

Organization Information

Application Type \*

Acceleration

Operator Type \*

EMO/CMO

Primary Contact Name \*

Karen Anderson

Has the School Leader Been Identified? \*

Yes  No

Is Management Organization Used

Yes  No

Management Organization Name

Primary Contact Relation To Board \*

Executive Director

Primary Contact Email \*

sheleadsfearlessly@gmail.com

Proposed Leader Name \*

Karen Anderson

Management Organization Contact Name

Primary Contact Phone \*

9108405100

Management Organization Email

PrimaryContact Address \*

4976 Harvest Road

Unit/Suite \*

Zip Code \*

27301

City \*

Mc leansville

State \*

North Carolina

Proposed Leader Job \*

Executive Director

## 1. Application Contact and Student Enrollment Information

### Q1.Name of Proposed Charter School

Hawkins Charter School

### Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

910-840-5100

### Q3.Geographic County in which charter school will reside

Guilford County

### Q4.LEA/District Name

Guilford County Schools

### Q5.Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

- Primary Zip Code: 27249 = Eastern Guilford / Gibsonville community (Our Eastern anchor)
- Secondary Zip Code: 27405 = Northeast Greensboro (urban edge)
- Alternative Zip Code: 27406 = Southeast Greensboro

### Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes

No

**Q7. Provide the name of the third-party consultant or CSO.**

Great Schools NC

**Q8. Describe any fees provided to the third-party person or CSO in preparation of this application and, if applicable, any future fees as reflected in the budget.**

No fees were paid by the founding board or organization to any third-party consultant or Charter Support Organization (CSO) in the preparation of this application. Technical assistance received through Great Schools North Carolina as part of the Founder's Fellowship was supported through grant-funded programming. This support included access to consulting services and expert guidance; however, all costs associated with this assistance were paid directly by the program and not by the proposed school or its governing board.

There are no ongoing or future contractual obligations, fees, or financial commitments to any third-party consultant or CSO reflected in the proposed budget. Any future engagement with external partners, if pursued, would be at the discretion of the governing board and subject to standard procurement and approval processes.

**Q9. What assistance was provided by the third-party consultant or group while preparing this application, what assistance is currently being provided, and when the assistance will end?**

The application was developed by the founding board with structured, time-bound support designed to strengthen planning, rigor, and alignment with state expectations. The founding leader was selected as a Founder Fellow through Great Schools North Carolina, a highly selective program that supports leaders in designing and launching high-quality public charter schools. Through this fellowship, technical assistance was provided during the application development phase across key areas including school model design, financial planning, governance development, and community engagement strategy. The program also offered guidance on navigating the state approval and interview process.

As part of this support, the team engaged with expert consultants who provided targeted assistance in financial modeling, operational planning, and organizational design. This assistance was advisory in nature and focused on strengthening specific components of the application. All drafting, decision-making, and finalization of the application remained the sole responsibility of the founding leader and board. The founding team maintained full ownership of the vision, design, and written responses throughout the process. This technical assistance is limited to the pre-application and application submission phase. Support is ongoing through the submission and interview preparation period and will conclude upon completion of the charter application process. Any future support, if pursued, would be separate, clearly defined, and subject to board approval.

**Q10. Projected School Opening Month**

August 2028

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

Yes (Year-Round)

No

**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.**

- Please note: If applying as a "**FACE VIRTUAL**" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

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**Q13. At full capacity, what is your estimated student enrollment and grade spans?**

At full capacity, Hawkins Charter School will serve students in kindergarten through grade 8. The school's projected full enrollment is approximately 715 students across grades K-8. Hawkins Charter School will reach full enrollment through a phased growth model, beginning with select grade levels and expanding annually until all grades K-8 are served. This approach ensures strong implementation of the instructional model, appropriate staffing, and operational stability as the school grows.

**Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.**

### **Methodology for Determining Enrollment Targets and Grade Levels**

Hawkins Charter School's projected enrollment targets and grade configuration were developed through a comprehensive, data-informed process that combined quantitative analysis, market research, and community input.

### **Data Sources and Market Analysis**

The school team worked with a group of consultants with expertise in enrollment planning, finance, and charter school development to conduct a detailed market analysis. This included the use of geographic and enrollment modeling tools to define the school's catchment area, analyze population density, and estimate a reasonable market share based on comparable schools and local demand. The analysis incorporated publicly available data sources, including U.S. Census data, Guilford County enrollment trends, and projected population growth patterns. These data points helped identify areas of sustained or increasing student population and informed long-term enrollment projections.

### **Feeder Patterns and Cohort Analysis**

The team conducted a review of local feeder patterns and cohort progression data, with particular attention to student movement between elementary and middle school. This analysis revealed patterns of student attrition and transition challenges, particularly at the middle grades level, which informed both the grade span design (K-8) and enrollment assumptions. Additionally, the team examined enrollment and performance trends of nearby district and charter schools to understand where families are currently enrolling students and where gaps in options may exist.

### **Community Input and Demand Signals**

Enrollment projections were further informed by community engagement efforts, including family surveys, conversations, and interest meetings. Feedback from families indicated demand for a school model that provides stronger continuity across grade levels, particularly through the transition from elementary to middle school, as well as a desire for more engaging and academically rigorous options.

### **Benchmarking and Comparable Schools**

The school team analyzed enrollment patterns from similar charter schools in comparable communities to establish realistic assumptions for initial enrollment, growth rates, and long-term capacity. This benchmarking helped validate projected enrollment targets and ensure they are achievable within the local context.

### **Attrition and Sustainability Assumptions**

Enrollment projections also account for typical student attrition rates observed in charter schools. These assumptions were built into multi-year enrollment models to ensure that targets reflect both new student enrollment and expected student retention over time. This approach supports accurate forecasting and sustainable growth planning.

By combining demographic data, geographic modeling, cohort analysis, community input, and benchmarking against comparable schools, Hawkins Charter School developed enrollment projections that are both ambitious and realistic. This methodology ensures that the proposed grade span and enrollment targets align with demonstrated need, community demand, and long-term operational sustainability.

**Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.**

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

### **Projected Demographics and Long-Term Demand**

Hawkins Charter School's projected enrollment and growth plan are supported by demographic trends in Guilford County, regional population projections, school-age enrollment data, and strong local demand indicators. The school's planning team analyzed public demographic data, enrollment trends, comparable school data, and community input to determine long-term need for a K-8 model.

### **County and Regional Growth Trends**

Guilford County is projected to experience steady population growth over the next several decades. State demographic projections indicate continued increases in overall population and school-age children through 2050. These trends suggest a stable and growing base of students within the region during the period in which Hawkins Charter School will open and reach full enrollment.

### **School-Age Population and K-8 Demand**

Guilford County serves a large and diverse student population across public, charter, private, and home school settings. The proposed K-8 model aligns with both current enrollment patterns and long-term demographic projections, particularly given family demand for continuity from elementary through middle school.

Analysis of local feeder patterns and cohort trends indicates a significant transition challenge between elementary and middle school, with families often seeking alternative options at that point. Hawkins' K-8 structure is intentionally designed to address this gap by providing a consistent academic and developmental experience across grade levels.

### **Local Disruptions and Immediate Need for School Options**

In addition to long-term demographic trends, recent local events have intensified the need for additional school options within the eastern and northeastern Guilford County catchment area. A recent school closure in the area has already reduced available options for families. Additionally, the destruction of Erwin Montessori due to a tornado has permanently displaced that school community, leaving families without the restoration of a neighborhood school option.

These factors have created a sustained gap in access, particularly for families who prefer to remain within their local community.

### **Community Demand and Enrollment Trends**

Community engagement efforts, including surveys, conversations, and local outreach, consistently revealed long-standing dissatisfaction with existing school options in eastern and northeastern Guilford County. Families

expressed concerns related to academic quality, student experience, and limited middle school options.

Parents specifically indicated a desire for a high-quality K–8 school that:

- Provides strong academic rigor and engaging instruction
- Offers continuity through the middle grades
- Is located within the community and does not require 25–30 minute commutes

These concerns are reinforced by enrollment patterns in the area, including declining enrollment in some schools and increased interest in alternative schooling options when available.

### **Methodology Used to Support Enrollment Projections**

Hawkins’ enrollment projections were developed using a comprehensive methodology that included:

- Review of Guilford County population projections and school-age trends
- Analysis of feeder patterns and cohort progression
- Geographic modeling of the catchment area and reasonable market share
- Benchmarking against comparable schools in similar communities
- Community input through surveys, meetings, and engagement events
- Enrollment modeling that accounted for phased growth and typical attrition rates

This multi-layered approach ensures that projections are grounded in both data and demonstrated demand.

### **Support for Enrollment Growth Plan**

The demographic trends, local disruptions, and strong community demand support the phased enrollment plan outlined in the application. Hawkins Charter School will open with a focused set of grades and grow intentionally to full K–8 implementation.

At full capacity, the school will serve approximately 715 students. Given the size of the local school-age population and continued regional growth, this represents a reasonable and sustainable share of the market.

### **Conclusion**

Guilford County’s projected population growth, combined with the permanent loss of Erwin Montessori and other local disruptions, provides strong evidence of need for Hawkins Charter School. The proposed K–8 model directly responds to both long-term demographic trends and immediate community gaps, offering families a high-quality, accessible public school option within their community.

**Q16. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

## Enrollment Demographic Projections

Hawkins Charter School's projected enrollment demographics are designed to reflect the student population of its targeted catchment area in eastern and northeastern Guilford County. The school anticipates serving a student population that is broadly aligned with district trends while also reflecting the higher concentration of historically underserved students in the immediate community.

## Data Analysis and Methodology

To determine projected demographics, the school conducted a weighted analysis of nearby district and charter schools within the defined catchment area. Schools were selected based on geographic proximity, grade span alignment, and enrollment patterns. Demographic percentages were calculated using enrollment-weighted averages to ensure that larger schools proportionally influenced the overall projection. This approach provides a more accurate representation of the student population the school is likely to serve.

These projections were developed using a combination of:

- Guilford County Schools demographic and subgroup data
- North Carolina School Report Card data for nearby schools
- Analysis of schools within the defined catchment area
- Community input gathered through surveys and engagement efforts
- Regional trends in population and student need

Midpoint estimates were used within observed ranges to ensure projections are both realistic and sustainable for planning purposes. The projected subgroup demographics reflect both current community conditions and the school's mission to serve students with diverse needs. These estimates ensure that staffing, programming, and budgeting decisions are aligned to the population Hawkins Charter School is designed to serve.

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**Q17. Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.**

### **Approach to Serving Targeted Subgroups**

Hawkins Charter School does not limit enrollment to a specific subgroup; however, the school is intentionally designed to effectively serve students who have historically experienced limited access to high-quality educational opportunities. Based on the demographics of the targeted catchment area, this includes economically disadvantaged students, students of color, multilingual learners, and students with disabilities.

### **Intentional Design for High-Need Populations**

The school's educational model, instructional approach, and support systems are specifically designed to meet the needs of these student groups. Hawkins emphasizes strong foundational instruction in literacy and mathematics, structured academic language development, and inquiry-based learning experiences that promote engagement, relevance, and deeper understanding. The school will implement a Multi-Tiered System of Support (MTSS), targeted intervention blocks, and inclusive instructional practices to ensure that all students receive appropriate academic and social-emotional support.

### **Support for Key Student Subgroups**

Hawkins Charter School will provide targeted supports for:

- Economically disadvantaged students through access to transportation, meal programs, and academic supports
- Students with disabilities through a full continuum of services aligned to IDEA and individualized education plans
- Multilingual learners through language development supports and access to grade-level content
- Students experiencing housing instability through coordination of services under McKinney-Vento

These supports are embedded within the school's overall design rather than treated as separate programs.

### **Equitable Access and Open Enrollment**

While the school is designed to serve high-need populations, Hawkins Charter School will maintain open enrollment consistent with charter school law and will not restrict admission based on subgroup status. The school's goal is to provide equitable access to all students while ensuring that those with the greatest needs are fully supported.

Hawkins Charter School is intentionally designed to serve a diverse student population, with particular responsiveness to the needs of historically underserved groups within its community. Through strong instruction, targeted supports, and inclusive practices, the school ensures that all students have access to a high-quality educational experience and the opportunity to succeed.

**Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

**Q19.Explanation (optional)**

## 2. Non-Profit Corporation Information

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

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

### Q20. Organization Type: Nonprofit Corporation or Municipality

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

Non-Profit Corporation

Municipality

### Q21. Official name of the private, non-profit corporation as registered with the NC Secretary of State.

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Hawkins Charter School

### Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

Yes

No

### Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

Yes

No

**Applicant Comments :**

The board and leadership team are actively completing all required steps to establish and formalize the organization in accordance with state and federal requirements. The organization will promptly submit for federal tax-exempt status and will continue to work diligently to obtain 501(c)(3) designation within the required timeline.

**Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.**

Hawkins Charter School is in the process of preparing to file for federal tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. The governing board understands the requirements associated with obtaining this designation and is proactively seeking to secure this status in the near future. The board is committed to completing the application process in accordance with Internal Revenue Service (IRS) guidelines and ensuring that all necessary organizational and documentation requirements are met. The governing board is aware that federal tax-exempt status must be secured within 24 months of final charter approval and is committed to full compliance with this requirement.

Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

**Q25. Name of Registered Agent and Address as listed with the NC Secretary of State**

Karen Anderson

**Q26. If applying as a municipality, please provide the name of municipality.**

Not applicable. Hawkins Charter School is not applying as a municipality.

**Q27. Attach Appendix K Articles of Incorporation or Municipal Charter**

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

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

**Applicant Comments :**

Not applicable. Hawkins Charter School is not applying as a municipality.

**Q28. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.**

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

**Applicant Comments :**

Please see appendix attached.

### 3. Governance and Capacity

#### 3.1. School Governing Body

##### Q29. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

Not applicable at this time. The organization has not yet secured a physical facility location.

#### 3.2. Governance

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

##### Q30. 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. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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##### Q31. 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.

#### Governance Structure and Board Authority

Hawkins Charter School will be governed by an independent nonprofit board of directors that holds full legal and fiduciary responsibility for the school. The board is responsible for protecting the school's mission, ensuring financial stewardship, maintaining legal and charter compliance, overseeing academic and organizational performance, and setting the long-term strategic direction of the school.

The board will govern strategically rather than manage daily operations. It will operate through policy, oversight, accountability, and disciplined decision-making, while delegating responsibility for implementation and day-to-day management to the lead administrator. This clear delineation of roles ensures that the board remains focused on long-term outcomes and avoids operational micromanagement.

## **Board Roles, Duties, and Responsibilities**

The governing board's core responsibilities include:

- Safeguarding the school's mission, charter commitments, and long-term vision
- Adopting and reviewing board-level policies
- Approving the annual budget and monitoring financial performance
- Overseeing academic outcomes, student support, organizational health, and compliance
- Ensuring sound internal controls and risk management
- Hiring, supervising, evaluating, and, if necessary, dismissing the lead administrator
- Maintaining strong governance practices through board recruitment, onboarding, training, and succession planning

## **Committee Structure and Function**

To support effective governance, the board will operate through a standing committee structure that allows for focused oversight while preserving full-board accountability. Detailed descriptions of each committee's roles and responsibilities are provided in Q37.

The board's core committees include:

- Governance Committee
- Finance Committee
- Academic and School Performance Committee
- Strategic Planning Committee

These committees are aligned to the core domains required for charter school accountability and renewal: governance, finance, academic performance, and organizational sustainability.

Each committee will meet regularly (typically monthly or in advance of board meetings, as needed) and will be chaired by a board member with relevant expertise. Committees may also include non-board community members in an advisory capacity, creating a pipeline for future board recruitment and strengthening community engagement.

Committees will review information within their scope and prepare reports and recommendations for the full board. All final decisions and authority remain with the full governing board, ensuring accountability and alignment.

## **Board Meetings and Oversight Cadence**

The full board will meet at least monthly, with additional meetings scheduled as needed to support school launch and oversight. Committee work will align to the board calendar to ensure timely review of financial, academic, and operational data.

This structure ensures that the board maintains consistent visibility into school performance while operating efficiently and strategically.

### **Lead Administrator: Role and Authority**

The lead administrator, who may serve as either a Principal or Executive Director depending on enrollment and organizational needs, will be responsible for the day-to-day management and operation of the school.

This includes:

- Implementing board-approved policies and strategic priorities
- Leading instructional programming and school culture
- Managing staff and daily operations
- Ensuring compliance with all legal and charter requirements
- Overseeing student achievement and organizational performance

The lead administrator will report directly to the board and will have the authority necessary to lead the school effectively, while remaining accountable to the board for results.

### **Recruitment and Hiring of the Lead Administrator**

The board will recruit and hire the lead administrator through a formal, mission-aligned process led by the board and supported by the Governance Committee or a designated search committee. This process will include:

- Defining the leadership profile and selection criteria
- Recruiting candidates through public posting and targeted outreach
- Reviewing applications and conducting structured interviews
- Conducting reference checks
- Selecting and approving the final candidate by formal board vote

The board will prioritize candidates with strong instructional leadership, operational readiness, staff development experience, and alignment with Hawkins Charter School's mission and vision.

### **Supervision and Evaluation of the Lead Administrator**

The board will supervise the lead administrator through a structured goal-setting and evaluation process. Annual performance goals will be aligned to the school's academic outcomes, financial health, operational effectiveness, and governance responsibilities, as well as to the North Carolina charter school accountability and renewal expectations.

The board will monitor progress through:

- Regular reporting and performance dashboards
- Ongoing check-ins and discussions
- A formal annual evaluation

This structure ensures that the lead administrator has the autonomy to lead effectively while maintaining clear accountability to the board.

This governance structure is designed to ensure strong oversight, clear accountability, and disciplined strategic leadership. It enables the board to govern effectively, remain focused on mission and performance, and support the successful launch and long-term sustainability of Hawkins Charter School.

**Q32. Describe the size, current and desired composition, powers, and duties of the governing board.**

**Board Size and Growth**

The governing board is designed to provide strong, diverse, and sustainable oversight for Hawkins Charter School. The bylaws establish a board size of no fewer than seven and no more than thirteen members, allowing the board to maintain sufficient expertise and committee capacity while remaining small enough for effective governance and efficient decision-making .

Hawkins Charter School initially convened a seven-member founding board; however, one member stepped down due to personal reasons. The board currently consists of six members and intends to return to at least seven members in the near term to strengthen launch readiness and ensure full coverage of key governance competencies. Over time, additional members may be added within the bylaw range to deepen expertise, strengthen representation, and support long-term succession planning.

Board members will serve staggered three-year terms to promote continuity and healthy board renewal. To establish staggered rotation, the initial board will be assigned one-, two-, and three-year terms so that all terms do not expire simultaneously. Members may serve up to two consecutive terms, with a required break in service before reappointment. This structure supports continuity, succession planning, and the infusion of new perspectives over time.

**Board Composition and Expertise**

The board's composition is intentionally skill-based and mission-aligned, reflecting the range of knowledge necessary to govern a high-quality public charter school. Collectively, the board brings expertise in instructional leadership,

academic quality, school improvement, literacy, exceptional children and student support services, district and state-level transformation, counseling and student well-being, finance, internal auditing, operational controls, community engagement, partnerships, and organizational leadership.

In addition to professional expertise, the board reflects varied perspectives, lived experiences, and strong connections across education, public service, and North Carolina communities. The board is actively seeking to add one additional member with legal expertise, particularly in nonprofit law, facilities, or real estate, to further strengthen its capacity in contracts, risk management, and long-term planning.

### **Board Leadership Structure**

Board officer roles are currently structured to align with member strengths and governance priorities. The Chair leads overall governance and accountability; the Vice Chair supports strategic growth and partnerships; the Secretary ensures accurate documentation and governance compliance; and the Treasurer oversees financial reporting, audit readiness, and fiscal stewardship.

As board composition evolves over time, officer roles and responsibilities may be adjusted to reflect the expertise and capacity of board members, ensuring that leadership structure remains aligned to the board's needs and the school's stage of development.

### **Powers and Duties of the Board**

As the legal governing body of the school, the board holds full legal authority and fiduciary responsibility for all aspects of the charter school. The board's duties include establishing and protecting the mission and strategic direction of the school; adopting policies necessary for sound governance and lawful operation; approving and monitoring the annual budget and financial controls; overseeing academic performance, compliance, and organizational sustainability; hiring, supporting, and evaluating the school leader; and ensuring that the school maintains the capacity and systems necessary to fulfill its charter.

The board's work is fiduciary, strategic, and oversight-oriented. It does not function as an operational management team, but instead ensures that Hawkins Charter School remains mission-aligned, academically strong, financially sound, legally compliant, and organizationally disciplined over time.

### **Governance Expectations and Accountability**

Board members are expected to uphold high standards of conduct, including fiduciary responsibility, confidentiality, regular attendance and participation, adherence to conflict of interest requirements, compliance with Open Meetings Law and Public Records Law, professionalism, respect for governance-management boundaries, and commitment to the school's mission and the public trust.

The board will review its roles, expectations, committee responsibilities, and governance practices annually to reinforce clarity, effectiveness, and accountability. This governance structure is designed to ensure that Hawkins Charter School benefits from disciplined oversight, strong expertise, intentional board development, and a clear commitment to ethical and effective governance from planning through long-term operation.

**Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.**

The founding board brings a strong and complementary mix of expertise in school leadership, governance, finance, community engagement, student support, organizational strategy, and leadership development. Collectively, board members bring experience across public education, private education, higher education, nonprofit leadership, statewide school transformation, finance, and large-scale organizational management. This breadth of experience positions the board to provide sound governance and effective oversight during the school's launch and ongoing operation

**Dr. Karen Anderson, Founder, Ex Officio Member** brings extensive P-12 leadership experience and a strong record of developing school and system-level leadership capacity. Her professional background spans service as a teacher, curriculum coach, assistant principal, principal, executive coach, and clinical faculty member in a principal preparation program. She has led high-needs school settings, including school improvement work in a North Carolina Focus School, with responsibility for instructional improvement, Indistar planning, compliance, and ensuring students received appropriate academic programming and support.

Dr. Anderson was selected as a Founder Fellow through Great Schools North Carolina, a highly competitive program that supports school leaders in designing and launching high-quality public charter schools. Through this fellowship, she engaged in rigorous school design, financial planning, governance development, and community engagement work aligned to state approval expectations.

In addition, she serves as a Faculty Fellow for the Charlotte Hawkins Brown Fellowship, a statewide leadership initiative led by the Dudley Flood Center for Educational Equity and Opportunity. In this role, she supports the development of early-career educators by integrating the history of Black education in North Carolina with culturally responsive and equity-centered instructional practices. This work strengthens her expertise in building inclusive school models, developing educator capacity, and fostering environments where all students feel seen, supported, and challenged.

She also leads principal preparation and executive coaching efforts and has contributed to national leadership preparation improvement efforts aligned with the Wallace Foundation's Quality Measures process. Her experience provides the board with deep expertise in instructional leadership, school improvement, leadership development, and implementation.

**Dr. Zainab Abdul-Qaabidh, Board Chair**, brings significant leadership experience across public and private education, along with deep expertise in educational consulting and governance development. Her career includes service as an assistant principal with the New York City Department of Education, principal of Al Huda Academy, founder and executive director of the Amir Institute, and educational consultant. She also brings critical expertise in exceptional children services, special education, literacy, educational evaluation, policy analysis, and school board training. Her background strengthens the board's capacity to oversee academic quality, equitable support for diverse learners, instructional integrity, and strong governance practices.

**Laurie Carr, Board Vice Chair**, brings high-level leadership experience across school, district, state, and nonprofit contexts. Her career includes service as a School Support Officer, Senior Director of Principal Leadership, North Carolina Department of Public Instruction leadership coach, Chief Schools and Achievement Officer, Chief Partnerships and Regions Officer, and executive coach and strategic advisor. She strengthens the board's capacity in leadership development, performance management, school transformation, systems navigation, and strategic partnership development.

**Mrs. Pam Chisholm, Treasurer**, brings substantial expertise in financial oversight, internal auditing, compliance, and institutional accountability. She served for more than 32 years as Internal Auditor for Winston-Salem/Forsyth County Schools, following earlier experience in banking and internal audit roles. Her background reflects deep knowledge of internal controls, fiscal monitoring, risk management, and sound operational oversight. She will serve as Chair of the Finance Committee, providing direct leadership over budget oversight, audit processes, financial reporting, and fiscal governance, further strengthening the board's stewardship of public resources.

**Dr. Dalton Dockery, Board Member**, brings extensive leadership experience through a 27-year career with the North Carolina Cooperative Extension Service, where he served in roles ranging from agent to county director before becoming Southeast District Extension Director. In his current role, he provides leadership across 18 North Carolina counties. He strengthens the board's capacity in strategic leadership, community engagement, partnership development, and organizational stewardship.

**Candice Epps-Jackson, Board Member**, brings high-level leadership experience in student affairs, behavioral health, counseling, crisis response, and equity-centered organizational support. She currently serves as Assistant Vice Chancellor of Student Affairs for Health and Well-being at Winston-Salem State University and has held prior leadership roles overseeing counseling, behavioral services, student conduct, Title IX coordination, and behavioral intervention systems. She strengthens the board's capacity in student wellness, school climate, accountability, crisis management, and responsive support systems.

**Dawn McCullough, Board Member**, brings significant private-sector leadership experience in finance, internal controls, project management, and operational execution. Over the course of her career at PepsiCo, she has served in progressively responsible roles culminating in Senior Finance Manager positions with responsibility for finance operations, service delivery, controls, and project leadership. She strengthens the board's capacity in fiscal oversight, operational governance, risk management, and systems improvement.

Collectively, the founding board's qualifications reflect the breadth of expertise needed to implement the school design successfully. The board includes members with deep experience in instructional leadership, exceptional children and student support services, district and state-level school improvement, financial oversight, community-based leadership, organizational strategy, and governance. The board's financial oversight capacity is particularly strong, with expertise spanning both school district auditing and private-sector financial controls, providing added credibility and rigor in its stewardship of public funds. This combination of experience positions the board to provide thoughtful governance, ask strong and informed questions, monitor school performance effectively, and support the successful launch and long-term sustainability of Hawkins Charter School.

**Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.**

### **Governance Structure and School Success**

The school's governance structure is intentionally designed to provide strong fiduciary oversight, strategic leadership, mission protection, and accountability for results. The founding board is composed of members whose expertise collectively reflects the core capacities needed to launch and sustain a high-quality public school, including instructional leadership, school improvement, exceptional children and student support services, district and state-level transformation, finance, organizational leadership, wellness, and community engagement. This composition ensures that the board is equipped not only to govern responsibly, but also to ask the right questions, monitor implementation effectively, and make informed decisions that support the school's mission and long-term success.

The governance structure clearly distinguishes between governance and day-to-day management. The board will focus on policy, fiduciary oversight, strategic direction, compliance, and evaluation of school performance, while the school leader will be responsible for daily operations and implementation. This structure protects against operational overreach while ensuring that school leadership is held accountable through clear goals, regular reporting, and transparent performance monitoring.

The board's composition directly strengthens the school's likelihood of success because it includes members with experience leading schools, supporting principals, overseeing transformation efforts in low-performing schools, managing complex organizations, monitoring fiscal health, and designing systems of care and accountability. This range of expertise allows the board to provide informed oversight across the school's key priorities, including academic performance, financial viability, strong leadership, student well-being, and organizational effectiveness. The board's financial oversight capacity is especially strong, with expertise that includes both school district auditing and private-sector internal controls, adding further credibility and rigor to its stewardship of public resources.

### **Board Evaluation of School Success**

The board will evaluate school success through a consistent set of mission-aligned indicators tied to academic outcomes, organizational health, financial sustainability, and stakeholder experience, aligned to North Carolina charter school accountability and renewal expectations. This will include regular review of student academic growth and proficiency data, school culture and climate indicators, enrollment and retention trends, attendance, student support data, financial reports, audit results, compliance benchmarks, and progress on strategic priorities.

The board will monitor these indicators intentionally to ensure that, as the school approaches renewal, it is well-positioned to demonstrate strong performance across all required measures. The board will use dashboards, leadership reports, and committee review processes to monitor progress throughout the year and identify areas for support or intervention.

In addition, the board will conduct annual evaluations of both overall school performance and the lead administrator, using the same core performance domains to assess academic results, operational effectiveness,

financial health, and organizational leadership. This dual evaluation approach ensures alignment between school outcomes and leadership performance while maintaining clear accountability.

### **Stakeholder Representation and Engagement**

Active stakeholder representation is supported through both the composition of the board and the structures it will use to remain connected to the community. Several board members have deep professional, civic, and relational ties to North Carolina communities and bring extensive experience working directly with students, families, schools, and community organizations.

In addition, the board will create multiple channels for stakeholder voice, including public board meetings, family engagement opportunities, listening sessions, community partnerships, and advisory structures that allow families and community members to inform the school's growth and continuous improvement. This approach ensures that governance remains responsive, community-informed, and grounded in the needs and aspirations of the families the school is designed to serve.

This governance structure and board composition position the school for strong oversight, clear accountability, responsive leadership, and sustained mission alignment. The board has the expertise, perspective, and community grounding necessary to support the school's launch, evaluate its success with rigor, and ensure that stakeholder voice remains an integral part of how the school grows and improves over time.

**Q35. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

## **Recruitment and Selection of Founding Board Members**

The founding board was intentionally recruited through a strategic, skills-based process designed to ensure that the governing body reflects the expertise required to successfully launch and sustain a high-quality public charter school. The board has been assembled with attention to both individual qualifications and collective strength, ensuring that members bring complementary expertise across key governance domains.

Initial recruitment was led by the founder through a combination of professional networks, targeted outreach, and referrals from trusted education, nonprofit, and community leaders. Prospective board members were identified based on their alignment with the school's mission and their ability to contribute to areas such as instructional leadership, school improvement, finance, organizational leadership, student support, and community engagement.

Candidates participated in a vetting process that included individual conversations to assess commitment, expertise, availability, and understanding of the governance role. Selected members demonstrated both the professional capacity and the willingness to engage in the fiduciary, strategic, and accountability responsibilities required of a charter school board.

All founding board members have committed to ongoing governance training, adherence to bylaws, and compliance with all applicable state laws and ethical standards.

## **Board Vacancy and Ongoing Recruitment**

Hawkins Charter School initially convened a seven-member founding board; however, one member stepped down due to personal reasons. The board is actively recruiting a replacement member to restore full capacity and maintain alignment with its bylaws.

The board is prioritizing candidates with legal expertise, particularly in areas such as nonprofit law, real estate, school facilities, or general legal counsel, to strengthen its capacity in contracts, compliance, risk management, and long-term facilities planning.

## **Recruitment Process and Timeline for New Members**

To fill the current vacancy and support future board development, the board will follow a structured recruitment process led by the Governance Committee (or designated recruitment team in early stages), which includes:

- Identifying priority skill gaps and board needs
- Sourcing candidates through professional networks, community partnerships, and targeted outreach
- Conducting interviews to assess alignment, expertise, and governance readiness
- Conducting reference checks as appropriate
- Completing background checks in accordance with state requirements and board policy
- Recommending candidates for full board approval

The board anticipates filling the current vacancy within 60–90 days, ensuring sufficient time for thoughtful recruitment, vetting, and onboarding while maintaining momentum toward full board capacity prior to school launch

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**Commitment to Ongoing Board Development**

The board views recruitment as an ongoing process and will continue to assess its composition to ensure diversity of expertise, perspective, and community connection. This includes building a pipeline of potential future board members through community engagement and committee participation.

**Q36. Describe the group's ties to and/or knowledge of the target community.**

The founding group is deeply connected to the East and Northeast Greensboro and Eastern Guilford County communities, including areas such as 27249 and 27405, and brings both professional knowledge and lived understanding of the educational, cultural, and community context the school is designed to serve. Members of the founding team and board live in, work in, serve in, and maintain active relationships within these communities, with longstanding ties through public schools, higher education, community-based organizations, faith communities, and regional service networks.

The group's knowledge of the target community is not abstract or secondhand. Their knowledge is grounded in years of direct work with students, families, educators, and institutions in these specific communities. Board members and founders have served as teachers, school leaders, district and state-level leaders, higher education faculty, counselors, and community partners working with families across Guilford County and surrounding areas. Through these roles, they have developed a deep understanding of the strengths and needs of local schools, including patterns of academic performance, access to high-quality educational opportunities, and the importance of schools that combine strong instruction with responsive support and meaningful family engagement.

The founding group also brings specific knowledge of the local educational landscape, including school performance trends, leadership needs, family priorities, and access gaps that impact students in East Greensboro and Eastern Guilford communities. This understanding has been shaped through ongoing professional partnerships, direct school-based work, and intentional community engagement efforts, including conversations with families, educators, and local stakeholders about what they want for their children. The group recognizes that successful schools are not built for communities from a distance; they are built with communities through trust, listening, and sustained partnership.

In addition to professional ties, the group is relationally connected to the community through faith-based organizations, local schools and preschools, recreation programs, community events, and ongoing outreach efforts. These connections allow the founding team to remain closely attuned to the voices, values, and aspirations of the families it seeks to serve. The school's design reflects this community knowledge and a commitment to creating a learning environment that is academically strong, culturally responsive, and deeply connected to the community.

Because the founding group is both professionally and personally connected to the target community, it is well positioned to engage families authentically, build meaningful partnerships, and design systems that reflect both local needs and local strengths. This deep connection is a significant asset as the school moves from design into implementation and long-term success.

**Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.**

The governing board will operate on a strategic annual calendar designed to ensure regular oversight of the school's academic performance, financial health, governance responsibilities, and long-term strategic direction. In accordance with the bylaws, the full board will meet monthly, with additional special meetings scheduled as needed during the planning year, pre-opening period, and other key decision points. This regular meeting schedule allows the board to monitor progress consistently, respond to emerging needs, and fulfill its fiduciary, strategic, and accountability responsibilities in a sustainable manner .

The board's work will be supported by four core standing committees: the Governance Committee, Finance Committee, Academic and School Performance Committee, and Strategic Planning Committee. These committees provide focused oversight in their designated areas and ensure that key issues are examined thoroughly before recommendations are brought to the full board for action.

To maintain sustainability and effective use of board member time, committee meetings will be structured as follows:

- Governance, Finance, and Academic Committees will generally meet monthly or as needed in alignment with board priorities
- The Strategic Planning Committee will meet quarterly or biannually, depending on the planning cycle and organizational needs

Each committee will be chaired by a board member with relevant expertise. The Governance Committee will be led by the Board Chair, and the Finance Committee will be led by the Treasurer, ensuring strong alignment between board leadership roles and committee oversight responsibilities. Committees may also include non-board members in an advisory capacity to support expertise and develop future board leadership.

### **Committee Roles and Responsibilities**

The Governance Committee is responsible for board development and effectiveness, including recruitment, onboarding, training, succession planning, bylaws and policy review, committee structure, board self-assessment, and oversight of ethical governance practices such as conflict of interest compliance.

The Finance Committee provides oversight of the school's financial condition and stewardship of public resources. Its responsibilities include review of budgets, monthly financial statements, cash flow, audits, internal controls, procurement practices, and financial policies.

The Academic and School Performance Committee supports the board's oversight of student outcomes and school quality, including academic performance data, school improvement priorities, student support indicators, school culture and climate, enrollment and attendance trends, and compliance related to student services.

The Strategic Planning Committee maintains a long-term focus on mission fulfillment, sustainability, and growth. Its work includes monitoring strategic goals, supporting annual planning processes, reviewing implementation benchmarks, and identifying long-range risks and opportunities.

### **Annual Board Calendar and Evaluation Cycle**

The strategic board calendar is organized to ensure that major governance responsibilities are addressed at appropriate points throughout the year.

- Summer: Board retreat, committee goal setting, board training, policy review, annual budget approval, and school-year readiness
- Fall: Enrollment review, beginning-of-year academic and operational updates, compliance review, and financial monitoring
- Winter: Midyear academic performance review, budget-to-actual review, audit oversight, policy updates, and board development check-ins
- Spring: Planning for the next school year, strategic priority review, staffing and enrollment projections, board recruitment, and annual evaluations

The board will conduct annual evaluations of both overall school performance and the lead administrator, using aligned performance domains that include academic outcomes, financial health, operational effectiveness, and organizational leadership. This ensures clarity around both school success and leadership accountability.

### **Reporting Structure and Role of School Leadership**

The reporting structure will be clear and consistent. Each standing committee will review issues within its area of responsibility and provide regular reports and recommendations to the full board. Committees do not exercise independent governing authority unless specifically authorized; final decision-making authority remains with the full board.

School leadership will play an active and supportive role in this structure. The school leader will provide relevant reports, data, recommendations, and implementation updates to both committees and the full board. The school leader may also attend committee meetings and, where appropriate, serve as a contributing member (for example, participating in Finance Committee discussions), while the board retains responsibility for oversight, policy approval, and accountability.

### **Advisory Bodies and Stakeholder Councils**

If the school forms advisory groups such as a Family Advisory Council or Community Advisory Council, these bodies will serve in an advisory capacity to school leadership. They will provide input, feedback, and community perspective, and may share key themes with the board as appropriate. These groups will not hold governing authority, ensuring that decision-making remains with the board while still elevating stakeholder voice and engagement.

This strategic board calendar and committee structure ensure that governance is both rigorous and sustainable. By organizing its work through regular meetings, clearly defined committee responsibilities, a disciplined annual cycle,

and strong collaboration with school leadership, the board is well positioned to provide effective oversight, make informed decisions, and support the successful launch and long-term performance of the school.

**Q38. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**

The founding board views training and development as essential to effective governance. Because governing a public charter school requires more than goodwill and professional expertise, the board will implement a structured onboarding and continuous development plan to ensure that all members understand their legal responsibilities, ethical obligations, oversight role, and the specific design and performance expectations of the school. Board training is designed to build both governance competence and mission alignment so that members are equipped to govern with clarity, consistency, and accountability .

**New Member Orientation and Onboarding**

All new board members will receive initial onboarding prior to their first board meeting, which will include a brief orientation to essential governance expectations, current board priorities, and key materials necessary to participate meaningfully from the outset. Within the first 30 days of appointment, new members will participate in a formal orientation. This orientation will include an introduction to the school’s mission, vision, educational model, strategic priorities, board bylaws, committee structure, meeting cadence, expectations for service, and standards of conduct. New members will also receive training on governance versus management, fiduciary responsibilities, charter school accountability, Open Meetings Law, Public Records Law, conflict of interest requirements, financial oversight, and the board’s role in monitoring academic performance. Each new member will receive a board handbook or electronic board manual containing key documents, including bylaws, policies, committee descriptions, the charter application, board calendar, code of ethics, and current strategic priorities.

Within the first 60 days of service, new members will participate in additional targeted training focused on school finance, academic accountability, student performance monitoring, confidentiality and professional conduct, and the board’s role in evaluating both school performance and the lead administrator. To support onboarding, new members will be paired with the Board Chair, committee chair, or an experienced board member to ensure they understand board processes and are able to contribute meaningfully early in their service.

**Ongoing Board Training and Professional Development**

Ongoing professional development will be provided to all board members throughout the year to strengthen effectiveness and ensure members remain current on governance responsibilities and the evolving needs of the school.

At minimum, the board will participate in an annual governance training cycle that includes:

- Board roles and responsibilities

- Charter accountability and renewal expectations
- School finance and fiduciary oversight
- Interpreting academic and operational data
- Policy oversight and risk management
- Legal compliance and ethical governance
- Effective committee work and role clarity

Additional topics may include exceptional children oversight, equity and belonging, student discipline and grievance procedures, strategic planning, partnership development, board evaluation, and succession planning.

### **Training Aligned to School Stage**

Board training will be aligned to the school's stage of development:

- **Planning and Pre-Opening Phase:** charter governance, policy development, compliance, budget oversight, enrollment monitoring, leadership hiring and evaluation, and launch readiness
- **Operational Phase:** academic performance monitoring, financial sustainability, strategic planning, board self-assessment, and continuous improvement

### **Training Timetable**

The board will follow a structured training schedule:

- **Prior to first board meeting:** initial onboarding and review of key materials
- **Within 30 days of appointment:** formal orientation and foundational governance training
- **Within 60 days of appointment:** targeted training on finance, academic oversight, and leadership evaluation
- **Annually (summer):** full-board retreat focused on strategic priorities, governance roles, ethics, and performance expectations
- **Quarterly:** embedded professional development during board meetings on key governance topics
- **As needed:** specialized training based on legal updates, audit findings, school growth, or emerging needs

### **Participation Expectations**

Participation in required board training is expected of all members as a condition of good standing. Attendance will be monitored by the Board Chair and Secretary, and members who miss required training will be expected to complete make-up training within a reasonable timeframe. The board will annually review its roles, committee responsibilities, code of ethics, and governance expectations to reinforce clarity, strengthen effectiveness, and prevent role confusion or micromanagement.

**Q39. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

The board will operate with a clear and rigorous commitment to ethical governance, transparency, and stewardship of the public trust. Because charter school board members are entrusted with oversight of public resources and decisions that affect students, families, and staff, the board will adopt and enforce strong ethical standards requiring members to act in the best interests of the school, avoid self-dealing, maintain appropriate confidentiality, exercise independent judgment, comply with attendance and participation expectations, respect governance-management boundaries, and adhere to all applicable laws, regulations, and board policies.

Each board member will be required to sign a Code of Ethics and Conflict of Interest Disclosure Statement annually, and additionally whenever a new potential conflict arises. The board's conflict of interest policy will require disclosure of any personal, professional, financial, familial, or organizational relationship that could create either an actual conflict of interest or the appearance of a conflict. Disclosures will be reviewed by board leadership and, when appropriate, legal counsel to determine whether mitigation or recusal is required.

Procedures for identifying and addressing conflicts will include:

- Annual written disclosures by all board members
- Agenda-level conflict checks when matters are presented for board action
- Immediate disclosure of any new or emerging conflicts
- Formal documentation of disclosures and recusals in meeting minutes

If a matter comes before the board in which a member has an actual or perceived conflict, that member will disclose the conflict, refrain from participating in related discussion as required, and recuse themselves from voting. The board will ensure that all such actions are documented in the official record.

The board recognizes that perceived conflicts are as important as actual conflicts, as public trust depends on transparency and fairness. Accordingly, the board will evaluate not only whether a relationship is legally permissible, but also whether it could reasonably raise concerns about influence or impartiality. When necessary, the board will implement additional safeguards, including seeking independent review, obtaining multiple bids or proposals, utilizing outside legal or financial expertise, and ensuring that conflicted individuals are excluded from all stages of decision-making, including selection, negotiation, supervision, and approval.

At this time, the board is not aware of any existing relationships that would create an unmanageable actual conflict of interest if the application is approved. However, given the board's deep professional networks in education, higher education, nonprofit leadership, and the broader community, the board acknowledges that perceived conflicts may arise in areas such as contracting, partnerships, facilities, consulting relationships, employment, or advisory services. Any such relationships will be fully disclosed and reviewed prior to board consideration or action.

