v Fixed Mindset
- Mindfulness
- Book Studies
- o Semester 1 Helping Children Succeed by Paul Tough
- o Semester 2 Unshakeable: 20 Ways to Enjoy Teaching Every Day...No Matter What by Angela Watson

NC Public Charters



o End of year - Teachers Choose through democratic vote

Powered by EdLusion - 5th and 8th grade Science Only: LearnEd Notebook

8/5/2020

- Leadership Training (Teachers for Students)

Here are the specialized Professional Development opportunities. This will not be required for all teachers:

- New Teacher Training and Coaching Support Session
- Mentor Teacher Training

Pictoria.

- Teacher Leaders: Coaching Training (Art of Coaching Team/Coaching for Equity)
- School Improvement Team Training
- PBIS / MTSS Team Training

Q27. **Curriculum and Instructional Design**Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Heritage Collegiate will have a basic learning environment that is a classroom-based typical teacher-directed classroom setting where the expectation is that there will be approximately 25 students per class. Students will learn to work individually and in small groups while participating in the classroom and while working on their projects. The school will have a physical education area and at least two technology labs through which students will be expected to rotate. The instructional

NC Public Charters

Pictoria.



Poweremove landing apportunities. Students will also receive their formative and benchmark assessments 20 using the computers. These online assessments will be administered at the end of each instructional unit and the data used to inform instructional decisions about individual students—as—well as groups of students. Heritage Collegiate plans—to provide—daily extended—hours—of instruction—(8:00-3:30 p.m.) for all students to provide time for any necessary instructional intervention as well as enrichment opportunities for the AIG students.

Heritage Collegiate will have an primary, elementary, and middle school components (K-8)to its operation. The school will be in session for 185 days and/or 1025 hours for each academic year. The school's education program is designed on two key ideals:

(1) All students can learn and are capable of achieving at the highest levels. In the 21st Century, students must be prepared for college and the real-world throughout the public school experience beginning when they enter school in kindergarten. Providing a rigorous academic curriculum—with college preparatory opportunities for every student, provides a gateway for students to become competitive for college. Extended time for learning, and a highly qualified highly motivated—staff using college preparatory and leadership curricula will prepare students for success in the high school college preparatory programs, success in college, and success as community and world leaders. (2) All students will receive training to build leadership skills and an ethical philosophy to support character development. The KidLead leadership curriculum focuses on developing the 16 most—important qualities desired in leaders, based on a compilation of research, by Dr. Alan Nelson. Students will be taught to become leaders and

to develop a sense of purpose beyond themselves that is greater than mere social and economic attainment. Heritage Collegiate takes on the responsibility of teaching students to understand their role in society and how to shape their own moral principles. Formal class time will be devoted to this training because we believe that students represent the future and that educating a school of "leaders" will improve the local community and society at large in the short and long-term.

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



In addition, structure at the school will be provided so that each student

Piline.

Powered spow understand, and expect school-wide systems, routines, and procedures from classrogra/2020 classroom to support student learning. Each classroom's white-board will be arranged using the same format consisting of the date, the AIM, the agenda, and homework for the day. Teachers will also plan their lessons consistent with units, AIMs, and objectives during common planning sessions directed by the school's instructional leadership team to ensure continuity and alignment from classroom to classroom and vertical articulation from grade to grade.

Q28. 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

Heritage Collegiate is committed to fulfilling its mission to its students and the community it serves. As such, the curriculum that it proposes to offer aligns with the proposed school's mission, the targeted student population, the North Carolina required assessments, and the North Carolina Accountability Model. The Common Core Standards in ELA and Mathematics and the Essential Skills Standards in Science and Social Studies will provide the basic academic content framework for student learning at the school and aligns with the State's benchmark and summative assessments and the State's Accountability Model. The other learning experiences offered for students at Heritage Collegiate align with the mission of the school in areas such as Fine Arts exposure, Latin infusion in ELA classes to improve students' vocabulary and meaning of words, foreign languages such as Spanish, and Mandarin Chinese, as well as character education will make the students more versatile, will help them in developing virtues, courage, wisdom, and in acquiring an understanding that they will be expected to become leaders who are motivated themselves to do well and who will inspire others as they are prepare for high school, college, and the global society in which they will be expected to function. The health/physical education/nutrition component of the curriculum will help students develop into healthy individuals who will become better informed about the causes of many of the illness and health issues in the community and society as a whole which hopefully they will share with family members and others in the community. Students will be prepared, through their training at Heritage Collegiate, for high school, college, and to become leaders in the community and in the society as they develop and mature.

The project-based learning and service-based learning models proposed by the school will prepare students to succeed in high school, college, and in the community by understanding how to develop projects and present them and how to give back as they move forward at

NC Public Charters

Piline.



the school-developing themselves, maturing, and inspiring others. The academic rigor that the school—Power property poses will be shandled through the diverse strategies employed to teach students 8/5/2020 to think critically when solving problems and making decisions and the high expectations for student performance imposed by the culture and the staff at the school. All students at Heritage Collegiate will be expected to master the use of the different components of technology especially the computers used at the school for individualized instruction, for formative assessments, and to develop and implement students' projects and presentations. Students will also use computers as required for any necessary remote learning and to participate in blended learning sessions in which teachers rotate and often make use of technology to enhance the experience for students.

Q29. 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

Heritage Collegiate will expect all of its staff to master innovative instructional strategies to help students become successful and to fulfill its mission, purposes, and goals. It is expected that teachers will participate in mandated professional development and other experiences to learn how to increase the rigor and engagement of their instructional delivery, to improve their content skill level, and to increase the academic achievement of their students. Heritage Collegiate believes that inclusion of these strategies will maximized the educational opportunities for students. Heritage Collegiate will use a variety of strategies including but not limited to

- (1)AVID (Advancement via Individualized Development) to foster its college preparatory program across all grades by preparing students for college readiness and success in a global society. To continue the college preparatory mindset, all staff will be required to read, and maintain a copy of
- (2) "Teach Like A Champion" by Doug Lemov and discuss it tenets in a professional development setting held at the beginning of the school year and implement its practices. The goal is to help teachers to understand the promise to help every child achieve their potential and to ensure that every activity is to prepare students to become college ready and leaders. Leadership training include
- (3) "Pyramid of Success" by Coach John Wooden in which students are taught the 12 lessons of success; and
- (4)KidLead from Dr. Alan Nelson, which "targets leaders when the are young by teaching them writing, inquiry, collaboration, and organization, and reading skills. KidLead teaches the 16 most desirable qualities of a leader. It also has a service-based component to its transformational

NC Public Charters



Curriculum which emphasizes service to the community. Other (4)character education components to the Powered 歌河 紅間電話電子 Collegiate are 8/5/2020

- (5) using the "no excuse" model. "No Excuses" schools reject excuses for under-achievement and poor behavior; because to make excuses is to lower expectations of what students can achieve. Other celebrations of students' successes such as enrollment in the "national honor society" organizations and other recognitions of students who are high performing and/or who have successful experiences along the way will be employed to ensure students are recognized for their successes and achievements. Another character education program at Heritage Collegiate consists of a system of
- (6) student "life coaching" strategies which will help students improve their selfefficacy. Students will be taught

Pictoria.

- (7) project-based learning opportunities that will foster reading, research, writing, and presentation skills that students will need throughout their lives. Students will be taught
- (8)critical thinking skills when solving problems and making decisions and how to participate in
- (9)Socratic Seminar discussions which as a strategy encourages collaborative intellectual dialogue using questions,
- (10)debating across the curriculum with opportunities for students in the middle grades to participate in competitive "debates".
- (11)Remote learning opportunities will be available at Heritage Collegiate to offer learning opportunities and experiences for students in areas where they may not otherwise be exposed such as Spanish and Mandarin Chinese and enrichment for AIG students.

 Teachers at Heritage Collegiate will use
- (12)differentiated teaching and learning strategies for students who may be low or high performers in order to meet students where they are.
- (13)Blended Learning strategies will also be implemented which is a strategy in which students rotate on a fixed schedule or at the teachers discretion between learning modalities, at least one of which is online learning.

Heritage Collegiate will provide professional development to train its teachers to learn and implement these innovative strategies in order to maximize student learning.

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Powered by EdLusion Q30. Explain now 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 HCLA instructional plan will have at its core the same curriculum that traditional schools have. We will use the NC Standard Course of Study. This is required to ensure that our scholars are being taught the information that will be tested on State mandated standardized tests. However, it is the pedagogical frameworks that we use when teaching that will set us apart from other schools. There will be common instructional routines, practices, and procedures that will allow scholars to be able to anticipate the flow of each class. This sets scholars up for success. As we infuse AVID/coaching/mindfulness/growth mindset/character/leadership strategies, we foster a healthy efficacy in our scholars that ensures that they approach learning and growth seriously. Following the NC Standard Course of Study as the foundation of all we do will ensure student (scholar) readiness to transition from grade to grade and to high school, college, and beyond.

Click on the Link Below:	
http://www.livebinders.com/play/play?id=2277607 (http://www.livebinders.com/p	nlav/nlav2id=2277607)

Access our curricular materials with by using the information below:

The access code is HCLA.

Piline.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Heritage Collegiate is committed to serving its students for a minimum of 185 days or 1025 hours for every given academic year. The school doors will open for students at 7:30 a.m. on each school day. The academic day will begin at 8:00 a.m. and end at 3:30 p.m. Students will be excused according to scheduled holidays and teacher workdays which will be included in the academic calendar approved by the governing board. Whenever a school day is dismissed or not convened due to inclement weather or some for time as soon as the school calendar permits but before the end of the academic year. Because Heritage Collegiate is committed to scheduling classes Monday through Friday of emergency

NC Public Charters

Pictoria.



or disaster, provisions will be made to make up the loss by including extended instructional hours, the Powered by including and the school schedule will reflect these requirements which will be included included in all marketing materials and provided to all students and parents as a component of the application/admission process. Heritage Collegiate seeks to have extended instructional hours to ensure that the instruction, experiences, and services students need will be provided to help them become successful. The proposed extended instructional time is consistent with the requirements of the school's mission and its proposed educational plan.

Q32. 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 Structure of the School Day will vary by grade to ensure the full use of our Elective Courses to drive the PLC schedule. Elective teachers will have their PLC at the beginning of each day since the first block will be content courses across the grades. Our courses will be 45 minutes long with a 5 minute transition built in. This means students will receive approximately 3.75 hours of instruction in each content area per week. The total amount of time for ELA and Math instruction will be doubled. In grades 3-8, We will Literacy and Math Blocks. ELA and SS Teachers will teach Reading Literacy Block and Math and Science Teachers will teach Math Block. Essentially, this means Reading (Literacy) and Math Concepts will be taught for 90 minutes, in some form, each day. This means our scholars will receive a total 7.5 hours, per week, on math and literacy instruction. The school day is an 8 - 3:30. Our schedule is optimal for the school day because it affords the time and attention to those areas of our education plan and professional development/support plan to get everything done.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

A typical day for a teacher in the school's first year of operation will begin with receiving students. The teacher will use scholar leaders to help make his/her duties less cumbersome. Breakfast will be served in each room while children engage in Morning Mindfulness activity during the Eagle's Nest Homeroom Time. Then, each teacher will teacher four content classes, have a planning period for PLC time or free planning time. Elective teachers will teach 4-5 content courses unless working part-time. Elective teachers will also have PLC or free planning time each day. We will only meet after school as a whole staff on Wednesday. Beginning Teachers will be every other week after school. Mentor teachers will be given coverage to allow them time to observe teachers. Our goal is to ensure that every teacher's day reflects

NC Public Charters



our school mission for children. However, because our targeted population may require extra supports,
Powered want to redisus that we are operating with the social and emotional well-being of our teaches in one
too.
Q34. Will this proposed school include a high school?
○ Yes
No
Comments:
No.
Q35. Attachments 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.
Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5
Comments:
Due to the size of these documents, please access our complete curriculum, by content area and grade, by accessing the HCLA Livebinder using the information provided below:
Click on the following link:
http://www.livebinders.com/play/play?id=2277607 (http://www.livebinders.com/play/play?id=2277607)
The access code is HCLA.
Evidence :

NC Public Charters





8/5/2020

Q36. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of 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.

This question is not applicable as the school is a K-8 school.

Q37. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Comments:

Piline.

A sample draft academic calendar is attached that depicts an academic calendar year with a minimum of 185 days or 1025 hours. The academic school day will begin at 8:00 a.m. and end at 3:30 p.m. for students. The school doors will open at 7:30 a.m.on each weekday Monday through Friday and close at 4:00 p.m. Whenever school does not convene due to inclement weather or some other form of emergency or disaster, the governing board will make decisions necessary to ensure that any loss time is made up before the end of the school year. The school's academic calendar at the beginning of each academic year will begin with professional development and academic planning sessions for teachers and staff. At least a week at the beginning of each academic year will be devoted to such activities. The academic calendar will be made available to the community, teachers, and staff each year as soon as the Wake County Schools' traditional calendar is established and approved by the Wake County Board of Education. To the extent feasible, the official HCLA-Wake annual calendars will be synchronized with Wake County Schools' traditional school calendar including all State and federal holidays.

Evidence:



Q38. 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.





Comments:

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Notice that the K-2 schedule is the same. Then, each other grade level has it's own unique schedule to ensure Powered by EdLusion 8/5/2020 the hest like Elective courses to drive the Master Schedule.

9.2. Special Populations and "At-Risk" Students

Q39. 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

Heritage Collegiate Leadership Academy-Wake will use strategies such as the Tier 3 Response to Intervention (Rtl) program that identifies learning differences early in a student's academic trajectory. The USED strongly encourages schools to adopt the Rtl approach, in order to avoid excessive classification of low-performing students who do not necessarily have a learning disability as do students with a disability. HCLA-Wake team members believe that non-severe learning differences can be improved through individualizing/ differentiating teaching and learning.

HCLA-Wake approach is to serve every child daily with over an hour of intervention in the designated Learning Lab where students receive 1:1 and small group instruction with tutors. As a consequence, the RtI model results in a smaller number of students being classified as students with a disability as all students are receiving a highly individualized instruction tailored to their unique set of needs and documented in their personal education plan (PEP). at HCLA-Wake, no student will be expected to fall through the crack as through identification, acceleration, and enrichment, all students will be able to realize and maximize their potential. Each student at the school, regardless of their level of academic performance, will have a Personal Education Plan (PEP) which identifies differentiated prevention and intervention strategies especially for student who are NOT achieving grade level performance in reading and mathematics. The PEPs will be closely monitored by the teachers and staff to ensure that the students are realizing set goals.

In areas such as reading and mathematics, students will be given tutorial intervention services and opportunities for remedial instruction routinely as a component of their extended hours of instruction. All students in ELA and Mathematics will be administered formative assessments at the completion of their instruction unit using a designated designated online assessment tool. The tool will be aligned to the curriculum goals and will provide data to help inform instruction for individual students requiring differentiated intervention strategies.

NC Public Charters

Pictoria.



The entire instructional staff at HCLA-Wake will become involved in developing strategies for students who Powered by risk of the sponing successful in meeting their goals. Teacher-led instructional team meetings will be held to develop comprehensive plans to work with these students. The teachers and staff at HCLA-Wake will be encouraged to have high expectations for all students regardless of their need for special services. Students who are considered to be among the students who are at risk of failing will have access to all educational programs at the school and services will be provided to them always in the least restrictive environment feasible.

Q40. 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.

Many of the members of the HCLA-Wake planning team and founding board have experienced working with special populations as many are career and trained educators whose jobs required them to become involved with special populations as a teacher or as a school administrator. Some have worked in high performing schools and school districts while others have worked in very low performing schools and school districts. Members of the HCLA-Wake panning team and founding board have worked in the assessment of special population students, while others have led and participated in IEP, Section 504 and ELS identification and planning sessions, some have taught special needs students including at risk students, some have worked in setting up special needs student files, some have participated in special needs audits, while others have worked with gifted students provided oversight on rigorous curriculum programming and instructional delivery for gifted students. HCLA-Wake planning team and founding board members fully understand the mandates in place at the State and federal levels on providing services, instruction, and assessments as well as maintaining the confidential records of students in the special population categories and will ensure that all mandates are carried out to the fullest extent of those expectations.

Q41. 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.

The instructional plan and curriculum will meet the needs of English Learners (ELL) in the following ways:

NC Public Charters

Piline.



(a) The staff at HCLA-Wake will use the process established by the Federal Title III Guidelines and the Powe NGDRI to deditive English Language Learners. According to the NCDPI website, it still uses the Kindergerger W-APT and WIDA Screener (for Grades 1-12) to identify English language learners (ELLs). ACCESS for ELLs is given to all ELLs during the annual testing window, which typically lasts from January through mid-March. HCLA-Wake will ensure that a staff person is assigned to take responsibility to contact NCDPI to remind them that the school is in session and to request that they be included in any training for new schools to ensure that staff fully understands the process for identifying ELLs and the testing process and timelines. When a child is suspected of being a ELL, parents will be notified of the State requirements for participation in the program. All necessary steps will be taken to identify students who may be eligible for ELLs services. The NCDPI and federal guidelines and regulations will be followed for identification in order to avoid mis-identification. The shall be the responsibility of the principal/school leader to ensure that the designated ELL staff person has a copy of the NC ELL Identification and Placement Document.

- (b) ELL Students at HCLA-Wake will be included in the regular classes with an allowance of support services using designated and approved accommodations for the students. ELL students at HCLA-Wake will have access to the comprehensive education program at the school and will be provided such in the least restrictive instructional environment feasible. Any designated need for accommodations is to be documented for instruction and for administering student assessments.
- (c) HCLA-Wake staff will follow the State Board of Education guidelines based on the federal Title III guidance document to determine when the ELL students are eligible to exit the ELL program without any negative consequences. The ELL students' parents/guardians will be involved in the identification, monitoring, and termination decisions of ELL students identified. The staff at HCLA-Wake will have high expectations for all students regardless of their need for special services. ELL students' access to services at HCLA-Wake will always be provided in the least restrictive instructional environment feasible.
- (d) HCLA-Wake will use federal funds or federal grants to generate revenue to support a part-time, (possibly contracted) ELL position depending upon the number of identified ELL students. The part-time position may be a shared percentage or set up an independent part-time position. The extent of funding and number of hours designated for the position will be determined by the number of ELL students identified.

The HCLA-Wake leadership will seek professional development assistance for the designated ELL staff person from the NCDPI ESL/Title III team as soon as they person comes on on board as a staff member. According to the NCDPI website, the NCDPI ESL/Title III Team is committed to providing high-quality

NC Public Charters



Q42. 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.

a. HCLA - Wake will meet the needs of Academically / Intellectually Gifted (AIG) students by first ensuring that they are appropriately identified. The staff will identify students for its Academically/Intellectually Gifted Program using the system devised by Joseph S. Renzulli, Director of the National Research Center on the Gifted and Talented, University of Connecticut -- "A Practical System for Identifying Gifted and Talented Students". Renzulli's system for identifying gifted and talented students is based on a broad range of research that has accumulated over the years on the characteristics of creative and productive individuals (Renzulli, 1986). His research shows that highly productive people are characterized by three interlocking clusters of ability, these clusters being above average (though not necessarily superior) ability, task commitment, and creativity.

Renzulli's identification system suggests that personnel look for a talent pool of approximately 15 percent or higher ability students needing supplementary services, although it can be adjusted depending on the availability of resources. The teaching staff will have to (a) modify the regular curriculum for above average ability students, (b) participate in various kinds of enrichment and mentoring activities, and (c) work cooperatively with other staff with special program assignments.

The Renzulli system has six steps:

Step 1: Test Score Nominations

Step 2: Teacher Nominations

Pictoria.

Step 3: Alternate Pathways (parent and peer nominations, tests of creativity, self-nominations)

Step 4: Special Nominations (Safety Valve No. 1) [Special nominations represent the first of two "safety valves"]

Step 5: Notification and Orientation of Parents

NC Public Charters



Step 6: Action Information Nominations (Safety Valve No. 2)



8/5/2020

Renzulli cautions that step 1 be minimized especially when considering primary age students, disadvantaged populations, or culturally different groups.

The staff will employ the steps in Renzulli's research and book. The school will use test results from the State reading and mathematics end-of-year assessments as the first step. Students who score at or above the 90th percentile in reading and/or mathematics end-of-year assessments will be eligible. Teachers will be taught how to differentiate instruction to ensure that AIG students are challenged on a daily basis. AIG students will be encouraged to serve as peer tutors. AIG students' performance on all assessments and their classroom performance will be closely monitored to ensure that their needs are met and that they are being challenged on a continual basis. Services through differentiation or flexible grouping in reading and mathematics will be part of an AIG student's daily learning experiences. If a student is in grade 3 but reads at a grade 5 level, that student will be permitted to do some work in reading groups routinely at the higher grade. All staff at HCLA - Wake will be trained on this differentiated reading method and flexible grouping. In differentiated learning groups, the school gets to serve all kids by meeting them where they are. Teachers can modify, extend, or compact the curriculum using this method.

b. Once enrolled in AIG, students will NOT have to be retested unless it is determined that additional services may be needed. The school will have an annual process in which staff will review the level of services and students' performance. The AIG Team will meet to discuss students' progress in the program and to report students' progress to students and their parents. A master teacher at the school will be designated as the AIG Coordinator. "Maximizing Gifted Students' Potential in the 21st Century" by Brulles and Winebrenner will be used as a guide for services to AIG students.

9.3. Exceptional Children

Q43. Identification and RecordsExplain 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.

HCLA_Wake planning leadership team and governing board are fully aware of the expectations from State and federal officials that as a North Carolina public charter school, it cannot deny admission to any child eligible for special education services as identified under the federal legislation Individual with Disabilities

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Education Improvement Act (IDEA) and Article 9 115C of the North Carolina General Statutes, North

Power Significant Official Some Power Statutes of the North Carolina General Statutes, North

8/5/2020

HCLA_Wake is committed to providing students with disabilities (regardless of whether the child is identified as a scholar with an IEP or Section 504) an appropriate education in the least restrictive environment that will develop them mentally, physically, emotionally, and academically. Given that the current ratio of students with disabilities is approximately 13-14 percent of the overall enrollment of Wake County, it is expected that the ratio for HCLA Wake is similar (14 percent) if not greater than the overall Wake County School ratio.

Q44. 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.

HCLA-Wake will identify students with disabilities by accepting referrals for identification as a student with a disability based on a referral for 1) Section 504 which is part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination of students on the basis of a handicapping condition, or 2) an Exceptional Children's Program in which the Individuals with Disabilities Education Act (IDEA) has a defined list of disabilities. When a teacher, parent, or other involved person suspects that a child may be a child with a disability, he/she will provide in writing the reason for the referral, addressing the specific presenting concerns and the student's current strengths and needs. The referral is to be given to the school principal, the child's teacher or other school professional at the school. The principal at Heritage Collegiate will accept and review all written referrals for student with disabilities; and provide assistance to parents and others who make an oral referral that it must be in writing. The school staff will then conduct the initial evaluation in accordance with NC 1503-2.4 through NC 1503-2.7 which

- 1) must be conducted; eligibility determined; and for an eligible child, the IEP developed' and placement completed within 90 days of receipt of a written referral; and must determine—a) If the child is a child with a disability under NC 1500-2.4; and
- b) the educational needs of the child with a disability.

Pictoria.

Heritage will identify students who may be eligible for special education under the federal "Child Find" (NC 1501-2.8) mandate by accepting referrals in the admission process for students with disabilities who reside any place in Wake County. Students' admission will be based on the application process and the

NC Public Charters

Pictoria.



Lottery, however, any student with a disability whose application because of their admission number
Powered by tarting admission will be admitted regardless of their circumstances or the severity of their disability of their disability whose application because of their admission number

Student will be admitted in grades K-8 in the following manner:

- (i) All students with disabilities ages 3 to 21 residing in Wake County including children who are homeless, or are wards of the State regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated;
- (ii) All children with disabilities 3 through 21 placed by their parents in a private school located in Wake County, regardless of the related services are identified, located, and evaluated; and
- (iii) A practical method will be developed and implemented by the staff to determine which children are currently receiving special education and related services. Heritage Collegiate will also recognize that "Child Find" must also include:
- (1) Children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade; and are
- (2) highly mobile children, including migrant children. As the school recruits students from all over Wake County, using a variety of strategies, the chances of identifying students under "Child Find" and having them enroll at the school is greatly enhanced.

Q45. 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 schoolsb. Record Confidentiality (on site)c. Record Compliance (on site)

HCLA's plan for managing the records of students with disabilities who have IEPs and Section 504 accommodations is as follows:

- a) If a child with a disability transfers to HCLA-Wake from another school, no release is required to transfer educational records between the old school and Heritage Collegiate, however, the student's records will be kept secure and confidential.
- b) In order to maintain the confidentiality of student records at HCLA-Wake the following will be done:
- 1. Records will be stored in a secure locked location;

NC Public Charters

Pictoria.



- c) 1. An access list will be posted on the storage cabinet indicating who, within the school, has permission Powefed by 其何度知识。
 - 2. An access signature sheet will be provided in the record for individuals who are not on the posted access list who may need to access students' records. The access sheet must include the name of the person reviewing the record, the date of the review, and the purpose for the review.

The staff at Heritage Collegiate will be informed of the process for accessing the records of students with disabilities. The special education teacher will assist the school's principal by overseeing this process for accessing student records to ensure that it is properly implemented and to ensure that student confidentiality is maintained at all times.

The special Education teacher will be responsible for maintaining the confidential records for both students with IEPs and student identified under Section 504 of the Rehabilitation Act.

Q46. Exceptional Children's ProgrammingExplain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

HCLA-Wake proposed to meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment by ensuring that, to the extent feasible, students with disabilities, regardless of level of disability, are included in regular classroom settings.

HCLA-Wake is committed to providing students with disabilities an appropriate education in the least restrictive environment (inclusion) that will develop them mentally, physically, emotionally, and academically. Heritage Collegiate is committed to providing services to students with disabilities in the same way it does for other students attending the school. The staff will use a variety of teaching strategies noted in the educational plan such as differentiated teaching and learning, Leadership training, Blending Learning using the rotational model, "no excuse" learning service based Learning always focusing on the educational needs of the individual student and his/her learning goals as identified in the student's IEP or Section 504 Plan, if applicable.

Q47. 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?

NC Public Charters

Pictoria.



HCLA-Wake will employ whichever teaching methods and support strategies determined to be necessary Poweted bypect the gridents with disabilities in order for them to become as successful as feasible. 形象/文成的 will use a variety of teaching strategies noted in the educational plan such as differentiated teaching and learning, Leadership training, Blending Learning using the rotational model, "no excuse" learning service based Learning always focusing on the educational needs of the individual student and his/her learning goals as identified in the student's IEP or Section 504 Plan, if applicable.

Q48. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Students with disabilities, regardless of their disability or its severity, will be assured of a Free and Appropriate Public Education (FAPE) at the school. The staff will research all available state and federal regulations, guidance, and resources to ensure that all students enrolled are able to receive a free and appropriate public education regardless of the needs of the students.

Q49. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

It shall be the expectation of the school leader, that students' IEPs are monitored periodically and especially at the end of each academic quarter by the special education teacher and his/her paraprofessionals to ensure that the scholars are meeting their IEP Goals and to establish new ones if necessary and to determine students' needs at that time. Parents, teachers, relevant staff, and the students should be made aware of any and all student progress as often as is feasible but officially never less than quarterly. .

Q50. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

All related services needed by students with disabilities such as transportation, developmental, corrective, and supportive services in order to develop them mentally, physically, emotionally, academically, and vocationally will be made available to students enrolled at the school, on an as needed basis.. The governing board and staff will pursue all available local, state, and federal guidance, regulations, and resources to ensure that the educational needs of students with disabilities at the school are met. Related services specifically relate to services such as but are not limited to: speech-language pathology and auditory services, interpreting services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, early identification and assessment of students with disabilities in children, counseling services, including services for diagnostic and evaluation purposes. Related services may also services in schools as well as parent counseling and training. Heritage Collegiate will take the steps necessary to ensure that the individualized needs of students with disabilities who are enrolled at the school are met regardless of severity of their disability or the level of need identified.



9.4. Student Performance Standards

Powered by EdLusion 8/5/2020

Q51. Describe the student performance standards for the school as a whole.

HCLA-Wake will have the following performance standards:

- (1) The school will meet the overall state standard for growth by the end of 2023-2024.
- (2) The school will meet the overall state standard for growth each year after 2023-2024.
- (3) The school will each year have an overall percent proficient in ELA that is equivalent to the State's effective 2023-2024.
- (4) The school will each year have an overall percent proficient in mathematics that is equivalent to the State's effective 2023-2024.
- (5) The school will each year have an overall percent proficient in science that is equivalent to the State's effective 2023-2024.

Q52. 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.

The HCLA-Wake leadership team will work with its teachers to build their skills in constructing meaningful and effective on-going classroom assessments to monitor their students' performance on specific units, goals, objectives, content, and concepts. Teachers will be encouraged to use a variety of formats for teacher-made assessments to ensure that all students have access to the assessments. Some online assessments will also be encouraged. Teacher training will be conducted during their professional learning communities PJCs) sessions so all teachers at grade level will be trained on the process during the same sessions and to discuss the value of working collaboratively to create meaningful and effective classroom assessments. The planning team believes that on-going classroom assessments that are meaningful and effective produce the most useful real-time data that teachers can be used timely to redirect instruction and ultimately to impact student learning.

In addition, to keep the governing board and school administrators as well as the public and others aware of student performance, the school will purchase or participate in an assessment item database or contract with a commercial entity to assess all students using quarterly, standardized, multiple-choice benchmark assessments that will produce data to inform students' performance on a quarterly basis.



Q53. Explain the policies and standards for promoting students, including students with special needs, promoting of the policies and standards for promoting students, including students with special needs, promoting of the policies and students. Discuss how and when promotion criteria will be communicated/592020 parents and students.

HCLA-Wake will generate promotion standards and a promotion policy that will be evaluated and approved by the school's governing board . The policy will address how students are to perform at a grade level in order to be promoted to the next grade level including required student performance at grade 8 in order to be recommended for high school. It will also include a section on promoting students identified as students with a disability on a case by case basis which will address students requirements related to their performance on meeting their IEP goals. Promotion criteria will be communicated to parents at the first meeting of parents (PTSO) of enrolled students at the school. A copy of the board approved promotion policy will be provided to each parent at that time. Also, a copy of the school's promotion policy will be included in the school's family handbook which will be available online on the school's website.

Per North Carolina General Statute 115C-288, the principle of the school, using all available student information, will make the final decision on grading and classifying students except as provided in G.S. 115C.83.7 related to State-mandated student promotion standards at grade 3...

Q54. 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.

HCLA-Wake will use state curriculum standards as guidelines for creating exit standards for students at grade 8 at the school. Th graduation standard for grade 8 will require students to successfully complete their year-long grade academic project, meet the school attendance policy, have a passing grade of "D" in either science or social studies, and pass at least 50 percent of their electives courses. Students in the last grade (grade 8) should be able to demonstrate proficiency (Achievement Level III or higher) on the statemandated assessments in ELA, Mathematics, and Science. These standards apply to all students including student who are at risk of failing the grade. Students will be given options to complete their course requirements at grade 8 by attending a school-sponsored summer school academic program. Students graduating from grade 8 at HCLA will be awarded a certificate indicating that he/she has successfully completed the requirements of Heritage Collegiate Leadership Academy and are therefore eligible for enrollment in high school.

9.5. School Culture and Discipline

Piline.

Q55. 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

NC Public Charters



At HCLA, we understand the critical role that school culture plays in the academic success of our scholars. Power Well will at attrautor informed, PBIS, no-excuse school that uses the AVID School-wide Frameworks Atto 20 HCLA, we focus on "growth mindset", setting SMART goals, scheduling a Culture Camp prior to the opening of school, and continuing to make culture/character/leadership development/mindfulness an integral part of the school day. We will also focus on "culture" during our Saturday Academies. Parents will be an integral part of this process. Parent engagement, at HCLA, will afford us the opportunity to train parents on the culture for the school. At HCLA, scholars will trained on culture with the same level of intensity as the teachers/staff.

- AVID Curriculum Tribal Community
- PBIS / PBIS Eagle's Nest / PBIS Paycheck System
- KIPP Character Program / Character Lab
- Peer Mediation / Advocacy Training and Program
- HCLA Competitive Debate & Forensics Program / Ted ED Clubs
- Growth Mindset
- Mindfulness

Pinton.

- Social and Emotional Learning / Trauma-informed School Culture
- John Wooden's Pyramid of Success
- Life Coaching
- The John Maxwell Team YouthMax Plus / KidLead / 7 Habits of Highly Effective People
- World Languages / Diversity / Global Education Principals
- Professional Dress Fridays
- Eagle Pride PBIS Assemblies

Comments:

Q56. 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.

For the first entering body of students, a Summer Culture Camp orientation session is held during the week prior to the opening of school. Each student at the school will be provided with a "HCLA Student Planner" that contains information about the school and the school culture. Rallies will be held at the beginning of assembly meetings, information will be on the website and teachers will be encouraged to teach and allude to the school's beliefs, customs, and practices throughout the week especially during "morning meetings". Posters will be placed strategically along the walls in the hallways and in the classrooms and special art rooms and computer rooms. Teachers will be provided information about the

NC Public Charters

Pinton.



school culture during "PLCs", professional development sessions at the beginning and throughout the Powered by the Beginning and incoming students who enter the school mid-year will get a full dose of /5/2020 information about the school's culture and ethos at the time of registration and enrollment. Once enrolled, the students will get refreshing information during all assemblies and school gatherings throughout the school year.

Q57. 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.

At HCLA-Wake, the behavior of our scholars is a top priority. The school's discipline's policy will support and reinforce the mission of the mission of the school. Scholars' commitment to the school's discipline policy lead to a nurturing school environment that sets the stage for engagement and academic excellence and success. The staff is committed to upholding high expectation for students and themselves. As such, they remain responsible for establishing a positive school culture that motivates students. The staff will model and identify appropriate conduct and behaviors in varying environments throughout the course of the school day and academic setting. Learning how to transition behavior in various settings remains a valuable component of the versatility required of students as they transition through life. The school will set high standards students, families, and staff in order to educate students as academic scholars. To ensure that scholars at the school are able to become college graduates career professionals who are world leaders, who can make worthy contributions and whose decisions are made based on their moral beliefs and integrity, students must learn discipline. They must remain focused in order to access the challenging, rigorous curriculum and set of high expectations set forth at the school. This can only be accomplished with the active participation of the entire educational community and staff affiliated with the school.

A. In addition, staff and scholars at the school will be trained on and a program will be implemented on the sustained use of Positive Behavior Intervention and Support (PBIS). This strategy will help staff and scholars shift from a punishment -based system of "discipline" to one that actively teaches and promotes student engagement in desired behavior when making decisions related to student behavior. A sample draft copy of the of the HCLA PBIS handbook is attached.

NC Public Charters



Key Ideas of PBIS

Powered by EdLusion

8/5/2020

1. System Model: The PBIS efforts are focused on ensuring that HCLA has effective and efficient systems in place to respond to the behavior of scholars. The PBIS Team will set and promote school-wide behavior expectations, reorganize the school's data systems to be more useful, reexamine our office discipline referral system and will work to improve our classroom support system.

.

Piline.

- **2. A Team Approach:** PBIS Teams are established to have representatives from teacher(s), administration, and support staff. The PBIS Team works to assure the application of PBIS Principles. The team is a resource for all other staff within the school who are concerned about effective teaching and promoting the desired behavior of scholars and how to effectively address scholar inappropriate behavior.
- 3. Staff defines with specifics each school-wide expectation for each school setting.
- **4.** Staff actively teaches the expected appropriate social behaviors as they would teach academic concepts.
- **5.** Staff promotes desired behaviors through the use of reinforcement.
- **6.** The Data-based approach. The PBIS Team uses data to gauge how well the scholars are doing, and to measure the impact of HCLA's discipline policies and strategies.

All HCLA teachers will play a vital role in the implementation of PBIS on HCLA's Campus. The teachers' responsibilities are as follows:

• Pre-teaching expectations using the Leader in Me/ PBIS Matrix,

NC Public Charters



Explaining consequences to off task behavior

Pinton.

Powered Modeling and teaching "Leader in Me" 7 Habits lessons

8/5/2020

- Providing a risk-free, consistent classroom environment, and
- Asking for help from the PBIS Team with the "frequent fliers".

While learning other disciplines, scholars will also be expected to learn the HCLA Student Code of Conduct. The following delineates the HCLA Code of Conduct scholars are expected to follow at all times:

- (1) Scholars are to focus on their academic responsibilities during school hours,
- (2) Scholars are to be respectful and kind to each other, to the staff, to their families, and to people in their community,
- (3) Scholars are to adhere to the dress code for scholars outline in the HCLA Family/Student Handbook
- (4) Scholars are to attend class regularly, arrive on time,
- (5) Scholars are to accept responsibility for helping to maintain the school's physical environment and culture,
- (6) Scholars are to follow the golden rule at all times, "Do Unto Others as you would have them to do unto you".
- **B.** Scholars may suspended or reprimanded for the following offenses:
- (1) Cause or attempt to cause or threaten to cause physical injury to another person,
- (2) Possess, sell, or otherwise furnish any firearm, knife, explosive, or other dangerous object,
- (3) Unlawfully possess, use, sell, or otherwise furnish, or be under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind while at school,
- (4) Unlawfully offer. arrange or negotiate, to sell any controlled substance or an intoxicant of any kind, land then either sell, deliver or otherwise furnish to any person on campus

NC Public Charters



another liquid, substance, or material and represent the liquid, substance, or materials as a controlled
Powered styrice, நம்மின் beverage, or intoxicant,

- (5) Commit robbery or extortion,
- (6) Cause or attempt to cause damage to school property or private property that belongs to others,
- (7) Steal or attempt to steal school property, or the private property of others,
- (8) Possess or use tobacco, or any product containing tobacco, hemp, marijuana, edible or chewable intoxicants, while at school,
- (9) Commit an obscene act or engage in habitual profanity or vulgarity,
- (10) Unlawfully offer, arrange or negotiate to sell any drug paraphernalia,
- (11) Disrupt classroom or school-sponsored activities
- (12) Knowingly receives stolen property, and
- (13) Knowingly participate in gang activity
- **C**. Scholars with disabilities may be suspended for inappropriate behavior while at school but school leaders can do so only by following State and federal regulations and guidelines.
- D. Scholars who are suspended or reprimanded have the right to appeal the principal's decision to the executive director of the school and, if not satisfied, to the governing board which makes the final decision.

9.6. Certify

Q58	. This subsection	is entirely original	and has not	been copied,	pasted, or	otherwise	reproduced t	trom
any	other application	1						

Yes

O No

Q59. Explanation (optional):

NC Public Charters



10. Governance and CapacityPowered by EdLusion

Pinton.

8/5/2020

10.1. School Governing Body

Q60. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Heritage Collegiate Leadership Academy - Wake County, INC. The Non-profit Corporation has been officially authorized by the North Carolina Secretary of State.

Q61. Mailing Address

(Tentative Address)

5601 Paul Road

Raleigh, NC 27616

Q62. Street Address

(Tentative Address)

5601 Paul Road

Q63. City/State/Zip

Raleigh, NC 27616-5319

Q64. Phone (xxx-xxx-xxxx)

919 906-1605

Q65. Fax: (xxx-xxx-xxxx)

(984) 204-7746

Q66. Name of Registered Agent and Address

Mrs. Mildred G. Bazemore

5601 Paul Road

Raleigh, NC 27616

NC Public Charters



Q67. The private non-profit listed as the responsible organization for the proposed charter school has

Powered by at sed Lusion 8/5/2020

- 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.

Yes
Yes

Piline.

O No

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

Q68. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

Q69. Federal Tax ID:

46-1809428

10.2. 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.

Q70. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization

The completed template of the list of the five founding board members is attached. The founding board is planning to add additional members once the application is approved. The founding board is looking to add an attorney, a community college educator, several business people, a real estate broker, and financial expert.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources:



Evidence:

NC Public Charters





8/5/2020

Q71. 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 governing board of Heritage Collegiate Leadership Academy-Wake will ensure that he school's compliance with all applicable local, state, and federal laws and regulations. The following principles will guide board members;

- (1) Duty of Care;
- (2) Duty of Loyalty; and
- (3) Duty of Obedience.

The board's specific responsibilities will include, but not be limited to the following;

- 1. Defines, and refines the organization's mission, vision, and direction,
- 2. Recruits, supports, and evaluates the school's leaders,
- 3. Ensures effective organizational planning,
- 4. Ensures adequate resources,
- 5. Manages resources effectively,
- 6. Determines, monitors, and strengthens the organization's programs and services,
- 7. Enhances the organization's public standing,
- 8. Ensures legal and ethical integrity and maintains accountability,
- 9. Recruits and orients new board members, and
- 10. Assesses board performance.

NC Public Charters



Every board member must discuss and clearly articulate a

Pinton.

Powered to ensure that

- 1) the school's academic program is successful, as measured by both internal and external assessments;
- 2)the school's programs and operation are faithful to the terms of its charter, including compliance with statutory and regulatory requirements;
- 3)the school is a viable organization, which includes, among other things, that it is financially solvent and has competent professional staff.

The individual board members will be expected to do the following:

- 1)Believe in and be an active advocate and ambassador for the values, mission, and vision of the organization;
- 2)Regularly attend and participate in board and committee meetings;
- 3)Contribute to the effective operation of the board by focusing on the good of the organization and the group, supporting board decisions once they are made, and participating in an honest appraisal of ones own performance and that of the board as a whole;
- 4) Stay informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions;
- 5) Use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization;
- 6) Serve as a committee member or task force member as needed;
- 7) help raise funds by working on a fundraising project or carrying out a particular fundraising task;
- 8) inform the board of trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board members.

NC Public Charters

Pinton.



During the founding stage of Heritage Collegiate Leadership Academy of Bertie County, board members Poweredybyay: tempersorm hands-on tasks before staff members are hired. The board has a supervise/fy/2020 an oversight role with respect to the school's leaders: Executive Director and Principal. The board hires, supervises, evaluates, compensates, and (if necessary) terminates the employment of said school leaders. The leaders, in turn, hire, supervise, evaluate, and make compensation decisions with the scales and budget set by the board as provided for by the board-approved annual budget.

Q72. Describe the size, current and desired composition, powers, and duties of the governing board

According to the bylaws for Heritage Collegiate Leadership Academy, the board will consist of a minimum of three (3) and a maximum of fifteen (15) board members. The original founding board consisted of nine (9) members. The current board members were selected either because or their ties to the community or because of their unique skills and careers. The board members with the education backgrounds will help to ensure that the school will be an educational and operational success. The board, as a whole, will carry out the duties of a charter school board as listed above and evaluate the success of the school and school leaders on a quarterly and annual basis.

Q73. 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.

The founding board members for the Heritage Collegiate Leadership Academy in Wake County come from diverse backgrounds in business, sports, aviation, K-12 education teaching and administration, higher education including the community college and the state universities, law, and community leadership. Their unique talents, careers, and qualifications will greatly assist in the successfully implementation of the school design.

- Q74. 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.
 - a. The composition of the current board of directors which includes educators from the different levels-K-12, community college, and university level.
 - b. The governing board will evaluate the success of the school and school leader using an evaluation rubric that will be developed by the board and reviewed by the school's leadership at the beginning of the school year,
 - c. The Heritage Collegiate Advisory Council will be comprised of key stakeholders from the community including parents. Their role will be to serve in an advisory capacity to the board and school leaders.

NC Public Charters



Q75. Explain the procedure by which the founding board members have been recruited and selected. If a paysition is varaet he will new members be recruited and added to the basty2020

The founding board members were recruited and selected based on the overall needs of the corporation. Each founding member was strategically selected based on the expertise that he/she was able to bring to the corporation at the founding stage. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining board members. The board member so elected shall serve the unexpired term of the the board member that he/she replaces.

Q76. Describe the group's ties to and/or knowledge of the target community.

Several members of the current founding board are either residents of the Northeast Raleigh community or they are employed at schools or businesses in the targeted community.

Q77. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The governing board annual calendar will be set by the board once it is known that the application has been approved. It is expected that the board will meet monthly on a specific day of the week at the same time for instance, the first Monday from 6-8 p.m. Information will be provided to board members regarding board meetings from "Board Meetings" A guide for Charter Schools by Marci Cornell-Feist.

Q78. 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.

For new Board members and once the board switches to the Governing Board, training will be provided at the point that the board begins its planning year. Guest lecturers will be commissioned to train board members once funds are available to do so. Until then, board members will be trained using the "Board Structure' booklet which provide--A Guide to Bylaws, Officers, Committees, Responsibilities, and More for Exceptional Charter Schools and "Board Meetings"--A Guide for Charter Schools by Marci Cornell-Feist. The content of these books will guide the specific topics to be address and requirement for participation; Training will include the following topics:

- 1. Scheduling, board calendar
- 2. Meetings, agenda, Minutes, and Supporting Documents
- 3. Roles and Responsibilities
- 4. Laws and Procedures

Piline.

- 5. Improving Discussion and Decision-Making
- 6. Financial Monitoring and Accountability

NC Public Charters



7. Managing Crises and Transitions

Pinton.

Powered byer iewoff NG Grant Makers and Philanthropic organizations

8/5/2020

9. Real and Perceived Conflicts of Interest

In addition, topics will be discussed based on input from members of the Board.

Q79. 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

Conflict of Interest. The Chairman of the Board of Directors shall inform the Board of Directors of any direct or indirect conflict of interest which the Chairman of the Board of Directors has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

- (i) in which the Chairman of the Board of Directors has a material financial interest, or
- (ii) in which the Chairman of the Board of Directors is presently serving as a director, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Chairman of the Board of Directors may participate in the discussion but may not vote on the transaction and when the Chairman of the Board of Directors does not vote because of a Conflict of Interest, the act of the majority of the Board of Directors voting shall be the act of the Board of Directors if a quorum is present at the meeting.

At the beginning of each Board Meeting A conflict of Interest Statement will be read by the Board Chair. Board members will be reminded at each Board meeting that if they have a conflict of interest they are to refrain from voting on a particular issue.

Q80. Explain the decision-making processes the board will use to develop school policies.

Upon identifying the need for a new policy, the Board of Directors shall follow the following steps:

- 1) Board-level discussion;
- 2) Assign a team to draft a new policy;
- 3) Write a first policy draft;



4) Ask legal counsel to review draft policy:

Pinton.

Powered by EdLusion 5) Present draft policy to the board for approval;

8/5/2020

6) Continue to review and revise board policies on an ongoing basis.

With regard to personnel policies, the board has the final authority. The board is the ultimate employer of the staff in the sense that it is the board that makes personnel policy and decisions. Personnel policy may be recommended by the charter school leadership and/or by the personnel committee, but only the board can make final decisions. The board gives final approval of wage and salary scales, fringe benefit programs/packages, vacation plans, and so forth. Finally, the board, usually acting through its personnel committee, may occasionally be called upon to function as a grievance committee with respect to an employee who has a dispute with the charter school administrator and who seeks relief from the higher authority of the Board of Directors.

Q81. 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.

There will be an HCLA Advisory Council for for the school. The role of members of the HCLA Advisory Council shall be to advise the board. These individuals have been selected for the expertise they bring in areas such as testing and accountability, college preparatory curriculum development, community outreach, fund raising, etc. Key stakeholders will serve on this council. Parents will also be selected to serve in this capacity. HCLA will also have a Legally established Parent, Teacher, Student Organization (PTSO) that will be called upon to advise the Board and in some instances, the leadership of the school.

O82. Discuss the school's grievance process for parents and staff members

Heritage Collegiate Leadership Academy: GRIEVANCE POLICY

A student, parent/guardian or employee may initiate the grievance process to appeal any final decision of school personnel within the school. A student, parent, or guardian wishing to initiate the grievance process shall make a written request for a conference with the principal to discuss the grievance to seek resolution. The request shall detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The grievance shall be filed with thirty (30) calendar days after the act or condition that provides the basis for the grievance. The principal shall grant the conference within five (5) school days following receipt of the request. The principal will state in writing his/her position on the issue to the student, parent/guardian or employee within five (5) school days following the conference.



Powered by EdLusion 8/5/2020 If the grievance is not resolved at the principal's level, the student, parent/guardian or employee may appeal the principal's decision in writing to the executive director of the school. The appeal must be made within five (5) school days following receipt of the written response from the principal. The executive director shall review the grievance within five (5) school days following receipt of the appeal. If the executive director or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen (15) additional days (or longer if by mutual agreement) to allow time for an investigation. A written response shall be made to the student, parent/guardian or employee, and principal from the executive director within ten (10) school days

If the grievance is not resolved at the level of the executive director, the student, parent/guardian or employee may appeal the executive director's decision in writing to the Board of Directors of the school by submitting the written appeal to the Chairman of the Board of Directors. The written appeal must be made within 10 school days following the student, parent/guardian or employee's response from the executive director of the school. The board shall offer a final written decision within ten (10) days. If the grievant fails to comply within the time periods or other procedures outlined in this policy, the grievant waives any further rights of appeal and the grievance will be considered resolved. The grievance may be voluntarily withdrawn by the grievant at any level or time. Once a grievance is withdrawn it cannot be reopened. If at any time during the grievance process the school grants the grievant the relief requested, the grievance shall be terminated at that time.

The principal shall disseminate the grievance policy to students, families and employees at the beginning of each school year.

Q83. Attach Appendix G Organizational Chart

following the review.

• 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence:

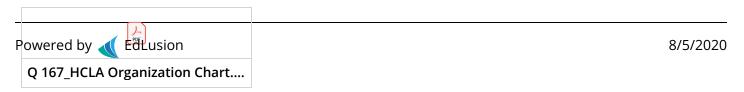
Piline.

é minus

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters





Q84. 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
 - Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

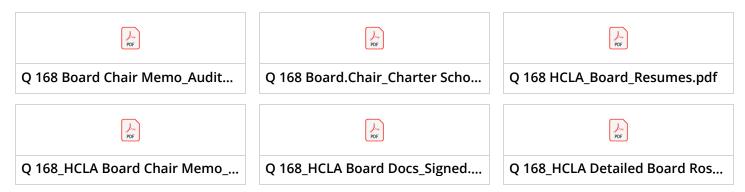
Comments:

We were unable to upload the Board Members Resumes as the application rejected the up load based on file size.