To avoid actual conflicts and mitigate perceived conflicts, the board will implement the following safeguards:

- Prohibition on participation in decisions where a board member or immediate family member could derive improper financial benefit
- Use of competitive or well-documented procurement processes for contracts and services
- Heightened scrutiny and formal approval of any related-party transactions, including legal review when appropriate

- Ongoing training for board members on ethics, fiduciary duties, and conflict of interest requirements
- Clear separation between governance responsibilities and school operations to prevent undue influence

These standards and procedures are designed to protect the integrity of the school, ensure lawful and ethical governance, and reinforce public trust from the planning phase through full implementation and ongoing operation.

**Q40. Explain the decision-making processes the board will use to develop school policies.**

## **Policy Development Approach**

The board will use a deliberate, transparent, and mission-aligned process for developing school policies. Policy development will be treated as a strategic governance function to ensure legal compliance, operational clarity, and alignment with the school's educational model and long-term goals.

## **Identification of Policy Needs**

Policy development will begin with identification of need. New policies or revisions may arise from legal requirements, charter obligations, board priorities, operational experience, school leadership recommendations, audit findings, compliance considerations, grievance patterns, or emerging issues affecting students, staff, or families. Once identified, the matter will be referred to the appropriate board committee or board leadership for initial review.

## **Drafting and Collaboration**

Draft policies will be developed in collaboration with relevant stakeholders, depending on the topic. This may include the school leader, board committees, legal counsel, financial advisors, or other subject matter experts. Policies will be informed by applicable law and best practices while being tailored to the school's context. For policies with operational impact, the school leader will provide input on feasibility and implementation considerations.

## **Review and Deliberation**

Proposed policies will be reviewed by the relevant board committee and then presented to the full board for discussion. Board members will have the opportunity to ask questions, suggest revisions, and consider legal, financial, academic, and stakeholder implications. For complex or high-impact policies, the board may review drafts across multiple meetings to allow for thoughtful deliberation and, when appropriate, stakeholder input.

## **Adoption and Implementation**

Policies will be adopted through formal board action in accordance with the bylaws and Open Meetings Law. Once approved, policies will be documented in the board's policy manual and communicated to school leadership and relevant stakeholders. The board will establish a regular review cycle to ensure policies remain legally compliant, operationally effective, and aligned with the school's mission.

## **Guiding Principles**

Policy development will be guided by the following principles:

- Legal compliance
- Mission alignment
- Clarity of roles and authority
- Stakeholder awareness
- Practical implementation
- Accountability for outcomes

The board will avoid reactive or ad hoc policymaking and instead follow a disciplined, consistent process that supports strong governance and transparency. This structured approach ensures that school policies are thoughtfully developed, clearly adopted, and capable of supporting both day-to-day operations and long-term success.

**Q41. 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.**

## **Overview of Advisory Bodies**

In addition to the governing board and its standing committees, the school may establish advisory bodies to support stakeholder engagement, informed planning, and strong school-community relationships. These groups will serve in an advisory capacity only and will not hold governing authority or decision-making power.

### **Family Advisory Council**

The school anticipates establishing a Family Advisory Council to provide structured opportunities for families to share input on school experience, communication, culture, and family engagement. This council will help school leadership understand family perspectives, identify emerging concerns, and strengthen trust between home and school. The Family Advisory Council will report to the school leader, who will address operational matters and elevate key themes or recommendations to the governing board and, when appropriate, to relevant board committees.

### **Community Advisory Council**

The school may also establish a Community Advisory Council composed of community partners, local leaders, and individuals with knowledge of the school's service area. This group will support community connection, partnership development, and alignment between the school's mission and local needs. The Community Advisory Council will serve as an advisory body to school leadership and may periodically share insights or recommendations with the governing board.

### **Ad Hoc Advisory Groups**

As needed, the board or school leader may establish temporary advisory groups or task forces to support specific priorities such as facilities, enrollment, community engagement, or strategic planning. These groups will be time-limited and purpose-specific, providing input and expertise without decision-making authority.

### **Reporting Structure and Governance Authority**

All advisory bodies will report primarily to the school leader, who will be responsible for responding to operational matters and elevating significant themes or recommendations to the governing board. In some cases, updates may be shared through relevant board committees. Final authority for policy, budget, and school oversight will remain solely with the governing board.

**Q42. How will the board ensure grievances/concerns from parents and staff members are heard?**

The school will establish formal grievance procedures for both parents and staff, clearly documented in the family handbook, employee handbook, and board policy manual. These procedures will outline steps for raising concerns, timelines for response, and appropriate levels of review. Concerns will be addressed at the lowest appropriate level first, typically beginning with school-based staff or administrators. If unresolved, concerns may be elevated to the school leader, who is responsible for ensuring timely review, clear communication, and proper documentation.

### **Role of the Governing Board**

The board does not manage day-to-day complaints but ensures that effective grievance systems are in place and consistently followed. The board will become involved when concerns:

- Allege a violation of board policy
- Raise significant legal or ethical issues
- Involve the school leader
- Remain unresolved after administrative review

In such cases, grievances may be formally appealed to the board, which will review the matter in accordance with established procedures, ensuring fairness, due process, and confidentiality.

### **Monitoring Patterns and Systemic Issues**

Beyond individual cases, the board will receive regular reports from school leadership on trends and patterns related to concerns, complaints, school climate, and stakeholder feedback. This may include summaries of family concerns, staff feedback, grievance trends, and actions taken. By monitoring patterns rather than isolated incidents, the board can identify systemic issues and determine whether policy changes, additional training, or improved supports are needed.

### **Additional Channels for Stakeholder Voice**

In addition to formal grievance procedures, the board will ensure opportunities for stakeholder voice through:

- Public board meetings and public comment
- Family engagement structures
- Staff feedback channels
- Advisory groups, as appropriate

These avenues complement, but do not replace, formal grievance processes.

This structured approach ensures that concerns are addressed consistently and appropriately, while maintaining clear roles between school leadership and the board. It promotes fairness, responsiveness, accountability, and trust across the school community.

#### **Q43. Attach as Appendix Organizational Chart.**

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

**Applicant Comments :**

Please attached.

**Q44. Attach as Appendix Charter School Board Member Information Form and Resume.**

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

Appendix H (Hawkins Charter) attached to include Board Member Information Forms and Resume.

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

**Applicant Comments :**

Please see attached.

**Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.**

- **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.**
- **Background check must include a completed nationwide check.**

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

**Applicant Comments :**

Please see attached.

**3.3. Staffing: Hiring, Management, and Evaluation**

**Q46. Projected Staff: Complete the staffing chart below outlining your staffing projections.**

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 10

**Applicant Comments :**

Please see attached.

**Q47. Explain the board's strategy for recruiting and retaining high-performing teachers.**

### **Board Role in Talent Strategy**

The board recognizes that recruiting and retaining high-performing teachers is essential to school success. While the school leader is responsible for hiring and staff management, the board will ensure that strong systems, resources, and expectations are in place to attract, develop, and retain excellent educators. This includes approving competitive compensation, monitoring staffing and retention data, and holding the school leader accountable for building a high-quality team.

### **Recruitment**

The school will recruit mission-aligned educators through professional networks, university partnerships, and targeted outreach to teachers with experience in diverse and high-need settings. Recruitment efforts will clearly communicate the school's vision, instructional model, and commitment to belonging, excellence, and student growth. The board will ensure recruitment efforts are aligned to staffing needs and adequately supported.

### **Retention**

The board will support retention by ensuring the school provides:

- Competitive compensation and benefits
- Strong instructional leadership and coaching
- Ongoing professional development
- A positive, collaborative school culture
- Opportunities for teacher voice and growth

The board will monitor retention trends, staff feedback, and school climate data to ensure a stable and effective teaching staff.

### **Monitoring and Accountability**

The board will receive regular updates on staffing, retention, and teacher feedback and will use this information to assess organizational health. If concerns arise, the board will work with the school leader to strengthen recruitment and retention strategies. Through strategic oversight and clear accountability, the board will ensure the school attracts and retains high-performing teachers aligned to its mission and long-term success.

### **Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.**

Yes, the school leader has been identified. Dr. Karen Anderson, Founder, will serve as the Executive Director of Hawkins Charter School and will provide overall leadership for the design, launch, and success of the school.

Dr. Anderson brings extensive experience across teaching, school leadership, and executive coaching, with a proven track record of improving student outcomes, developing educators, and leading complex educational initiatives. She

has served as a teacher, instructional leader, assistant principal, and principal, and currently serves in a clinical faculty role (akin to a professor of practice) at a major research university, where she prepares and supports aspiring school leaders across North Carolina.

Her leadership experience includes successfully leading a school to improved academic growth, coaching school leaders in high-need contexts, and designing leadership development programs that strengthen instructional practice and school culture. Through her work in principal preparation and executive coaching, she has supported the development of leaders who now serve in high-performing schools across the state.

Dr. Anderson has also been selected as a Founder Fellow with Great Schools NC, where she has received extensive support, technical assistance, and professional development in charter school design, financial planning, governance, and community engagement. This experience has strengthened her capacity to lead a high-quality, sustainable charter school from inception.

In addition, she serves as a Charlotte Hawkins Fellowship Faculty through the Dudley Flood Center for Educational Equity and Opportunity, where she leads leadership development for educators focused on design thinking and problem-solving. In this role, she supports teachers in developing and implementing initiatives that drive meaningful change within their classrooms and extend impact beyond the school setting. This work reflects her commitment to cultivating innovative, equity-focused leaders who are equipped to transform teaching and learning environments.

Dr. Anderson is also a proud member of the community that Hawkins Charter School will serve. She lives, works, worships, and actively engages in this community, and is deeply committed to serving its families and students. This connection grounds her leadership in both professional expertise and personal investment in the success of the school and its community.

### **Alignment to Hawkins Charter School**

Dr. Anderson's experience and expertise are directly aligned to the mission and design of Hawkins Charter School. She has deep knowledge of instructional leadership, curriculum design, and school culture development, and has demonstrated the ability to build systems that support both academic excellence and whole-child development.

Her leadership reflects the core values of Hawkins, Belonging, Brilliance, and Becoming, and positions the school to deliver a strong instructional program, develop high-quality educators, and create a school environment where students thrive academically and socially.

### **Capacity to Lead a Start-Up School**

Dr. Anderson has demonstrated the ability to lead in complex and evolving environments, making her well-suited to lead a start-up charter school. Her experience designing programs, coaching leaders, and managing competing priorities, combined with the targeted support she has received through Great Schools NC, positions her to successfully launch and sustain Hawkins Charter School. She brings a combination of strategic vision and practical execution, ensuring that the school is not only thoughtfully designed, but also effectively implemented from day one.

### **Summary**

Dr. Karen Anderson is a highly qualified educational leader with a strong track record of leadership, instructional

expertise, and system-level impact. Her experience, professional preparation, and deep connection to the community position her to successfully lead Hawkins Charter School and ensure strong outcomes for students and staff.

**Q49.If the school leader has been identified, attach the school leader's one-page resume as Appendix**

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

**Q50.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

## **Governance Structure and Reporting Relationship**

Charter school employees will be accountable to the school leader, not directly to the governing board. The board's relationship with school employees will be exercised through the school leader, who serves as the primary link between the board and the school's staff. The board is responsible for governance, including setting policy, approving the budget, monitoring performance, and ensuring legal and charter compliance. The school leader is responsible for day-to-day operations, including hiring, supervising, evaluating, and supporting all school employees.

## **Role of the School Leader**

The school leader (principal) will manage all personnel matters, including recruitment, evaluation, professional development, and performance management. Staff will report directly to the school leader or designated supervisors, ensuring a clear and efficient organizational structure. The board will evaluate the school leader's performance annually, using metrics aligned to academic outcomes, operational effectiveness, and organizational health. Through this process, the board maintains accountability for overall school performance without directly supervising staff.

## **Board Interaction with Staff**

Board members may interact with school employees in appropriate and structured ways, such as:

- Attending school events and community activities
- Participating in board-approved committees or advisory groups
- Receiving presentations or reports from staff during board meetings

However, board members will not direct, supervise, or evaluate individual staff members, and will avoid involvement in day-to-day personnel matters. This ensures professional boundaries, protects staff from conflicting direction, and maintains organizational clarity.

## **Communication and Professional Expectations**

Communication between staff and the board will occur through established channels, primarily through the school leader. Staff concerns or feedback will follow the school's established communication and grievance processes rather than being directed to individual board members. Board members will uphold professional boundaries and confidentiality while fostering a respectful and supportive environment for school staff.

**Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

### **Board Role in Hiring and Personnel Oversight**

The governing board will be responsible for hiring, supporting, evaluating, and, if necessary, dismissing the school leader. The board will establish a formal hiring process for the school leader that includes a competitive search, candidate screening, interviews, reference checks, and background verification. The board will not be involved in hiring or dismissing other school personnel. Responsibility for recruiting, hiring, supervising, evaluating, and dismissing all other employees will rest with the school leader, in alignment with board-approved policies and applicable law.

### **Hiring Procedures and Background Checks**

The school will implement clear and compliant hiring procedures for all employees. These procedures will include:

- Position posting and recruitment
- Candidate screening and interviews
- Reference checks
- Criminal background checks in accordance with state requirements
- Verification of credentials and qualifications

Employment offers will be contingent upon successful completion of all required background checks and verifications. The board will ensure that appropriate policies are in place to require these procedures and will monitor compliance through oversight of the school leader.

### **Dismissal and Personnel Actions**

The school leader will be responsible for personnel decisions related to staff performance, discipline, and dismissal, in accordance with board policy, employment agreements, and applicable laws. Procedures will include documentation of performance concerns, clear communication of expectations, and appropriate opportunities for improvement when applicable. The board will not participate in individual personnel actions involving staff, but will ensure that fair, consistent, and legally compliant processes are in place and followed. The board retains authority to dismiss the school leader, following established procedures that include performance evaluation, documentation, and due process. This structure ensures clear lines of authority, protects employee rights, and promotes consistent and legally compliant personnel practices. By maintaining oversight of the school leader while empowering that leader to manage staff, the board supports a professional and effective working environment.

**Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.**

Hawkins Charter School has developed a competitive and financially sustainable compensation structure designed to attract and retain high-quality staff across all roles. Salary ranges are aligned with regional market data, role responsibilities, and years of experience, while also reflecting the school's commitment to investing in instructional quality and organizational effectiveness.

Leadership positions are competitively compensated, with the Executive Director projected at approximately \$79,000 in Year 1 and other leadership roles, including principal and operational leadership positions, ranging from approximately \$60,000 to \$71,000, depending on responsibilities and experience. Instructional staff salaries are structured to reward experience and growth, with teacher salaries ranging from approximately \$54,000 for early-career teachers to \$63,000+ for experienced educators, with additional differentiation for specialized roles such as Exceptional Children teachers and enrichment staff. Support staff and operational roles are also competitively compensated, with salaries aligned to responsibilities and market benchmarks.

In addition to salary, Hawkins Charter School offers a comprehensive benefits package designed to support employee well-being and long-term retention. Benefits include participation in the State Health Plan, retirement contributions, and employer-paid payroll taxes, including Social Security, Medicare, unemployment insurance, and workers' compensation. Benefits are projected as a percentage of salary and are incorporated into the overall financial model to ensure sustainability.

The school's compensation model reflects a strategic balance between competitiveness and financial responsibility. By aligning salaries with experience and role expectations, and by providing a stable benefits structure, Hawkins Charter School positions itself to recruit and retain a strong, mission-aligned team capable of delivering high-quality instruction and supporting student success.

**Q53. Provide the procedures for handling employee grievances and/or termination.**

The school will establish formal procedures for addressing employee grievances, as outlined in the employee handbook and board policy manual. These procedures will ensure that concerns are addressed fairly, consistently, and in a timely manner. Employees will be expected to raise concerns at the lowest appropriate level, typically beginning with their immediate supervisor. If the issue is not resolved, the concern may be elevated to the school leader. The school leader will be responsible for ensuring that grievances are reviewed promptly, that communication is clear and respectful, and that appropriate documentation is maintained. If a grievance involves the school leader or remains unresolved after administrative review, the employee may appeal the matter to the governing board in accordance with board policy. In such cases, the board will review the grievance through established procedures, ensuring confidentiality, fairness, and due process.

### **Employee Discipline and Termination Procedures**

The school leader will be responsible for employee discipline and termination decisions, in alignment with board-approved policies, employment agreements, and applicable laws. The school will implement clear procedures for addressing performance concerns, which may include:

- Documentation of performance issues
- Communication of expectations for improvement
- Opportunities for corrective action when appropriate
- Progressive discipline, when applicable

Termination decisions will be based on documented performance concerns, misconduct, or organizational needs, and will be carried out in a manner that is fair, consistent, and legally compliant.

### **Board Role and Oversight**

The governing board will not be involved in routine personnel matters but will ensure that clear, lawful, and consistent procedures are in place and followed. The board will become involved only when a grievance involves the school leader or requires formal appeal under board policy. The board retains authority over employment decisions related to the school leader, including evaluation and, if necessary, dismissal, following established procedures and due process.

These procedures ensure that employee concerns are addressed appropriately and that personnel actions are conducted fairly, consistently, and in compliance with applicable laws. By maintaining clear roles and structured processes, the school promotes a professional, respectful, and accountable work environment.

**Q54. Identify any positions that will have dual responsibilities and the funding source for each position.**

### **Dual Responsibilities and Funding Sources**

In the early years of operation, Hawkins Charter School anticipates that select positions may carry dual responsibilities as part of a strategic and efficient staffing model. This approach is typical of start-up schools and allows the organization to maximize resources while maintaining strong instructional and operational quality.

Examples of roles that may include dual responsibilities include:

- A school leader or operations leader who also supports finance, human resources, or compliance functions
- A data manager who also coordinates testing and assessment systems
- A teacher leader who serves in both instructional and leadership capacities (e.g., curriculum facilitation or grade-level leadership)
- An administrative staff member who supports front office operations while also assisting with enrollment and family engagement

In all cases, these roles will be structured intentionally to ensure that responsibilities remain manageable and aligned to staff expertise.

### **Funding Sources**

Positions with dual responsibilities will primarily be funded through general operating funds (state per-pupil funding). In instances where responsibilities align with specific programmatic or grant-supported work (e.g., specialized instructional initiatives or targeted student supports), a portion of the role may be allocated across appropriate funding sources, including federal or grant funding, in full compliance with applicable regulations.

### **Long-Term Staffing Approach**

As enrollment grows and revenue increases, the school will continue to evaluate staffing structures and will transition toward more specialized roles where appropriate. This ensures that the initial use of dual responsibilities supports early sustainability while maintaining a clear pathway toward a fully scaled and differentiated staffing model.

This approach reflects a disciplined and intentional staffing strategy that allows Hawkins Charter School to operate efficiently in its early years while maintaining high expectations for performance and accountability. All roles will be clearly defined, appropriately funded, and aligned to staff capacity, with ongoing adjustments made as enrollment grows to ensure both operational effectiveness and long-term sustainability.

## **Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.**

### **Commitment to Serving Diverse Learners**

Hawkins Charter is committed to providing high-quality, equitable services for all students, including Students with Disabilities (SWD), Multilingual Learners (ML), and Academically or Intellectually Gifted (AIG) students. The board will ensure that staffing plans, resources, and systems are in place to meet all legal requirements and support diverse

learner needs from the first day of operation.

### **Staffing for Specialized Services**

The school will employ qualified and appropriately licensed staff to support each student population. This will include:

- **Exceptional Children (EC) staff** to support students with disabilities through IEP implementation, specialized instruction, and compliance with IDEA
- **ML (ESL) staff** to support language development and access to the curriculum
- **AIG support** to ensure advanced learners receive appropriate challenge and enrichment

Staffing levels will be aligned to student enrollment and identified needs, and will be adjusted as the school grows. Where appropriate, the school may utilize a combination of full-time staff, part-time staff, and contracted service providers to ensure all required services are delivered effectively and in compliance with state and federal law.

### **Integrated Instructional Model**

In addition to specialized staff, the school will ensure that all teachers are prepared to support diverse learners within the general education setting. This includes the use of differentiated instruction, small-group supports, progress monitoring, and collaboration between general education and specialized staff. The school will implement inclusive practices that prioritize access to grade-level content, targeted intervention, and individualized support based on student need.

### **Professional Development and Collaboration**

The school will provide ongoing professional development to ensure that all staff understand their responsibilities related to SWD, ML, and AIG students. Training will include topics such as:

- IEP and 504 implementation
- Language acquisition strategies
- Differentiation and scaffolding
- Progress monitoring and data use
- Compliance with federal and state requirements

Specialized staff and general education teachers will collaborate regularly to support student success and ensure coordinated service delivery.

### **Monitoring and Compliance**

The school leader will be responsible for ensuring that all services are delivered in compliance with applicable laws and that student needs are met effectively. The board will monitor implementation through regular reporting on:

- Student progress and outcomes
- Service delivery and staffing levels

- Compliance indicators and audit findings

Adjustments to staffing and supports will be made as needed to ensure all students receive appropriate services. Through qualified staffing, inclusive instructional practices, ongoing professional development, and strong oversight, the school will ensure that all students, including SWD, ML, and AIG learners, receive the support necessary to succeed academically and thrive.

**Q56. How will teachers be evaluated? What system or tool will be utilized?**

**Teacher Evaluation Approach**

Teachers will be evaluated through a comprehensive, standards-aligned system designed to support instructional excellence, professional growth, and improved student outcomes. The school will utilize an evaluation framework aligned with the North Carolina Professional Teaching Standards and applicable charter school law, ensuring compliance with state expectations for licensure and educator effectiveness.