Resources:



Evidence:



Q85. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Comments:

I am having a difficult time uploading all of the board certification documents.

Resources:

NC Public Charters





8/5/2020

Evidence:

Pinne.



Q86. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or MunicipalityThe proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

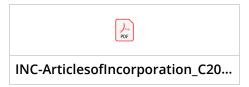
Evidence:



Q87. Attach Appendix K Articles of Incorporation or Municipal CharterIf 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence:



10.3. Staffing Plans, Hiring, and Management

Q88. Projected StaffComplete 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.

The Heritage Collegiate Leadership Academy-Wake completed projected staffing chart for the planning year and for the planning year and the five operational years is attached.

of Stillers

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Resources : Powered by EdLusion

8/5/2020



Evidence:



Q89. Staffing Plans, Hiring, and Management. Explain the board's strategy for recruiting and retaining high-performing teachers.

Heritage Collegiate's governing board and its administrative leadership staff, together, will devise job descriptions for teachers at the school that reflect the school's mission and instructional focus. The job descriptions and advertisements will specify what teachers are expected to be individuals who have at least a bachelor's degree in the area of certification and believe in the public charter school concept. They must be progressive thinkers who are capable of functioning in a climate of "no- excuses", high expectations, and innovative ideas. The ads will specify that teachers at Heritage Collegiate must be committed to the mission of the school and willing to learn the instructional strategies to be employed at the school such as blended learning and differentiated teaching/learning models. Because the school wishes to hire high performing, highly qualified and highly desirable teachers, a \$1,200 annual supplement will be provided to each professional staff member to compensate teachers for the extend school day (8:00-4:30 p.m.). The goal is to hire highly qualified teachers who have some experience, who have at least a bachelor degree, and North Carolina certification in the grade level and content they are expected to teach. Also, the school will look to hire teachers who are motivated to teach motivated students. The staff for Heritage Collegiate is projected to align with the projected enrollment, the school's mission, the educational plan and programming, and the projected budget for the school. The governing board will offer professional development for staff at the beginning of the school year and on an ongoing basis and will ensure that experienced and inexperienced teachers are supported daily. Instructional teams will be encouraged and developed across grades and within content to ensure a system of mentoring, coaching, and support among teachers employed at the school.

Q90. 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

NC Public Charters



proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leader has never run a school, describe any leadership training programs that (s)he has proposed leadership training programs that

The principal for Heritage Collegiate Leadership Academy-Wake has not yet been identified. The school candidate for principal will be an experienced highly-qualified individual whose belief in public charter education aligns with the school's mission and purpose. It is expected that the highly qualified school leader will be recruited during the planning year which will be 2021-22. It is expected that the school leader has a background in education administration, is familiar with or has worked in a charter school setting, is intelligent, personable, is a leader, manager, works well leading professional adult and is a progressive thinker who believes in digital learning as a major component of the student's teaching and learning process.

Q91. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments:

Pinton.

The school leader is not yet identified.

Evidence:



Q92. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship that will exist between Heritage Collegiate's employees and the non-profit board is that all employees will be employees of the board of directors even though only the Executive director and the principal will actually be recruited and hired by the board. It will be the responsibility of the Executive Director and the principal to recruit and hire other staff members. They will develop and use a school team to interview prospective applicants for all positions after developing uniformed interview questions to be asked of all applicants for a specific position. The school's leadership will then conduct the criminal background checks, check the applicant's references, and make a recommendation to the governing board that will give the final approval for the hiring and rejection (if applicable) of the individuals. This employment practice applies to all employees of the school whether they are contracted staff, paraprofessional, or professional.



Q93. Outline the school's proposed salary range and employment benefits for all levels of employment.

Power Heritage Collegiates leadership Academy-Wake will use the salaries specified in the most recent state 2020 salary schedule to hire professional, support, and operational employees along with a supplement in order to be competitive with Wake County Schools' salaries. A system of benefits will be determined during the planning year to ensure that the school's benefits are competitive as well since the school may not be eligible for the State Retirement System or the State Health plan.

Q94. Provide the procedures for handling employee grievances and/or termination

Piline.

Heritage Collegiate's grievance policy for employees involves using open communication as the initial approach to settling any issue or dispute between any employees at any level. If that does not resolve the matter, then the employee should first seek to resolve his/her complaint with the principal at Heritage Collegiate through an informal discussion. If such a discussion does not resolve the matter informally, and the employee believes that his/her complaint should become a grievance, then the employee takes a written copy of his/her complaint to the Executive Director at Heritage Collegiate at which time a written complaint of the employees grievance is discussed. If the matter cannot be resolved at this stage, then the employee may initiate a formal grievance given to the executive director which is referred by the Executive Director to the governing board to resolve the complaint. In cases of employee termination, the Executive Director makes a written report to the governing board requesting a termination decision by the board related to the specific employee with all information and documentation related to the incident/matter filed with the recommendation. The governing board at Heritage Collegiate has the final authority to resolve employee grievances and to terminate employees which is usually conducted during a close session of the board of director's meeting.

Q95. Identify any positions that will have dual responsibilities and the funding source for each position In order to ensure that the school carries out effectively its mission and purpose, the planning team for HCLA-Wake hopes not to have positions with dual responsibilities. However, If the school does hire dual responsibilities employees, the school leadership will ensure that the financial records are well and appropriately documented if the employees' salary is paid by multiple sources.

Q96. 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

Heritage Collegiate will hire a special education resource teacher for each group of 40 students. Once the number rises to 60, then a second special education teacher will be added. This is expected to occur in the second year of the school's operation even though the school's model for providing services to students with disabilities will be one of inclusion and in the least restrictive environment possible. A

NC Public Charters



general education core teacher will be designated to serve as the ELL coordinator for the school. A
Powered by time approximately \$400 annually will be recommended for these extra duties. A highly 2020 qualified master teacher will be given the duties of AIG coordinator with a small stipend of approximately \$400 annually provided to support the teacher in this role.

Q97. 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 professional positions at Heritage Collegiate will be expected to have at least a bachelor's degree (with a master' desired) with experience in the area(s) in which they are expected to teach. They are expected to have a current North Carolina teaching certificate for the grades and the content area they are expected to teach. They must bring a skills set of instructional delivery strategies that are consistent with meeting the needs of students. They must be willing to "think outside of the box", be open to innovative ideas, and believe in the public charter school concept. They must be able to teach effectively and assess students to check for their level of learning and understanding. The executive director, the principal, and the school counselor are expected to have at least a master's degree in an area of expertise even though the governing board of the school may choose to employ candidates with less credentials for the roles of executive director and school principal. These leadership positions must have the necessary training, experience, and skills in leadership as well as the skills and the ability to direct, motivate, and evaluate staff. The school's counselor must have at least a master's degree in counseling. The counselor must be able work with students in all areas of character development, personal counseling, group counseling and other aspect of student's personal growth and development. The paraprofessional staff and the office clerical staff must all have at least a high school diploma with skills in writing, light bookkeeping, spreadsheet word processing. development and usage, and presentation skills using software such as Microsoft PowerPoint. In addition, they should know how to use all technology at the school including the office and classroom equipment. All staff members must be able consistently perform effectively in their respective positions and expect to be evaluated formally at least annually with observations and ongoing evaluations occurring as determined necessary by the leadership of the school. All positions expected to be employed at the school will be reflected in the school's projected budget.

10.4. Staff Evaluations and Professional Development

Piline.

Q98. Identify the positions responsible for maintaining teacher license requirements and professional development.

Pinton.



Heritage Collegiate Leadership Academy's teachers and counselors will be required to maintain

Powerer for the second like of the professional development requirements specified by North @aspoingo and federal laws to ensure that they are highly qualified for their positions.

Q99. 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.

Heritage Collegiate plans to mentor, train, and evaluate teachers using using a variety of strategies necessary to support teachers to enable them to be successful facilitators of learning for all of its students. Even the teacher evaluation process will involve noting areas where improvement is required and planning for professional intervention so that teachers are empowered to be effective teachers.

The school's plan for professional development begins as soon as an individual is interviewed for his/her position. In an effort to determine the potential strengths and areas where development is needed, potential staff will be asked about their skills, interests, qualifications during the interviewing process. The next phase of professional development will occur at the point at which staff is hired. When candidates are given approval for employment, they will be informed that they will be given copies of three books that they will be expected to read in preparation for employment at Heritage Collegiate: "Teach Like a Champion" by Doug Lemov, "A Practical System for Identifying Gifted and Talented Students" by Joseph S. Renzulli, and "Maximizing Gifted Students Potential in the 21st Century" by Dina Brulles and Susan Winebrenner. In addition, at the beginning of the school year, just prior to school opening, all staff members (including the clerical staff) will come together for at least three days to receive professional development in all areas of determined need in relation to the school's mission and expectations of staff which shall include to review and understand the following: working in a "no excuse" instructional environment and a culture of high expectations for everyone including staff and students, the teaching and assessment of the State's Standards in ELA and in mathematics, language immersion experiences for students in Spanish and Mandarin Chinese; the Blended Learning Rotational Model; AVID College Preparatory Program; Differentiated Teaching and Learning; A discussion of the three assigned readings; Pyramid of Success character education Services Program by Coach John Wooden; KidLead by Dr. Alan Nelson on teaching students to become leaders; Socratic Seminars, Integrating life coaching strategies for student success; Latin as a component of ELA; Working with English language Learners, Section 504, and IDEA requirements for students with disabilities; Debate Across the Curriculum; Principles of Project-Based and Service-Based Learning; and integrating Critical thinking strategies into instructional delivery. External experts in their respective fields will be brought in initially to direct the professional development and training in areas where no

NC Public Charters

Pinton.



staff is skilled to lead. Paraprofessionals will also be expected to participate In the training. Heritage

Power Power plans to work in partnership/collaboration with local universities and community collaboration the extent feasible, to sponsor professional development opportunities for educators at the school and in the community, if feasible. Continuing Education units of credit will be provided to staff for their participation in the scheduled professional development activities. Heritage Collegiate will use the North Carolina Educator's Evaluation System to evaluate its professional teachers.

The professional development scheduled initially for the school's staff and for subsequent sessions will always focus on the areas identified by the school's leadership and staff in order to develop the teaching skills required by the school and its mission. In addition to the five days of professional development at the beginning of the school year, the school will sponsor at least three half days (early release days for students) of professional development for staff throughout the year. The budget reflects professional development activities each year.

Q100. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The core components of the profession development activities will be provided initially during three days at the beginning of the academic year. The professional development provided initially and in the ongoing sessions will focus on helping teachers and support staff to understand the educational programs and instructional strategies teachers are expected to employ in order to meet the needs of the students at the school. Professional development will be offered internally and externally and in partnership with the local educational institutions addressed in item two and in partnership/collaboration with other local schools, if feasible. Professional development activities will always align with the goals, mission, education programming, budget projections, and school's expectations as well as the needs identified by staff as areas where development is required in order for them to be successful. The needs and focus of the staff's subsequent professional development activities will be determined by the school's instructional leadership team and the school's leadership to be approved by the school's governing board.

Q101. 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.

NC Public Charters



The schedule and focus of the professional development activities have been outlined in item 2; however, Powerestigated professional development at Heritage Collegiate will be planned to address the need professional order to meet the challenging aspect of the curricular programming and the innovative instructional delivery strategies proposed in the educational program. An instructional leadership team will be developed at the school to work with the school's leadership to ensure that the professional development needs of the staff are addressed throughout the academic year always beginning each year with the pre-school opening professional development activities.

Evidence:

Piline.



Q102. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The school's academic calendar will reflect the days devoted to professional development. Initially, it will begin with approximately five days at the beginning of the school year and at least 3 half days (early release days for students) as needed throughout the academic year. All professional development days will be noted on the school calendar. The days are reflected on the school calendar and the costs are reflected in the projected budget for the school. The daily schedule will have to accommodate professional development activities only on three designated days throughout the academic year. The staffing structure supports all teachers being involved in the professional development activities at the beginning of the school year and on the three early release days.

In addition, the school's plan for professional development begins as soon as an individual is interviewed for his/her position. In an effort to determine the potential strengths and areas where development is needed, potential staff will be asked about their skills, interests, qualifications during the interviewing process. The next phase of professional development will occur at the point at which staff is hired. When candidates are given approval for employment, they will be informed that they will be given copies of three books that they will be expected to read in preparation for employment at Heritage Collegiate: "Teach Like a Champion" by Doug Lemov, "A Practical System for Identifying Gifted and Talented Students" by Joseph S. Renzulli, and "Maximizing Gifted Students Potential in the 21st Century" by Dina Brulles and Susan Winebrenner. In addition, at the beginning of the school year, just prior to school opening, all staff members (including the clerical staff) will come together for at least three days to receive professional development in all areas of determined need in relation to





the school's mission and expectations of staff which shall include to review and understand the Powefellowing യൂറ്റ്രൂള്യ് a "no excuse" instructional environment and a culture of high expectations foo 20 everyone including staff and students, the teaching and assessment of the State's Standards in ELA and in mathematics, language immersion experiences for students in Spanish and Mandarin Chinese; the Blended Learning Rotational Model; AVID College Preparatory Program; Differentiated Teaching and Learning; A discussion of the three assigned readings; Pyramid of Success character education Services Program by Coach John Wooden; KidLead by Dr. Alan Nelson on teaching students to become leaders; Socratic Seminars, Integrating life coaching strategies for student success; Latin as a component of ELA; Working with English language Learners, Section 504, and IDEA requirements for students with disabilities; Debate Across the Curriculum; Principles of Project-Based and Service-Based Learning; and integrating Critical thinking strategies into instructional delivery. External experts in their respective fields will be brought in initially to direct the professional development and training in areas where no staff is skilled to lead. Paraprofessionals will also be expected to participate In the training. Heritage Collegiate plans to work in partnership/collaboration with local universities and community colleges and to the extent feasible, other local schools, to sponsor professional development opportunities for educators at the school and in the community. Continuing Education units of credit will be provided to staff for their participation in the scheduled professional development activities

10.5. Marketing, Recruitment, and Enrollment

Pinton.

Reaching the full capacity for enrollment will be critical to obtaining 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.

Q103. Marketing PlanMarketing 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)).

The school's planning team Heritage Collegiate will market its program to all families and students within the general Northeast Wake County community and the surrounding areas to ensure that the school begins and remains filled to capacity. The efforts of the marketing team will involve ensuring diversity of the staff and the students at Heritage Collegiate. Marketing strategies will include reaching out to the entire community to ensure that all ethnic groups within the general area are made aware that the school is in existence and available to serve all students in the Northeastern Wake County and the surrounding

NC Public Charters

Piline.



communities. Every effort will be made to ensure that the staff and students at the school reflect the Powerethnig/ratial அழுந்து முற்று of Wake County and especially the Northeastern Wake இதுறை communities.

The planning team will market to the community using a variety of strategies such as placing public service announcements in local newspapers and with the local cable companies. Also, it will develop pamphlets and other literature about the school to disseminate at local churches, highly attended social functions and events in the community, local day care centers including the Wake County Preschool Program, and local chapters of prominent sororities and local organizations in the community such as the Chamber of Commerce and and fraternities. the Rotary Club. In addition, announcements will be placed in the local newspaper, on Heritage Collegiate's website and its social media networks including Facebook, Linked-In, and Twitter. In addition, Heritage Collegiate will sponsor "Open-House Events" periodically throughout the planning year in which members of the community will be invited to visit the school and learn about the school's programming academic focus. Heritage Collegiate's marketing plan will be devised to ensure that all students have equal opportunity for access to the school. In addition to all of the above mentioned strategies, the planning team will also go door-to-door to inform families and parents of existence of the school.

The school's planning team will form the marketing team whose responsibilities will be to further develop the school's plan for marketing to the community and to ensure its implementation to ensure that students are recruited and will enroll as scholars at the school in fall of 2022..

Q104. Describe how parents and other members of the community will be informed about the school.

The planning team will market to the parents, families, and members of the community using a variety of strategies such as placing public service announcements in local newspapers and with the local cable companies. Also, the planning team will develop pamphlets and other literature about the school to disseminate at local churches, highly attended social functions and events in the community, local day care centers including the Wake County Preschool Program, and local chapters of prominent sororities and fraternities, and local organizations in the community such as the Chamber of Commerce and the Rotary Club. In addition, announcements will be placed in the local newspaper, on Heritage Collegiate's website and its social media networks including Facebook, Linked-In, and Twitter. In addition, Heritage Collegiate will sponsor "Open-House Events" periodically throughout the planning year in which parents will be invited to visit the school and learn

NC Public Charters

Pinton.



about the school's programming academic focus. Heritage Collegiate's marketing plan will be devised to Powers the trategil assistents have equal opportunity for access to the school. In addition to all of the school mentioned strategies, the planning team will also go door-to-door to inform the community, families, and parents about the existence of the school.

At Heritage Collegiate Leadership Academy, we will go beyond communicating with parents for informational purposes. We will engage our parents. Parents will be encouraged to attend Board Meetings. We will host Parent Academies during the last hour of each Saturday Academy for scholars. Parents will be encouraged to be do the background check required to volunteer at the school. We want to meet with our parents face-to-face. We want them to see our school in action. Engagement requires intention. We will make parent engagement a priority.

Q105. 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.

Many of the school's marketing and recruitment team's efforts will be fully implemented during the planning year when the limited staff of HCLA-Wake will use every available recruitment strategy, set up information stations all around the community including the two North Raleigh Malls, give presentations to local churches, and every family event held in Northeast Wake County including neighborhood Flea markets. We will also visit local strip malls and any other place where families gather for recreation or to access information.

Q106. 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.

During the planning year HCLA-Wake staff will attend churches, go into low income housing developments and neighborhood activity centers low income housing communities and student hangouts in the North Wake County communities to ensure that the school's marketing and outreach reaches every family and every child that may be interested in attending the school.

Q107. What established community organizations would you target for marketing and recruitment?

The marketing team at HCLA-Wake will target churches, hangouts, neighborhood churches, after -school programs, shopping malls, convenience stores, recreation centers, gyms, the local Boys and Girls Clubs, and just about anyplace in the Northeastern and Wake County communities that we feel will give all



parents information that shares information about the school including how it will differ from traditional Powered by EdLusion 8/5/2020

10.6. Parent and Community Involvement

Q108. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

At Heritage Collegiate Leadership Academy, we will go beyond communicating with parents for informational purposes. We will engage our parents. Parents will be encouraged to attend Board Meetings. The staff will host Parent Academies during the last hour of each Saturday Academy for scholars. Parents will be encouraged to be do the background check required to volunteer at the school. We want to meet with our parents face-to-face. We want them to see our school in action. Engagement requires intention. We will make parent engagement a priority. Parents will be encouraged to have an active PTSO organization which the school will acknowledge and support and participate in as is feasible. Parents will be encouraged to visit the school throughout the year and will be treated with respect anytime they visit. The school. Prior to the initial opening of the school, parents will be encouraged to visit the school and inquire about what it will offer and how it will differ from traditional schools in the community.

Q109. 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.

The staff at Heritage Collegiate will communicate with parents extensively during the marketing, recruitment, and admission processes regarding the school's expectation for parents to volunteer and engage themselves in their children's learning at every phase. The process of engaging potential parents has already begun but is expected to intensify once the school is approved and throughout the planning year and each subsequent academic year. Heritage Collegiate's planning team and governing board believe that parents and the school are partners in directing student learning and school activities.

Parents, families, and community members will be encouraged to participate in all school events and school celebrations at Heritage Collegiate throughout the academic year including its open house celebrations. In fact, it will be expected that the school's leadership will work with and support the staff in encouraging parental engagement at the school by reaching out to parents/guardians and always making them feel welcome regardless of their reason for being at the school. Parents and

NC Public Charters



community members will be encouraged to volunteer their time and resources at the school though only Powerefteby crimenal uses kground check has been conducted. Parents will be expected to support the students on community field trips and other activities sponsored by the school.

Additionally, parents/guardians are expected to attend parent/teacher academic conferences to discuss setting goals, developing PEPs for students and monitoring students' progress which will be scheduled at publicly announced intervals throughout the year. Parent/teacher conferences will be scheduled to accommodate the schedules of parents with some of them occurring in the evenings to accommodate the work schedules of parents, as needed. For students with disabilities such as students with an Individualized Education Program (IEP) and students requiring Section 504 and English Language Learners (ELL) support, the students parents/guardians will be encouraged and expected to attend all meetings where student learning goals are being set and students' progress is being noted and documented towards those goals. Parents and guardians will be reminded frequently that they are partners in developing and creating support for the students' learning and successes.

Heritage Collegiate will have a website in which student information such as homework, special projects, scheduled activities and special events will be posted for the school in general. In addition, teachers will have specific website designations to support students in their efforts to learn and to be successful and to track classroom assignments, designated homework, and other activities.

Q110. 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.

HCLA-Wake will offer Parent Academies to ensure that parents, families, communities, are informed throughout the year about the school's curriculum, its culture, Teaching parents/families how to encourage their children to read by helping to learn some strategies to work with their children regardless of the grade level. Parents will be encourage to attend talent shows, art shows, student play and any other activities held at the school so that they will get to feel comfortable visiting the school. The school staff will be trained on feeling comfortable with parents visiting and engaging in activities at the school.

10.7. Admissions Policy

Q111. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:a. 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.b. Clear policies and procedures detailing the open enrollment lottery plan, including policies



regarding statutory permitted student enrollment preferences.c. Clear policies and procedures for student pwaiting lists with the purpose of any pre-8/19/1656 nactivities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

Heritage Collegiate Leadership Academy-Proposed Admissions and Lottery Application Policy

Heritage Collegiate Leadership Academy (HCLA) is a tuition free public charter school located in Bertie County North Carolina. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to Heritage Collegiate Leadership Academy as long as the student is a resident of North Carolina. HCLA does not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit. Admission to HCLA is not limited to students of Bertie County but includes attendance areas from all over the state.

An exception is that HCLA may refuse admission to any student who has been expelled or suspended from a public school, or from a private school for any conduct that would have warranted suspension or expulsion from any public school under G.S. 115C-390.5 through G.S. 115C-390.11. Students will be refused admission to HCLA until the period of suspension or expulsion for that student has expired at the previous school.

A. Enrollment Priorities

HCLA makes every effort to enroll students that reflect the diversity of the general population of the community in which it is located.

HCLA may give enrollment priority in certain instances as stated in G.S. 115C-218.45 which grants the following enrollment priorities that will be implemented in the manner described below:

- 1. Siblings of currently enrolled students who were admitted to HCLA in a previous year. The term "siblings" includes any of the following who reside in the same household: full siblings, half siblings, step-siblings, and children residing in a family foster home.
- 2. Should there be more siblings than there are open slots in any given grade, a lottery will be held to randomly select the siblings who receive a slot in the school. The lottery will follow the same procedures as outlined below for the school-wide lottery and will be held on the same date, but prior to, the school-

NC Public Charters



wide lottery. Any siblings who do not receive an enrollment slot will be placed at the top of the grade-level Powered thing lift for the order their names were drawn in the lottery.

8/5/2020

- 3. The following groups are limited to no more than fifteen percent (15%) of the school's total enrollment, unless a waiver is granted by the State Board of Education:
- a. Children of the HCLA's full-time employees and
- b. Children of HCLA's Board of Directors.

Should the above two groups of students exceed 15% of the school's total enrollment, priority will be given as follows: i. Each employee and director (in Year 1 only) shall be granted one enrollment slot. ii. Names of any additional children will be entered into a lottery. Names will be drawn at random until the 15% cap is reached. iii. Any children not selected in the lottery may be entered into the school-wide lottery with equal opportunity of selection as any other applicant to the school. In these cases, the parents/guardians shall submit a completed application within the Open Enrollment Period. iv. In the following year, unenrolled siblings may be given priority under the sibling preference (number 1 above).

4. A student who was enrolled in the HCLA within the two previous school years but left the school because of the family's relocation to a community where HCLA was not accessible, a competitive admission residential program; or because of the vocational opportunities, including Active Duty, of the student's parent.

Evidence of participation in an academic program abroad, residential program, or vocational opportunities must be provided to the HCLA prior to the end of the Open Enrollment Period. In any case where the validity of the academic program or vocational opportunity is in question, the Executive Director shall have the authority to investigate documentation supporting the program or opportunity and issuing a determination of the student's eligibility for the enrollment priority.

5. A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

B. Enrollment Period and Applications

HCLA will establish an enrollment period annually. The enrollment period will generally be established consistent or similar to the enrollment periods of other schools in the area, and will be long enough to provide a reasonable opportunity for applicants to submit applications, and will be no less than four weeks. The enrollment period will be posted on HCLA's website each year. HCLA will use a standard

NC Public Charters

Pictoria.



application form (Attachment) which will be made available in English and other languages upon request. Power Application Editoria completed on HCLA's website or requested by mail, email, or in person. Completed applications may be submitted by mail or hand-delivered to HCLA addresses noted on the application form.

HCLA will maintain a record of all applications received. Upon receipt, each completed application will be assigned a number and logged in with a record of the date and time of receipt, and the name, grade, and contact information of the applicant. All application forms will be maintained in a locked file at the school site. Applicants may contact HCLA to verify receipt of their application.

HCLA relies upon accurate and truthful information on the application forms. If a parent or guardian provides false or incorrect information on the application form, such as an incorrect grade level in order to obtain a better chance of enrollment, the application form will be considered invalid and the student will not be entered into the lottery. The parent/guardian will be notified of HCLA's determination not to enter the application in the lottery.

In a case where an application is submitted, the student is granted admission, and the parent accepts enrollment, and it is subsequently determined that the student is enrolled for the wrong grade through no fault or inaccurate information (e.g., student is retained or double-promoted), a determination shall be made between the parent/ guardian and the Executive Director as to the appropriate placement for the child. The Executive Director has the authority to make the final determination of grade placement. In the case that the appropriate grade placement is not available at the School (e.g., 9th grade), the Executive Director may recommend or require that the parent/guardian withdraw the enrollment application.

Q112. Weighted LotteryDoes your school plan to use a weighted lottery?

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

NC Public Charters

é litimu.

No further explanation.



that were converted from traditional public schools shall give admission preference to students who reside put high the formed attemption area of the school (G.S. 115C- 218.45(c)).

8/5/2020

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.

Yes

No
Q113. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No
Q114. Explanation (optional):



11. Operations

Pictoria.

Powered by **EdLusion**

8/5/2020

Q115. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

O No

Q116. Explanation (optional):

11.1. Transportation Plan

Q117. 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.

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

Heritage Collegiate Leadership Academy-Wake will make provisions for students enrolled at the school to receive transportation services initially by using a vendor to contract the services. The school's planning team and the governing board's transportation plan prevents transportation from being a barrier for any student who resides in Wake and wants to attend the school. A reasonable number of parents from surrounding areas will need to demonstrate a interest in their students attending Heritage Collegiate in order for the planning team and the governing board to address the issue of transportation for children outside of the county.

For a short term plan, the first option initially to provide student transportation is by contracting privately (using the board-approved procurement process) for a independent bus/van transportation services and (2) a second option is to work with parents/guardians for a plan for carpooling to get students who live in the same communities to get students to and from school, a third option is to explore an option that uses private bus passes for middle grade scholars. If it becomes necessary for Heritage Collegiate to contract for private bus transportation services, the planning team and governing board will implement a contracted transportation plan in which it will have access to private bus transportation to schedule no more than 5-6 different bus routes from different locations in Wake County. The school officials and the

NC Public Charters



powereing board will comply with the state laws and regulations regarding operating public school provider. As long-term option once the student population has stabilized enough to establish bus routes, HCLA-Wake will operate its own school bus transportation system and assign a part-time transportation coordinator to oversee the project. At that point, HCLA-Wake is expected to operate 8 school buses and two activity buses for excursions and field trips. No child will be denied access to the school due to a lack of transportation as HCLA-Wake will make provisions to ensure every student who wishes to enroll will have access to transportation.

Special contracted transportation services to and from the school will be provided, where applicable, for students with disabilities. Transportation is a major line item in the expenditure section of the budget as the costs may fluctuate depending upon factors such as fuel costs, enrollment from the various extended communities, and the number of parents willing to carpool to transport scholars to and from school.

In addition, since August 2018, GoTriangle public transit launched the Youth GoPass program which allows youth ages 13 to 18 to ride the GoTriangle, GoRaleigh, GoCary, and GoDurham buses at no cost. Student must submit a completed application with proof of age to obtain the pass. HCLA-Wake will work with applicable scholars who are age 13 or older in securing such passes in the event parents seek this option for transportation.

11.2. School Lunch Plan

Piline.

Q118. 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. 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; andc. 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.

(a) The Heritage Collegiate Leadership Academy-Wake governing board will participate in the National School Lunch Program for breakfast and for lunch. Because of the targeted student population, it is expected that many of the students may be eligible for free/reduced meals. In preparation for such participation, staff will be designated during the summer prior to the opening of school to be trained by

NC Public Charters

Pinton.



the staff of the NCDPI Child Nutrition Office staff on the proper procedures to implement the program.

Powerless by heal spongram will follow local, state, and federal guidelines and regulations for operating 20 school lunch program on the site. State Child Nutrition staff will be expected to train the designated HCLA-Wake staff on the process required to adhere to state and federal guidelines and regulations along with the appropriate certifications. It will be the responsibility of the school principal or the designated child nutrition staff member to contact the Wake County Health Department requesting an inspection evaluation from the health inspector and to assign a health grade and number for the school meal operation. This will be done prior to the serving of the first meal. In addition, the staff nutrition coordinator will be trained by NCDPI staff on the appropriate procedure for collecting the student meal participation information in order to file for federal reimbursements by the 10th of each month. It is expected that the school will collect the data (number and eligibility) using an electronic device and paper until such time as teachers are comfortable reporting the participation data online using an electronic device and software such as PrimeroEdge.

- (b) All students, including low income students, will have the opportunity to participate in the school's child nutrition program and eligibility will be determined on whether the meals will be free, reduced, or full priced based on the application completed by their parents/guardian at the time of their enrollment and at the beginning of the academic year each year thereafter. The designated CN staff person will get the applications from the NCDPI Child Nutrition Department.
- (c) Because the school will be located in Wake County it is doubtful that the school as a whole will be eligible for participation in the Community Eligibility Program (CEP); however, the governing board will apply for the program through the NCDPI Office of Child Nutrition at the time the school board chair signs the NCDPI Child Nutrition Program Agreement.

Heritage Collegiate Leadership Academy-Wake expects the governing board to contract with a reputable nationally known food vendor to make meals (breakfasts and lunches) and necessary equipment through leases (kitchen food preparation equipment, freezers, refrigerators, and milk coolers) available for the school's child nutrition operation. It is expected that the governing board will choose for students to eat in the classrooms according to the school schedule. Water and and hand sanitizer will be easily accessible within or near each classroom.

NC Public Charters



The school's leadership will use a modified version of NCDPI Child Nutrition Program's recommended

Power to a prove design accurement process and form. The school staff will evaluate proposals and marker 2020 recommendation to the school's leadership team. The governing board will approve the contract with the vendor while the school CN staff will be responsible for monitoring and implementing the school's child nutrition program.

The school's leadership will recommend and governing board will approve an external auditor each year to review applications to ensure that students and family eligibility statuses are coded appropriately.

11.3. 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:

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

Q119. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

The quote for the civil Liability and Insurance was provided by Berney Stevens of Towne Insurance in Greenville, NC 27834.

Resources:

Piline.



Q120. 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.
 - Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence:

NC Public Charters





8/5/2020

11.4. 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.

Q121.

We, the Board members 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.

The Board Chair must sign this question. Signature



Comments:

Q122. Start-Up PlanProvide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The start up plan for HCLA-Wake will include founding board members, planning team members, hired staff, and volunteers and will take place during the 2021-2022 school year as the school is scheduled to open officially in the fall of 2022. The list below delineates the activities, projects, purchases, training, and documents that must be generated during the planning year by the available staff and the governing board.

NC Public Charters



- 1. The appropriate team members will need to be selected, some volunteers while others will be paid
- Powered group afterm members will focus their efforts solely on marketing and student recruitment/5/2020
 - 3. The Insurance should be confirmed with a licensed agent,
 - 4. The school board will sign the charter agreement with NCDPI.
 - 5. Evidence of Board Meetings are to be scheduled, agendas created, and minutes generated.
 - Board members are to be trained on their duties and responsibilities.
 - Board policies are to be generated and approved by the board,
 - Several Board members are to be added to diversify the board,
 - List of all Governing Board Members is to be submitted to the Office of Charters.
 - 6. The appropriate facility is identified and a contract to lease is signed.
 - Building Inspected and renovated to be outfitted as a school
 - Facility contingency plan put in the place,
 - Register in SAMS reinstate DUNS Number
 - Generate a Board-Approved Budget Resolution for 2022-2023,
 - Reactivate 501c3

Pinton.

- Identify source of employee benefits and and with whom
- Set up board-approved procedure for conducting criminal background checks
- Contract with CPA for Auditing
- 7. Student Accountability Planning
- ID accountability staff person,
- Student enrollment policies,
- Set up Secure Testing Closet,
- Get a Fax Machine and make sure it is operational,
- 8. Staffing
- Employee Hiring policies are developed and adopted by the Governing Board,
- Employment agreements are approved by the governing board,
- The school leader and at least 75 percent of staff hired for the upcoming school year,
- Licensed Special Ed staff hired,
- Strategic plan in place to hire remaining staff needed
- 9. Federal Programs
- Board policies in place for professional Development-contact NCDPI for assistance.
- Reach to regional consultants

•

10. Instructional Program

NC Public Charters



Professional Development Plan

Powered Gyrricallem Scape and Sequence for the first year put into place

8/5/2020

- School calendar synchronized with Wake County's traditional calendar & approved by governing board
- Instructional materials purchased
- Classrooms set up and suitable for teacher arrival
- 11. Transportation

Pictoria.

- Reach out to locals regarding traffic patterns,
- Official transportation Plan developed and approved by the board
- Disseminate the transportation plan seek feedback-
- Discuss transportation needs with parents -modify accordingly
- Secure safe buses, if applicable
- Set up system for diesel fuel
- Set up bus routes if buses used,
- Contract with transportation operation to provide transportation
- Write procurement RFP for transportation , if applicable
- 12. School Lunch/breakfast Service Plan generated and adopted by the Board
- Since participating in School lunch program, contact Regional NCDPI Child Nutrition Staff
- Ensure contracted vendors meet local codes
- 13. School safety policies generated aligned with Statute and approved by the governing board
- 14. School policy manuals generated and approved by the governing board
- 15. Instructional programming, Operations, Governance, and Finances
- 16. Student parent handbook generated and approved by the governing board
- 17. Family/Student Handbook Generated
- 18. Employee Handbook Generated.

Q123. 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 challenge of starting a new school in Wake County is acquiring the respect in the community to level of providing competition with a school district with the reputation of Wake County Schools. However, the planning team for Heritage Collegiate-Wake is up to the task as several members have lived in the community of Northeast Wake County for many years. We believe that employing the marketing strategies we are proposing, that our recruitment efforts will be effective. In addition, the performance of

NC Public Charters



K-8 Wake County Schools is publicly documented in the 2018-19 North Carolina Schools Report Card.

Powered Tyycitie 自由回信的中 Northeast Wake County community are pleading for more options for edugating their children.

School branding (gadgets with HCLA-Wake written on them) as a market strategy will also assist with this effort.

11.5. Facility

Pictoria.

Q124. 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

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

HCLA-Wake's planning team including the founding board has identified a plan to obtain a building once the application is approved. Northeast Wake County has several unoccupied buildings available that the planning team believe are in acceptable locations, safe, and appear to be appropriate for use as a school facility for 900 students. As soon as the charter application is approved, the plan is to identify the most suitable facility from all of the ones in Northeast Raleigh that have been identified. It is expected that the governing board will initially lease a facility-one that is large enough to accommodate the expected total 900 student population. It is expected that the facility will be renovated and outfitted to be made suitable for a school and be ready with a Certificate of Occupancy and students by Summer 2022.

Q125. 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 school will need a facility with approximately 60,000 square feet with adequate space for parking and school bus movement whether provided by the school or by a transportation vendor. We will need an auditorium, 39 classrooms approximately 5 offices, cafeteria food preparation area plus possible student eating area. The planning team projects facility needs for approximately 900 students, approximately 74 staff members, for the first five years, it is expected that the means of acquisition will be through leasing with the owner outfitting to meet the school's needs. A real expectation is that for the first five years, the school will be housed in the same facility.

NC Public Charters

Pictoria.



Q126. Describe school facility needs, including: science labs, art room, computer labs, library/media center, powerformer dences from, gymnasium and athletic facilities, auditorium, main office and satellite/effices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

HCLA-Wake will have the facility need for a small gym possibly, science lab, art room/dance room, computer labs, media center, main office, copy room, supplies and storage room as well as a teacher work room and nurse's station.

Q127. 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

For the buildings that we have sought so far, the average cost is \$3.50 per square foot. We have talked to local realtors who indicated that the this is the average for the area which is located in the upper Northeast Wake County or North Raleigh.

Q128. 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

As stated previously, the Northeast Wake County Community has several (at least 10 identified) unoccupied buildings that appear to be suitable for a 60,000 sf minimum to house 900 students and 74 staff members. Many have been vacant for a long time after being abandoned mostly by furniture stores, warehouses, and storage facility. We feel that we will have no problem identifying a facility contingency plan should the need arise during the planning year.

Q129. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Several members of the board have degrees in school administration and are quite familiar with school facility needs which is a part of the training for school leaders at most schools.

NC Public Charters



12. Financial Plan

Powered by EdLusion

8/5/2020

Q130. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

O No

Q131. Explanation (optional):

The budget is original and is based on the projected Revenue from State, Federal and local funds. Although the board of directors and the planning team plan to pursue grants and additional sources of revenue during the planning year, 2021-2022, no additional funding is in place at this time.

12.1. Charter School Budget

Q132. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

At this time, there are no other additional sources of revenues so there is no upload in this section.

Q133. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources:



Evidence:



12.2. Budget Narrative

Q134. How was the student enrollment number projected?

NC Public Charters



The student enrollment number was projected based on a perceived need as expressed by parents and Powered of the some munity. In addition, it is felt by the school planning team that the school should be small with a focus on primary education with a manageable number of students and staff before gradually and eventually expanding to a larger group that can be sustained. The planning team projected to have 25 students per classroom with a total of three base teachers per grade and a total of 100 students per grade. The school will begin in 2022 with grades K-6 with a total of 700 students which will increase annually by one grade and 100 students until it reaches grade 8 and capacity in the third year at 900 students.

The HCLA-Wake planning team believes that beginning with K-6, staff will allow school leaders to work with both groups while gaining experience, building the school culture, setting high expectations for the school, and ensuring that the school expenditures do not exceed the school's projected revenue budget. Because of the fact that the location is Wake County where expenditure are higher than many location in North Carolina, it is necessary to project an enrollment that will support the mission and cu

Q135. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

HCLA-Wake will be located in Northeastern Wake County where students who are economically disadvantaged are not permitted to attend a magnet school unless they live in the designated community and can attend as a base school student. Transfer outside of the community are very limited and may require going before the county board of education in order to get an appeal. This is one of the issues in Northeastern Wake County that has caused many parents to become frustrated especially those who believe in community schools and access to school choice. Please note the **uploaded list of Wake County Schools located** in the Upper Northeastern and Eastern section of Wake County that show their school performance grade as an F or a D according to what is reported in the NC School Report Cards for the 2018-19 academic year. This is concerning to the parents who live and send their children to school in these communities. They want more educational options available to them for their children.

Parents and community members in the Northeastern and Eastern sections of Wake County have suggested that a school that is small, personable, focused, and caring while at the same time providing engaging, rigorous, and high quality instruction will motivate students from these communities to become active participants in the learning process.

Evidence:

Piline.

NC Public Charters





8/5/2020

Q136. Provide the break-even point of student enrollment

The break-even point of student enrollments are:

2022-2023 560 of expected 700 students

2023-2024 640 of expected 800 students

2024-2025 720 of expected 900 students

2025-2026 720 of expected 900 students

2026-2027 720 of expected 900 students

Q137. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

HCLA-Wake's contingency plan to meet the financial needs of the school is to conduct numerous fundraising events including applying for grants and to seek foundations and private donors to help the school to remain solvent until it is able to reach its projected student enrollment. After hearing from existing charter schools in NC to expect low enrollments the first two years, the planning team and governing board members are anticipating that this will be one of their challenges, especially for the first two years. In addition, the leadership will re-evaluate its staffing projections to ensure that it is consistent with the needs of the school based on its actual registration and enrollment. Only about 80 percent of teachers will be early on while the remaining teachers will be hired closer to the actual opening of school.

Whenever the projected school's student's enrollment Every aspect of the school's operation will be evaluated in order to determine where necessary cuts to the programs can be made with the least amount of impact. Staying in the black will be a consistent goal of the school's leadership.

Q138. 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 possered by decemberation is provided in the appendices.

8/5/2020

At this point in the school's application process, the school's budget is relying solely on local, state and federal funds. However, once the application is approved the planning team will seek to apply for applicable grants and other donations of goods and services to help ensure the financial viability of the school. No grants or donations have been promised to the school at this time.

Q139. Provide the student to teacher ratio that the budget is built on

Piline.

The planned student to teacher ratio for Heritage Collegiate Leadership Academy-Wake is 25:1 or one teacher per 25 students.

Q140. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The founding board of HCLA-Wake's has the individual and collective qualifications and capacity for implementing the school's financial plan successfully. At least four of the six board members have previously been the leader of a school or a business or an organisation or both in which they had to develop and implement a a successful financial plan'

Q141. 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

One or more high needs students with disabilities might affect the budget by causing the school to expend more resources than originally planned but the school is committed to providing any needed services to all of its students regardless of their need. In a case such a s this school, it will become the responsibility of the school leader and special education teacher to seek additional resources through grants and donations and by consulting with with regional EC representative to see what other resources may be available to ensure that the child or children's needs are met. At no time will be dismiss a scholar or scholars because their need for services has become too expensive. The school will find a way to meet the scholars' needs.

Q142. 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.

According to the planning team's projection, there will be a need to outsource some of the school's financial management areas such as payroll, audits, and accounting. The vendors will be selected from exploring professionals in the field and gathering a list of recommended vendors from which a recommended vendor will be selected based on a board-approved vetting process or by using the board-approved procurement process. The board will oversee the activities of the financial vendors by receiving monthly or quarter reports from them and/or the school leader in order to ensure the school's financial fidelity and compliance.

NC Public Charters



Powered by EdLusion

Pitchen.

8/5/2020

Q143. 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

NC Public Charters

Piline.



In each of these cases the process above will be used to select vendors, either through a strenuous vetting Powered these in through the board-approved procurement process. A formal process will be used to select to select for large purchases, a board-approved procurement process will be used to select the vendor to be recommended to the board. The board has to approve the contract for each large-scale vendor before they begin providing the services to the school.

Q144. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

The school's projected budget aligns with the school mission, curricular offerings, transportation plans and facility needs as all of these services were taken into consideration as the budget was being developed.

Q145. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

At least 5 percent of the expenditures will be the school's goal for a general fund balance. The school will set aside these funds for a rainy day by using local funds since they have the flexibility of carryover funds across fiscal years.

Q146. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

The proposed financing structure of HCLA-Wake will be to use allocated state funds, then federal funds as the fiscal year end later than the one for state funds, then local and grant funds since they tend to have the greatest flexibility for carryover. In addition, should the school decide to purchase a large facility, it is be amenable to taking out fixed rate long -term loans but more so after the school has been operating for five years.

Q147. 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.

HCLA-Wake will not begin operations with any assets from any sources that are known at this time; therefore no list of its assets can be provided. With a resourceful and dedicated planning team and governing board, it is expected that some assets will be acquired prior to the opening of school but it is not known what they will be at this time. It is planned that team members and the founding governing board members will write grants, seek donations from businesses especially large businesses like universities, SAS Institute, and others that may be willing to make donations of used furniture, computers. or contributions to the school. In addition, team members will spend a lot of time at the State Surplus Warehouse almost weekly seeking to purchase economical furniture, chairs, desks and other basic items. While there are no assets at this time, it is expected that HCLA-Wake will have what will be needed to operate school when it opens in August 2022.

NC Public Charters



12.3. Financial Compliance

Powered by EdLusion

Pictoria.

8/5/2020

Q148. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The school will ensure adequate internal controls by hiring a financial bookkeeper on site who will work under the supervision of the the school's director, the financial contractor and that all school checks are to be signed by two parties, the school leader and a designated Board member. Financial records will be kept on-site and filed electronically off site. An inventory of school assets will be kept on site with electronic copies being kept off site. A expectation of the school is that accurate and adequate record keeping will always be one of the school's priorities..

Q149. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Not Applicable as no financial transactions have taken place at the time of the application.

Q150. 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

The name of the firm that has verbally agreed to conduct the financial audit of Heritage Collegiate Leadership Academy-Wake Charter School is Petway, Mills, and Pearson (Phyllis Pearson), Post Office Box 1036, 1014 North Arendell Avenue, Zebulon, North Carolina 27567, telephone: (919) 269-7405, Fax (919) 269-8728.

This firm has been approved by the North Carolina Local Government Commission and has previously conducted audits for charter schools in North Carolina.

o Tileman

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters



13. Other Forms

Powered by **EdLusion**

8/5/2020

Q151. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources:



Evidence:



Q152. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Comments:

I am not able to load the rest of the Board Certification Forms and the Board Resumes because the message states I have reached the maximum upload for this application.

Resources:



Evidence:



Scan_20200724 (4).pdf

é litime...

NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters



14. Third-party Application Preparation Powered by EdLusion 8/5/2020

Q153. Was this application prepared with the assistance of a third-party person or group?

O Yes

No

NC Public Charters



15. Application Fee

Pictoria.

Powered by **EdLusion**

8/5/2020

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 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q154. *Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 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



Comments:

The appropriate \$1,000 payment will be made on July 24, 2020

NC Public Charters



16. Signature page

Powered by EdLusion

8/5/2020

Q155. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

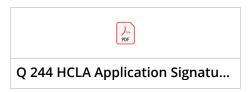
Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources:

Piline.



Evidence:



Q156. Complete

✓ I have finished the application

* Q157. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The founding board of directors will make the final decision in the hiring and termination of all Heritage Collegiate's employees. The hiring of all employees and the termination of all employees is required to be presented to the governing board of directors at a formal meeting in which there is a quorum. It is expected that the leading school official will present the information to the Board. The issues will be discussed and the decision made in a closed session of the board meeting with the minutes reflecting the decision in the closed session minutes.

School employees and school volunteers must submit to a criminal background check that is similar to the background checks of Wake County Schools. The board of directors will requires the criminal background checks on all employees and volunteers to protect the financial integrity of the school and to protect the health and safety of students and employees. Refusal by any employee to submit to a criminal background check is grounds for the school to recommend to the board of directors that the employee be terminated or that an applicant be denied employment. The school will assume responsibility for the costs for conducting criminal history checks on its prospective employees. All criminal history checks are to be confirmed by a certified copy of the conviction or other means permitted by the State Board of Education.

Ó Tilona...

NORTH CAROLINA CHARTER APPLICATIONS NC Public Charters



Powered by **EdLusion**

8/5/2020

-3A		Marsh - 3B			Friday			
Start Time	End Time	3A Classes	Start Time	End Time	3B Classes	Start Time	End Time	All Classes
8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meeting	8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meeting	8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meeting
8:20 AM	8:25 AM	Clean Up	8:20 AM	8:25 AM	Clean Up	8:20 AM	8:25 AM	Clean Up
8:25 AM	9:50 AM	Math Block - 3A	8:25 AM	9:55 AM	Literacy Block - 3B	8:25 AM	9:35 AM	Literacy 3B/Math 3A
9:55 AM	10:35 AM	Nonfiction Studies: Science - 3A	9:55 AM	10:35 AM	Nonfiction Studies: Social Studies- 3B	9:35 AM	10:45 AM	Literacy 3A/Math 3B
10:40 AM	11:20 AM	Nonfiction Studies: Science - 3B	10:40 AM	11:20 AM	Nonfiction Studies: Social Studies- 3A	10:50 AM	11:20 AM	Eagle Pride Celebration/Recess
11:25	11:40 AM	Mindfulness/Go Noodle	11:25 AM	11:40 AM	Mindfulness/Go Noodle	11:25 AM	11:40 AM	Mindfulness/Go Noodle (Homeroom Teacher
11:40 AM	12:25 PM	Art/PE/Technology Time (Hathaway/White/Mitchell) Grade Level PLC	11:40	12:25 PM	Art/PE/Technology Time (Hathaway/White/Mitchell)	11:40 AM	12:25 PM	Art/PE/Technology Time (Hathaway/White/Mitchell)
12:30 PM	1:00 PM	Lunch/Bathroom	12:30 PM	1:00 PM	Lunch/Bathroom	12:30 PM	1:00 PM	Lunch/Bathroom
1:00 AM	1:20 PM	Bathroom/Recess	1::00 AM	1:20 PM	Bathroom/Recess	1:00 PM	2:00 PM	Nonfiction Studies: Science- 3A/3B
1:20 PM	1:35 PM	DEAR	1:20 PM	1:35 PM	DEAR	2:00 PM	3:00 PM	Nonfiction Studies: Science- 3B/3A
1:35 PM	3:00 PM	Math Block - 3B	1:35 PM	3:00 PM	Literacy Block - 3A	3:00 PM	3:20 PM	AVID-Organization / Homework
3:00 PM	3:20 PM	AVID-Organization / Homework	3:00 AM	3:20 PM	AVID-Organization / Homework	3:20 PM	3:30 PM	Bathroom/Clean Up
3:20 PM	3:30 PM	Bathroom/Clean Up	3:20 PM	3:30 PM	Bathroom/Clean Up	3:30 PM		Dismissal Begins
3:30 AM		Dismissal	3:30 PM		Dismissal			

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reaplease indicate any plans to increase the grade levels offered by the school over time and be sure these figures.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the scho

LEA #1:	920 Wake County Schools	What percentage of
LEA #2:	350 Franklin County Schools	What percentage of
LEA #3:	320 Durham County Schools	What percentage of

Grade		Year 1			Year 2	
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	920	350	320	920	350	320
Kindergarten	90	5	5	90	5	5
Grade 1	90	5	5	90	5	5
Grade 2	90	5	5	90	5	5
Grade 3	90	5	5	90	5	5
Grade 4	90	5	5	90	5	5
Grade 5	90	5	5	90	5	5
Grade 6	90	5	5	90	5	5
Grade 7				90	5	5
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	630	35	35	720	40	40

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

asonably expects to enroll. In addition, ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	14%
students from the LEA selected above will qualify for EC funding?	14%
students from the LEA selected above will qualify for EC funding?	14%

	Year 3			Year 4		
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
920	350	320	920	350	320	920
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
90	5	5	90	5	5	90
810	45	45	810	45	45	810

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	LEA #3
350	320
5	5
5	5
5	5
5	5
5	5
5	5
5	5
5	5
5	5

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agenc from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the stude In year 2 and Beyond: Base State allotments are determined by the LEA in w

Local Funds: Charter schools receive a per pupil share of the local current expense of the LE

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOUI

LEA #1:		920 Wake County Schools
Revenue	Approximate Per Pupil Funding	Projected LEA ADM
State Funds	\$5,504.87	630
Local Funds	\$2,827.10	630
State EC Funds	\$4,509.25	80
Federal EC Funds	\$1,514.35	80
		Total:

LEA #2:		350 Franklin County Schools
Revenue	Approximate Per Pupil Funding	Projected LEA ADM
State Funds	\$6,124.64	35
Local Funds	\$2,101.29	35
State EC Funds	\$4,509.25	4
Federal EC Funds	\$1,514.35	4
		Total:

LEA #3:		320 Durham County Schools
Revenue	Approximate Per Pupil Funding	Projected LEA ADM
State Funds	\$5,681.23	35
Local Funds	\$4,017.01	35
State EC Funds	\$4,233.51	4
Federal EC Funds	\$1,514.35	4
		Total:

y (LEA) receives per student receives

ent resides. Thich the school is located.