**Evaluation Components**

The evaluation system will include multiple measures to ensure a fair and balanced assessment:

- Formal and informal observations conducted by school leadership
- Student learning and growth data, as appropriate
- Instructional artifacts (e.g., lesson plans, assessments, student work)
- Professional responsibilities, including collaboration and contribution to school culture
- Ongoing feedback and coaching cycles

**Timeline and Process**

Teacher evaluation will occur on a continuous cycle:

- Beginning of Year: goal setting aligned to school priorities and instructional model
- Ongoing (throughout year): regular observations, feedback, and coaching cycles
- Midyear: progress review and targeted support adjustments
- End of Year: formal evaluation summarizing performance across domains

Additional observations and support will be provided for new teachers and those requiring targeted improvement.

**Professional Development, Mentorship, and Peer Learning**

The school will provide ongoing, job-embedded professional development aligned to its mission, instructional methodologies, and educational program. This will include:

- Instructional coaching and feedback cycles
- Collaborative planning and data analysis
- Targeted training on differentiation, student support, and instructional strategies

- Mentorship for new or early-career teachers
- Peer observations and collaborative learning opportunities, allowing teachers to observe one another's practice, share effective strategies, and strengthen instructional consistency

Peer observations will be used as a non-evaluative professional learning tool to promote reflection, collaboration, and continuous improvement. Professional development will be directly informed by evaluation data to ensure alignment between teacher growth and student outcomes.

### **Leadership and Oversight**

The principal will serve as the lead evaluator and will be responsible for ensuring that the teacher evaluation system is implemented with fidelity, consistency, and alignment to the school's instructional priorities. As the school grows, assistant principals, directors, or other instructional leaders may support the evaluation process, including conducting observations and providing feedback. All evaluations will be conducted under the direction and supervision of the principal to ensure consistency, accuracy, and alignment with school expectations. The governing board will provide oversight by ensuring that a compliant and effective evaluation system is in place and by monitoring overall staff performance trends and professional development outcomes.

### **Flexibility in Tool Selection**

The specific evaluation tool or platform will be selected during the planning phase to ensure alignment with the school's instructional model, staffing structure, and operational needs. Any selected system will meet state requirements and support consistent, high-quality evaluation practices. Through a structured, standards-aligned evaluation system, ongoing professional development, and strong leadership oversight, the school will ensure that all teachers are supported to grow, perform effectively, and deliver high-quality instruction aligned to the school's mission.

**Q57. 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).**

## **Overview of Staffing Roles and Responsibilities**

The school will employ qualified staff to support instruction, operations, and student services, with clearly defined roles aligned to the school's mission and educational program.

### **School Leadership**

The principal will oversee school operations, instruction, staff, and student outcomes and will hold or be eligible for a North Carolina Principal license. Additional instructional leaders may support operations and evaluation as the school grows.

### **Instructional Staff**

Teachers will deliver instruction, assess student learning, and support diverse learners.

All teachers will hold, or be eligible to hold, a North Carolina teaching license, including those entering through lateral entry or alternative licensure pathways, in accordance with state law. Teachers entering through alternative pathways will receive mentorship, coaching, and professional development to support effectiveness and progression toward full licensure.

### **Specialized Support Staff**

The school will employ or contract with appropriately licensed staff, including:

- EC teachers (special education licensed)
- ML/ESL staff (licensed or endorsed)
- AIG support staff (trained or licensed)
- Student support staff (e.g., counselors) with appropriate credentials

### **Operational Staff**

Operational staff will support finance, operations, and administration and will have relevant qualifications aligned to their roles.

### **Hiring Authority and Compliance**

The board will hire and evaluate the principal. The principal will hire and manage all other staff. All hires will meet North Carolina licensure requirements or be on an approved pathway to licensure, ensuring compliance with all state and federal laws. Through qualified staffing, appropriate licensure, and structured support systems, the school will ensure all staff are prepared to effectively serve students and implement the school's mission.

**Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.**

### **Primary Responsibility for Licensure and Professional Development**

The principal (school leader) will be primarily responsible for ensuring that all teachers meet and maintain required North Carolina licensure requirements and receive appropriate professional development. The principal will oversee verification of licensure status, monitor renewal timelines, and ensure that all staff are in compliance with state requirements or are progressing appropriately through approved licensure pathways.

### **Operational and Administrative Support**

As the school grows, operational or administrative staff (e.g., an operations manager or HR support) may assist with tracking licensure documentation, maintaining personnel records, and monitoring deadlines for renewal and compliance. This ensures that licensure requirements are managed consistently and efficiently.

### **Professional Development Leadership**

The principal will also lead the design and implementation of professional development aligned to the school's mission, instructional model, and student needs. Assistant principals, instructional coaches, or other instructional leaders may support the delivery of professional development, coaching, and teacher support. Professional development will be informed by teacher evaluation data, student performance data, and school priorities to ensure targeted and effective support for all staff, including those entering through lateral entry or alternative licensure pathways.

### **Board Oversight**

The governing board will provide oversight by ensuring that systems are in place to maintain licensure compliance and deliver high-quality professional development. The board will monitor staff qualifications, licensure compliance, and professional development outcomes through regular reporting from the school leader. This structure ensures clear accountability for licensure compliance and professional development, while supporting teachers through strong leadership, effective systems, and aligned professional learning.

**Q59. Explain the school's professional development model or plan. The plan should 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.**

### **Professional Development Model**

The school will implement a comprehensive, job-embedded professional development (PD) model designed to support high-quality instruction, continuous teacher growth, and strong student outcomes. Professional development will be aligned to the school's mission, instructional model, and student needs, and will ensure that all staff are prepared to effectively implement the school's educational program.

### **Core Components of Professional Development**

The school's PD model will include:

- Instructional coaching and feedback cycles aligned to teacher evaluation
- Collaborative planning and data analysis to support instructional decision-making
- Targeted training sessions on instructional strategies, differentiation, and student support
- Peer observations (non-evaluative) to promote collaboration and shared best practices
- Mentorship for new and early-career teachers, including those entering through alternative licensure pathways

Professional development will be ongoing, practical, and directly connected to classroom practice.

### **Alignment to Teacher Evaluation and Student Outcomes**

Professional development will be closely aligned to the teacher evaluation system. Evaluation data, student performance data, and school priorities will be used to identify areas of strength and need, ensuring that professional learning is targeted, responsive, and directly tied to improved instructional practice and student outcomes.

### **Support for Licensure and Certification Requirements**

The school will ensure that all teachers meet or are progressing toward North Carolina licensure requirements, in accordance with state and federal law. Teachers entering through lateral entry or alternative licensure pathways will receive additional structured support, including:

- Assigned mentors or instructional coaches
- Targeted professional development aligned to licensure requirements
- Ongoing monitoring of progress toward full licensure

The school leader will ensure compliance by monitoring licensure status, renewal timelines, and completion of required coursework or professional learning.

### **Professional Development Timeline**

Professional development will be delivered in a structured and sustainable format:

- **Summer (Pre-Service):** onboarding, training on instructional model, systems, and expectations
- **Weekly or biweekly:** collaborative planning and instructional support
- **Ongoing:** coaching cycles, observations, and feedback
- **Quarterly:** targeted professional development sessions based on school data and needs
- **Annually:** reflection, evaluation, and planning for continuous improvement

### **Leadership and Capacity**

The principal will be responsible for ensuring the overall quality, coherence, and alignment of the professional development program. Implementation will occur through a distributed leadership model, including assistant

principals, instructional leaders, and coaches who support coaching, feedback, and targeted professional learning.

The school may also utilize external partners or contractors to provide specialized training aligned to school priorities, as well as teacher leaders who demonstrate strong instructional practice to lead peer learning, model effective strategies, and support collaborative professional growth.

### **Alignment to Staffing and Budget**

The professional development model is designed to be sustainable and aligned with the school's projected staffing and budget. The school will leverage internal leadership capacity, collaborative planning structures, and coaching systems as primary drivers of professional learning, supplemented by targeted external support when needed. This approach ensures that professional development is both high-quality and fiscally responsible.

## **3.4. Staff Evaluations and Professional Development**

### **Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.**

#### **Executive and Instructional Leadership Oversight**

The Head of School is primarily responsible for ensuring that all instructional staff meet North Carolina licensure requirements and that professional development is aligned to the school's mission, instructional model, and student outcomes. The Executive Director provides strategic oversight to ensure that talent development systems are coherent, sustainable, and aligned with long-term organizational goals.

#### **Operational Compliance and Licensure Management**

The Principal or the Director of Operations will maintain all personnel records related to licensure, including certification status, renewal timelines, and compliance documentation. The school will implement a tracking system to monitor licensure status and ensure timely renewal and adherence to state requirements.

#### **Instructional Leadership and Professional Learning Implementation**

The Curriculum Facilitator and Instructional leaders, including Learning Architects/Multi-Classroom Leaders, will design and facilitate professional development, lead coaching cycles, and ensure that all professional learning is directly connected to instructional practice, student data, and the Hawkins educational model.

### **Q61. 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. The 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.**

### **Alignment to Mission and Educational Model**

Hawkins Charter School's staff development system is designed to support its mission of developing confident learners and leaders. Teachers are developed as instructional leaders who deliver rigorous, inquiry-based learning experiences while contributing to a collaborative, student-centered culture.

### **Structured Induction and Mentoring**

All new staff will participate in a comprehensive onboarding process through the Hawkins Excellence Institute prior to school opening. During the school year, each teacher will be paired with an instructional leader who provides ongoing coaching through:

- Weekly or biweekly coaching cycles
- Co-planning and lesson design support
- Classroom modeling and feedback
- Support with classroom culture and routines

This structured mentoring ensures that teachers are consistently supported in implementing the school's instructional model.

### **Evaluation System and Continuous Improvement**

The school will implement a standards-aligned evaluation system consistent with North Carolina educator evaluation requirements. Teacher evaluation will include:

- Multiple formal observations conducted throughout the year
- Frequent informal walkthroughs focused on instructional priorities
- Student growth and performance data
- Contributions to team collaboration and school initiatives

Evaluation will function as part of a continuous improvement cycle in which feedback is timely, actionable, and directly connected to professional growth.

### **Retention Through Leadership and Growth Opportunities**

Hawkins Charter School's retention strategy is grounded in professional growth, leadership opportunities, and a strong mission-aligned culture. Teachers will have opportunities to assume advanced roles, such as Learning Architect, allowing them to expand their instructional impact and leadership capacity.

Retention will be further supported through:

- Collaborative team structures
- Protected planning and coaching time
- Recognition of teacher impact and leadership
- A culture of belonging, reflection, and excellence

### **Licensure and Certification Compliance**

All teachers will meet North Carolina licensure requirements or be on an approved pathway toward certification. The school will prioritize hiring fully licensed teachers and will provide support for licensure advancement, renewal, and

compliance. The Director of Operations will monitor licensure status, and school leadership will ensure that all staffing aligns with state and federal requirements.

**Q62. 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.**

### **Alignment to Mission and Instructional Model**

Professional development at Hawkins Charter School is intentionally designed to ensure that all teachers can effectively implement the school's instructional model and fulfill its mission of developing confident learners and leaders. Professional learning is directly aligned to the core instructional approach (Discover → Curate → Share™), the DREAM framework (Dignity, Reflection, Excellence, Agency, Meaningful Contribution), and the expectation that students engage in rigorous, inquiry-based, and application-focused learning.

### **Core Instructional Focus Areas**

Professional development will consistently focus on the instructional practices required to successfully implement the Hawkins model, including:

- Designing and facilitating inquiry-based and interdisciplinary learning experiences
- Building strong literacy and mathematics foundations across all content areas
- Developing students' academic language through writing, discussion, and presentation
- Using formative assessment and data to drive instructional decisions
- Implementing MTSS and differentiated instruction to meet diverse learner needs
- Establishing and maintaining classroom culture that balances structure with student agency

These focus areas are prioritized because they represent the most critical and, in some cases, most complex aspects of the school's instructional approach.

### **Job-Embedded Professional Learning System**

Professional development at Hawkins is not limited to isolated workshops but is embedded into the daily and weekly work of teachers. The school will implement a continuous improvement model that includes:

- Weekly collaborative planning meetings focused on lesson design and alignment
- Data meetings to analyze student performance and plan targeted instruction
- Instructional coaching cycles with observation, feedback, and follow-up
- Peer observation and lesson study to build shared instructional practice

This structure ensures that professional learning is ongoing, practical, and directly connected to classroom implementation.

### **Coaching as the Primary Lever for Growth**

Instructional coaching is the central component of the professional development model. Learning Architects and instructional leaders will provide regular, structured coaching that includes:

- Pre-observation planning and goal setting
- In-class observation focused on specific instructional practices
- Immediate, actionable feedback
- Follow-up support to ensure implementation

Coaching will be differentiated based on teacher experience and performance, with more intensive support provided to new or developing teachers and leadership development opportunities provided to highly effective teachers.

### **Internal and External Professional Development**

The majority of professional development will be designed and delivered internally to ensure strong alignment to the Hawkins model and instructional priorities. Internal leaders will facilitate most training, coaching, and collaborative learning structures.

External professional development will be used strategically to supplement internal efforts, including:

- Specialized content-area training
- Compliance-related training (e.g., EC, ESL, legal requirements)
- Targeted instructional strategies that enhance core practices

This balanced approach ensures coherence while leveraging external expertise when needed.

### **Differentiation and Individualized Growth**

Professional development will be both collective and individualized. All staff will participate in core training aligned to the instructional model, while individual teachers will receive differentiated support based on:

- Classroom observation data
- Student performance outcomes
- Professional goals and areas for growth

Individualized development plans will guide coaching and professional learning to ensure that each teacher receives targeted support.

### **Extension of Induction into Year-Long Learning**

The Hawkins Excellence Institute serves as the foundation of the professional development system. The core instructional practices and expectations introduced during induction will be intentionally extended throughout the school year.

Teachers will revisit and deepen their understanding of key practices through:

- Ongoing coaching cycles
- Data-driven professional learning sessions
- Reflection and refinement of instructional strategies
- Continuous alignment of instruction to student needs

This ensures that teachers are not expected to master complex practices immediately but are supported in

developing expertise over time.

### **Monitoring Impact and Continuous Improvement**

The effectiveness of professional development will be evaluated through multiple measures, including:

- Classroom observation data
- Student academic growth and performance
- Teacher feedback and engagement
- Progress toward instructional goals

Instructional leaders will use this data to refine professional development, ensuring that it remains responsive to teacher needs and focused on improving student outcomes.

Hawkins Charter School's professional development plan is a comprehensive, job-embedded system designed to build teacher capacity, ensure fidelity of implementation, and improve student outcomes. By aligning professional learning to the instructional model, embedding it into daily practice, and supporting it through coaching and continuous improvement, the school ensures that teachers are equipped to deliver high-quality instruction and grow as professionals over time.

**Q63. Provide a schedule and explanation of professional development that will take place prior to the 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.**

### **Hawkins Excellence Institute (Induction Program)**

Prior to school opening, all staff will participate in the Hawkins Excellence Institute, a multi-day induction experience designed to ensure readiness for implementation of the school's instructional model, culture, and systems. This induction serves as the foundation for instructional consistency and is intentionally designed to prepare teachers to deliver the unique and rigorous aspects of the Hawkins model from the first day of school.

### **Core Areas of Focus**

The induction program will include:

- Mission, vision, and DREAM framework (Dignity, Reflection, Excellence, Agency, Meaningful Contribution)
- Instructional model (Discover → Curate → Share™) and interdisciplinary lesson design
- Classroom culture, routines, and expectations aligned to student agency and belonging
- Assessment systems, progress monitoring, and data-driven instruction
- Student support systems, including MTSS and inclusive practices

### **Preparing Teachers for Unique and Challenging Instructional Practices**

The Hawkins instructional model requires teachers to facilitate inquiry-based, interdisciplinary, and student-centered learning while maintaining strong academic rigor. To prepare teachers for these expectations, the induction program will explicitly focus on:

- Designing and facilitating inquiry-driven lessons that move beyond traditional direct instruction
- Integrating literacy, mathematics, science, and social studies within interdisciplinary units
- Supporting students in explaining their thinking through writing, discussion, and presentation
- Using real-time data to adjust instruction and provide targeted support
- Managing classrooms that balance student agency with clear structure and expectations

These areas are intentionally emphasized because they represent shifts from traditional instructional models and require deliberate practice and coaching.

### **Applied Practice and Demonstration of Readiness**

Teachers will engage in structured, practice-based learning experiences to build confidence and competence, including:

- Lesson rehearsals using the school's instructional framework
- Classroom simulations and role-playing focused on culture and instruction
- Collaborative unit and lesson planning aligned to interdisciplinary expectations
- Practice facilitating discussions, questioning strategies, and student discourse
- Feedback and revision cycles led by instructional leaders

Teachers will not only learn the model but demonstrate their ability to implement it prior to the start of school.

### **Leadership Preparation for Instructional Consistency**

Instructional leaders will receive additional training in coaching, observation, and feedback to ensure consistent implementation across classrooms. This includes calibrating expectations, practicing observation protocols, and developing feedback aligned to the instructional model.

### **Extension into Ongoing Professional Development**

The Hawkins Excellence Institute is the foundation of a year-long professional learning system. The core topics introduced during induction will be extended and deepened throughout the school year through:

- Weekly coaching cycles and classroom-based feedback
- Data meetings focused on instructional adjustment and student progress
- Ongoing professional development sessions aligned to identified needs
- Collaborative planning structures that reinforce interdisciplinary design

This ensures that teachers are not expected to master complex instructional practices during induction alone, but are continuously supported as they refine and strengthen their practice over time.

Through a combination of explicit training, applied practice, leadership development, and ongoing support, the Hawkins Excellence Institute ensures that teachers are prepared to implement the school's instructional model with fidelity. The extension of these focus areas throughout the school year creates a coherent and sustained professional learning system that supports both teacher effectiveness and student success.

**Q64. 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.**

### **Annual Professional Development Commitment**

Hawkins Charter School will provide approximately 10–12 full days of professional development annually, in addition to ongoing, job-embedded professional learning throughout the school year. This includes pre-opening induction, mid-year professional development days, and scheduled data and planning days embedded within the academic calendar.

### **Calendar Alignment and Protected Time**

The school calendar is intentionally designed to support continuous professional learning and includes:

- Designated professional development days prior to school opening
- Quarterly or periodic data days for instructional planning and analysis
- Time for staff collaboration aligned to instructional cycles

These days are reflected in the school calendar and ensure that teachers have structured opportunities to reflect, plan, and refine instruction.

### **Weekly Professional Learning Structures**

Professional development is embedded into the weekly schedule through:

- **Weekly Professional Learning Communities (PLCs)** focused on lesson design, student work analysis, and instructional alignment
- **Data meetings** aligned to assessment cycles to monitor student progress and adjust instruction
- **Instructional coaching cycles** that include observation, feedback, and follow-up support

These structures ensure that professional learning is continuous and directly connected to classroom practice.

### **Staffing Structure to Support Professional Development**

The school's staffing model is intentionally designed to support job-embedded professional learning. Instructional leaders, including Learning Architects/Multi-Classroom Leaders, provide ongoing coaching, modeling, and feedback without removing teachers from instructional time. This distributed leadership model ensures that professional development is sustained, consistent, and aligned across classrooms.

### **Integration with First 20 Days and Ongoing Learning**

Following the Hawkins Excellence Institute, professional development will be intensified during the first 20 instructional days through daily check-ins, PLCs, and coaching cycles to support early implementation. These structures will continue throughout the year, allowing teachers to deepen their practice over time.

### **Sustainability and Impact**

This comprehensive approach ensures that professional development is not limited to isolated events but is embedded within the daily work of teaching. By aligning calendar structures, weekly schedules, and staffing supports, Hawkins Charter School ensures that teachers receive consistent, high-quality professional learning that leads to improved instruction and student outcomes.

### 3.5. Student Recruitment

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.

**Q65. Marketing Plan: 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.**

### **Purpose and Alignment to Community Demographics**

Hawkins Charter School's marketing plan is designed to ensure that student enrollment reflects the racial, ethnic, and socioeconomic composition of Guilford County, with a focused emphasis on eastern and northeastern Greensboro communities. The plan is grounded in equitable access, intentional outreach, and relationship-based engagement.

### **Target Audience and Geographic Focus**

Marketing efforts will prioritize families within the school's defined catchment area, particularly those in communities historically underserved by existing school options. This includes families with elementary and middle school-aged children, multilingual households, and families seeking alternatives to current school placements.

### **Multi-Channel Outreach Strategy**

The school will implement a coordinated outreach strategy that includes:

- Digital outreach (social media campaigns, targeted ads, website engagement)
- Print materials (flyers, brochures, posters distributed in community hubs)
- In-person engagement (community events, school interest meetings, family sessions)
- Word-of-mouth and ambassador networks (trusted community members and families)

All materials will be clear, accessible to ensure broad reach.

### **Messaging Strategy**

Marketing will emphasize:

- A high-quality K-8 academic experience
- Continuity from elementary through middle school
- Engaging, hands-on, and rigorous learning
- Accessibility within the community (reduced need for long commutes)

Messaging will be culturally responsive and aligned to the values and priorities expressed by families during community engagement.

**Q66. Describe how parents and other members of the community will be informed about the school.**

### **Clear and Strategic Communication Approach**

Hawkins Charter School will ensure that parents and community members are informed about the school through a coordinated communication strategy that begins during the planning year and continues through school opening. This strategy is designed to build awareness, provide clear information, and ensure equitable access to all families within the targeted community.