ΞA in which the student resides.

; (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$3,468,068.10
\$1,781,073.00
\$362,205.51
\$121,640.16
\$5,732,986.77

Approximate funding	for Year 1
	\$214,362.40
	\$73,545.15
	\$20,122.53
	\$6,757.79
	\$314,787.87

Approximate funding	for Year 1
	\$198,843.05
	\$140,595.35
	\$18,892.04
	\$6,757.79
	\$365,088.23

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 3,881,274	\$ 4,435,741	\$ 4,990,209	\$ 4,990,209
Local Per Pupil Funds	\$ 1,995,214	\$ 2,280,244	\$ 2,565,275	\$ 2,565,275
State EC Funds	\$ 401,220	\$ 458,537	\$ 515,854	\$ 515,854
Federal EC Funds	•	\$ 135,156	\$ 173,772	\$ 173,772
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 6,277,707	\$ 7,309,678	\$ 8,245,109	\$ 8,245,109

^{*}All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate ado those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the opera provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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

federal funding in year

Year 5
\$ 4,990,209
\$ 2,565,275
\$ 515,854
\$ 173,772
\$ 8,245,109

litional questions by ating budget, please lese funds. If these

М.

Personnel Budget: Expenditure Projections

B 1 15 W B 1 0		Year '	1		Year 2			Year :			Year 4			Year 5	
Budget Expenditure Projections	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel	Stati	Average Salary	Total Salary	Stall	Average Salary	Total Salary	Stati	Average Salary	Total Salary	Stail	Average Salary	Total Salary	Stall	Average Salary	Total Salary
Lead Administrator			s -	1		s -			s -		1 9			1 9	
Assistant Administrator			\$.			š -			\$.					1	
Finance Officer			\$.			\$ -			\$.						
Clerical			\$ -			š -			\$ -		1			1	
Food Service Staff			\$ -			\$ -			\$ -		1			9	
Custodians			\$ -			s -			\$ -		1			9	
Transportation Staff			\$ -			\$ -			\$ -		1			9	
*** Edit text as needed. ***			\$ -			\$ -			\$		9			9	
*** Edit text as needed. ***			\$ -			\$ -			\$ -						
*** Edit text as needed. ***			\$ -			\$ -			\$ -						-
*** Edit text as needed. ***			\$ -			<u> </u>			.						•
*** Edit text as needed. ***			<u> </u>			<u> </u>			\$ -		1				
Total Admin and Support	0		\$ -	0] [\$ -	0		\$ -	0] [3		0		-
Instructional December															
Instructional Personnel		1 1	^	1		^		1	•		1 1			1 1	
Core Content Teacher(s)			•			<u>\$</u> -			\$ -		1			1	•
Electives/Specialty Teacher(s)			\$ -			\$ -			\$ -		1				•
Exceptional Children Teacher(s)			<u> </u>		-	• -			\$ -		1			1	-
Instructional Support Teacher Assistants			\$ -		-	\$ - \$ -			\$ - \$ -		1			13	-
*** Edit text as needed. ***			\$ -		-	\$ -			\$ -		1			1	
*** Edit text as needed. ***			\$.			\$ -			\$.		1			1	
*** Edit text as needed. ***			\$ -			š -			\$.						
*** Edit text as needed. ***			\$ -			\$ -			\$ -						
*** Edit text as needed. ***			\$ -			\$ -			\$		9			9	
Total Instructional Personnel	0		\$ -	0		\$ -	0		\$ -	0			0	\$	
Total Admin Support and Instructional December		_			, -				_		, –				
Total Admin, Support and Instructional Personnel	0		\$ -	0		\$ -	0		\$ -	0		•	0	\$	-

	Year 1				Year 2			Year 3			Year 4				Year 5		
Benefits	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total		
dministrative & Support Benefits																	
ealth Insurance			\$	-		\$ -			\$ -		\$				\$		
etirement PlanNC State			\$	-		\$ -			\$ -		\$				\$		
etirement PlanOther			\$	-		\$ -			\$ -		\$	-			\$		
fe Insurance			\$	-		\$ -			\$ -		\$				\$		
isability			\$	-		\$ -			\$ -		\$				\$		
edicare			\$	-		\$ -			\$ -		\$	-			\$		
ocial Security			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$	-			\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			-		\$	-			\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
Total Admin and Support Benefit	s:		\$	-		\$ -			\$ -		\$	<u> </u>			\$		
structional Personnel Benefits																	
ealth Insurance			\$	-		\$ -			\$ -		\$	<u> </u>			\$		
etirement PlanNC State			\$	-		\$ -			\$ -		\$				\$		
etirement PlanOther			\$	-		\$ -			\$ -		\$	· -			\$		
ocial Security			\$	-		\$ -			\$ -		\$				\$		
isability			\$	-		\$ -			\$ -		\$				\$		
edicare			\$	-		\$ -			\$ -		\$	-			\$		
fe Insurance			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$				\$		
* Edit text as needed. ***			\$	-		\$ -			\$ -		\$	<u> </u>			\$		
* Edit text as needed. ***			\$	-		\$ -			<u>-</u>		\$				\$		
Total Instructional Personnel Benefit	s:		\$	-	L	\$ -			\$ -		\$				\$		
					_		_	-		_	-		_				
Total Personnel Benefit	s:		\$	-		\$ -			\$ -		\$	-			\$		
Total Admin & Support Personnel (Salary & Benefits	s): 0		S	- 0		s -	0		s -	0	19		0		S		
					. L			_									
Total Instructional Personnel (Salary & Benefits	s <mark>):</mark> 0		\$	- 0		\$ -	0		\$ -	0	\$	-	0		\$		

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3
Office			
Office Supplies Paper Computers & Software Communications & Telephone Copier leases Other *** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees Other *** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel Student Accounting Financial Other *** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage Maintenance Custodial Supplies Custodial Contract Insurance (pg19) Other *** Insert rows and edit text as needed. ***			
Utilities			
Electric Gas Water/Sewer Trash Other *** Insert rows and edit text as needed. ***			
Transportation			
Buses Gas Oil/Tires & Maintenance Other *** Insert rows and edit text as needed. ***			

Other			
Marketing			
Child nutrition			
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	-	-	-

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software			
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development			
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials			
Curriculum/Texts			
Copy Paper			
Testing Supplies			
Other			
*** Insert rows and edit text as needed. ***			
7 (11 ((10 (A		^
Total Instructional Operations:	-	-	-
TOTAL OPERATIONS:	¢	¢	-

^{*}Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Year 4	Year 5

-	-

Year 4	Year 5
\$ -	\$ -
\$ -	-

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ -	\$ •	\$ -	\$ -
Total Operations	M	\$ -	\$	\$	\$ -
Total Expenditures	N = J + M	\$ -	\$ -	\$ -	\$ -
Total Revenue	Z	\$ 6,277,707.12	\$ 7,309,678.16	\$ 8,245,109.39	\$ 8,245,109.39
Surplus / (Deficit)	= Z - N	\$ 6,277,707.12	\$ 7,309,678.16	\$ 8,245,109.39	\$ 8,245,109.39

Year 5
\$ •
\$ -
\$ -
\$ 8,245,109.39
\$ 8,245,109.39

Board Member	Board Title	County of Resigence		Past or Present
Name		Residence	Occupation	Professional
	Template			License Held
Kashi Bazemore	Chair	Wake	Researcher	Mid ELA,SS, Prin NY/NC
Erika Lucas	Member	Wake	Retired Educator	Mid Health PE Prin. License
Travis Bond	Member	Mecklenburg	Mental Health Spec.	None
Kelly Chesson	Member	Washington	Stewartship Coord	NCCU
Michael Dunn	Member	Wake	Aviation/Trainer	Commerical Pilot

Disciplinary Action taken against

Any of these professional licenses?

No

No

No

No

No

Heritage Collegiate Leadership Academy-Wake

5601 Paul Road Raleigh, NC 27616-5319

Growing Great Leaders

Serving Our Community

Petition of Support

By signing this petition, I acknowledge my support for Heritage Collegiate Leadership Academy of Wake County, a proposed K-8 college/career preparatory leadership-themed charter school.

Printed Name	Signature	Street Address	City/State	Zip Code	Phone Number

Heritage Collegiate Leadership Academy-Wake 2022-23 Operations/Academic Calendar

Sample

_	
Date	School Activity
January 3, 2022-May 31, 2022	School Registration and Pre-Enrollment for Grades K-3
July 1-July 29,2022	School Strategic Planning & PD (School Closed) Recruitment & Hiring
August 1-12, 2022	Continued Strategic Planning for 2022-23 Continued Recruitment & Hiring
August 8-12 2022	All Staff Culture Orientation/Training for 2022-23 Academic Year
August 15-19, 2022	Student Orientation/Culture Camp Early Release at 12:30 p.m.
August 22, 2022*	First Day of School for Students—to be synchronized w/ Wake County Schools
September 5, 2022	Approved Holiday—Labor Day—School Closed
September 8, 2022	Beginning of Grade State ELA Assessment—Grade 3 Only
September 22, 2022	Early Release Day for Students Only
September 28, 2022	Students' 1st Quarter Progress Reports Due
October 1, 2022	Saturday Academy # 1
October 4, 2022	Early Release Students Only— P.M. Staff Professional Development
October 25-27, 2022	Ist Quarter Benchmark Assessments (1-7 ELA & MathScience Grade 5 Only)
October 28, 2022	End of 1st Academic Quarter Early Release for Students Only
October 31, 2022	Optional Professional Workday for Teachers—No School for Students
November 4, 2022	1st Quarter Report Cards Due
November 11, 2022	State Holiday—Veterans Day—School Closed
November 22, 2022	Early Release Day for Students Only
November 23, 2022	Optional Workday for Teachers - No School for Students
November 24-25, 2022	State Holiday—Thanksgiving Holiday—School Closed
December 5, 2022	Students'2nd Quarter Progress Reports Due
December 7, 2022	Early Release Day for Students Only
December 17, 2022	Saturday Academy # 2
December 21, 2022	Early Release for Students and Staff
December 21, 2022	Annual Leave Teachers & Staff—No Students
December 23-26, 2022	Christmas Holiday BreakSchool Closed
December 27-31, 2022	Annual Leave Teachers and Staff—School Closed
January 1, 2023	State Holiday - New Year's Day - School Closed
January 2, 2023	Annual Leave Teachers and Staff—No Students
January 3, 2023	Teachers, Staff and Students Return from Holiday Break
January 13, 2023	State Holiday—MLK Jr. Day—School Closed for staff and Students
January 18, 2023	End of 2nd Academic Quarter
January 23, 2023	Optional Teacher and Staff Workday -No Students
January 24-27, 2023	2 nd Quarter Benchmark Assessments (K-7 ELA & Math, Science 5 th Grade Only)
January 30, 2023	2 nd Academic Quarter Report Cards Due
February 23, 2023	Students'3rd Quarter Progress Reports due
February 25, 2023	Saturday Academy # 3
February 28, 2023	Early Release for Students Only—Professional Development Teachers & Staff Early Release for Students Only—Professional Development Teachers & Staff
March 14, 2023	
March 21-23, 2023	3rd Quarter Benchmarks (K-7 ELA, & Math, Science Grade 5 Only)
March 27, 2019	End of 3rd Academic Quarter
March 27, 2023	Mandatory Teacher Workday Fords Polegge for Students Only - Professional Posselonment Teachers & Staff
March 29, 2023	Early Release for Students Only—Professional Development Teachers & Staff
April 3, 2023	3rd Quarter Report Cards Due
April 21, 2023	Good Friday, State Holiday—School Closed
April 24-28, 2023	Spring Break for Staff and Students - School Closed (Staff Annual Leave)
May 5 ,2023	Students' 4th Quarter Progress Reports Due
May 20 2023	Saturday Academy # 4
May 29, 2023	State Holiday—Memorial Day—School Closed
June 5 - June 8, 2023	State EOG Testing- ELA/ Math Grades 3-7 (Science Grade 5 Only June 7, 2019)
June 9, 2023	End of the Fourth Academic Quarter
June 9, 2023	Student's Final Report Cards /EOY Promotion and Retention Decisions
June 9, 2023*	Last Day of School for Students—Early Release for Students Only
June 12-16, 2023	Mandatory Workdays for Teachers
June 19- June 30, 2023	Summer Academic Camp K-2(Grades 3-7 ELA, Math, Science Grade 5 Retesting)
	1



HERITAGE COLLEGIATE LEADERSHIP ACADEMY OF BERTIE COUNTY, INC. BYLAWS

ARTICLE I

Offices

- **1.1 Principal Office.** The principal office of the Corporation shall be located at 1042 NC 305, Aulander, NC 27805, or at such other location designated by the Board of Directors.
- **1.2 Registered Office.** The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.
- **1.3 Other Offices.** The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

ARTICLE II

Board of Directors

- **2.1 General Powers.** The business and affairs of the Corporation shall be managed by its Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these Bylaws, all of the power of the Corporation shall be vested in the Board of Directors.
- 2.2 Composition. Number, Term and Qualifications. The number of directors constituting the Board of Directors shall be a variable range with a minimum of five (5) and a maximum of fifteen (15). Each director shall hold office for a term of one (1) to three (3) years. Following the first year of the Corporation's existence, each term year shall begin on July 1 and end on June 30. The initial Board of Directors shall serve staggered terms to establish a rotation of directors as follows: one to two directors with a one year term, two directors with a two year term, and two directors with a three year term; or, if there are seven initial directors, then two directors with a one year term, two directors with a two year term and three directors with a three year term. A majority of the board members must be residents of North Carolina. All board members must be a resident of the United States of America. Directors shall be at least twenty-one (21) years of age and shall hold at least a high school diploma or its equivalent.

Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that may include, but not be limited to the following:

- statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- certification statement as to age, residency, and diploma or equivalency; certification statement of having read and understood the Articles of Incorporations and these Bylaws;
- statement of support for this corporation's purposes;
- statement of personal education philosophy;
- statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;
- separate list of references, including the name, address and phone number of each, to designated board member who can verify personal background.
- **2.3 Election of Directors.** New directors shall be elected in each succeeding year to fill any expiring terms. Directors eligible for re-election may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of the Directors shall be by secret ballot. Directors shall be elected from a slate of nominees proposed by the Executive director at any annual or special meeting of the Board of Directors by a voted of a majority of the directors then in office. The Executive Director shall nominate up to two persons per open position and directors. Directors may serve successive terms. The election of directors shall be a part of business at each annual meeting of the Board of Directors. Each director shall hold office until the next annual meeting of the Board of Directors following the start of his or her last year in office and until his or her successor is elected and qualifies.
- **2.4 Removal.** Directors may be removed from office at any time with our without cause by the directors by such vote as would be required to elect a member of the Board of Directors.
- **2.5 Vacancies.** Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors. The director so elected shall serve the unexpired term of the director replaced thereby.
- **2.6 Chairman of the Board.** There shall be a Chairman and Vice-chairman of the Board of Directors elected by the directors from their number at the annual meeting of the Board of Directors. The Chairman and Vice-Chairman shall serve a term of one year. The Chairman, or in his or her absence the Vice-Chairman, shall preside over all meetings of the Board of

Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chairman and Vice-Chairman shall be officers of the Corporation.

- **2.7 Compensation.** The Board of Directors may not be compensated for their services as such. The corporation may provide for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.
- **2.8 Duties of Directors.** The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.
- **2.9 Commitment to Open Meetings.** The Board of Directors expressly commits to and shall abide by the public policy of the State of North Carolina in regards to meetings of public bodies as described in Article 33C or N.C.G.S. §143-318.9, et. Seq. It is the policy of the Corporation that the hearings, deliberations, and actions of its Board of Directors shall be conducted openly whenever necessary for compliance with state law or otherwise reasonably appropriate.

ARTICLE III

Meetings of Directors

- **3.1 Regular Meetings.** The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the board. The annual meeting of the Board shall be held each year in June or at such other time as the Board may determine, for the purpose of electing directors and officers and for the purpose of electing directors and officers and for the transaction of other business. Regular meetings of the Board may be held without written notice.
- **3.2 Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two (2) directors.
- **3.3 Place of Meetings.** The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors, or his or her designee, may designate.
- **3.4 Notice of Meetings.** The Executive Director shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten (10) days before the meeting.

The Chairman or other persons calling a special meeting of the Board of Directors shall give notice thereof (or cause the Executive Director to give notice) by mailing such notice to each director at least three days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.

- **3.5 Waiver or notice and Notice of Inability to Attend.** Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records as part of the minutes of the meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Members of the board are asked to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.
- **3.6 Quorum.** A majority of the number of directors fixed by these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. For example, five (5) board members, a quorum is three (3); for six (6) board members, a quorum is four (4), and for seven (7) board members, a quorum is four (4).
- **3.7 Manner of Acting.** Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with *Robert's Rules of Order*, latest edition.
- **3.8 Presumption of Assent.** A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he or she objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting business at the meeting, or his or her dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he or she either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his or her written dissent by registered mail to the Executive Director of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.
- **3.9 Participation by Telephone.** Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

ARTICLE IV

Officers

- 4.1 **Titles.** The Board of Directors shall elect a Chairperson of the Board of Directors, a Vice-Chairperson of the Board of Directors, and a Secretary of the Board of Directors, and such other officers as it may from time to time deem necessary. Except as otherwise provided in these bylaws, the additional officers shall have the authority and perform the duties as from time to time may be prescribed by the Board of Directors. Any two or more offices may be held by the same individual, but no officer may act in more than one capacity where action of two or more officers is required.
- 4.2 **Election and Term.** The officers of the corporation shall be elected by the Board of Directors at the annual meeting. Each officer shall hold office until the next annual meeting and until a successor is elected and qualifies.
- 4.3 **Removal.** Any officer or agent elected or appointed by the Board of Directors may be removed at any time by the Board with or without cause.
- 4.4 **Resignation.** An officer or agent may resign at any time by communicating such resignation to the corporation. A resignation is effective when it is communicated unless it specifies in writing a later effective date.
- 4.5 **Vacancies.** Vacancies among the officers may be filled and new offices may be created and filled by the Board of Directors.
- 4.6 **Chairperson of the Board of Directors.** The Chairperson of the Board of Directors, if such officer is elected, shall preside at meetings of the Board of Directors and shall have such other authority and perform such other duties as the Board of Directors shall designate.
- 4.7 **Vice Chair.** The Vice Chair shall exercise the powers of the Chairperson during that officer's absence or inability to act. Any action taken by a Vice Chair in the performance of the duties of the Chairperson shall be presumptive evidence of the absence or inability to act of the Chairperson at the time the action was taken. The Vice Chair shall have such other powers and perform such other duties as may be assigned by the Board of Directors.
- 4.8 **Secretary.** The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors and shall give all notices required by law and these bylaws. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all the duties incident to the office of Secretary and such other duties as may be assigned from time to time by the President or by the Board of Directors.

ARTICLE V

Indemnification of Directors and Officers

- 5.1 General Policy. It shall be the policy of the corporation to indemnify to the maximum extent permitted by Chapter 55A and 115C of the General Statutes of North Carolina any one or more of the Directors, officers, employees, or agents and former Directors, officers, employees, or agents of the corporation, and persons who serve or have served at the request of the corporation as directors, officers, partners, trustees, employees or agents of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, against judgments, penalties, settlements and other liabilities incurred by them in connection with any pending, threatened or completed action, suit or proceeding, whether civil, criminal, investigative or administrative (a "proceeding") and against reasonable costs and expenses (including attorneys' fees) in connection with any proceeding, where such liabilities and litigation expenses were incurred incident to the good faith performance of their duties.
- 5.2 **Use of Corporate Funds.** The corporation may advance expenses in connection with any proceeding to any such person in accordance with applicable law. The use of funds of the corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in Section 1 of this Article shall be deemed a proper expense of the corporation.

ARTICLE VI

Indebtedness

No indebtedness of the Corporation in excess of \$20,000 shall be incurred other than in the normal course of business, except as may be approved by an act of the Board of Directors.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

ARTICLE VII

Contracts, Loans, Checks, and Deposits

- **7.1 Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
- **7.2 Loans.** No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

- **7.3** Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.
- **7.4 Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

Article VIII

General Provisions

- **8.1 Waiver of Notice.** Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.
- **8.2 Fiscal Year.** The end of the fiscal year of the Corporation shall be June 30.
- **8.3** Amendment of Bylaws. Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.
- **8.4 Validity of Signatures.** In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he or she had remained in such office until such delivery.

Article IX

Conflict of Interest

<u>Conflict of Interest</u>. A Director shall inform the Board of Directors of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

- (i) in which the Director has a material financial interest, or
- (ii) in which the Director is presently serving as a director, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director may participate in the discussion but may not vote on the transaction and when a Director does not vote because of a Conflict of Interest, the act of the majority of the Directors voting shall be the act of the Board of Directors if a quorum is present at the meeting.

Section 1. Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions

- a. <u>Interested Person</u>. Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue code and as amplified by Section 53.4958-3 of the IRS Regulation, who has a direct or indirect financial interest, as defined below, is an interested person.
- b. <u>Financial Interest</u>. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
- 1. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,

- 2. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- 3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Conflict of Interest Avoidance Procedures

a. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

c. Procedures for Addressing the Conflict of Interest. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In

conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

d. Violations of the Conflicts of Interest Policy. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose and actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Board and Board Committee Proceedings

The minutes of meeting of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing boards or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangements, and a record of any votes taken in connection with the proceedings.

Section 5. Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest

requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- a. The terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation.
- b. All members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
- 1. is not the person who is the subject of the compensation arrangement, or a family member of such person;
- 2. is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement
- 3. does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement
- 4. has no material financial interest affected by the compensation arrangement; and
- 5. does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.
- c. The board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate data may include the following:
- 1. Compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. "Similarly situated" organizations are those of a similar size, purpose, and with similar resources.
- 2. The availability of similar services in the geographic area of this organization
- 3. Current compensation surveys compiled by independent firms
- 4. Actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

- d. The terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:
- 1. The terms of the compensation arrangement and the date it was approved
- 2. The members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member
- 3. The comparability data obtained and relied upon and how the data was obtained
- 4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination.
- 5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting.
- 6. Any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement).
- 7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

Section 6. Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic reviews as provided for in Section 7, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

<u>Position</u>	Year 0	<u>Year 1</u>	Year 2	Year 3
Principal/School Leader	1	2	2	2
Assistant Principal	0	0	0	0
Dean of Students (PBIS/disciline)	1	1.5	2.5	2
Additional School Leadership	1	1	1	1
Core Classroom Teachers	2	28	32	36
Specialized Classroom Teachers (e.g. special education, ELL,				
foreign language, etc.)	1	2	2.5	3
Student Support Positions (e.g. social workers, psychologists,				
etc.)	2	2.5	3	3
Specialized School Staff (Parent/AVID Director)	1	2	2	2
Teaching Aides or Assistants(K-2, EC)	1	14	14	14
School Operations Support Staff	1	1.5	1.5	1.5
Data Manager	1	1	1	1
Child Nutrition	1	2.5	3.5	4
Dean of Teaching/Learning	1	1	1	2
Financial Bookkeeper	1	1	1	1
Transportation Operations	1	1	1	1
K-4 Lower School	0	400	400	400
5-8 Upper School	0	300	400	500

Year 4	Year 5	Year 5
2	2	2
0	0	0
2	2	2
1	1	1
36	36	36
3	3	3
3	3	3
2	2	2
14	14	14
1.5	1.5	1.5
1	1	1
4	4	4
2	2	2
1	1	1
1	1	1
400	400	400
500	500	500

SOSID: 1255604 Date Filed: 4/20/2012 2:31:00 PM Elaine F. Marshall North Carolina Secretary of State C201210300495

State of North Carolina Department of the Secretary of State

ARTICLES OF INCORPORATION NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1.	The name of the corporation is: Heritage Collegiate Leadership Academy of Bertie County, Inc.
2.	(Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4)
3.	The street address and county of the initial registered office of the corporation is:
	Number and Street 1042 NC 305
	City, State, Zip Code Aulander, NC 27805 County Bertie
4,	The mailing address if different from the street address of the initial registered office is:
	P.O. Box 1377 Windsor, NC 27983
5.	The name of the initial registered agent is:
	Mildred G. Bazemore
6.	The name and address of each incorporator is as follows: Kashi B. Nelson, 5601 Paul Road, Raleigh, NC 27616
7.	(Check either a or b below.) a The corporation will have members. b The corporation will not have members.
8.	Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9.	Any other provisions which the corporation elects to include are attached.
10.	The street address and county of the principal office of the corporation is:
	Number and Street 1042 NC 305
•	City, State, Zip Code Aulander, NC 27805 County Bertie
11.	The mailing address if different from the street address of the principal office is:
	P.O. Box 1377, Windsor, NC 27983

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

12.	These articles will be effective upon filing, unless a later time and/or date is specified:				
	This is the 12th day of April ,20 12				
		Heritage Collegiate Leadership Academy of Bertie County, Inc.			

Signature of Incorporator

Kashi B. Nelson, Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

Purpose	of	Corporation
---------	----	-------------

This corporation is organized for the following purpose(s) (check as applicable)	ie):
religious,	
charitable,	
educational,	
testing for public safety,	
scientific,	,
literary,	
fostering national or international amateur sports competition, and/or	que :
prevention of cruelty to children or animals,	
including, for such purposes, the making of distributions to organizations that	

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3)

A STATE OF THE STA

of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Area of Proposed Coverage

Comprehensive General Liability
Officers and Directors/Errors and Omissions
Property Insurance
Automobile Liability
Crime Coverage - Minimum/Maximum Amount
Worker's Compensation
Other Coverage
Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence \$1,000,000.00/occurrence

\$1,000,000.00/occurrence \$250,000.00 | \$250,000.00 \$500,000.00

Estimate from:

Deborah Whitley for Berney Stevens
Towne Insurance Agency
Greenville, NC (252)217-6500

Estimate does not include property Insurance, educator's legal liability and no employment Practices coverage nor doe it take into account outside programs or affiliated activities such as sports, interships and special events.

This represents a quote for most basic educated assessment.

If this vendor is used once information is complete, they will upon request porvide a complete estimate including property, auto, crime, and Error and Omission.

Cost (Quote)

Total Estimate

\$15,000

5

NC ELA Standards for Instruction

KEY AREAS of FOCUS for READING

First Nine Weeks st, September,October Integrated Maps		November,Dec	ine Weeks ember,January ed Maps	Third Nine Weeks February, March, April <u>Integrated Maps</u>		Fourth Nine We May and Jun <u>Integrated Ma</u>	
t 1 eks ling es and its: ing a e of ling tity	Unit 2 4 Weeks Emergent Story Books: Developing Storybook Language, Vocabulary, and Meaning	Unit 3 4 Weeks Strategies to Bring Students Closer to Conventional Reading	Unit 4 5 Weeks Working Through Reading Troubles by Drawing on Known Strategies	Unit 5 5 Weeks Informational Text: Previous and New Strategies to Learn Information	Unit 6 4 Weeks Strategies to Read at Higher Levels: Word Solving, Cross Checking, Self- Correcting, and Meaning Making	Unit 7 5 Weeks Inferring, Activating Prior Knowledge, and Synthesizing Deeper Understandings of Characters	Rev tau or per
S:	Standards: RF.K.4 RL.K.1 RL.K.2 RL.K.3 RL.K.4 RI.K.4 RI.K.5 RI.K.5	Standards: RF.K.1 RF.K.2 RF.K.3 RL.K.4 RL.K.7 RI.K.4 RI.K.5	Standards: RF.K.1 RF.K.3 RF.K.4 RL.K.1 SL.K.1 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Standards: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.8 RI.K.9 RI.K.10 SL.K.4	Standard: RF.K.2 RF.K.3 RF.K.4 RL.K.1 RL.K.4 RL.K.9 RL.K.10	Standard: RF.K.2 RF.K.3 RL.K.9	
			KEY AREAS of FO	OCUS for WRITING	G		

KEY AREAS of FOCUS for WRITING

Unit 1 10 Weeks Inching the Writing Workshop	Unit 2 8 Weeks Writing for Readers	Unit 3 7 Weeks Informative Writing: How to Books	Unit 4 7 Weeks Persuasive Writing of Using words to Make
•			J

	English Language Arts Curriculu	um/Pacing: KINDERGARTEN	_
S:	Standards: W.K.3 W.K.5 L.K.1 L.K.5	Standards: W.K.2 W.K.5 W.K.8 SL.K.5 L.K.4 L.K.5 L.K.6	Standards: W.K.1 W.K.6 W.K.7 W.K.8 L.K.6
A	dditional Standards Embedded in	Elementary Instructional Framewor	k
		andards above in anchor lessons or re where they are best addressed on an o	
re Read Aloud (w/ Think	Key Focus Standards of Current and Speaking and Listening Standard	d Previous Units Is: RL.K.6; RL.K.10; RI.K.6; RI.K.7; F	RI.K.8; RI.K.10
son/Focus Lesson	Speaking and Listening Standard	ls:; RL.K.10; RI.K.10	
Reading/Skills Groups	Reading Literature and Informational Reading Foundational Standards; RL.K.10; RI.K.6; RI.K.7; RI.K.8; RI.	; Speaking and Listening Standards	s; Language Standards
dent Reading	Reading Literature and Informational Reading Foundational Standards RI.K.10	al Text Standards; s; Speaking and Listening Standard	s; Language Standards
Reading	Reading Literature and Informational Reading Foundational Standards; RI.K.10	al Text Standards ; Speaking and Listening Standards	s; Language Standards

Speaking and Listening Standards; Language Standards: W.K.6

RF.K.2; Language Standards

ıdy

		Kindergarten				First Grade			Second Grade
Start Time	End Time	All Classes		Start Time	End Time	All Classes	Start Time	End Time	All Classes
8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meeting		8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meeting	8:00 AM	8:20 AM	Breakfast/Homeroom/Morning Meet
8:20	8:25 AM	Clean Up	Ī	8:20 AM	8:25 AM	Clean Up	8:20 AM	8:25 AM	Clean Up
8:25 AM	9:55 AM	Literacy Block		8:25 AM	8:40 AM	Mindfulness/Go Noodle	8:25 AM	9:55 AM	Literacy Block
10:00 AM	10:15 AM	Mindfulness/Go Noodle		8:40 AM	9:25 AM	Art/PE/Technology Time (Hathaway/White/Mitchell) Grade Level PLC	9:55 AM	10:55 AM	Nonfiction Studies: Social Studies/Scie
10:15 AM	11:00 AM	Art/PE/Technology Time (Hathaway/White/Mitchell) Grade Level PLC		9:45 AM	11:15 AM	Literacy Block	11:00 AM	11:15 AM	D.E.A.R.
11:05 AM	11:20 AM	D.E.A.R.		11:15 AM	11:30 AM	D.E.A.R.	11:15 AM	11:45 AM	Lunch
11:25 AM	11:55	Lunch		11:30 AM	12:00 PM	Lunch	11:45 AM	12:05 PM	Bathroom/Recess
11:55 AM	12:15 PM	Bathroom/Recess		12:00 PM	12:20 PM	Bathroom/Recess	12:10 PM	1:40 PM	Math Block
12:20 PM	1:50	Math Block		12:25 PM	1:55 PM	Math Block	1:45 PM	2:00 PM	Mindfulness/Go Noodle
9	2:53 PM	Nonfiction Studies: Social Studies/Science		1:58 PM	2:58 PM	Nonfiction Studies: Social Studies/Science	2:00 PM	2:45 PM	Art/PE/Technology Time (Hathaway/White/Mitchell) Grade Level
2:56	3:10 PM	AVID-Organization / HW / Pack Up	l	3:00 PM	3:15 PM	AVID-Organization / Homework	2:45 PM	3:05 PM	AVID-Organization / Homework
3:10 PM	3:25 PM	Bathroom/Clean Up		3:15 PM	3:25 PM	Bathroom/Clean Up	3:05 PM	3:25 PM	Bathroom/Clean Up/ Pack Up
3:25 PM		Dismissal		3:25 PM		Dismissal	3:25 PM		Dismissal
									<u> </u>

llegiate Leadership Academ 5601 Paul Road Raleigh, NC 27616-5319 Raleigh, NC 2

Petition of Support

hool. Collegiate Leadership Academy of Wa

	XX51.000	JAN JAN DE	2003 2003	Beston Mac	SAN	1000 Book	Mound M	Dimmond Hil	Cianga Ha	Bon Posk	Printed Name
The Market	A SON		2	RAN MAN	SO DE PORTO	in the same	in a later	The state of the s	100	MARIAN	Signature
30 Million 18	ナイスニーング	37 Ni Leonard	1 1 I Formando	John Burhall	Total Other	38415 Inne Blue	1 30 TONE TONE	744 Kemp Rd.	the 300 Mainwrith	So Chanters Benne	Street Address
Month of the state	11		De mont	Marie Marie	6	Roleigh	May Bully	Racian Jo	t Baleion No	* Somsku/N/	City/State
27587	77004	2016	27612		-	27616	So gar	27613	2769	17820	Zip Code
See hus mis	210 864 675 210 864 675	929-36-36	202-1-28	9.521.78	99)539	278-789	919-594-987	919-630-5760	948687	918-380-6 ×18	Phone Number

Heritage Collegiate Leadership Academy-Wake

5601 Paul Road Raleigh, NC 27616-5319

Growing Great Leaders

Serving Our Community

Petition of Support

charter Collegiate Leadership Academy of Wa

Red Maries	Printed Name
TO COME TO THE TOTAL TO THE TOTAL TO	
Reservation of the Servation of the Serv	Signature Signature
1977 Daiey Cd. 1977 Daiey Cd. 1977 Daiey Cd. 1984 Dine Vilage Sold Dine Vilage Sold Dine Vilage Sold Dine Hollow Sold Dine Hollow Sold Dine Hollow	Street Address Kung dew Street Kung de
Paleigh NC. Raleigh NC.	City/State N/K/ MC
27616 27609 27609 27609 27609 27616 27616	2 158 1
919-605-524 919-605-628 919-605-628 919-605-628 919-605-524-698 919-605-524-698 919-605-524-698	Phone Number 1999 9824

Heritage Collegiate Leadership Academy-Wake

5601 Paul Road Raleigh, NC 27616-5319

rowing Great Leaders

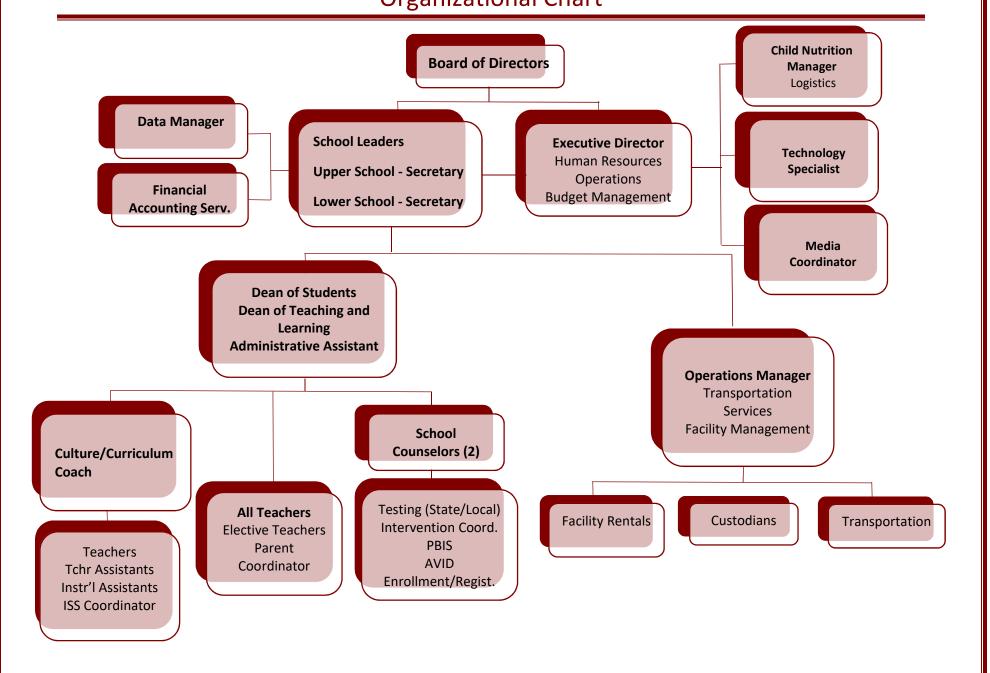
erving Our Community

Petition of Support

Collegiate Leadership Academy of Wa

984, 789, 7895	27614	Release Vic	2805 Falls River de	I Made made	Helade Washall
919 673-1802	27610	Raleigh NC	1517 N.King Charles 2	A. IN	Amaceo Bonds
984-365-6789	116/6	halech NC	Sila Markall Brac	Mark O Min	Mash S Johnson
984-365-9410	20616	Paleigh NC) 8119 Marshall Brae	Son Remodel Sommer	Midm & Jan
99012311	2766	3	Deal Man Road	2 Lange Man	KISON DESMO
919-704-3201	27616	Raterna	0	Mark Constitution of the second	May Dook
John Man	1 May 1	Reall Marie 1	Jan Many		
M	276/6	Ratagh NC	Scollande	hen buzemone	Dan Bugner
	27016	Man Mc	1275 Circlebank	Bunda Bulling	Billion Bellow
9-332-1	21666	Calcon Mc	Mashell mas	W. Comments	Levay John Son
252-325.5468	21018 2100	Dive Raileigh	7275 Cicclebank	Las Kille	Didashi Bu
Phone Number 9/9/4/= 3384	Zip Code 2ip Code	Revent NC	Street Address Day 7 Barran D	S King Woon	Kingle Walle

Heritage Collegiate Leadership Academy Organizational Chart



Heritage Collegiate Leadership Academy Organizational Chart

July 23, 2020

This is version 1 of the Heritage Collegiate Leadership Academy Organizational Chart. It is a work in progress. As the Board examines the overall budget leading up to the first year of school, this organizational chart is subject to change in order to ensure that the final staffing plan aligns with the actual staffing budget.

Best regards,

Dr. Kashi Bazemore Board Chair HCLA, A proposed K-8, College and Career Prep Academy



Heritage Collegiate Leadership Academy Growing Global Leaders • Serving Our Community

July 24, 2020

To Whom It May Concern:

This letter documents that the board members' signatures on the **Charter School Required Signature Certification** form, under the section for the <u>Selected Board Auditor</u>, indicated support to use <u>Petway, Mills, & Pearson, PA, Certified Public Accountants, PO Box 1036, Zebulon, NC 27597.</u>

Thank you for making a note of this clarifying information.

Sincerely

Dr. Kashi Bazemore

HCLA Board Chair

5601 Paul Road

Raleigh, NC 27616

Phone: 252-325-5468

Fax: 984-204-7746



• •	
• •	
Certification	
I, Kashi Bazemore	, as Board Chair, certify that each Board
Member has reviewed and participat	ted in the selection of the individuals and vendors attached to
this document as evidenced by the fi	full Board of Director signatures outlined above. The
	orth Carolina State Board of Education as
	ademy-Wake Charter School is true and correct in every
respect.	
1 Mi	7122/20
(1)	125/20
1	
Signature	
Date	

KASHI BAZEMORE

5601 Paul Road Raleigh, NC 27616 (252) 325-5468 (cell) kashilbazemore@gmail.com

EDUCATION:

North Carolina State University, Raleigh, North Carolina

Master of School Administration, May 2003

G.P.A.: 3.94/4.0

North Carolina State University, Raleigh, North Carolina

ABD, Ph.D., 2003-2007

G.P.A.: 3.8

Honors and Activities:

Phi Delta Kappa International, Current Member

UNC-Chapel Hill Leadership Program for Aspiring Principals (LPAP 44), (PEP)

UNC-Chapel Hill Principal's Executive Program (PEP)

The NC Center for School Leadership Development, UNC-CH

21st Century Educator Award, Triangle Urban League (Closing the Gap), 2003

Wake County Division of Principals and Assistant Principals, Instructional

Services Committee

Wake County Assistant Principal Mentoring Program, Past Mentor

Guest Lecturer, NCSU, MSA Program, Topic: NC School Funding: Past, Present, and

Future Implications of the Leandro Case

The University of North Carolina at Chapel Hill School of Law

Juris Doctor, May 1999.

East Carolina University, Greenville, North Carolina

B.S., Middle Grades Education, Language Arts / Social Studies, May 1995.

G.P.A.: 3.7/4.0

LICENSES and CERTIFICATES:

NC PTA Board Member, Elected

PTA Vice President, River Bend Middle School, Elected

PTA State Executive Committee on Diversity and Inclusion, Appointed

Leadership Team, NC Families for Testing Reform

NC Association of Educators

Executive Director / Mentor / Coach, The John Maxwell Team

Social Studies, Grades 6-8, NY State Department of Education

Principal, Grades K-12, NC Department of Public Instruction

Language Arts, Grades 5-9, NC Department of Public Instruction

Social Studies, Grades 5-9, NC Department of Public Instruction

Certified Master Literacy Trainer, NCDPI

Former Trustee, Roanoke-Chowan Community College, Appointed by Governor

Former Board Member, Choanoke Area Development Association (CADA)

Duke University Certificate Program in Nonprofit Management

Facilitative Leadership

Notary Public, Wake County, North Carolina

Mediator – Eastern Carolina Mediation Center / Legal Services

North Carolina Community Economic Development Studies Program Certified National Small / Large Group Trainer, Avon Products, Inc. (New York)

Organizations: Alpha Kappa Alpha Sorority, Inc.

Rotary International

Phi Kappa Phi Honor Fraternity

Association of Supervision and Curriculum Development

EXPERIENCE: Business Liaison

Research Triangle Institute – O*NET Operations Center

Raleigh, NC

March 2020 - Present

CEO / Tutor

Added Education Solutions, LLC

Raleigh, NC

May 2019 - Present

Executive Director / Trainer / Coach

The John Maxwell Team

Raleigh, NC

August 2017 – Present

Executive Director / Co-Founder

Heritage Collegiate Leadership Academy of Bertie County, Inc.

Windsor, NC

June 2011 – June 2019

Literacy Coach

Henderson Middle School

Henderson, NC

July 2013 – April 2013

8th Grade Language Arts Teacher / Team Leader / Common Core Trainer

Henderson Middle School

Henderson, NC

January 2012 – June 2013

Item Writer / Reviewer

NC State University

Raleigh, NC

August 2012 – June 201

Social Studies Teacher and Debate Team Founder / Coach

KIPP AMP Academy Charter School

Brooklyn, NY

January 2008 – June 2011

Building Excellent Schools Fellow

Building Excellent Schools Fellowship Program Boston, MA August 2007 – April 2008

Assistant Principal, Ligon Gifted and Talented Magnet Middle School Raleigh, NC September 2004 – June 2007

Assistant Principal, Apex Middle School Apex, NC

August 2003 – September 2004

Language Arts Teacher, Wake Forest – Rolesville Middle School, Wake Forest, NC October 2000 – June 2003

Crew Leader, United States Census Bureau, Raleigh Census Office, Raleigh, NC April 2000 - August 2000

Litigation Assistant, NC Justice and Community Development Center, Raleigh, NC May 1997- May 2000

Extern, NC Department of Justice, Criminal Appellate Section, Raleigh, NC January 1999 – April 1999
Conducted legal research and completed State's Responses to Prisoner Petitions

Certified Law Student, UNC Criminal Legal Clinic, Chapel Hill, NC September 1998 – December 1998

Law Clerk, Federal Public Defender's Office, E.D.N.C., Raleigh, NC May 1998 – December 1998

Legal Intern, United States Attorney's Office, E.D.N.C., Raleigh, NC September 1997 – December 1997

Mitigation Assistant, NC Center for Death Penalty Litigation, Durham, NC September 1996 – May 1998
Assisted in the development of cases of indigent individuals on NC's death row Performed tasks for trial, sentencing, and post-conviction phases

Language Arts Teacher, Edward Best School, Louisburg, NC September 1995 – June 1996

Language Arts Teacher, Southwestern Middle School, Windsor, NC April 1995 – June 1995

Legal Intern, Law Office of Jerome Ramey, Greenville, NC August 1993 – December 1993

Program Coordinator, Urban Renewal Committee of South Jamaica,

Jamaica, NY January 1992 – December 1992

Program Coordinator, Raleigh Parks and Recreation, Raleigh, NC September 1990 – December 1991

Technical Assistant, NC Department of Public Instruction, Raleigh, NC February 1988 – July 1990

Ericka Lucas 5204 Mallard Grove Drive Raleigh, NC 27616 Erickalucas@yahoo.com Tel. 919-604-2765

2018 - Current High School Assistant Principal Millbrook

Improve student instruction, by supporting teachers and providing instructional feedback, addressing student behaviors, and communicating with parents to enlist their help to resolve student issues. Determine ways to help staff reach their goals by providing support using instructional learning rounds. Provide supervision before and after school (lunch duty, athletics, club meetings etc.). Assist with student orientation, organize and direct lunch supervision. Attend and collaborate with fellow administrators to provide input and feedback on processes and procedures for the school.

2016-2018: Director of Alternative Learning: Wake County Public Schools

Oversee the day to day operations of the SCORE program for long-term suspended students. Coordinate staff development sessions for on-line teachers, Observe and evaluate all teachers and staff members in NCEES. Interview and hire using an agreed upon rubric for SCORE academy. Manage the finances for ALP programs. Provided technical support to all alternative schools, and helped to transition the SCORE Program to Schools at various sites. Provided staff development sessions

Rolesville High Schol Principal: 2013-2015 Wake County
Public Schools. http://rolesvillebuzz.com/feature/the-housethat-lucas-built-founding-principal-of-rhs-to-resign-for-newposition

Hired staff, provided leadership to assistant Principals. Created student schedules, Evaluated staff with the assigned tool from DPI. Primary budget manager, Set department goals with the team to be implemented during the school year, used data to

make decisions about teaching and learning. Oversee the day to day operations of the school. Provided leadership and supervisory skills

Accomplishments:

- Future Ready Leaders Trainer for North Carolina Principals and Assistant Principals
- Provided staff development on Crucial Conversations
- Facilitative Leadership trainer (Ruby Payne- Train the trainer).
- Principal of the year Finalist 2015: http://rolesvillehs.weebly.com/principals-message.html
- Advanced ED Team Member-Presently-Evaluate Schools & Provide feedback
- Provided Learning Rounds to maximize teaching and learning in the schools.
- Certified Health and Physical Education Teacher, Coach and Athletic director

North Carolina State University 2001-2002

Education major, Participated in the Athletic Program, chosen as a Delta Scholar by the Ladies of Delta Sigma Theta Sorority Inc. Education major, Participated in the Athletic Program, chosen as a Delta Scholar by the Ladies of Delta Sigma Theta Sorority Inc. Masters in Educational Leadership Graduated with a 3.1 GPA.

27 years of experience as an Educator. My focus has been on ensuring that all students are provided the skills needed to be successful and employ strategies that work for them as individuals. Equity is not about doing the same thing for every student but it is more about being diverse, and providing inclusion within our educational systems. We must be strategic and mindful of practices that hinder our progress and focus on actions that support equitable practices.

STANLEY J. ELLIOTT, Ph.D.

1200 Litchborough Way Wake Forest, NC 27587 (704)433-7987 Email-sjelliott1@aol.com

EDUCATION

North Carolina State University

Doctor of Philosophy, Educational Research and Policy Analysis

North Carolina Central University Masters Degree, Public Administration

Elizabeth City State University Bachelor of Arts, Political Science

Leadership North Carolina (twelve-month Leadership Series)

Wake Technical Community College
North Carolina Department of Justice, Criminal Justice Instructor Certification,

WORK EXPERIENCE

October 2017-October 2019
Roanoke-Chowan
Community College
Ahoskie, NC

President-Serves as the main source of communications between the Board of Trustees and the college; recommends policies, programs and personnel to the Board of Trustees; Reviews college's mission and goals statement. develops annual college objectives and participates in the long and short range planning process. Reviews, revises, approves and recommends to the Trustees the annual college budget of \$7 million and recommends to the Board of Trustees all full-time college personnel; approves or delegates approval of part-time personnel; insures the implementation of the affirmative action plan; and insure the implementation of an effective staff development plan for all personnel. Assess the space and equipment needs of the college participates in the development of sources of funding; approves the acquisition of equipment and the utilization of space, and reviews updates, and implements the facilities master plan. Designates the location of college records and develops or causes to be developed policies and procedures for their use and security; insures the development of a management information system. Develops or causes to be developed college policies for Board of Trustees approval and administrative rules Insures that the instructional program provides quality educational opportunities to the people of the service area; approves plans for and implementation of program

development activities. Ensures that the Office of Student Development Services is providing effective support services to students. Approves the plan for solicitation of external funding; a approves and signs all grant proposals; and ensures that the college foundation and its activities are an effective vehicle for college development. ensures that staff and program development program unit address the professional development of all employees, the development of an efficient and effective organization, and the development of college and educational programs. Insures that the public information unit addresses the coordinated flow of information to the relevant publics on the mission, goals and objectives and activities of the college.