### **Multi-Channel Information Sharing**

The school will utilize multiple communication channels to ensure broad reach and accessibility, including:

- A regularly updated school website as the central source for enrollment information, school updates, and key resources
- Social media platforms to share timely updates and increase visibility within the community
- Email communication to provide consistent updates to interested families
- Printed materials distributed through community locations and events

These channels ensure that information is accessible through both digital and in-person formats.

### **Community-Based Outreach**

In alignment with the school's recruitment efforts, Hawkins Charter School will prioritize community-based communication by:

- Hosting information sessions and family meetings
- Attending local events and community gatherings
- Partnering with local organizations to share information directly with families

This approach ensures that communication is embedded within the community rather than relying solely on passive outreach.

### **Accessible and Inclusive Communication**

All communication will be clear, concise, and accessible. Materials will:

- Clearly explain the school's mission, program, and enrollment process
- Use family-friendly language
- Be available in multiple languages as needed
- Be accessible in both print and digital formats

Staff will provide support to families who need assistance accessing or understanding information.

### **Consistent and Ongoing Updates**

During the planning year, Hawkins Charter School will provide regular updates related to enrollment, school development, and key milestones. This ensures that families remain informed and engaged throughout the process and are able to make timely decisions regarding enrollment.

Through a combination of structured communication channels, community-based outreach, and accessible

messaging, Hawkins Charter School will ensure that parents and community members are consistently informed about the school and have multiple opportunities to engage prior to and during the enrollment process.

**Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.**

**Recruitment Strategy Overview**

Hawkins Charter School will implement a structured, relationship-driven recruitment plan during the planning year designed to build awareness, generate interest, and convert families into enrolled students. The strategy prioritizes eastern and northeastern Guilford County and is aligned to the school's mission to serve families who have historically had limited access to high-quality school options.

Recruitment will be organized into three phases: Awareness, Engagement, and Enrollment Conversion, ensuring a clear pipeline from initial contact to completed application.

**Phase 1: Awareness (Immediately Following Approval)**

The initial phase will focus on building visibility and ensuring families are aware of the school as a new, high-quality option within the community.

Key strategies will include:

- Launching the school website with enrollment information and interest forms
- Initiating targeted social media campaigns focused on the local catchment area
- Distributing printed materials (flyers, brochures) in community locations such as churches, childcare centers, and neighborhood hubs
- Announcing the school through community networks, board member connections, and local partnerships

**Responsible Parties:** Executive Director (lead), Board members (community outreach), Communications/Operations support

**Phase 2: Engagement (Building Relationships with Families)**

The second phase will focus on direct interaction with families to build trust, provide deeper understanding of the school model, and generate strong interest.

Key activities will include:

- Hosting monthly information sessions and family meetings
- Facilitating "Discovery Days" where families experience the instructional model
- Participating in community events, festivals, and local gatherings
- Conducting small-group or neighborhood-based meetings to reach families directly

These events will be intentionally designed to help families understand the school's academic program, culture, and expectations.

**Responsible Parties:** Executive Director (lead facilitator), Board members, instructional/design team members, community ambassadors

### **Phase 3: Enrollment Conversion (Application and Lottery Readiness)**

The final phase will focus on supporting families through the application process and ensuring completion prior to the enrollment deadline.

Key strategies will include:

- Providing application support sessions (in-person and virtual)
- Following up directly with interested families to encourage application completion
- Offering assistance with forms, documentation, and understanding the enrollment process
- Maintaining consistent communication about deadlines, lottery procedures, and next steps

The goal during this phase is to ensure that all interested families successfully complete the application process.

**Responsible Parties:** Operations lead (application tracking), Executive Director (oversight), staff and volunteers (family support and follow-up)

### **Community-Based Recruitment Approach**

Hawkins Charter School will prioritize in-person, community-based recruitment to ensure access for families who may not be reached through traditional marketing channels. This includes partnerships with:

- Local churches and faith-based organizations
- Community centers and neighborhood groups
- Early childhood programs and childcare providers
- Housing communities and family support organizations

This approach ensures that recruitment efforts are embedded within trusted community spaces.

### **Equity and Access in Recruitment**

The recruitment plan is intentionally designed to reach historically underserved populations, including economically disadvantaged families, multilingual households, and students with diverse learning needs.

Strategies to ensure equitable access include:

- Multilingual materials and communication support
- In-person application assistance
- Outreach in high-need neighborhoods
- Clear communication about transportation and meal services

### **Recruitment Monitoring and Accountability**

The school will track recruitment progress using interest forms, event attendance, and application data to ensure that outreach efforts are effective and aligned to enrollment targets.

The Executive Director will provide regular updates to the governing board on recruitment progress, including:

- Number of interested families
- Application completion rates
- Demographic alignment with target population

Adjustments to recruitment strategies will be made as needed to ensure enrollment goals are met.

Through a phased, community-based, and data-informed approach, Hawkins Charter School will implement a comprehensive recruitment plan that builds awareness, fosters meaningful family engagement, and ensures successful enrollment during the planning year. This plan is grounded in relationships, access, and accountability, ensuring that the student population reflects the community the school is designed to serve.

**Q68. 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.**

#### **Commitment to Equal Access and Non-Discrimination**

Hawkins Charter School is committed to ensuring that all students have an equal opportunity to attend, regardless of socioeconomic status, academic background, disability, language proficiency, or prior educational experience. The school will implement open enrollment and a lottery process consistent with G.S. 115C-218.45 and will not use academic or behavioral criteria for admission. Equal access will be achieved through intentional outreach, removal of barriers to enrollment, and targeted engagement with historically underserved populations.

#### **Targeted Outreach to Families in Poverty**

Recognizing that families in poverty often face barriers to accessing school options, Hawkins Charter School will prioritize outreach in high-need communities within eastern and northeastern Guilford County. Strategies will include:

- Hosting information sessions in community-based locations such as churches, housing communities, and local organizations
- Providing printed materials and in-person outreach in neighborhoods with limited digital access
- Clearly communicating available supports such as transportation and meal programs
- Offering application assistance to ensure families can successfully complete enrollment materials

These efforts are designed to ensure that lack of access to information or resources does not prevent families from applying.

#### **Outreach to Academically Low-Achieving and At-Risk Students**

Hawkins Charter School is intentionally designed to serve students who may not be thriving in traditional school settings. The school will communicate its focus on strong foundational instruction, individualized support, and engaging learning experiences to families of students who are academically struggling.

Outreach strategies will include:

- Partnering with community organizations that support students in need of academic intervention
- Engaging families during community events and information sessions where concerns about current school experiences are discussed
- Clearly communicating the school's use of MTSS, intervention blocks, and data-driven instruction

This ensures that families understand how the school will support students who need additional academic support.

### **Outreach to Students with Disabilities**

Hawkins Charter School will ensure that families of students with disabilities are informed that the school provides a full continuum of services in compliance with IDEA. Outreach will include:

- Clear communication that special education services are available and accessible
- Inclusion of information about support structures such as MTSS, inclusive classrooms, and individualized instruction
- Direct engagement with families to answer questions about services and supports

The school's messaging will emphasize inclusion, access to the general education curriculum, and individualized support.

### **Outreach to English Learners and Multilingual Families**

The school will implement intentional strategies to ensure that English learners and multilingual families have full access to information and enrollment opportunities. These strategies include:

- Providing translated materials and communication in multiple languages
- Partnering with community organizations that serve multilingual families
- Offering in-person and verbal support to assist with the application process

This approach ensures that language is not a barrier to enrollment or participation.

### **Outreach to Students Experiencing Homelessness and Other At-Risk Populations**

Hawkins Charter School will work to ensure that students experiencing housing instability or other risk factors have access to enrollment opportunities. Strategies include:

- Partnering with local organizations and agencies that serve families experiencing homelessness
- Providing flexible and supportive enrollment processes
- Communicating student rights and available supports in alignment with McKinney-Vento requirements

These efforts ensure that the most vulnerable students are not excluded from access.

### **Marketing the School's Educational Focus**

Hawkins Charter School will clearly communicate its unique educational model as part of its outreach and recruitment efforts. Messaging will emphasize:

- A rigorous, inquiry-based instructional model (Discover → Curate → Share™)
- Strong literacy and mathematics foundations
- Opportunities for students to apply learning through discussion, writing, and presentation
- A K-8 structure that provides continuity and stability for students and families

This messaging will be consistently integrated into all recruitment materials, events, and communication channels to ensure families understand the value and distinctiveness of the school.

### **Removing Barriers to Enrollment**

In addition to targeted outreach, Hawkins Charter School will remove common barriers to access by:

- Providing transportation options aligned to community needs
- Offering meal programs to support student well-being
- Ensuring the application process is simple and accessible
- Offering support to families who need assistance completing enrollment

Through intentional outreach, inclusive communication, and removal of barriers, Hawkins Charter School ensures that all students, particularly those from historically underserved and at-risk populations have a meaningful and equitable opportunity to attend. This approach aligns with the school's mission and ensures that access to high-quality education is not limited by circumstance.

## **Q69. What established community organizations would you target for marketing and recruitment?**

### **Community-Based Recruitment Strategy**

Hawkins Charter School will prioritize recruitment through established, trusted community organizations and spaces within eastern and northeastern Guilford County. The school's approach is intentionally relationship-based, ensuring that outreach occurs in locations where families already gather, learn, and engage.

### **Community Centers, Libraries, and Recreation Spaces**

The school will focus heavily on public and neighborhood-based spaces that serve as central hubs for families, including:

- Local community centers and neighborhood resource hubs
- Public libraries within the Greensboro and Guilford County library system
- Recreation centers and parks that host youth programming and family events
- Afterschool programs and extended-day care providers
- Youth sports organizations, leagues, and athletic programs

These locations provide consistent access to families with school-aged children and allow the school to engage directly with parents in familiar, trusted environments.

### **Cultural and Educational Institutions**

Hawkins Charter School will intentionally partner with and conduct outreach at cultural and educational institutions that align with its mission and community roots. A key partner and focal point for outreach will be the Charlotte

Hawkins Brown Museum State Historic Site, which serves as both a cultural landmark and a gathering space for community events and educational programming.

The school will participate in events, host informational sessions, and engage families at this site and similar institutions to build awareness and connection to the school's mission.

### **Faith-Based and Community Organizations**

The school will also partner with:

- Local churches and faith-based organizations
- Community-based nonprofits serving families and youth
- Housing communities and neighborhood associations
- Family support organizations and social service agencies

These organizations are critical for reaching families who may not be connected to traditional school outreach channels.

### **Early Childhood and Youth Development Partners**

To ensure strong enrollment in early grades, Hawkins Charter School will work with:

- Childcare centers and preschools
- Head Start and early learning programs
- Afterschool enrichment providers

These partnerships will support early awareness and transition into the school.

### **Strategic Use of Community Partnerships**

Hawkins Charter School will not only distribute materials but will actively engage these organizations through:

- Hosting information sessions and enrollment support events on-site
- Participating in community events and family engagement activities
- Building ongoing relationships with organization leaders to support sustained outreach

By focusing recruitment efforts within community centers, libraries, recreation spaces, cultural institutions such as the Charlotte Hawkins Brown Museum, and trusted local organizations, Hawkins Charter School ensures that outreach is accessible, visible, and deeply connected to the families it is designed to serve. This approach strengthens trust, expands access, and supports enrollment that reflects the community.

## **3.6. Parent and Community Involvement**

**Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

### **Strategic Family and Community Engagement from Approval to Opening**

Hawkins Charter School will implement a structured and relationship-driven engagement plan to ensure that parents and community members remain informed, connected, and actively involved from the time of approval through school opening. This plan is designed not only to share information, but to build trust, sustain interest, and support families through the enrollment process.

### **Phased Engagement Approach**

Engagement will be organized into three phases to ensure clarity, consistency, and momentum:

- **Phase 1: Awareness and Initial Communication (Immediately Following Approval)**
- **Phase 2: Deep Engagement and Relationship Building**
- **Phase 3: Enrollment Support and School Readiness**

This phased approach ensures that communication evolves from general awareness to active partnership.

#### **Phase 1: Awareness and Initial Communication**

Immediately following approval, the school will launch a coordinated communication effort to inform families and the broader community. This will include:

- Public announcement of school approval through digital platforms and community networks
- Launch of the school website with enrollment interest forms and key information
- Initial outreach through social media, email communication, and community partners
- Distribution of printed materials in high-traffic community locations

The goal of this phase is to ensure that families are aware of the school and understand how to access additional information.

#### **Phase 2: Deep Engagement and Relationship Building**

Once awareness is established, Hawkins Charter School will focus on building meaningful relationships with families and community members. This phase includes:

- Monthly information sessions and family meetings to explain the school's mission, model, and expectations
- "Discovery Days" or interactive events where families experience the instructional approach
- Participation in community events, festivals, and gatherings
- Small-group or neighborhood-based meetings to create more personalized engagement opportunities

These efforts are designed to move families from awareness to understanding and trust.

#### **Phase 3: Enrollment Support and School Readiness**

As the enrollment window approaches, communication will shift toward supporting families through the application and enrollment process. This includes:

- Hosting application support sessions (in-person and virtual)
- Providing direct follow-up with interested families to ensure application completion
- Communicating key deadlines, lottery procedures, and next steps
- Offering guidance on school readiness, expectations, and transition planning

This phase ensures that families are not only informed but fully supported in enrolling and preparing for the school year.

### **Consistent Communication Cadence**

Throughout all phases, Hawkins Charter School will maintain a consistent and predictable communication schedule, including:

- Monthly updates during the early planning period
- Increased frequency of communication (biweekly or weekly) as enrollment approaches
- Regular updates on school progress, staffing, and readiness milestones

This consistency ensures that families remain informed and engaged over time.

### **Multi-Channel and Accessible Communication**

Communication will be delivered through multiple channels to ensure accessibility for all families, including:

- Website updates
- Social media platforms
- Email and direct communication
- Printed materials distributed in the community

All communication will be clear, culturally responsive, and available in multiple languages as needed.

### **Family Voice and Two-Way Engagement**

Hawkins Charter School will intentionally create opportunities for families to provide input and engage in dialogue. This includes:

- Listening sessions and feedback opportunities
- Surveys to gather family perspectives
- Open communication with school leadership

This ensures that engagement is reciprocal and that families feel valued as partners.

### **Leadership and Accountability**

The Executive Director will lead the overall engagement strategy, with support from the governing board and designated staff. Board members will play an active role in community outreach, while staff will support communication and follow-up with families. Through a phased, relationship-based, and highly structured engagement plan, Hawkins Charter School will ensure that families and community members are informed, connected, and supported from approval through opening. This approach builds trust, strengthens community relationships, and ensures a strong and successful school launch.

## **Q71. Describe how you will engage parents in the life of the public charter school.**

### **Parent Engagement as a Core Design Principle**

Parent engagement at Hawkins Charter School is foundational to the school's mission and educational model. Families are not viewed as passive recipients of information, but as active partners in supporting student learning, development, and leadership. The school will intentionally design structures that ensure families are informed, involved, and connected to their child's academic and social experience.

### **Clear Expectations for Family Partnership**

From the beginning of the school year, Hawkins Charter School will establish clear expectations for family engagement. These expectations will be communicated during onboarding, included in the family handbook, and reinforced through ongoing communication.

Families will be encouraged to:

- Participate in conferences and school events
- Support learning at home through clear academic expectations
- Engage in regular communication with teachers
- Contribute to the school community in meaningful ways

This clarity ensures that engagement is consistent and aligned to student success.

### **Structured Opportunities for Engagement**

Hawkins Charter School will provide multiple, structured opportunities for families to engage throughout the school year, including:

- **Student-led conferences** where students present their learning, reflect on progress, and set goals
- **Exhibitions of learning** where families observe and celebrate student work and academic growth
- **Family meetings and workshops** focused on understanding curriculum, supporting learning at home, and navigating school expectations
- **Schoolwide events and community gatherings** that strengthen relationships and school culture

These opportunities are intentionally aligned to the instructional model and reinforce student ownership of learning.

### **Ongoing Communication and Connection**

Parent engagement will be supported through consistent, two-way communication between families and the school. This includes:

- Regular updates on student progress through report cards and progress reports
- Ongoing communication from teachers through conferences, messages, and calls
- Schoolwide communication through newsletters, digital platforms, and updates

Teachers will prioritize proactive communication to build relationships and ensure families are informed about both successes and areas for growth.

### **Family Voice and Leadership**

Hawkins Charter School will create structured opportunities for families to provide input and contribute to the

school community. This may include:

- Family surveys and feedback opportunities
- Listening sessions and community conversations
- Opportunities to support school events and initiatives

These structures ensure that families have a voice and that their perspectives inform school improvement.

### **Reducing Barriers to Engagement**

The school will take intentional steps to remove barriers that may prevent families from participating, including:

- Offering flexible meeting times (in-person and virtual)
- Providing translation and interpretation services as needed
- Hosting events within the community to increase accessibility
- Ensuring communication is clear, concise, and accessible

These efforts ensure that engagement opportunities are inclusive and equitable.

### **Alignment to Student Success and School Culture**

Parent engagement at Hawkins Charter School is directly connected to student success. By involving families in the learning process, reinforcing expectations, and building strong relationships, the school creates a supportive environment where students can thrive academically and socially. This approach also reinforces the school's DREAM framework by promoting dignity, reflection, and meaningful contribution among students, families, and staff.

Through clear expectations, structured opportunities, consistent communication, and inclusive practices, Hawkins Charter School will establish a strong culture of family partnership. This approach ensures that parents are actively engaged in the life of the school and play a meaningful role in supporting student achievement and community success.

## **Q72.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.**

### **Purposeful Family and Community Programming**

Hawkins Charter School will offer a range of intentional programs for parents and the broader community designed to strengthen family capacity, deepen engagement in student learning, and reinforce the school's mission to develop confident learners and leaders. These programs are not add-ons, but extensions of the school's instructional model, culture, and commitment to community partnership.

### **Family Learning Workshops (Academic Support and Capacity Building)**

Hawkins Charter School will host regular family workshops designed to help parents understand how to support their child's academic growth at home. These sessions will focus on:

- Supporting literacy development, including reading strategies and writing support
- Understanding mathematics concepts and problem-solving approaches

- Helping students prepare for assessments and demonstrate their thinking
- Navigating academic expectations and grade-level standards

These workshops empower families with practical tools and build alignment between home and school learning environments.

### **Hawkins Parent Institute (Understanding the Model and Student Experience)**

The school will offer a structured Parent Institute to help families fully understand the Hawkins instructional model and student expectations. Sessions will include:

- Overview of the Discover → Curate → Share™ instructional framework
- Understanding student-led conferences and exhibitions of learning
- Supporting student independence, reflection, and goal setting
- Reinforcing the DREAM framework (Dignity, Reflection, Excellence, Agency, Meaningful Contribution) at home

This program ensures that families are equipped to engage meaningfully in their child's learning experience.

### **Community-Based Engagement and Cultural Programming**

Hawkins Charter School will host and participate in community-centered events that bring families together and celebrate culture, identity, and learning. These may include:

- Community nights and family gatherings
- Cultural celebrations and heritage events
- Events hosted in partnership with local organizations and institutions
- Engagement opportunities connected to the Charlotte Hawkins Brown Museum and similar community spaces

These programs strengthen relationships, build belonging, and connect learning to community and history.

### **Parent Leadership and Advisory Opportunities**

Hawkins Charter School will create opportunities for families to take on leadership roles within the school community. This may include:

- Family advisory groups that provide feedback on school programs and initiatives
- Opportunities to support school events and engagement efforts
- Structured input sessions to inform school improvement and decision-making

This ensures that families are not only participants but contributors to the school's growth and success.

### **Workshops Supporting Whole-Child Development**

Recognizing that student success extends beyond academics, the school will offer sessions focused on supporting the whole child, including:

- Social-emotional development and student well-being
- Building routines and habits that support learning
- Supporting student motivation, confidence, and resilience

These programs help families support their children in both academic and personal development.

### **Community Resource Connections**

Hawkins Charter School will connect families to community resources that support stability and well-being. This may include partnerships with organizations that provide:

- Enrichment opportunities
- Health and wellness resources
- Family support services

By connecting families to resources, the school strengthens the conditions that support student success.

### **Alignment to Mission and Student Outcomes**

All parent and community programs are intentionally aligned to the school's mission and educational model. By equipping families with knowledge, tools, and opportunities for engagement, Hawkins Charter School ensures that learning extends beyond the classroom and that students are supported by a strong network of adults working in partnership.

Through a combination of academic workshops, parent education programs, community engagement events, leadership opportunities, and resource connections, Hawkins Charter School will create a comprehensive system of family and community programming. These efforts strengthen family capacity, deepen engagement, and directly support student learning, development, and long-term success.

## **3.7. Admissions Policy**

**Q73. Weighted Lottery Does 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 that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

**Q77. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**

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

**Student Eligibility Requirements**

Hawkins Charter School will enroll students in accordance with North Carolina law. To be eligible to apply:

- The student must be a legal resident of North Carolina at the time of application and lottery
- Kindergarten applicants must turn five years old on or before August 31 of the enrollment year
- Students must meet all state requirements for grade-level enrollment

These requirements will be clearly communicated to families prior to and during the application process.

**Open Enrollment Application Period and Timeline**

Hawkins Charter School will open its enrollment application period only after final approval from the State Board of Education. The school anticipates the following timeline:

- **Open Enrollment Period:** October 1 through February 26
- **Lottery (if needed):** Early March (publicly noticed in advance)
- **Notification of Results:** Within 24–48 hours following the lottery

During the open enrollment period, all applications will receive equal consideration regardless of submission date.

Applications will be available online and in paper format, and staff will provide support to families as needed to ensure equitable access to the application process.