July 2015-September 2017 Shaw University Raleigh, NC

Vice President of Student Affairs-The Vice President for Student Affairs reports directly to the President and serves as the Chief Officer for the College as it relates to student services. The Vice President for Student Affairs is responsible for the following departments, Student Activities, Admissions, Financial Aid, Career Planning and Placements, Counseling Center, Campus Ministry, Health Services, and Judicial Affairs. Specific responsibilities include: (1) Providing overall leadership in fulfilling the mission of the College through the work of Student Affairs (2) Working closely with the President and other College officials to provide overall internal leadership to support the College's teaching and learning environment (3) Sustaining a learning-centered environment that promotes collaborative decision making (4) Identifying new sources of revenue to support existing programs and to create new programs that promote and advance the College's mission (5) Ensuring a diverse and representative population of faculty, staff, and students through recruitment, enrollment, and retention of all target populations (6) Assuring that College policies and procedures governing academic and student issues enhance the learning environment and reflect current needs and best practices.

June 2011- July 2015
Shaw University
Raleigh, NC

Assoc. VP Academic Affairs/Adult and Professional College
The Assoc. VP for Academic Affairs is responsible for direct
supervision and management of 10 Adult Education Extension
sites of the University. Responsible for 10 Area Coordinators of
each site, 2 recruiters and several support staff. The Assoc. VP for
Academic Affairs is also responsible for coordinating academic
and business affairs activities for all sites. The Assoc. VP is also
responsible for budget projections and allocations, while providing
leadership to identify new resources of revenue to support the
University's mission. Non-Traditional students represent
approximately 30 percent of the student population,

June 2006-May 2011 Livingstone College Salisbury, NC

Vice President of Student Affairs-The Vice President for Student Affairs reports directly to the President and serves as the Chief Officer for the College as it relates to student services. The Vice President for Student Affairs is responsible for the following departments, Student Activities, Admissions, Financial Aid, Career Planning and Placements, Counseling Center, Campus Ministry, Health Services, and Judicial Affairs. Specific responsibilities include: (1) Providing overall leadership in fulfilling the mission of the College through the work of Student Affairs (2) Working closely with the President and other College officials to provide overall internal leadership to support the College's teaching and learning environment (3) Sustaining a learning-centered environment that promotes collaborative decision making (4) Identifying new sources of revenue to support existing programs and to create new programs that promote and advance the College's mission (5) Ensuring a diverse and representative population of faculty, staff, and students through recruitment, enrollment, and retention of all target populations (6) Assuring that College policies and procedures governing academic and student issues enhance the learning environment and reflect current needs and best practices.

September 2002-May 2006 Saint. Augustine's College Raleigh, N.C.

Dean of Students-Serve as a senior member of Student Affairs staff. Provide administration and Staff Raleigh, management for Student Affairs Assist with University wide activities to include registration, formal academic occasions and other tasks as directed by Vice President.

August 1998- August 2002 St. Augustine's College Raleigh, NC

Asst. Director-First Year College/Asst. Prof.

Teach and advise students in the Social Science Division

Assist the Freshman Studies Program, advise students,

September 1995 – July 1998 Orange Correctional Center Hillsborough, N.C. Assistant Superintendent- Supervise all Custody staff and ensure that the facility meets all safety and security standards. Liaison between the N.C.D.O.C. and the community.

coordinate student activities and complete various reports.

July 1993- September 1995
Person Correctional Center
Roxboro, N.C.

Correctional Programs Supervisor-Coordinate, develop and supervise rehabilitation programs used by the North Carolina Department of Correction.

November 1995-1998
Piedmont Community College
Roxboro, N.C.

Instructor (Part-time) Instruct Criminal Justice courses and evaluate student performance.

August 2003-Present

North Carolina State University Raleigh, NC

Instructor (Part-time) Instruct in the Department of Educational Research and evaluate student performance.

August 2003-May 2006

North Carolina State University Raleigh, NC Research Assistant (Part-time) Assist faculty with research interests. Perform Quantitative and Qualitative analysis on various topic.

CONSULTING

SACSCOC-The Commission on Colleges of the Southern Association of Colleges and Schools-Onsite Review Team for Trenholm State Community College. (October 2018)

Wake County Public Schools Task Force for Safer Schools-Appointed by Wake County School Board (January, NC 2713)

Southern Association of Colleges and Schools-On-Site Review Committee to review the following Institution (Paine College, Augusta, Georgia, May 2010)

NCCPA-North Carolina College Personnel Association-HBCU Liaison- January 2010

Southern Association of Colleges and Schools-Off-Site Review Committee to review the following Institutions (Huston-Tillotson College, St. Paul's College, and Truett-McConnell College) October 2008

Appointed by N.C. Governor, Beverly Perdue- N.C. Youth Advocacy Council December 2008

Program Evaluation/Program Management

March 2005- "Making a Difference" Collaborative Grant between Durham PROUD and Duke Univ. June 2005- W.D. Hill Parks and Recreation of Durham July 2006- Durham County Weed and Seed Program

Program Evaluation/Program Management/Personnel Management

July 2005- Teen Court and Restitution of Durham
July 2006-New Horizons Alternative School
September 2006-Hayti Weed and Seed Report in collaboration with Raleigh Police

Grant Writing/Grant Management

July 2005- 100 Black Men of America (Over 125K awarded for Mentoring Programs)

Statistical Analysis/Program Evaluation

April 2006- North Carolina SPF SIG Evaluation Advisory Group

PROFESSIONAL MEMBERSHIPS

(AAUP) American Association for University Professors

(NASPA)-Student Affairs Administrators in Higher Education

(NASAP) National Association of Student Affairs Professionals

(AERA) American Education Research Association

(AIR) Association for Institutional Research

(ASHE) Association for the Study of Higher Education

(BOTA) Brothers of the Academy

(NACADA) National Academic Advising Association

PRESENTATIONS

Elliott, Stanley (2019 April) North Carolina Black Summit (<u>www.ncblacksummit.org</u>) Higher Education Trends in rural North Carolina, Raleigh, NC

Elliott, Stanley (March 2019) Hertford County Public Schools-Increasing retention rates with at-risk populations

Elliott, Stanley (March 2019) Bertie County Criminal Justice Partnership-College Preparation and recommendations for success

Elliott, Stanley (March 2019) North Carolina Chapter on National Administrators Association-Tips and Suggestions on how to lead an institution on Higher Education during stressful situations

Elliott, Stanley (March 2019) NCCC Joint Conference for Academic and Student Affairs-Student Affairs Trends and recommendations for increasing retention rates

Elliott, Stanley (2014 January) WILLLEAD Student Leadership Conference-Servant Leadership as a Student Leader, Raleigh, NC

Elliott, Stanley (2012 January) WILLLEAD Student Leadership Conference-Leadership and Conflict, Raleigh, NC

Elliott, Stanley (2010 October) NCCPA-NHO Regional Conference-Engagement of African American Students, Chapel Hill, NC

Elliott, Stanley (2007 April) African American Male Mentoring Conference- Topic- Recruiting and Retaining African American Male Faculty. Raleigh, NC

Elliott, Stanley (2004 April) American Education Research Association-Invited to Division-G Round table discussion. San Diego, CA

Elliott, Stanley (2004, March). An Analysis of African American Male Faculty and the Determining Factors for their Retention, Recruitment and Visibility in the Academy. Saint Augustine's College, Raleigh, NC

Elliott, Stanley and Bitting, Paul (2002, October). Building Resiliency in Middle School Students. Wake County Public Schools, Raleigh, N.C.

Elliott, Stanley (2001, March). Stress Related Hazards in Criminal Justice. Mental Health Symposium Saint Augustine's College, Raleigh, N.C.

Elliott, Stanley (2000, February). Who Am I? An Assessment and Presentation for African American Youth. Omega Champs Mentoring Program, Raleigh, N.C.

Elliott, Stanley (1999 August). Assessing Student Performance. Chowan County School System, Edenton, N.C.

INSTITUTIONAL SERVICE

Member of Quantitative Methodology Search Committee-Department of Education Research and Policy Analysis-North Carolina State University (May 2003)

Member of Judicial Hearing Committee- Saint Augustine's College (May 2001-Present)

FUNDED GRANTS

\$369,000-Golden Leaf of NC-Establishing a Training Center in Bertie County-Awarded March 2019

\$310,000-Golden Leaf of NC-Establishing a Training Center in Hertford County.-Awarded March 2019

\$20,000-NC Department of Commerce-Finish Line Grant-To increase graduation rates among Community College Students-Awarded March 2018

\$45,000-NC Community College System-MMSI(Minority Male Mentoring Initiative)-To increase retention rates-Awarded January 2018

\$500,000-USDA-Distance Learning and Telemedicine in Northeastern NC-Awarded October 2018

\$1.5 Million-US Department of Education-Trio and Student Support Services-Awarded December 2017

\$15,0000-US Department of Education-Project Success- To increase Student retention among rural college students- Awarded November 2017

PUBLICATIONS

Elliott, S., Robinson, J. and Serow, R., (2003). On the teaching track: University Reform and Faculty Evaluation: Staff and Development International. Available www.sedi.150m.com

Elliott, S.and Serow, R., (2003). Title II of the 1944 GI Bill. Review of Higher Education

HONORS AND AWARDS

North Carolina State University, Outstanding Teacher Assistant (2003)

Omega Psi Phi Fraternity, Inc., Citizen of the Year (2002)

Saint Augustine's College, Teacher/Advisor of the Year (2001)

North Carolina Central University, Honor Graduate (1997)

Elizabeth City State University, Honor Graduate and Honors Program (1991)

Elizabeth City State University, Full Four Year Academic Scholarship (1988-1991)

Elizabeth City State University, Three-Year Graduate (1991)

REFERENCES

Peter Hans, President
North Carolina Community College System
200 West Jones Street, Raleigh, NC 27603
919-807-6951
hansp@nccommunitycolleges.edu

Jennifer Haygood, Chief of Staff
200 West Jones Street
Raleigh, NC 27603
919-807-7021
haygoodj@nccommunitycolleges.edu

Paulette Dillard, Ph.D.
President of Shaw University
118 East South Street, Raleigh, NC 27601
404-312-6364
pdillard@shawu.edu

Jimmy Jenkins, Ph.D.
President of Livingstone College
701 West Monroe Street, Salisbury, NC 28144
704-433-6266
jjenkins@livingstone.edu

Travis Bond

114 Harrell Rd, Colerain, NC 27924

919-903-6078 tbond252@gmail.com

Education

University of North Carolina Chapel Hill Chapel Hill, NC

Exercise and Sports Science (Sports Administration) December 2012- Current

Related College Course Work

Anatomy Kinesiology Emergency First Aid Biology

Personal Health Sports Marketing Sports Economics Biology Lab

Sports Fitness

Experience and Skills

Enterprise

2018-2019

- Greeted and served customers throughout the car rental process
- Completed an average of 4 rental contracts per day and ensured customers met qualifications
- Assisted customers daily in rental process and qualifications
- Worked with team in preparing and placing customers in rental cars daily

Heritage Collegiate Leadership Academy

2017

- Responsible for creating an Athletic program for the scholar-athletes
- Met with each of the scholar-athlete to go over their goals and accomplishments
- Develop, manage, and supervise developmentally appropriate athletic and PE programs in line with the school's overall educational mission and goals and accessible to all students

CFL (Canadian Football League)

Edmonton Eskimos
Winnipeg Blue Bombers
2018-2020
2016-2018

Drafted to NFL

- Traded to the St. Louis Rams 2014-2015
- Resigned by the Carolina Panthers 2013-2014
- Selected by the Minnesota Vikings 2013

Lettered in football at UNC 2009-2013

Started on the offensive line three years

Community Services

Volunteer Football/Basketball Coach 2014

Coach YMCA youth basketball teams

2007

 Helped youths learn and understand more about the fundamental aspects of basketball and team sports

Donor Calls UNC, NC

March 2012

Certifications

CPR Certified February 2012

Kelly O. Chesson

KECHESSON@GMAIL.COM

252-741-0854

Program Excellence Management

Outreach Services | Case Management | Program Administration

Community leader with expertise in academic and professional performance improvement strategies, student behavior, alternative career and education options, parent-teacher-student relations, community outreach, event coordination, and program development. Skilled in collaborating with diverse groups, including high-profile community members, and organizations to achieve determined objectives. Instrumental in streamlining and improving pathways, enhancing productivity, and implementing creative solutions.

- Event Coordination
- Career Consultation
- Strategic Negotiations
- Progress Evaluations

- Community Collaboration
- Stakeholder Communications
- Customer Care & Cultivation
- Integrity-Based Sales

- Educational Support Programs
- Project Management
- Needs Assessment
- Marketing & Public Relations

PROFESSIONAL EXPERIENCE

ELEVATION ENTERPRISES Founder 10/2018-Present

Consulting services: business startup, personnel management, process improvement, resource allocation, educational operations and curriculum services, employment referrals, community engagement/outreach, and agency fundraising. Deployment of resources to achieve objectives and acquire a diverse client base, and industry partners. Record of success in guiding, directing, and replicating the Down East Highway Construction & Trades Academy for statewide implementation. Use of substantial change management, with effective engagement, strategic leadership, and cross-functional team management. Initial project budget of \$75,000 increased. Co-Authored 2020 training curriculum for the NCDOT Highway Construction & Trades Academy. Facilitating renewal of Roanoke-Chowan Community College's HCTA proposal for 2020, and expansion of North Carolina Central University School of Law's Virtual Justice Project.

NCDOT ALTERNATIVE OJT: DOWN EAST HIGHWAY CONSTRUCTION & TRADES ACADEMY, Ahoskie, NC

10/2018-07/2019

Program Coordinator

Complete project management. Recruited and hired vocational training staff. Finalized training calendar. Data management and completion of all academy reports. Directed all recruitment and outreach. Creation and submittal of invoices to NCDOT OJT for services, activities, and expenses. Serve as a point of contact for community/industry partners, project administrators and oversight agency. Approved and finalized all invoices and academy reports. Approval of site expenditures, and invoicing. Worked directly with industry partners to ensure work placement of completers. Provide administrative support during trainings. Aid trainees, instructors, and community partners. Update all marketing materials. Trainee on-boarding, classroom instruction, and NC Works WIOA registration. Case management, alumni support, and expansion.

Key Accomplishments:

- Completed 3 cohorts while decreasing operating costs
- Program model will be used statewide in 2020.

HERITAGE COLLEGIATE LEADERSHIP ACADEMY, Windsor, NC

03/2018 - 7/2018

ELA Teacher/Grade Level Chair/Counselor

Charter School. Developed and executed daily/weekly lesson plans to ensure student learning aligned with NC Common Core Standards. Administered classroom assessments, NC Check-In, and other interim assessments; and with the support of School Leaders, used data-driven instructional practices. Differentiated teaching and activities for students at all levels to ensure that all students were progressing. Worked with other grade level teachers to encourage interdisciplinary learning. Helped to create a positive learning environment and gain positive rapport with students, parents and staff. Member of school improvement team.

Key Accomplishments:

Grade level proficiency >60% for 6th Grade NC Reading EOG.

Kelly O. Chesson

WASHINGTON COUNTY SCHOOLS-PLYMOUTH HIGH SCHOOL, Plymouth, NC

01/2016 - 03/2018

Parent & Community Involvement Coordinator, 8/2016 - 3/2018

Monitored student attendance, academic performance, and socialization within traditional and alternative educational environments. Coordinated individual meetings for parents and teachers, and parent-community monthly discussions related to new activities and policies. Reclamation of dropout and non-enrolled students by providing alternative education options. Peer Group Connection Advisor responsible for outreach activities and family night coordination organized through the Center for Supportive Schools. Administrator for NCAA Eligibility Center, PowerSchool attendance, new student enrollment, course registration, and co-administrator for the CFNC career pathway program.

Key Accomplishments:

- Directed and conducted Corrective Reading and Decoding Placement testing for all non-proficient English students.
 Introduced the PowerSchool Parent Portal to WCS. Governed the PowerSchool Parent Portal access and issues.
- Drove parent involvement and attendance in excess of 100%.

American History Teacher, 1/2016 - 6/2016

Delivered coursework using international and domestic current events, interdisciplinary assignments, and a variety of technology intended to foster interest, create relevance, and bridge content with standards and other core classes. Utilized summative and formative strategies to assess mastery of objectives. Co-advisor to the Student Government Association. **Key Accomplishments:**

Average student proficiency growth rate of 80% from NC EVAAS projections.

FEYER FORD AUTOMOTIVE GROUP, Plymouth, NC

11/2012-11/2015

Sales Consultant

Cultivated customer relationships through rapport, needs assessment, follow-up, community activities, email, and personal contact. Dealership representative for various community events. Certified as Master Sales Consultant at time of departure. Use of CRM systems Pro Response and NetSuite to create data driven sales strategies.

Key Accomplishments:

Generated over \$95K in front-end profit in first full calendar year.

EDUCATION & CERTIFICATIONS

Bachelor of Arts, Psychology with minor in African American Studies, University of North Carolina, Chapel Hill, NC, 2012

Accounting, Pitt Community College, Winterville, NC 2015

Master's in Education, Elizabeth City State University, Elizabeth City, NC *expected graduation 2021

SELF-EMPLOYMENT & SKILLS

THE WAVE FOOD COMPANY LLC

Founder

3/2016-Present

Giving Local Products a Global Presence. Mobile caterer, fresh meat and seafood delivery. Plan and direct all functions of the company. Established and integrated functional strategies utilizing business expertise. Oversee end-to-end processes including sourcing, procurement, marketing cycles, new client acquisition, and events. Develop all sales/marketing plans and update company social media. Analyze market trends and statistics to determine potential of growth and price points. Use of performance metrics from sales and marketing campaigns. Responsible for all business development and facilitation of all company philanthropy. Management of all company interests and assets including acquired capital. Update financial data, deposit cash and checks, reconciliation of payments and receipts, update inventory records, pay vendors and suppliers, compare month-to-date P&L to proposed budgets, scan documents and receipts, review bank/card statements and reconciliation reports, review financial statements with accountant, collection of overdue receivables, prepare full-year financial statements, submittal of annual tax returns. Primary caterer for the Town of Roper 2018 Christmas Festival, and Washington County High School Athletics. Monthly and annual giveaways, and community feeding events.

For students to progress to the next step in instruction.

- 3. All students at Heritage Collegiate will be required to meet al promotions standards set forth by the State, including the reading standard at grade 3. In addition, Heritage Collegiate will require students to pass both reading and mathematics based on demonstration pf the proficiency on the end-of-year State assessments, students must pass either science or social studies and 50 percent of their electives. In addition, students must meet the school's attendance requirements, in order to be promoted to the next grade. For students who are at risk of failing, including students with special needs, Heritage Collegiate will provide remedial instructional support. All state and school promotion criteria will be shared with parents/guardians in writing during the enrollment process and at every subsequent meeting with parents/guardian throughout the school year. State and school promotion criteria will also be posted on the school's website and will be included in all documents sent home to parents/guardians throughout the academic year. Heritage Collegiate will offer summer reading camps for grade 3 students who fail to meet the reading proficiency requirements. Per North Carolina statute, the principal, using all available student information, will make the final decision regarding a student's promotion to the next grade.
- 4. The graduation standards for grade 8 will require students to successfully complete their year-long grade 8 academic project, meet the school's attendance policy, and have at least a passing grade of "D" ion either science or social studies., and pass at least a 50 percent of their elective courses. Students will also be expected to successfully complete the grade 8 English/Language Arts and mathematics proficiency on the state-mandated assessments at grade 8. Beyond state standards, students graduating from grade 8 will be given a certificate indicating that she/he has successfully completed the requirements of Heritage collegiate Leadership Academy and are thereby eligible for enrollment in high school.

Student Performance Standards

Evaluation Criteria

Reviewer	Score
Cheryl Turner	Average
Rebecca Shore	
Joe Maimone	Average

Student Conduct:

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

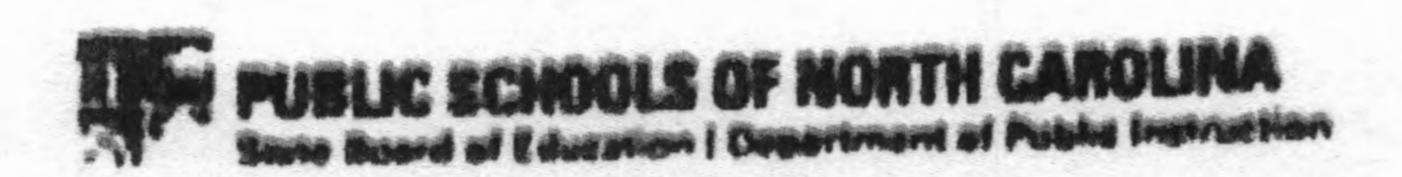
Provide a draft copy of the student handbook within the appendices (Appendix C)

Be sure to include:

1. Practices the school will se to promote effective discipline.

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

5.



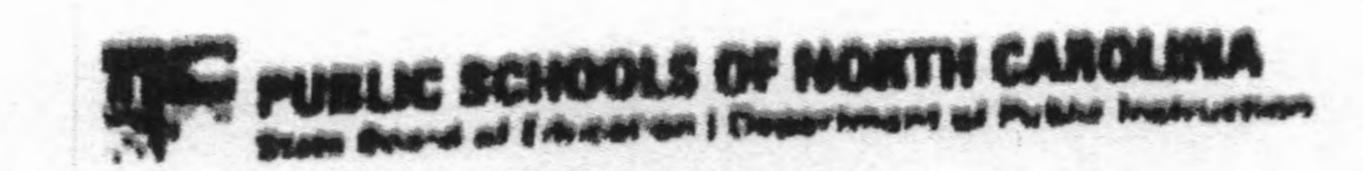
Charter School Required Signature Certification

Note: (Intlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/oversceing all third party contracts with

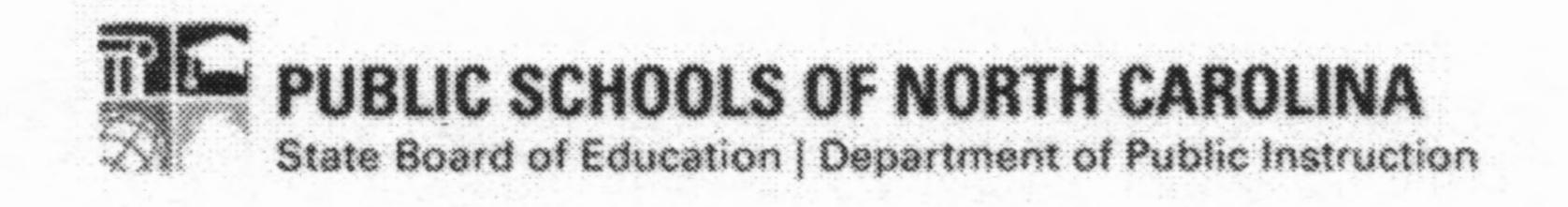
ivi	duals or companies.
	The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation. O Name of the Selected Board Attorney: O Date of Review:
	Signature of Board Members Present (Add Signature Lines as Needed):
	The selected Board Auditor that he/she has reviewed with the full Board of Directors. listed within the application, all the items required for the annual audit and 990 preparations. Name of the Selected Board Auditor: Date of Review:

o Signature of Board Members Present (Add Signature Lines as Needed):

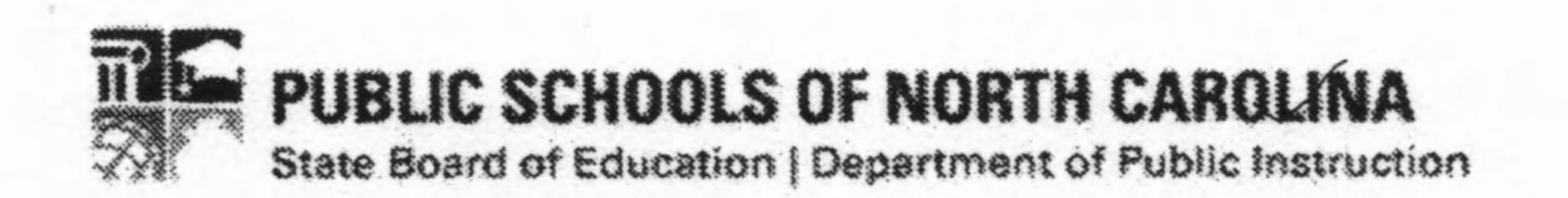


	If contracting with a (MO/I-MO), that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and with the full Board of Directors, listed within the application, all the items required and
	The state of the s
	Name of the Contact for Selected EMO/('MO); A To 1
	o Name of the Contact for Sciented LMO/CMO: Not Applicable NOT APPLICABLE
	o Date of Review:
	O Signature of Board Members Present (Add Signature Lines as Needed):
se	contracting with a financial management service provider that the selected financial rvice provider has reviewed with the full Board of Directors, listed within the plication, all the financial processes and services provided.
	O Name of the Contact:
	Not Yet Identified
	Name of the Selected Financial Service Provider: 7/23/2020
	Date of Review:
	Signature of Board Members Present (Add Signature Lines as Needed):
servic	proposed Board of Directors, listed within the application, is contracting with a se provider to operate PowerSchool that the service provider has reviewed all of the sial processes and services provided.
	Name of the Contact: Noryet Identified NOT APPLICA BLE
0	Name of the Selected PowerSchool Service Provider:
0	Date of Review:
0	Signature of Board Members Present (Add Signature Lines as Necded):

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian jones@dpi.nc.gov.