**Open Enrollment and Non-Discrimination Policy**

Hawkins Charter School will implement an open enrollment process consistent with G.S. 115C-218.45. The school will not discriminate on the basis of race, ethnicity, national origin, religion, gender, disability, academic ability, or prior educational experience.

No student will be required to take a test, submit academic records for screening, or meet any academic criteria for admission.

### **Lottery Procedures and Enrollment Preferences**

If the number of applications exceeds available seats, Hawkins Charter School will conduct a random lottery.

The lottery will:

- Be open to the public and publicly noticed in advance
- Be conducted using a secure, random selection process
- Assign each applicant a unique identifier
- Select students in random order for available seats

Students not selected will be placed on a waitlist in the order drawn.

In accordance with G.S. 115C-218.45, Hawkins Charter School will apply the following enrollment preferences:

- Children of full-time employees (minimum of 30 hours per week), not to exceed 15% of total enrollment when combined with children of board members
- Siblings of currently enrolled students, including half siblings, step-siblings, and foster children residing in the same household
- Children of members of the governing board, not to exceed 15% of total enrollment when combined with children of employees
- All other applicants from the general public

All preferences will be applied in full compliance with state law.

### **Application Integrity and Submission Policies**

To ensure fairness and compliance:

- Only one application per student will be accepted
- Duplicate applications may result in disqualification
- Separate applications must be submitted for each child

Applications must be submitted during the open enrollment period to be included in the lottery.

Applications received after February 26 will not be included in the lottery and will be placed on the waitlist in the order received.

Applications and waitlists do not carry over from year to year. Families must reapply annually if not admitted.

### **Waitlist Procedures**

Students not admitted through the lottery will be placed on a waitlist by grade level in the order in which their names are drawn.

The waitlist will:

- Remain active through the first semester of the school year
- Be used to fill open seats as they become available

- Be maintained in strict lottery order

Families will be notified of their waitlist status and contacted if a seat becomes available.

### **Enrollment Offers and Acceptance Procedures**

Families offered admission will receive an enrollment notification and must accept or decline the offer within a specified timeframe.

- Prior to August 1: Families will typically have up to 48 hours to respond
- After August 1: Response windows may be reduced to 24 hours due to the proximity of school opening

To secure enrollment, families must submit required documentation, which may include:

- Proof of North Carolina residency
- Birth certificate
- Immunization records
- Health assessment forms (as required)

Failure to respond or submit required documentation by the deadline may result in forfeiture of the seat, which will then be offered to the next student on the waitlist.

### **Student Withdrawal, Transfers, and Re-Enrollment**

Families may withdraw their child at any time by providing written notice. The school will maintain accurate records of enrollment and withdrawal.

Vacancies will be filled using the waitlist in accordance with lottery order.

Students transferring into Hawkins Charter School after the initial enrollment period will be admitted from the waitlist based on availability.

Students who are enrolled will not be required to reapply annually. Families will complete a re-enrollment confirmation process each year to secure their child's continued placement.

### **Pre-Admission Activities and Purpose**

Hawkins Charter School may offer optional pre-admission activities, including:

- Information sessions
- Community-based events
- School tours (as appropriate)
- "Discovery Days" to experience the instructional model

The purpose of these activities is to:

- Provide families with a clear understanding of the school's program and expectations
- Support informed decision-making
- Build early relationships between families and the school

Participation in these activities is voluntary and will not influence admission or lottery outcomes.

### **Commitment to Transparency and Equal Access**

All admissions policies, procedures, and timelines will be clearly communicated through the school's website, printed materials, and outreach efforts. The school will ensure that all families have equal access to information and application support, including multilingual communication and in-person assistance when needed.

Hawkins Charter School's admissions process is designed to be transparent, fair, and accessible. Through a clearly defined open enrollment window, compliant lottery procedures, structured waitlist management, and strong family support systems, the school ensures that all students have an equal opportunity to enroll.

### **3.8. Certify**

**Q78.** This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

**Q79.** Explanation (optional):

## 4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

**Q80. Do you want your application to be considered for acceleration?**

Yes

No

## 5. Conversion

**Q94.** Is this application a conversion from a traditional public school or private school?

Yes

No

## 6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The CSRB may also, in certain well-defined instances, grant permission for a nonprofit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

***If applying for a replication, please review the following definitions and continue in this section.***

1. "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
2. "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
3. "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
4. "Fast-Track Replication" is a special form of replication in which the approved applicant forgoes the planning year required of new charter school applicants.

**Q109. Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.**

- Standard
- Fast-Track
- No

## 7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:
  1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
  2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
  3. the students shall be currently under suspension for more than 10 days from a public or private school; or
  4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

**Q121. Do you want your application to be considered for an Alternative Charter School?**

Yes

No

## 8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

**Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?**

Yes

No

## 9. Remote Academies

### § 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q142.

Is the school you're applying to create a remote charter academy?

Yes

No

## 10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

1. Identify the students and community to be served;
2. Illustrate what success will look like; and
3. Align with the purposes of the NC Charter School Law.

### 10.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

**Q169. Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.**

Hawkins Charter is a K-8 public charter school designed to serve students and families in East and Northeast Greensboro through a learning model grounded in belonging, academic excellence, and leadership development.

**Q170. Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.**

Hawkins Charter School envisions a future where students grow from curious learners into confident leaders who use knowledge, voice, and action to serve others and create lasting change.

**Q171. In narrative form, please describe how you have assessed parental demand for the school.**

Over the past two years, Hawkins Charter School has intentionally engaged families and community members through relationship-building, listening, and iterative feedback. This work began informally through conversations with parents in schools, small groups, and local online communities, where families openly shared their experiences, concerns, and what they felt was missing in current school options. These early conversations were honest, often raw, and deeply informative, shaping the foundation of our design process.

Building on these insights, we developed a structured Listening and Learning Protocol and expanded outreach through preschool visits (arrival and dismissal), participation in community events, and small-group family conversations. These efforts informed the design of a comprehensive community survey.

Community response has been both immediate and strong. Within 28 hours of launching our initial survey, 20 parents responded. After launching our social media presence, we saw rapid organic engagement with over 13,000 views and 134 followers within 24 hours, growing to over 17,000 views within one week from a single, welcome message that was not an ad or a boosted post. This demonstrated authentic community interest driven by existing relationships rather than paid outreach.

We are currently continuing this work through the Hawkins Hears: Listening and Learning Campaign, which deepens engagement and gathers more targeted input. In just three days, an additional 25 parents responded to our expanded survey.

Through this process, we asked families about grade-level needs and enrollment interest, what children deserve most from a school, priority student experiences and learning outcomes, key factors in choosing and trusting a school, gaps in current school options, desired school culture, safety, and communication practices, family engagement and partnership expectations, transportation and accessibility needs, facilities and location preferences, desired community partnerships, and innovations such as life skills, leadership development, and real-world learning opportunities.

Across responses, several consistent themes emerged. Families expressed a strong desire for a safe, structured, and nurturing environment; strong academic foundations paired with engaging, hands-on learning; a deep sense of belonging where children feel seen, valued, and known; authentic family partnership with clear, honest, and consistent communication; and opportunities for leadership, life skills, and real-world application of learning. Families also identified persistent gaps in current options, including inconsistent communication, limited engaging learning experiences, and a lack of strong, trust-based relationships between schools and families.

Importantly, families emphasized that trust in a new school would require clear and consistent communication, visible evidence of student learning and growth, strong and stable leadership, and alignment between the school's vision and the actual student experience.

This feedback has directly shaped the Hawkins model, ensuring that the school is not only designed for the community, but truly built with the community. To date, over 350 parents have been engaged through conversations, surveys, and community-based outreach, and this work will continue as the school moves toward opening.

We believe that authentically assessed parent demand is paramount. We will continue to listen closely, learn deeply, and build responsively because this school is not just designed for the community, but in faithful response to it.

**Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..**

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

***\*\*\*Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

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and build responsively because this school is not just designed for the community, but in faithful response to it.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

**Q173.If applicable, provide evidence of any committed business, civic, or other community support.**

Please see the attached letters of support.

**Q174.Select one or more of the six legislative purposes the proposed charter will achieve.**

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

**Q175.For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.**

Purpose 1: Create new professional opportunities for teachers

Hawkins Charter School creates new professional opportunities for teachers by investing in them as skilled instructional leaders rather than limiting them to isolated classroom roles. The school's staffing and instructional model is informed by North Carolina's Advanced Teaching Roles framework and emphasizes collaboration, shared leadership, and continuous improvement.

Teachers engage in interdisciplinary planning, analyze student work and data together, and participate in structured cycles of reflection and refinement aligned to schoolwide instructional goals. Teachers are responsible for designing learning experiences that invite students to observe closely, ask questions, explore through hands-on experiences, and demonstrate their understanding through projects and displays. This distributed leadership structure modernizes the traditional one-teacher, one-classroom model, strengthens instructional quality, and creates sustainable career pathways that keep effective educators deeply connected to classroom practice.

Purpose 2: Hold schools accountable for meeting measurable student achievement results

Hawkins Charter School holds itself accountable for measurable student achievement through clearly defined academic goals aligned to the North Carolina Standard Course of Study and the state accountability system. Student progress is monitored through a balanced assessment system that includes formative assessments, performance-based tasks, and benchmark measures.

Instructional teams review assessment data collaboratively to identify trends, address gaps, and ensure students receive appropriate levels of support and challenge. Teachers are also able to assess deeper understanding continuously and adjust instruction in real time because student thinking is regularly made visible through written work, explanations, and curated projects. This shared responsibility to assess knowledge, skills and thinking reinforces a culture of accountability and continuous improvement focused on measurable academic growth.

Purpose 5: Increase learning opportunities for all students

Hawkins Charter School increases learning opportunities for all students by intentionally designing learning experiences that promote deep understanding, engagement, and application of knowledge. Students build upon academic foundations by observing real-world objects and ideas, asking questions, exploring through hands-on experiences, and showing what they learn through projects, exhibits, and presentations.

This approach expands learning opportunities by valuing multiple ways of thinking and learning. Students are encouraged to look closely, wonder, and make connections across subject areas rather than learning content in isolation. By integrating inquiry, exploration, and reflection into daily instruction, Hawkins provides meaningful, high-engagement learning experiences for all students, including those who may not thrive in traditional instructional settings.

These legislative purposes reflect Hawkins Charter School's core design logic: investing in teachers as instructional leaders, holding the school accountable for measurable results, and increasing learning opportunities through intentional instructional design. By creating learning experiences that allow students to observe, explore, and share their thinking and by measuring the impact of those experiences, Hawkins Charter School is positioned to

their thinking and by measuring the impact of those experiences, Hawkins Charter School is positioned to demonstrate how students can learn deeply, effectively, and sustainably within a public charter school setting.

**Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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 MLL population of the district? See G.S. 115C-218.45(e).**

### **Target Population and Community Context**

Hawkins Charter School is designed to serve a diverse student population reflective of Guilford County Schools, particularly in eastern and northeastern Greensboro. The school will not limit enrollment based on academic ability, disability status, language proficiency, or socioeconomic background. Consistent with G.S. 115C-218.45(e), Hawkins is committed to equitable access and will enroll students through an open lottery process. The school's enrollment is expected to reflect the racial, ethnic, and socioeconomic composition of the surrounding community, including students from economically disadvantaged households, students with disabilities, and multilingual learners.

### **Community Data and Demonstrated Need**

Publicly available data from the National Center for Education Statistics, the North Carolina School Report Card, and Guilford County Schools demonstrate that the proposed catchment area includes schools serving high concentrations of students with significant academic and socioeconomic need.

For example:

- **Otis L. Hairston Sr. Middle School** serves 658 students, including 655 students identified as free-lunch eligible, and has been identified for targeted support for students with disabilities.
- **Northeast Guilford Middle School** serves 713 students, including 709 students identified as free/reduced-price lunch eligible.
- **George C. Simkins Jr. Elementary School** served 610 students in 2023–24, including 607 students identified as free-lunch eligible.

These schools also serve predominantly Black and Hispanic student populations, reflecting the diversity of the surrounding community. Across the broader Guilford County Schools district, more than 118 languages are spoken and more than 142 cultural and ethnic groups are represented.

Academic performance data further highlight the need for strong instructional models. Multiple schools in the proposed catchment area have been identified as low-performing, including:

- McLeansville Elementary (D)
- Bessemer Elementary (F)

- Brightwood Elementary (D)
- Sedalia Elementary and George C. Simkins Jr. Elementary (identified on the state low-performing schools list)

These data points indicate a community where many students are not yet meeting grade-level expectations and where sustained academic growth remains a challenge.

At the same time, enrollment patterns demonstrate demand for public school choice in the area. Schools such as Gate City Charter Academy (715 students) and Guilford Preparatory Academy (672 students) reflect families' willingness to seek out alternative K-8 models. Public data from charter renewal reports also show that improved outcomes are possible in this community when strong instructional systems are in place.

### **Anticipated Student Needs**

Based on these data and community patterns, Hawkins anticipates enrolling students with a wide range of academic and developmental needs, including:

- Students performing below grade level, particularly in early literacy and foundational mathematics
- Students who have experienced inconsistent or fragmented instruction, resulting in gaps in understanding
- Students with social-emotional (SEL) needs, including those who benefit from predictable routines, strong relationships, and opportunities to build confidence and voice
- Multilingual learners who require intentional language development embedded across content areas
- Students with disabilities requiring a continuum of services within an inclusive setting
- Students from economically disadvantaged households who benefit from clear expectations, structured instruction, and strong academic support

While Hawkins does not target specific subgroups for enrollment, the design of the school anticipates and is intentionally built to support these needs.

### **Alignment to School Design**

Hawkins Charter School is designed to respond directly to the needs of this community through a coherent, structured instructional model rather than through remediation alone.

The school addresses identified needs by ensuring:

- **Clear, explicit instruction** so students understand what they are learning and how to demonstrate success
- **Daily protected literacy and mathematics blocks** to build foundational skills necessary for long-term academic growth
- **Structured opportunities for discussion, writing, and explanation** to strengthen language development and deepen understanding
- **Interdisciplinary learning experiences** that increase engagement and help students connect knowledge across subjects
- **A Multi-Tiered System of Support (MTSS)** that provides targeted intervention during the school day without

removing students from core instruction

- **Strong relationships and predictable routines** that support students' social-emotional development and increase engagement and attendance

Rather than lowering expectations, Hawkins maintains access to grade-level content while providing the instructional clarity and support many students need to succeed.

### **Commitment to Excellence and Access**

Hawkins Charter School is committed to equitable access, inclusive practices, and accountability for results. The school will:

- Enroll a population reflective of the local community
- Provide full services for students with disabilities and multilingual learners in compliance with all federal and state requirements
- Maintain high academic expectations for all students
- Monitor academic outcomes across student groups to ensure equitable progress

Through this approach, Hawkins is positioned to serve a diverse student population while addressing persistent achievement gaps and supporting strong academic growth, engagement, and long-term success for all learners.

### **Q177. 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?**

#### **Enrollment Trends and Academic Performance of Surrounding Schools**

Schools serving eastern and northeastern Greensboro\* and the surrounding Guilford County communities enroll a diverse and high-need student population. Publicly available data indicate that these schools serve significant proportions of economically disadvantaged students, students with disabilities, and multilingual learners. Enrollment trends show both growth and increased demand for school choice. According to the National Center for Education Statistics, overall enrollment in the Northeast Guilford County area has increased by approximately 12% since 2019, with charter school enrollment increasing by approximately 22% during the same period. This growth suggests that families are actively seeking high-quality public school options.

Demographic data from nearby schools reflect a student population that is:

- Approximately 63% African American, 19% Latino, 9% White, and 5% multiracial
- Predominantly economically disadvantaged, with many nearby schools serving 90%+ students eligible for free/reduced lunch

Academic performance data further highlight the need for strong instructional models. A majority of K–8 schools in this corridor earned D or F school performance grades, with few schools exceeding a C rating. These outcomes

indicate persistent challenges in achieving grade-level proficiency and sustained academic growth across student groups.

### **Implications for Student Learning Needs**

These trends suggest that many students in the proposed catchment area:

- Enter school below grade level, particularly in literacy and mathematics
- Experience inconsistent or fragmented instruction across years
- Require explicit instruction, structured learning environments, and strong relationships to remain engaged
- Benefit from intentional language development, particularly multilingual learners
- May have social-emotional needs that impact engagement, attendance, and persistence

These patterns reinforce the need for a school model that maintains high expectations while strengthening instructional clarity, consistency, and student engagement.

### **How Hawkins Responds to These Needs**

Hawkins Charter School is intentionally designed to address these challenges through a coherent instructional model and structured daily schedule.

#### **1. Strong Foundations Through Protected Instructional Time**

The school schedule includes:

- A daily 90-minute literacy block (K–5) focused on phonics, fluency, comprehension, and writing
- A daily 60-minute mathematics block emphasizing conceptual understanding and problem-solving

This protected time ensures that all students build the foundational skills necessary for long-term academic success.

#### **2. Daily Intervention and Enrichment Block (MTSS in Practice)**

To ensure students receive timely support:

- A daily 30-minute intervention/enrichment block is built into the master schedule
- Students receive targeted small-group instruction based on assessment data
- This support occurs without removing students from core instruction

This structure directly addresses learning gaps while maintaining access to grade-level content.

#### **3. Structured Instruction That Reduces Fragmentation**

Across all classrooms, teachers follow a consistent lesson structure that includes:

- Explicit modeling
- Guided practice
- Structured discussion
- Independent demonstration of learning

This consistency ensures that students experience aligned, high-quality instruction across classrooms, reducing the variability that often contributes to learning gaps.

#### **4. Interdisciplinary Learning That Increases Engagement**

Hawkins integrates science, social studies, and the arts into daily learning through structured interdisciplinary blocks.

Students:

- Read complex texts
- Analyze data
- Study real-world systems
- Apply learning through writing, discussion, and projects

This approach increases engagement and helps students connect and retain knowledge, particularly those who struggle with disconnected instruction.

#### **5. Language Development Embedded Across the Day**

Because many students benefit from stronger language skills, Hawkins prioritizes:

- Daily opportunities for students to speak, write, and explain thinking
- Explicit teaching of academic vocabulary
- Structured discussion protocols

This supports multilingual learners and strengthens comprehension and communication for all students.

#### **6. Strong Relationships and Predictable Structures**

The daily schedule and school routines are intentionally designed to support students' social-emotional development through:

- Consistent routines and expectations
- Strong student-teacher relationships
- Opportunities for collaboration and student voice

These structures create an environment where students feel safe, supported, and ready to engage in rigorous learning. Enrollment and academic performance trends in eastern and northeastern Guilford County reflect both strong diversity and persistent academic challenges, including high rates of economic disadvantage and below-

grade-level performance. Hawkins Charter School responds to these realities not by lowering expectations, but by strengthening how instruction is delivered. Through protected instructional time, embedded intervention, consistent lesson structures, interdisciplinary learning, and strong relational supports, Hawkins is designed to improve engagement, accelerate academic growth, and produce more consistent outcomes across student groups.

\*The Northeast catchment area analyzed includes sixteen schools: Gate City Charter, Mcleansville Elementary, Guilford Preparatory Academy, Bessemer Elementary, Madison Elementary, Gateway Education Center, Waldo C Falkener Sr Elementary, Otis L Hairston Sr Middle, Herbin Metz Education Center, Northeast Guilford Middle, Aggie Academy, Rankin Elementary, Brightwood Elementary, Scale School, Sedalia Elementary, George C Simkins Jr Elementary.

**Q178. 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).**

### **Projected Enrollment and ADM Comparison**

#### **Projected Enrollment**

Hawkins Charter School will open in the 2028–2029 school year serving grades K, 1, 2, and 6, with a total projected enrollment of 260 students. The school will expand one grade level per year until reaching full K–8 implementation.

Projected enrollment is as follows:

- **Year 1 (2028–2029):** 260 students
- **Year 2 (2029–2030):** 435 students
- **Year 3 (2030–2031):** 606 students
- **Year 4 (2031–2032):** 680 students
- **Year 5 (2032–2033):** 715 students
- **Year 6 (2033–2034):** 751 students
- **Year 7 (2034–2035):** 751 students (full capacity)

This phased growth model allows Hawkins to scale responsibly while maintaining instructional quality, staffing alignment, and operational stability.

#### **ADM Comparison to Guilford County Schools**

As of April 2026, Guilford County Schools (GCS) serves approximately 67,760 total students across all grade levels, including approximately 46,425 students in grades K–8, which is the relevant comparison group for Hawkins Charter School. Hawkins' projected enrollment represents a small portion of this population:

- Year 1 enrollment (260 students) represents approximately 0.56% of the LEA's K–8 student population
- Full enrollment (751 students) represents approximately 1.62% of the LEA's K–8 student population

When considered within the full district context, Hawkins will serve approximately 0.38% of total district enrollment at full capacity, reinforcing its role as a small, targeted addition to the public school landscape.

Hawkins' enrollment is intentionally designed to remain a small but meaningful portion of the district. This scale ensures that the school:

- Expands access to a high-quality public school option
- Does not significantly disrupt district enrollment patterns
- Operates at a size that supports strong instructional coherence and personalized student support

### **Enrollment Strategy and Sustainability**

Hawkins Charter School's enrollment projections are intentionally conservative and aligned to facility capacity, staffing plans, and financial modeling. The school will:

- Open below maximum capacity to ensure a strong launch
- Grow through a structured, grade-level expansion model
- Maintain class sizes and staffing ratios aligned to budget projections

This approach ensures that enrollment growth supports, rather than strains, the school's instructional program and operational systems. By aligning enrollment, staffing, and financial planning, Hawkins is positioned to operate sustainably at each phase of growth.