Certification			
I, Kashi Bazemore	, as Board (Chair, certify that each Boa	ard
Member has reviewed and	d participated in the selection of the in	경기 없는 이 이번 이번 경기 때문에 되는 사람들이 되었다. 이번 경기 이번 보고 있는 사람들이 되었다. 그런	
	ed by the full Board of Director signat	50 - C.	
	ng to the North Carolina State Board of		
	dership Academy-Wake Charter Sch		verv
respect.	Torring Transcor Circuit Cor		
Dr. A	Sashi Bazemore	Board	Chair
Signature	5		
Date	7/23/20		
	///////////////////////////////////////		



Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

Board Member Background Check

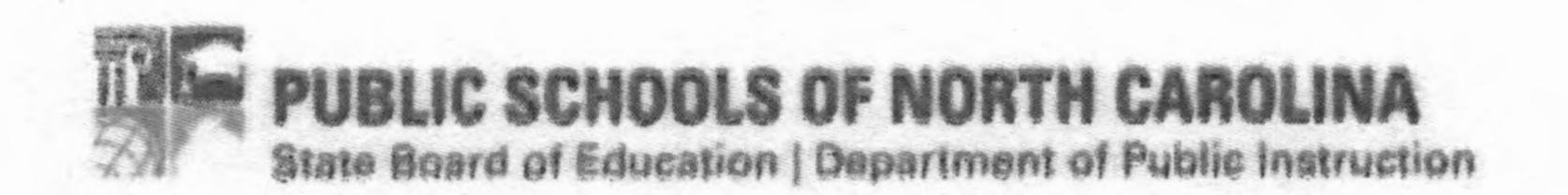
Signature

Each member of the founding board must submit a completed background check that meets the following parameters:

1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

Date

- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Certification Statement:

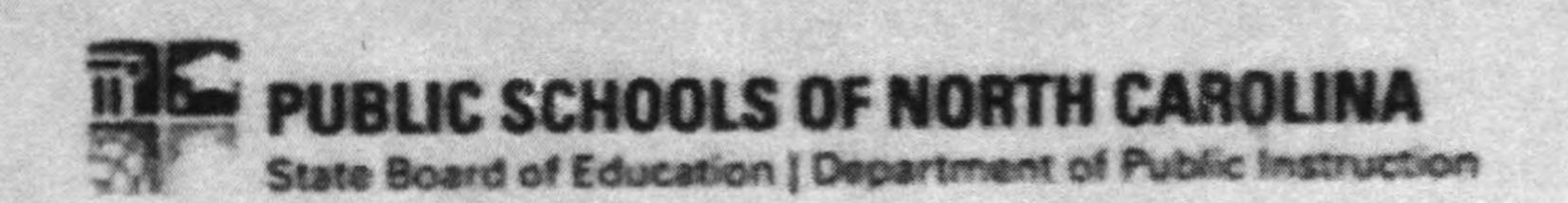
Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Michael David Dunn	, certify that I have not been convicted of any misdemeanor
or felony other than a minor to	
Signature Mulaula	Date 7/20/2020
I,	, certify that I <u>have</u> been convicted of a misdemeanor or
felony other than a minor traff	nc violation.
Signature	Date

Board Member Background Check

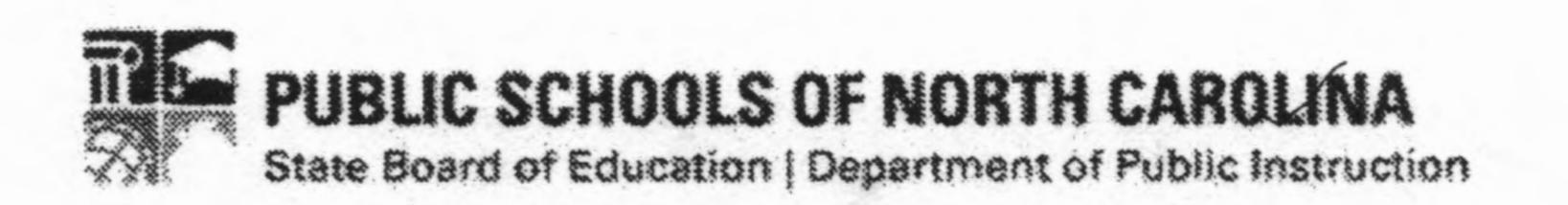
- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Certification Statement:

Board Member Background Check

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Certification Statement:

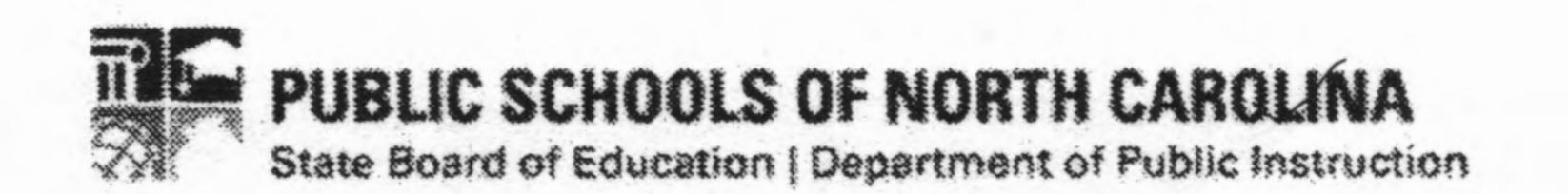
Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, 2011/1	, certify that I have not been convicted of any misde	meano
or felony other than a m	inor traffic violation.	
Signature 24/	Date 1/22/20	
Ι,	, certify that I <u>have</u> been convicted of a misdemeano	or or
felony other than a min	or traffic violation.	
Signature	Date	

Board Member Background Check

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Starley Elliott	, certify that I have not been convicted of any misdemeano
or felony other than a minor traffic	violation.
Signature //	Date 7-24-2010
•	
I,	_, certify that I have been convicted of a misdemeanor or
felony other than a minor traffic vio	olation.
Signature	Date

Board Member Background Check

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Heritage Collegiate Leadership Academy Growing Global Leaders • Serving Our Community

July 24, 2020

To Whom It May Concern:

This letter documents the absence of Ericka Lucas' Certification Statement and Capt. Michael Dunn's Resume. They were not present at the working session on 7/23/20. I will forward these items upon request.

Phone: 252-325-5468

Fax: 984-204-7746

Ms. Lucas' resume is included. Capt Dunn's Certification is included.

Sincerely,

Dr. Kashi Bazemore HCLA Board Chair

Heritage Collegiate Leadership Academy – Wake Board Roster

Name	Position	Street Address	City/State/Zip	Phone Number	Email Address	Expertise Area
Dr. Kashi Bazemore	Chair	7275 Circlebank	Raleigh, NC	(252) 325-5468	kbhall@heritagecollegiat	Curriculum and
		Drive	27616		<u>e.org</u>	Instruction,
						Governance,
						Community
						Outreach, Business
						and Education Law
Ericka Lucas	Member	5204 Mallard Grave	Raleigh, NC	(919) 616-1582	erickalucas@yahoo.com	Athletics, School
		Drive	27616			Leadership,
						Health/PE, School
						Culture / Teacher
						Evaluation
Dr. Stanley Elliott	Member	1200 Litchborough	Wake Forest,	(704) 433-7987	Sjelliott1@aol.com	Higher Education
·		Way	NC 27587			Administration (NC
						Community College
						System, HBCUs,
						NCSU Alum),
						Nonprofit Business
						Leadership,
						Minority Male
						Initiatives,
						Fundraising,
						Community Outreach
Kelly Chesson	Member	177 Griffin Road	Roper, NC	(252) 741-0854	kechesson@gmail.com	Fundraising,
			27970			Teaching, School
						Leadership, Former
						HCLA Teacher,
						College Partnerships,
						Institutional
						Advancement and
						Partnerships
Captain Michael Dunn	Member	10609 Lake Place	Zebulon, NC	(703) 728-7841	firstcatchusa@gmail.com	Commercial Aviation,
			27597			ECSU Instructor,
						STEM, College Prep
						Requirements
Travis Bond	Member	109 Chere Helen	Mooresville, NC	(919) 903-6078	TBond252@gmail.com	Athletics, Mental
		Drive	28511			Health, College
						Partnerships, NFL
						giving, College Prep
						for Athletes, Alumni
						Networking (UNCCH)



Heritage Collegiate Leadership Academy Growing Global Leaders • Serving Our Community

July 24, 2020

To Whom It May Concern:

This letter documents that we have not yet identified a school leader for HCLA. Therefore, there is no resume to submit for Question 175.

Thank you for making a note of this clarifying information.

Sincerely,

Kashí Bazemore

Dr. Kashi Bazemore HCLA Board Chair

5601 Paul Road Raleigh, NC 27616 Phone: 252-325-5468 Fax: 984-204-7746



Signature Page

Print/Type Name: Dr. Kashi L. Bazemore

The foregoing application is submitted on behalf of [Board of Directors - Heritage Collegiate Leadership Academy, Inc. 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,

upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and and SBE regulations. Additionally, we understand the final approval of the charter is contingent 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.

Board Position: Chair
Signature:
Date: 17/24/20
~ 1
Sworn to and subscribed before methis 24^{M} day of 54 , 2020 .
Notary Public: Custa K Manusey Official Seal:
Notary Public: What I would get of Official Seal:
My commission expires: October 24, 20 23.
wy commission expires. October 20 20.
"INCOUNTY init

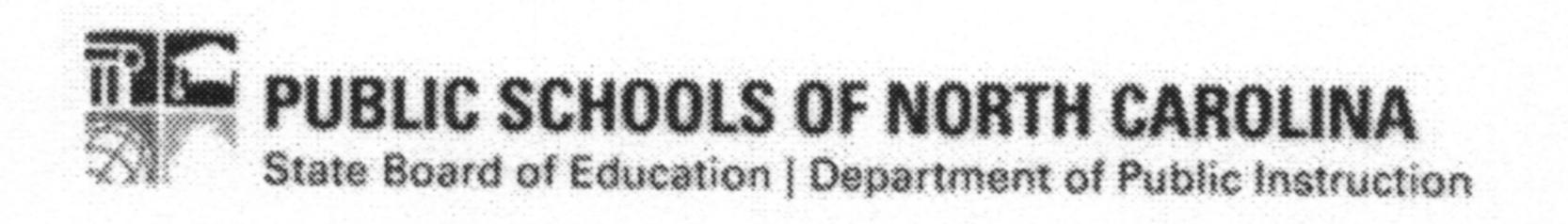
Sample Staff Orientation August 15-26, 2016

Topic to be Discussed	Person(s) Presenting	Date of Training	Estimated Time Slot Needed
August 15, 2016			
Signing-In, Name Tags	Leadership Team	August 15, 2016	8:00 am- 8:30 am
Introduction Getting to Know You	Leadership Team	August 15, 2016	8:30 am- 9:15 am
Understanding Your Job	Leadership Team	August 15, 2016	9:15 am -10:15 am
Break		August 15, 2016	10:15 am-10:30 am
Charter School 101 and HCLA Program Overview	Dr. Hall	August 15, 2016	10:30 am- 12:00 am
Lunch	On Your Own	August 15, 2016	12:00 pm- 1:00 pm
School Culture Non-Negotiables	Dr. Hall	August 15, 2016	1:00 pm-2:30 pm
HR/ I-9 Documentation/ Benefits/ Retirement	Mrs. Harrell/Mrs. Jernigan	August 15, 2016	2:30 pm- 4:00 pm
August 16, 2016			
Signing-In, Do Now, Light Refreshment		August 16, 2016	8:00 am- 8:30 am
Ice Breaker Activity Practice for the Classroom	Ms. Phillips	August 16, 2017	8:30 am - 9:00 am
HR/Follow Up	Dr Hall	August 16, 2016	9:00 pm- 10:30 pm
Break			10:30 am -10:45 am
Instructional Overview (Lesson Plans, LP Templates, PLC's, Walk Through Tool)	Mrs. Outlaw/Mrs. Barnes	August 16, 2017	10:45 am -12:00pm
Lunch	On Your Own	August 16, 2016	12:00 pm- 1:00 pm
Instructional Overview cntd (Pacing Guides)	Mrs. Barnes/Mrs. Outlaw	August 16, 2016	1:00 pm- 2:00 pm

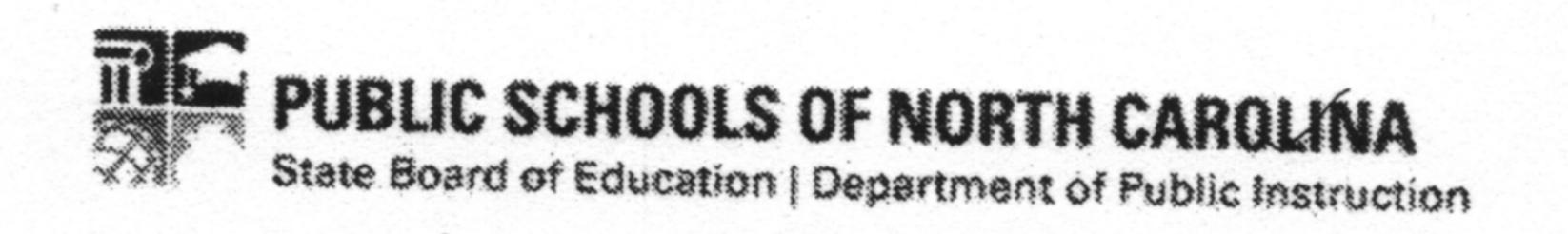
MTSS/RTI/PBIS	Ms.Phillips/ Dr. Hall	August 17, 2016	2:00 am- 4:00 pm
August 17, 2016			
MTSS/RTI/PBIS	Ms. Phillips/ Dr. Hall	August 17, 2016	8:30 am- 12:00 pm
Lunch	On Your Own	August 17, 2016	12:00 pm- 1:00 pm
Stewards of Children Training	TEDI BEAR Children's Advocacy Center	August 17, 2016	1:00 pm - 4:00 pm
August 18, 2016			
Signing-In, Do Now, Light Refreshment		August 18, 2016	8:00 am- 8:30 am
Parent Engagement/ Triple P	Dr. Hall/Mrs. Smith/Ms. Howard	August 18, 2016	8:30 am- 9: 00 am
DSS-Child Protective Services	Mrs. Monica Valentine	August 18, 2016	9:00 am- 10:00 am
Break		August 18, 2016	10:00 am- 10:10 am
School Policies & Procedures	Mrs. Bazemore	August 18, 2016	10:10 a.m12:00 p.m.
Lunch	On Your Own	August 18, 2016	12:00 pm- 1:00 pm
Classroom Prep		August 18, 2016	1:00 pm- 4:00 pm
August 19, 2016			
Signing-In, Do Now, Light Refreshment		August 19, 2016	8:00 am- 8:30 am
Unpacking Curriculum Documents	Mrs. Outlaw/ Mrs. Barnes	August 19, 2016	8:30 am- 10:00 am
Aflac	Tim Prescott	August 19, 2016	10:30 am -11:20 am
Bloodborne Pathogens	Nurse Pat/Mr. Gilliam	August 19, 2016	11:20 pm- 11:50 am
Lunch	On Your Own	August 19, 2016	11:50 am- 1:00 pm
Personnel Policies	Mrs. Bazemore	August 19, 2016	1:00 pm- 2:30 pm
Family Handbook	Mrs. Bazemore	August 19, 2016	2:30 pm- 3:00 pm
Break		August 19, 2016	3:00 pm- 3:15 pm
Commitment to Excellence Intro to Classroom	Dr. Hall/ Mr. Shook	August 19, 2016	3:15 pm- 4:00 pm

Management at HCLA			
August 20, 2016	Saturday		
Optional Classroom Prep		August 20, 2016	9:00 am- 3:00 pm
August 22, 2016			
Signing-In, Do Now, Light Refreshment		August 22, 2016	8:00 am- 8:30 am
Technology - Laptop Deployment	Barnes/Outlaw		8:30 am - 9:45 am
Non-negotiables	Dr. Hall/ Mr. Shook/ Mrs. Outlaw/ Mrs. Barnes	August 22, 2016	9:45 am- 11:00 am
Classroom Management	Dr. Hall/Mr/ Shook/Mrs. Outlaw	August 22, 2016	11:00 am- 12:00 pm
Lunch	On Your Own	August 22, 2016	12:00 pm- 1:00 pm
Effective PLC's	Hall/Outlaw	August 22, 2016	1:00 pm- 2:30pm
			2:30 pm- 4:00 pm
August 23, 2016			
Signing-In, Do Now, Light Refreshment		August 23, 2016	8:00 am- 8:30 am
Classroom Prep		August 23, 2016	8:00 am-9:00 am
Curriculum and Planning	Dr. Hall/Mrs. Outlaw	August 23, 2016	9:00 am- 12:00 pm
Lunch	On Your Own	August 23, 2016	12:00 pm- 1:00 pm
Child Nutrition/ Food Safety/ HACCP	Mrs. Bazemore	August 23, 2016	1:00 pm- 2:00 pm
Civil Rights Training	Mrs. Bazemore	August 23, 2016	2:00 pm- 2:30 pm
FERPA	Mrs. Bazemore	August 23, 2016	2:30 pm- 3:00 pm
Pimero Edge	Mrs. Bazemore	August 23, 2016	3:00 pm- 4:00 pm
August 24, 2016			
Signing-In, Do Now, Light Refreshment		August 24, 2016	8:00 am- 8:30 am

Reading, Math and Science (5th grade) Intervention	Mrs. Smith	August 24, 2016	9:30 am- 10:00 am
SST/IEP	Mrs. Smith/ Ms. Kabingue	August 24, 2016	10:00 am- 10:30 am
Role of a School Counselor/ 504	Ms. Howard	August 24, 2016	10:30 am-11:00 am
Break		August 24, 2016	11:00 am- 11:15 am
School Safety	Mr. Gilliam/ Mr. Bazemore	August 24, 2016	11:15 am- 12:00 pm
Lunch	On Your Own	August 24, 2016	12:00 pm- 1:00 pm
Bus Safety	Mr. Bazemore/Mr. Holley	August 24, 2016	1:00 pm- 2:00 pm
RCOTIME Signing-in and out Attendance Leave Slips	Ms. Ward/Mrs. Harrell/Mrs. Jernigan	August 24, 2016	2:00 pm- 2:30 pm
Intro to Powerschool Attendance Grading Parent Portal	Mrs. Harrell/ Mrs. Jernigan	August 24, 2016	2:30 pm- 4:00 pm
August 25, 2016			
Signing-In, Do Now, Light Refreshment		August 25, 2016	8:00 am- 8:30 am
Reading Comprehension Strategies	Dr. Hall/ Mrs. Outlaw	August 25, 2016	8:30am - 12:00 pm
Lunch	On Your Own	August 25, 2016	12:00 pm- 1:00 pm
STEM	Mrs. Barnes	August 25, 2016	1:00 pm- 2:00 pm
Eureka Math	Mrs. Barnes	August 25, 2016	2:00 pm- 4:00 pm
August 26, 2016			
Technology Training Google Training Cell Phone Expectations	Mrs. Barnes	August 26, 2016	8:30 am -12:00 pm
Lunch	On Your Own	August 26, 2016	12:00 pm- 1:00 pm
Classroom Prep		August 26, 2016	1:00 pm- 4:00 pm
August 27, 2016	Saturday		
Classroom Prep Optional		August 27, 2016	9:00 am- 3:00 pm



Certification				
I, Kashi Bazemore	. ?	as Board Chair	certify that each B	oard
Member has reviewed and par	ticinated in the selection	of the individu	ale and vendore at	tachedto
this document as evidenced by	the full Roard of Direc	tor cianaturas a	utlined above The	lacificato
information I am providing to	the Month Caroline Stat	Dead of Ed	unned above. The	
information I am providing to	me Norm Caronna State	e Board of Educ	eation as	
Heritage Collegiate Leadersh	p Academy-Wake Ch	narter School is	true and correct in	every
respect.				
	11. 7		Ra	(1/m.
D1. 900	shi Bazen	sore,	DOWNO	M. M.
	0	5		
Signature	1	75		
Date		()		
Duit	7/22/5	20		
	// /			
	/			



Certification Statement:

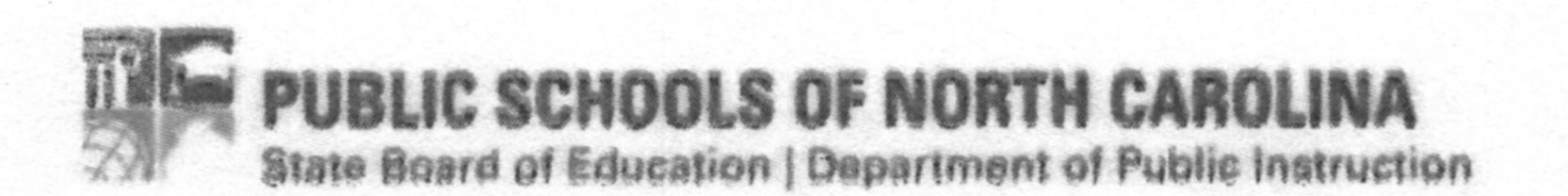
Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

juited disposition.	
I, Dr. Kashi Bazemore, certify that	I have not been convicted of any misdemeans
or felony other than a minor traffic violation.	
Signature Supplemental Signature Supplemental Supplementa	Date 7/22/20
I,, certify that felony other than a minor traffic violation.	I <u>have</u> been convicted of a misdemeanor or
Signature	Date

Board Member Background Check

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Certification Statement:

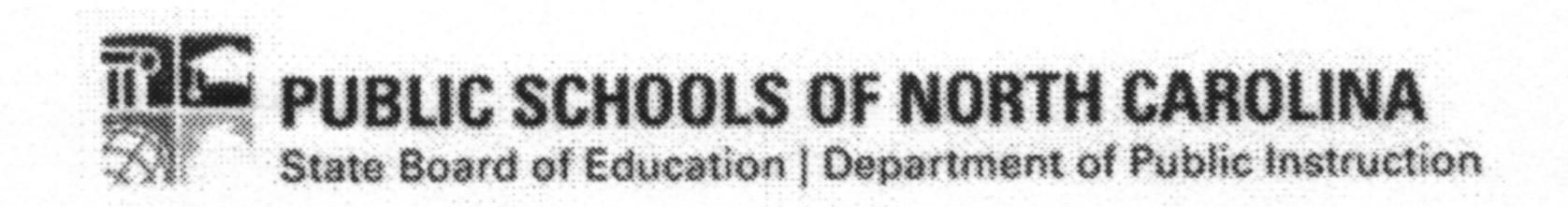
Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Michael David Dunn	, certify that I have not been convicted of any misdemeanor
or felony other than a minor tra	
Signature Muleur 16	Date 7/20/2020
Í,	, certify that I <u>have</u> been convicted of a misdemeanor or
felony other than a minor traffi	ic violation.
Signature	Date

Board Member Background Check

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.



Signature Page

Print/Type Name: Dr. Kashi L. Bazemore

The foregoing application is submitted on behalf of Board of Directors Heritage Collegiate Leadership Academy, Inc. 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,

upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and and SBE regulations. Additionally, we understand the final approval of the charter is contingent 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.

Board Position: Chair
Signature:
Date: 7/24/20
Sworn to and subscribed before methis 24 mday of July , 20 20.
$\int_{-\infty}^{\infty} \int_{-\infty}^{\infty} \int_{-\infty}^{\infty$
Notary Public: What Mountage Official Seal: Notage
My commission expires: October 24, 20 23.
TIN COUNTY INTER

List of Upper Northeast Wake County Schools (K-8) with Letter Grade of D/F on the 2018-19 NC School Report Cards

School	City	Zip Code	Letter Grade
Bugg Elementary	Raleigh	27610	F
Barwell Rd Elementary	Raleigh	27610	F
Baileywick Road Elementary	Raleigh	27615	D
Beaverdam Elementary	Raleigh	27604	D
Dillard Dr. Middle	Raleigh	27606	D
Douglas Elementary	Raleigh	27609	D
East Millbrook Middle	Raleigh	27616	D
East Wake Middle	Raleigh	27604	D
Forestville Rd Element.	Knightdale	27545	D
Hodge Road Elementary	Knightdale	27545	D
Lake Myra Elementary	Wendell	27591	D
Lockhart Elementary	Knightdale	27545	D
Millbrook Elementary	Raleigh	27609	D
Powell Elementary	Raleigh	27610	D
Riverbend Middle	Raleigh	27616	D
Rogers Lane Elementary	Raleigh	27610	D
Wakelon Elementary	Zebulon	27597	D
Wendell Elementary	Wendell	27591	D
Wilburn Elementary	Raleigh	27604	D
Wildwood Forest Elem.	Raleigh	27616	D
Zebulon Elementary	Raleigh	27597	D