### **Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?**

Hawkins Charter School will serve the same diverse student population as surrounding public schools while approaching learning, leadership, and school design in a fundamentally different way. Hawkins is not built by adding programs to traditional structures. Instead, it is intentionally designed from the ground up around a core belief: how students experience learning every day shapes who they become as learners, leaders, and contributors.

Fully aligned with the North Carolina Standard Course of Study and the North Carolina Accountability Model,

Hawkins differentiates itself through a coherent instructional design that intentionally connects academics, student development, and learning environment. This coherence allows learning to be deeper, more engaging, and more durable over time, particularly for students who struggle in fragmented or compliance-driven systems.

### **A Clear Philosophy That Guides Practice**

At the heart of Hawkins is a simple but powerful philosophy: students need both roots and wings. Roots provide belonging, identity, psychological safety, and clear expectations. Wings provide opportunities to explore ideas, ask questions, lead, and contribute using academic knowledge.

Rather than treating academics, behavior, and leadership as separate priorities, Hawkins integrates them so students build knowledge, confidence, and responsibility together. Academic learning, student development, and school culture are intentionally designed to reinforce one another. Students grow intellectually, socially, and ethically through the same daily learning experiences.

### **Learning Is Designed for Deep Understanding**

Instruction at Hawkins is built around three consistent and schoolwide principles that shape what learning feels like for students every day: Intentional Learning, Interdisciplinary Learning, and Inquiry-Based Learning. These are not slogans or occasional practices. They are design commitments that govern how curriculum is written, how lessons are taught, and how students demonstrate understanding.

#### **Intentional Learning**

Intentional learning at Hawkins means every learning experience is designed with purpose in what is taught, how it is experienced, and how understanding is demonstrated. Learning is not left to pacing guides alone or individual interpretation. Students clearly understand what they are learning, why it matters, and how they will show mastery.

Teachers explicitly model skills and thinking, provide guided practice, and gradually release responsibility so students can apply learning independently. Learning targets and success criteria are visible and referenced regularly, helping students track progress and take ownership of their growth.

At Hawkins, intentionality also extends to the learning environment itself. The environment functions as a teaching tool, not as decoration or an expensive facility feature. Classrooms operate as learning studios where student work, models, vocabulary, anchor charts, and visual representations reflect current learning and evolving understanding. These elements are intentionally curated and updated to reinforce key ideas, support memory, and prompt reflection. Learning is visible everywhere students look.

Students regularly demonstrate understanding through writing, discussion, problem solving, projects, and presentations. They explain their reasoning, use academic language, and reflect on their growth. Learning is not considered complete until students can communicate what they know and how they know it. This intentional design supports diverse learners by providing clarity, structure, and multiple pathways to success. Rigor is experienced as purpose and understanding, not pressure.

## **Interdisciplinary Learning**

Interdisciplinary learning at Hawkins means students learn to use literacy, mathematics, science, social studies, and the arts together to understand ideas, solve problems, and communicate thinking. This is not an occasional project or thematic add-on. It is a deliberate design choice that shapes how knowledge is built and applied across the day.

Systematic literacy and mathematics instruction are protected daily as foundational skills. Interdisciplinary learning does not replace explicit instruction in reading, writing, or mathematics. Instead, it strengthens these skills through purposeful application across content areas. For example, students may investigate a real-world question by reading informational texts, writing explanations or arguments, using mathematics to analyze data, studying scientific or historical systems, and creating models or presentations to communicate findings. Each discipline reinforces the others. Reading and writing serve authentic purposes. Mathematics is applied rather than abstracted. Content knowledge becomes a tool for thinking, not information to memorize.

Students are explicitly taught to make connections among ideas, explain relationships, and transfer skills from one context to another. This mirrors how knowledge functions in the real world and helps students understand why learning matters beyond a single lesson or class period. By reducing fragmentation and increasing coherence, interdisciplinary learning deepens understanding, improves retention, and supports engagement, particularly for students who struggle when learning feels disconnected or abstract.

## **Inquiry-Based Learning**

Inquiry-based learning at Hawkins means students learn by asking questions, investigating ideas, and using evidence to make sense of the world and take informed action. Inquiry is guided, structured, and standards-aligned. It does not replace explicit instruction or content mastery. Teachers intentionally design inquiry experiences that pose meaningful questions, explicitly teach required skills and content, model thinking, and support students as they investigate. Students learn how to ask strong questions, examine sources, test ideas, revise thinking, and explain conclusions using academic language.

For example, a unit may begin with a real-world phenomenon or problem. Students generate questions, study texts, collect data, conduct investigations, and discuss multiple perspectives. As learning develops, students apply new knowledge to create explanations, solutions, or products that demonstrate understanding. Inquiry culminates in visible demonstrations such as presentations, written analyses, models, or exhibitions.

This approach positions students as active thinkers rather than passive recipients of information. It builds problem-solving skills, persistence, and intellectual confidence while maintaining strong alignment to grade-level standards. Students learn that learning is not about guessing answers, but about reasoning, evidence, and communication.

## **Student Development Is an Explicit Outcome**

Hawkins is intentionally designed to develop three outcomes across all grade levels:

(1) Belonging: Students feel known, supported, and safe to take academic risks.

(2) Brilliance: Students engage in rigorous academic work and develop strong language, reasoning, and problem-solving skills.

(3) Becoming: Students use learning to lead, serve, and contribute.

These outcomes are built through instruction itself. Leadership development is embedded in academic tasks aligned to speaking, listening, writing, collaboration, and problem-solving standards. Students develop agency by explaining thinking, collaborating responsibly, and applying learning to meaningful challenges.

**Why This Model Is More Effective Than Existing Options**

Many surrounding schools work diligently to raise achievement but face challenges related to fragmented instruction, inconsistent engagement, and systems that rely heavily on individual effort rather than intentional design. Hawkins addresses these challenges by aligning philosophy, instructional design, learning environments, and student development into a single coherent model. By reducing fragmentation, making expectations explicit, requiring students to demonstrate understanding across contexts, and reinforcing learning through environment and inquiry, Hawkins increases the likelihood that learning transfers, persists, and results in measurable academic growth. As a result, Hawkins offers families a public school option that is academically rigorous, developmentally grounded, and intentionally designed for sustainability. This disciplined coherence positions Hawkins to deliver stronger engagement, more consistent outcomes across student groups, and graduates prepared to contribute meaningfully beyond the classroom.

**10.2. Goals for the Proposed Charter School**

**Q180. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.**

Hawkins Charter School has established clear, measurable goals for its first five years of operation across academics, operations, finance, and governance. These goals are aligned to the school's mission, instructional model, projected enrollment, and long-term sustainability plan. The governing board will use these goals to monitor progress, identify areas of concern, and hold school leadership accountable for results.

**Five-Year Performance Goals**

| Area            | Year 1 Goal   | Year 3 Goal   | Year 5 Goal   |
|-----------------|---|---|---|
| Academic Growth | At least <b>80%</b> of students demonstrate one year or more of growth in reading and math, based on BOY to EOY | At least <b>85%</b> of students demonstrate one year or more of growth in reading | At least <b>90%</b> of students demonstrate one year or more of growth in reading |

|                             |   |  |  |
|-----------------------------|---|--|--|
|                             | diagnostic assessments.   | and math.  | and math.  |
| <b>Academic Proficiency</b> | Establish baseline proficiency on state and internal assessments.   | Meet or exceed Guilford County Schools' K-8 proficiency average in reading and math.                                 | Exceed Guilford County Schools' K-8 proficiency average in reading and math.   |
| <b>Subgroup Performance</b> | Establish baseline data for SWD, ML, and economically disadvantaged students.   | Reduce proficiency gaps between subgroups and the overall student population by at least <b>10%</b> from baseline.   | Reduce subgroup proficiency gaps by at least <b>20%</b> from baseline.   |
| <b>Attendance</b>           | Maintain at least <b>93% average daily attendance.</b>  | Maintain at least <b>94% average daily attendance.</b>   | Maintain at least <b>94% average daily attendance.</b>   |
| <b>Student Retention</b>    | Retain at least <b>85%</b> of eligible returning students.  | Retain at least <b>88%</b> of eligible returning students.   | Retain at least <b>90%</b> of eligible returning students.   |
| <b>Teacher Retention</b>    | Retain at least <b>85%</b> of effective instructional staff.  | Retain at least <b>88%</b> of effective instructional staff.   | Retain at least <b>90%</b> of effective instructional staff.   |
| <b>Financial Health</b>     | Operate within board-approved budget, maintain positive year-end fund balance, and receive an annual independent audit with no material weaknesses. | Maintain positive fund balance, at least <b>45 days cash on hand</b> , and annual audit with no material weaknesses. | Maintain positive fund balance, at least <b>60 days cash on hand</b> , and annual audit with no material weaknesses. |
| <b>Governance</b>           | Hold monthly board meetings, complete required board training, maintain compliance calendar, and complete annual board self-evaluation.             | 100% board training completion, annual self-evaluation, committee reports, and monthly dashboard review.             | Sustain full governance compliance, annual board evaluation, strategic plan review, and succession planning.         |

**Academic Monitoring**

Hawkins will measure academic progress through a balanced assessment system aligned to the North Carolina Standard Course of Study and the North Carolina Accountability Model. This includes beginning-, middle-, and end-of-year diagnostic assessments, quarterly interim assessments, classroom-based formative assessments, performance tasks, and state-required assessments.

School leadership will review academic data monthly. Grade-level teams will review student work and assessment data during collaborative planning. The governing board will receive academic updates quarterly, including growth,

proficiency, intervention progress, and subgroup performance.

### **Operational Monitoring**

Operational goals will focus on enrollment, attendance, student retention, staffing, and implementation of the school model. School leadership will monitor attendance, enrollment, staffing, and implementation indicators weekly. The governing board will receive monthly operational reports that include enrollment trends, attendance, staffing updates, and implementation concerns.

### **Financial Monitoring**

Financial goals will focus on sustainability, responsible stewardship, and alignment between the budget, staffing plan, enrollment, and instructional model. The board treasurer, school leader, and contracted finance support will review financial reports monthly. The governing board will review budget-to-actual reports at each monthly board meeting. The full board will review the annual audit and any corrective action plan, if needed.

### **Governance Monitoring**

The governing board will monitor its own effectiveness through monthly meetings, committee reports, annual training completion, annual self-evaluation, and review of a board dashboard. The board will also monitor compliance with applicable charter school law, open meetings requirements, conflict-of-interest policies, financial controls, and the approved charter application.

### **Communication to Board and Stakeholders**

School leadership will provide the governing board with monthly reports on enrollment, attendance, staffing, finances, and operations. Academic progress reports will be provided quarterly. Annual reports will include state assessment results, audit findings, student and teacher retention, family feedback, and progress toward the school's five-year goals. Families and community stakeholders will receive an annual school performance summary that communicates progress toward major academic, operational, and mission-aligned goals in clear, accessible language. This monitoring system ensures that Hawkins Charter School's goals are not aspirational only. They are measurable commitments that will guide decision-making, board oversight, continuous improvement, and accountability during the school's first five years of operation.

## **Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**

### **Overview of Mission Monitoring System**

The governing board will monitor Hawkins Charter School's progress toward attaining its mission through a clearly defined system of measurable indicators, regular reporting cycles, and structured oversight aligned directly to the mission's core commitments .

Hawkins Charter School's mission is to empower students to become confident learners and leaders who develop deep understanding, strong academic foundations, and apply their learning to serve others and create positive change. The governing board evaluates progress toward this mission by reviewing evidence across three aligned domains: Student Outcomes, Student Experience, and Family Experience. These measures allow the board to determine whether the mission is being realized in daily practice and sustained over time.

### **Student Outcomes: Academic Growth, Proficiency, and Application of Learning**

To assess whether students are developing deep understanding and strong academic foundations, the governing board reviews a focused set of academic indicators aligned to the North Carolina Standard Course of Study and the North Carolina Accountability Model.

Evidence reviewed by the board includes:

- Quarterly reports on student growth in reading and mathematics, measured through standards-aligned diagnostic and interim assessments comparing Beginning-of-Year, Mid-Year, and End-of-Year performance
- Annual review of state End-of-Grade assessment results, including growth, proficiency, and subgroup performance
- Longitudinal growth data demonstrating sustained academic progress for students enrolled multiple consecutive years
- Annual summaries of student application of learning, including exhibitions, presentations, and performance-based tasks that demonstrate students' ability to communicate understanding and apply knowledge meaningfully

These indicators allow the governing board to determine whether Hawkins' instructional design is producing consistent academic growth and whether students can apply their learning beyond isolated assessments.

### **Student Experience: Engagement, Belonging, and Leadership Development**

The mission calls for students to become confident learners and leaders, not only academically successful students. The governing board monitors student experience as a critical indicator of mission attainment.

Evidence reviewed by the board includes:

- Monthly review of attendance and student retention data as indicators of engagement, belonging, and persistence
- Annual review of schoolwide engagement indicators, including participation in collaborative learning, leadership opportunities, and public demonstrations of learning
- Quarterly and annual summaries of student-led learning experiences, such as presentations, exhibitions, and conferences, which provide evidence of students' confidence, agency, and ability to communicate their thinking

These indicators allow the board to assess whether students experience Hawkins as a place where they feel known, supported, and empowered to engage deeply in learning and leadership.

### **Family Experience: Mission-Aligned Family Satisfaction**

Because strong family partnership is essential to student success and mission fulfillment, the governing board reviews annual family satisfaction survey data as a formal source of mission evidence.

The family satisfaction survey is intentionally mission-aligned and includes indicators related to:

- Instructional clarity and academic rigor
- Students' confidence, engagement, and sense of belonging
- Opportunities for students to apply learning meaningfully
- Quality of communication and partnership between families and the school

Survey results are reviewed annually alongside academic and student experience data. Trends and areas for improvement inform strategic planning and continuous improvement, providing the board with structured insight into whether families experience Hawkins as delivering on its mission in daily practice.

### **Organizational Health and Sustainability**

Because mission attainment depends on a stable, coherent, and sustainable school environment, the governing board also monitors organizational health as a condition for fulfilling the mission.

Evidence reviewed by the board includes:

- Monthly review of enrollment, attendance, and budget-to-actual financial performance
- Annual review of audit results, with the expectation of an unqualified audit opinion
- Annual review of teacher retention data as a measure of instructional stability and organizational capacity

These indicators ensure that the systems supporting teaching, learning, and student development are strong, compliant, and sustainable.

### **Board Review and Accountability Cycle**

The governing board receives information on a disciplined schedule aligned to its oversight role:

- Monthly: Enrollment, attendance, and financial performance reports
- Quarterly: Student outcomes data aligned to Year 1, Year 3, and Year 5 benchmarks, including academic growth and progress toward grade-level expectations
- Annually: State assessment results, family satisfaction survey data, audit findings, and a comprehensive school performance and mission-alignment review

The governing board uses this information to ask strategic questions, monitor progress, and hold school leadership accountable for results while remaining appropriately focused on governance rather than daily operations. Annual board self-evaluations include reflection on how effectively governance decisions supported mission attainment.

By directly linking mission language to measurable outcomes and structured governance review cycles, Hawkins Charter School ensures that its mission is not aspirational, but operational. The governing board does not rely on anecdotal evidence or isolated indicators. Instead, it monitors a coherent set of student outcomes, student experience, and family experience measures that together demonstrate whether the school is fulfilling its purpose. Through this system, the governing board can clearly determine whether Hawkins Charter School is on track to

empower students as confident learners and leaders who develop strong academic foundations and apply learning to serve others and create positive change.

## 11. Educational Plan

### 11.1. Instructional Program

**Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.**

#### **Overall Instructional Program**

Hawkins Charter School's instructional program is intentionally designed to shape how students think, learn, and apply knowledge. Learning is not passive or fragmented. It is purposeful, connected, and active. The program builds deep understanding, strong academic foundations, and the ability to apply learning to serve others and create positive change. The instructional program is grounded in a clearly defined system known as the Hawkins Instructional Engine. This engine drives daily teaching, learning, assessment, and student experience across all grade levels. It ensures instruction is coherent, rigorous, and responsive to the needs of a diverse student population. At Hawkins, learning is clear and engaging. Students understand what they are learning, why it matters, and how ideas connect across subjects. They are expected to think deeply, communicate their reasoning, and apply learning in meaningful ways.

#### **The Instructional Engine: How Learning Works at Hawkins**

Instruction at Hawkins is guided by three integrated principles:

- **Intentional Learning**
- **Interdisciplinary Learning**
- **Inquiry-Based Learning**

These principles function as a unified system. They are not programs or isolated strategies. They align curriculum, instruction, assessment, and learning environments to the North Carolina Standard Course of Study. Hawkins Charter School is currently reviewing and selecting high-quality, research-based instructional materials that best support this unified system, including resources such as UFLI Foundations, Foundations, Wit & Wisdom, and Illustrative Mathematics or comparable, standards-aligned programs. During the planning year, the school will also engage content-area experts and instructional contractors to design and refine interdisciplinary units, performance tasks, and learning experiences that are tailored to the Hawkins instructional model. This approach ensures that curriculum is both rigorous and aligned, while also being intentionally designed to support coherence, engagement, and deep student understanding.

#### **Intentional Learning: Clarity, Structure, and Purpose**

Intentional learning ensures students know:

- What they are learning
- Why it matters
- How they will demonstrate understanding

Lessons are sequenced through explicit instruction, modeling, guided practice, and gradual release. Teachers consistently reference learning targets and success criteria, and academic vocabulary is explicitly taught and reinforced. Students are expected to explain their thinking, justify their reasoning, and reflect on their learning. Learning is not complete until students can communicate their understanding. Classrooms and multipurpose spaces function as learning studios, where student work, anchor charts, models, and vocabulary reflect current learning. The environment reinforces understanding and supports memory and meaning-making. This clarity and structure support all learners, especially students who benefit from predictable routines and explicit instruction.

### **Key Instructional Practices**

- **Active Participation:** All students are cognitively engaged through structured participation (e.g., questioning, response routines, discussion)
- **Collaborative Sense-Making:** Students learn through structured discussion and problem-solving
- **Purposeful Application:** Students regularly apply learning through writing, problem-solving, and presentations
- **Language Development:** Students explain thinking verbally and in writing using academic language
- **Embodied Learning:** Movement and hands-on experiences support understanding
- **High Expectations with Support:** Rigor is experienced as challenge with support, not compliance

### **Interdisciplinary Learning: Connection and Transfer**

Interdisciplinary learning ensures students use literacy, mathematics, science, social studies, and the arts together to understand ideas and solve problems. Literacy and mathematics are protected daily. Science, social studies, and the arts are intentionally integrated through shared questions and real-world challenges.

Students:

- Read complex texts
- Analyze data
- Study systems
- Write and present explanations

They are regularly asked to connect ideas, transfer skills, and apply learning across contexts.

Learning often culminates in:

- Written explanations
- Presentations
- Projects
- Exhibitions

This reduces fragmentation and increases engagement, retention, and depth of understanding.

### **Key Instructional Practices**

- Problem-Based Learning Launches
- Structured Academic Talk
- Learn–Practice–Teach Progression
- Real-World Context and Story
- Learning for Contribution
- Shared Standards of Excellence
- Reflection and Revision Cycles

### **Inquiry-Based Learning: Thinking, Evidence, and Application**

Inquiry-based learning ensures students actively construct understanding through questions, investigation, and evidence.

Inquiry is:

- Structured
- Standards-aligned
- Supported by explicit instruction

Students learn to:

- Ask strong questions

- Analyze information
- Evaluate evidence
- Revise thinking
- Communicate conclusions

Learning culminates in visible demonstrations such as writing, presentations, models, and projects.

Students are not passive recipients. They are thinkers and problem-solvers who use knowledge with purpose.

### **Key Instructional Practices**

- Question-driven learning
- Guided investigation
- Teacher modeling of reasoning
- Purposeful exploration
- Explanation and justification
- Reflection and metacognition

### **Assessment: Making Learning Visible**

Hawkins uses a balanced assessment system to measure growth, mastery, and application.

This includes:

- Diagnostic assessments (3x per year)
- Interim assessments (quarterly)
- Daily formative assessment
- Performance-based tasks
- State-required assessments

Students are expected not just to participate, but to demonstrate understanding through explanation, reasoning, and application.

Teachers and leaders use assessment data to adjust instruction, provide support, and extend learning.

### **Meeting the Needs of the Target Population**

Hawkins is designed for a diverse student population, including students who may have experienced fragmented instruction or inconsistent engagement.

Rather than relying on remediation alone, Hawkins addresses these needs through strong instructional design:

- Clear expectations and explicit instruction increase access to grade-level content
- Connected learning experiences improve engagement and relevance
- Multiple pathways for demonstrating learning support diverse learners
- Embedded language development strengthens comprehension and communication
- Learning environments that reinforce belonging support confidence and risk-taking

This approach ensures that all students experience rigorous, engaging, and supportive learning.

#### **Q183. Will the proposed charter school serve a single-sex student population?**

Yes

No

#### **Q187. What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?**

##### **Educational Philosophy**

Hawkins Charter School is grounded in a clear educational philosophy: students learn best when they are both deeply grounded and actively growing. Hawkins refers to this philosophy as Roots and Wings. Students need roots, including a strong sense of belonging, clear expectations, discipline with dignity, and psychological safety, so they feel secure, known, and ready to learn. At the same time, students need wings, including opportunities to think deeply, ask questions, demonstrate academic excellence, lead, and contribute, so they can apply learning with confidence and purpose. Rather than prioritizing academic achievement or student development in isolation, Hawkins intentionally designs learning so academic rigor, identity, and leadership development reinforce one another. Learning is not only about what students know, but about who they are becoming as learners and contributors. This philosophy directly shapes daily classroom practice and curriculum design across kindergarten through grade eight.

##### **Translation to Daily Classroom Practice**

Hawkins' philosophy is reflected in daily instruction through clear, structured, and active learning

experiences. Students consistently know what they are learning, why it matters, and how they will demonstrate understanding. Teachers communicate learning goals, success criteria, and academic vocabulary and design instruction using a consistent structure that includes explicit modeling, guided practice, structured discussion, and independent demonstration of learning. Students are not passive participants. They observe, question, analyze, solve problems, write to explain reasoning, and present learning to others. Classrooms function as spaces for sense making where student thinking, models, and work are visible and used to reinforce understanding. Belonging and high expectations coexist through predictable routines, clear behavioral and academic expectations, and strong student teacher relationships. Students are expected to take academic risks and engage deeply in learning. Leadership is practiced daily. Students lead discussions, collaborate with peers, reflect on their learning, and take responsibility for contributing to the classroom community. Leadership is developed through consistent practice rather than reserved for a select group of students.

### **Translation to Curriculum Design**

Hawkins' curriculum is intentionally designed to reflect this philosophy through coherent, standards aligned, and interdisciplinary learning experiences. Strong foundations are protected. Literacy and mathematics are taught daily through dedicated instructional blocks to ensure students develop essential skills required for success across disciplines. Learning is connected across subjects. Science, social studies, and the arts are integrated with literacy and mathematics through shared questions, topics, or challenges. Students read complex texts, write to explain thinking, analyze data, study systems, and create written, visual, and oral products that require knowledge from multiple content areas. Inquiry drives understanding. Learning often begins with meaningful questions or real world problems. Teachers guide students to investigate ideas, use evidence, test and revise thinking, and communicate conclusions. Inquiry is structured and aligned to standards to ensure clarity and rigor. Application is expected. Students regularly use learning to explain ideas, propose solutions, and present findings. Curriculum emphasizes both mastery of standards and the ability to apply knowledge with clarity and purpose. Across grade levels, expectations increase intentionally. Early grades focus on observation, description, and foundational skills. Upper elementary grades emphasize analysis, synthesis, and explanation. Middle grades extend this work through argumentation, multi step problem solving, and leadership in discussion and presentation.

### **Coherence Across Philosophy, Practice, and Curriculum**

By aligning educational philosophy, daily classroom practice, and curriculum design, Hawkins ensures that learning is coherent, rigorous, and supportive. Students experience school as a place where they are known, challenged, and expected to think deeply and contribute meaningfully. This approach supports a diverse student population by providing clear expectations, structured instruction, relevant and connected learning, strong language development, and multiple pathways for demonstrating understanding. As a result, Hawkins Charter School prepares students not only for academic success, but to become confident learners and leaders who can apply their knowledge to serve others and create positive change.

**Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.**

## Typical Day for Students by Grade Level

A typical day at Hawkins Charter School follows a consistent instructional rhythm across grade levels while allowing flexibility in how learning is experienced and demonstrated. Each day is intentionally structured to protect strong foundations in literacy and mathematics, integrate content areas through meaningful learning experiences, and engage students in inquiry, discussion, and application.

Across all grades, students experience:

- Clear learning goals and success criteria
- Daily protected literacy and mathematics instruction
- Integrated learning experiences connecting science, social studies, and the arts
- Structured opportunities to talk, write, solve problems, and demonstrate learning

This consistency ensures coherence across classrooms, while instructional methods evolve developmentally to meet students' needs.

### Kindergarten–Grade 2: Foundations, Language, and Exploration

In the early grades, the day is highly structured and predictable to support belonging, focus, and early skill development. Students begin with a morning routine that builds community, reinforces expectations, and introduces the day's learning.

The instructional day includes:

- A **90-minute literacy block** focused on phonics, vocabulary, reading comprehension, and writing through explicit instruction, modeling, guided practice, and shared reading
- A **60-minute mathematics block** emphasizing number sense, reasoning, and problem-solving using concrete models and visual representations
- **Integrated learning time** where science, social studies, and the arts are connected to literacy and math through stories, observation, and hands-on exploration

Teachers play an active role in modeling thinking, guiding discussion, and supporting language development. Students talk through ideas, draw, write, and explain their thinking regularly. Inquiry is structured and guided, with students learning how to observe, ask questions, and describe what they notice. Students demonstrate understanding through oral explanations, drawings, writing, and movement-based activities.

### Grades 3–5: Connection, Reasoning, and Synthesis

In upper elementary grades, the daily structure remains consistent while expectations for independence and reasoning increase.

A typical day includes:

- Extended literacy instruction focused on reading complex texts, writing for multiple purposes, and using

academic vocabulary

- Mathematics instruction emphasizing multiple strategies, justification of thinking, and application
- Interdisciplinary learning blocks (45 to 90 minutes) where students investigate shared questions or challenges that integrate science, social studies, and the arts with reading, writing, and data analysis

Teachers shift from primarily modeling to facilitating. They pose questions, guide discussion, and provide feedback while students take increasing responsibility for sense-making. Students engage in structured inquiry that includes researching, discussing, revising ideas, and synthesizing information across subjects. Learning often culminates in written explanations, presentations, models, or projects that require students to apply knowledge and explain reasoning.

### **Grades 6–8: Application, Analysis, and Leadership**

In the middle grades, students experience a schedule that reflects increased cognitive demand while maintaining instructional coherence.

The day includes:

- Literacy instruction focused on analysis, argumentation, research, and formal writing
- Mathematics instruction emphasizing conceptual understanding, modeling, and multi-step problem solving
- Integrated inquiry experiences where students apply learning across disciplines to investigate real-world systems, problems, or phenomena

Teachers act as facilitators and coaches, providing explicit instruction when needed and guiding students through inquiry, discussion, analysis, and revision.

Students take greater ownership of learning by leading discussions, collaborating with peers, and presenting to authentic audiences. Demonstrations of learning may include presentations, exhibitions, debates, research products, or written arguments that integrate multiple content areas.

### **Instructional Methods and Teacher Role (K–8)**

Across all grade levels, teachers consistently use:

- Explicit instruction and modeling to introduce concepts
- Guided and collaborative practice to support understanding
- Structured academic discussion to clarify thinking
- Inquiry experiences anchored in clear learning goals
- Performance-based tasks requiring explanation and application
- Reflection and revision to deepen learning

Teachers balance structure and flexibility to maintain high expectations, instructional clarity, and multiple pathways for student engagement.

### **Integration of Core Subjects**

Literacy and mathematics are protected daily at all grade levels. Science, social studies, and the arts are intentionally integrated through shared questions, topics, or challenges. Students read, write, analyze data, study systems, and create products that require skills from multiple disciplines working together. This integration strengthens understanding while maintaining strong foundational instruction. This daily structure ensures that students build strong academic foundations while progressively developing independence, critical thinking, and leadership. Instruction remains clear and consistent, and students experience learning as connected, purposeful, and intellectually engaging.

**Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?**

**Addressing Diverse Learning Needs Through Curriculum Design**

Hawkins Charter School is intentionally designed to meet the diverse academic and learning needs of students through a coherent system of strong core instruction, targeted differentiation, and a Multi-Tiered System of Support (MTSS). The school's approach assumes that students learn at different rates and in different ways, and that instructional response, not student deficit, is the primary lever for improvement. The Hawkins curriculum will be developed through a hybrid model of adoption and design. The school will select high quality, research based instructional materials aligned to the North Carolina Standard Course of Study, while also developing interdisciplinary units and performance tasks that reflect the Hawkins instructional model. During the planning year, Hawkins will engage content area experts, instructional contractors, and teacher leaders to design interdisciplinary units, assessments, and learning experiences. This work will be supported through grant funding and structured design cycles. Teachers hired for the school will also participate in curriculum development, ensuring that instructional materials are both rigorous and practical for classroom implementation.

At the same time, Hawkins will conduct a thorough curriculum review process, including reviewing research based programs such as UFLI Foundations, Foundations, Wit and Wisdom, and Illustrative Mathematics or comparable resources, meeting with curriculum providers and content specialists, and evaluating alignment to standards, rigor, usability, and coherence with the Hawkins instructional model. This approach ensures that the curriculum is both high quality and intentionally aligned.

**Strong Tier I Instruction as the Foundation**

Hawkins' primary strategy for addressing diverse learning needs is strong Tier I instruction for all students. Core instruction is intentionally designed to be clear, explicit, and engaging so that the majority of students can access grade level content. Tier I instruction includes clear learning targets and success criteria, explicit modeling and guided practice before independent work, strong vocabulary and language development across content areas, and daily opportunities for students to explain thinking and demonstrate understanding. This design reduces ambiguity, increases access, and supports a wide range of learners.

**Differentiation Within Core Instruction**

Within Tier I instruction, teachers differentiate based on student readiness, language development, and demonstrated understanding while maintaining high expectations. Differentiation strategies include flexible grouping for targeted instruction, scaffolded supports such as sentence frames, models, and graphic organizers, varied entry points into tasks with common learning goals, and extension and enrichment opportunities for advanced learners. This ensures that all students engage with grade level standards while receiving appropriate support or challenge.

### **Multi Tiered System of Support (MTSS)**

For students who require additional support, Hawkins implements a structured Multi Tiered System of Support framework. Tier II students receive targeted small group instruction focused on specific skill gaps, delivered during a daily intervention block. Tier III students receive more intensive, individualized support with increased frequency and duration. Students remain in their assigned tier for a defined period of time to allow interventions to take effect. Progress is formally monitored at regular intervals. Tier II progress monitoring occurs approximately every 4 to 6 weeks. Tier III progress monitoring occurs approximately every 2 to 4 weeks, depending on the intensity of support. Between progress monitoring cycles, students continue to receive consistent intervention aligned to identified needs. Instructional adjustments may occur within a tier based on ongoing formative data, but movement between tiers is based on evidence of student response over time, not immediate or isolated performance. This approach ensures that students receive sufficient time and consistency for interventions to be effective, movement between tiers is thoughtful and data driven, and instruction remains stable enough to measure true impact.

### **Monitoring Student Progress**

Hawkins uses a balanced assessment system to monitor growth and inform instruction. This includes diagnostic assessments administered multiple times per year, interim assessments administered quarterly, and ongoing formative assessment embedded in daily instruction. Teachers analyze data at the student, class, and grade level to identify trends, strengths, and areas for support.

### **Instructional Adjustment Cycles**

Data at Hawkins drives action. The school uses structured adjustment cycles to ensure instruction responds when students do not learn the first time. Teachers review formative data weekly to adjust instruction, grouping, and pacing. Grade level teams meet regularly to analyze data and plan targeted supports. School leadership reviews schoolwide data monthly to monitor effectiveness. Instructional adjustments may include re teaching concepts, increasing language support, modifying instructional strategies, or providing additional guided practice.

### **Responsive Instructional Approach**

When students struggle, the response is instructional rather than punitive. Teachers do not move forward without ensuring understanding. Instead, the school adjusts core instruction before increasing intervention, provides targeted support while maintaining access to grade level content, and monitors progress and adjusts again as needed. By combining strong curriculum design, high quality instructional materials, teacher and contractor developed learning experiences, differentiation, MTSS, and disciplined data cycles, Hawkins ensures that diverse

learners are supported without fragmenting instruction. Students receive clear expectations, strong instruction, and timely support while maintaining access to rigorous content. This approach allows Hawkins Charter School to meet the needs of a diverse student population while ensuring continuous improvement in instruction and student outcomes.

**Q190. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.**

### **Curriculum Design Approach and Alignment**

Hawkins Charter School's curriculum is intentionally aligned to the school's mission, the needs of its targeted student population, and the North Carolina Accountability Model . The curriculum is not a collection of disconnected programs. It is a coherent system that combines high quality instructional materials with intentionally designed interdisciplinary learning experiences. Hawkins will implement a hybrid curriculum model that includes both adoption and design. The school will select research based, standards aligned core instructional materials while also developing interdisciplinary units, performance tasks, and learning experiences that reflect the Hawkins instructional model.

Curriculum selection will be guided by clear criteria. Hawkins will prioritize materials that:

- Are fully aligned to the North Carolina Standard Course of Study
- Demonstrate strong evidence of effectiveness with diverse and high need student populations
- Support explicit instruction and conceptual understanding
- Build strong literacy, language, and mathematical reasoning skills
- Include embedded assessment and progress monitoring tools
- Align with the school's emphasis on explanation, discussion, and application

Examples of programs under consideration include UFLI Foundations, Foundations, Wit and Wisdom, and Illustrative Mathematics or comparable high quality resources. These materials are being evaluated not as standalone solutions, but for how well they integrate into the Hawkins instructional model.

During the planning year, Hawkins will also engage content experts, instructional contractors, and teacher leaders to design interdisciplinary units and performance based learning experiences. This work will be supported through grant funding and structured design cycles. Teachers will play a central role in refining and implementing these materials, ensuring that curriculum is both rigorous and practical for classroom use.

This approach allows Hawkins to maintain flexibility while ensuring coherence, rigor, and alignment to its mission.

### **Alignment to Mission**

Hawkins' mission is to develop confident learners and leaders who build strong academic foundations, develop deep understanding, and apply learning to serve others and create positive change.

The curriculum supports this mission through three core commitments:

- Strong academic foundations through daily, protected literacy and mathematics instruction
- Deep understanding through interdisciplinary learning that connects content areas
- Application through inquiry, performance tasks, and opportunities to communicate and use knowledge

Rather than separating academic achievement from student development, the curriculum integrates rigor, identity, and leadership through daily instructional practice.

### **Alignment to the Targeted Student Population**

Hawkins is designed to serve students who may enter below grade level, have experienced inconsistent instruction, or require stronger engagement and support to access rigorous content.

The curriculum addresses these needs by:

- Providing explicit instruction, clear learning targets, and structured practice
- Embedding strong vocabulary and language development across subjects
- Designing connected learning experiences that increase relevance and engagement
- Offering multiple pathways for demonstrating understanding through writing, discussion, problem solving, and presentation
- Maintaining access to grade level content while providing scaffolded support

This design ensures that rigor is accessible and that students are supported without being separated from high expectations.

### **Alignment to the North Carolina Accountability Model**

Hawkins' curriculum is fully aligned to the North Carolina Standard Course of Study and designed to perform within the North Carolina Accountability Model.

Academic improvement is driven through:

- Daily instruction aligned to grade level standards
- Frequent monitoring of student growth through diagnostic, interim, and formative assessments
- Data driven instructional adjustments through a Multi Tiered System of Support

Success will be measured through student growth, proficiency, and subgroup performance on state assessments, with a focus on sustained growth over time and reduction of achievement gaps.

### **Evidence of Effectiveness and Closing Achievement Gaps**

While Hawkins is a new school, the curriculum model is grounded in research based instructional practices with

demonstrated success for diverse learners.

These include:

- Explicit instruction combined with structured discussion and application
- High quality, knowledge building curriculum that improves literacy outcomes
- Interdisciplinary learning that increases engagement and retention
- Inquiry based approaches that build deeper understanding and student agency
- Frequent progress monitoring and instructional adjustment to prevent learning gaps from compounding

Research and practice across high performing schools demonstrate that strong Tier I instruction, paired with timely intervention and consistent data use, leads to improved outcomes for all students and reduced achievement gaps.

Hawkins' model is designed to replicate these conditions through:

- Clear instructional routines across classrooms
- Daily protected literacy and mathematics instruction
- Embedded language development
- Structured intervention and enrichment within the school day
- Ongoing data analysis and instructional adjustment

### **Driving Academic Improvement for All Students**

Hawkins' curriculum drives improvement by ensuring that:

- Students access strong core instruction the first time
- Learning gaps are identified early and addressed systematically
- Instruction is adjusted based on evidence, not assumption
- Students actively engage in thinking, explaining, and applying learning

Because curriculum, instruction, assessment, and intervention operate as a unified system, Hawkins is positioned to improve outcomes for all students while proactively addressing disparities.

Hawkins Charter School's curriculum aligns mission, instructional design, and accountability into a single, coherent system. By combining high quality curriculum resources with intentionally designed interdisciplinary learning experiences, the school ensures that students build strong foundations, develop deep understanding, and apply learning with confidence. This approach supports a diverse student population, drives academic growth, and positions the school to meet and exceed expectations within the North Carolina Accountability Model while closing achievement gaps over time.

**Q191. 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.**

## **Primary Instructional Strategies**

Hawkins Charter School expects all teachers to master a consistent set of instructional strategies that ensure clarity, engagement, and high levels of student thinking. These strategies are aligned to the school's instructional model and are implemented across all grade levels with increasing complexity.

Across the school, teachers are expected to consistently use:

- Explicit instruction and modeling to introduce new concepts and skills
- Guided practice with feedback to build understanding before independent work
- Structured academic discussion to support reasoning and language development
- Frequent checks for understanding to monitor learning in real time
- Performance based tasks requiring explanation, application, and communication
- Reflection and revision to deepen understanding and improve student work

These strategies ensure that students are not passive participants in learning, but are actively engaged in thinking, explaining, and applying knowledge.

## **Elementary Grades (K–5): Building Foundations and Language**

In kindergarten through grade five, teachers emphasize explicit instruction, language development, and structured participation to build strong academic foundations.

Teachers:

- Model thinking step by step to make processes visible
- Use guided practice to support early skill development
- Provide frequent opportunities for students to speak, listen, read, and write
- Use visuals, manipulatives, and structured routines to reinforce understanding
- Incorporate movement and hands on learning to support engagement and memory

These strategies are effective for the targeted student population because many students may enter below grade level or with gaps in foundational skills. Clear instruction, repetition, and language rich experiences increase access to grade level content and accelerate skill development.

## **Upper Elementary Grades (3–5): Strengthening Reasoning and Independence**

In upper elementary grades, teachers continue to use explicit instruction while increasing expectations for reasoning, independence, and application.

Teachers:

- Pose questions that require students to explain thinking and justify answers
- Facilitate structured discussion to deepen understanding
- Use collaborative learning to support sense making
- Provide opportunities for students to analyze texts, data, and ideas

- Guide students in applying knowledge across content areas

These strategies support students in moving beyond basic skills to deeper understanding. For students who may have experienced fragmented instruction, consistent expectations for explanation and reasoning strengthen comprehension and retention.

### **Middle Grades (6–8): Application, Analysis, and Leadership**

In middle grades, teachers shift toward facilitating higher levels of thinking while maintaining clarity and structure.

Teachers:

- Guide students in analyzing complex texts and multiple sources
- Support argumentation, evidence based reasoning, and formal writing
- Facilitate inquiry based learning grounded in clear academic goals
- Provide opportunities for students to lead discussions and present learning
- Use feedback and revision to refine thinking and improve performance

These strategies prepare students to apply learning independently and engage in more complex academic work. They are particularly effective for the targeted population because they build confidence, ownership, and the ability to use knowledge in meaningful ways.

### **Why These Strategies Improve Academic Achievement**

These instructional strategies are intentionally selected because they address the needs of students who may enter below grade level, require strong language development, or benefit from clear and consistent instructional practices.

They improve academic outcomes by:

- Increasing clarity so students understand expectations and learning goals
- Providing structured support before independent work
- Requiring students to actively process and explain learning
- Strengthening vocabulary and academic language across subjects
- Allowing teachers to identify and address misunderstandings quickly
- Supporting transfer of knowledge across contexts

Because these strategies are used consistently across classrooms and grade levels, students experience learning as coherent and cumulative rather than fragmented.

### **Alignment to Student Outcomes**

The consistent use of these instructional strategies, combined with strong curriculum, daily protected literacy and mathematics instruction, and structured intervention, ensures that students:

- Build strong foundational skills

- Develop deep understanding of content
- Strengthen communication and reasoning abilities
- Apply learning independently and confidently

This approach positions Hawkins Charter School to increase academic achievement for all students while reducing achievement gaps and supporting long term success.

**Q192.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.**

### **Definition of Student Readiness**

Hawkins Charter School defines readiness for grade level progression as a combination of academic mastery, growth, and the ability to apply learning independently. Students are expected not only to meet grade level standards, but also to demonstrate the ability to explain their thinking, engage in academic discourse, and apply skills across content areas. Readiness is developed through a coherent instructional system that includes daily protected literacy and mathematics instruction, structured interdisciplinary learning, and a Multi Tiered System of Support.

### **Vertical Alignment and Instructional Continuity**

The instructional program is vertically aligned from kindergarten through middle grades, with consistent instructional structures and expectations that increase in complexity over time.

Students experience continuity in:

- How learning goals and success criteria are communicated
- How understanding is demonstrated through writing, discussion, and application
- How inquiry and interdisciplinary learning are embedded in instruction
- How feedback, reflection, and revision are used to improve learning

Because instructional methods remain consistent while expectations increase, students are not required to relearn how to engage in learning at each transition point. This consistency supports smoother transitions and stronger academic growth over time.

### **Promotion and Readiness Indicators**

Student promotion and readiness for grade level transition are determined using multiple measures:

- Demonstrated academic growth in reading and mathematics through diagnostic and interim assessments
- Performance on standards aligned classroom assessments and performance tasks
- Evidence of mastery of essential grade level skills
- Ability to explain reasoning, apply knowledge, and engage in academic discussion
- Attendance, engagement, and completion of assigned work

Promotion decisions emphasize both mastery and growth, ensuring that students are prepared to meet the increased rigor of the next grade level.

### **Instructional Supports for Readiness**

Hawkins ensures that students are prepared for promotion through proactive instructional supports embedded within the school day.

Students receive:

- Strong Tier I instruction through daily protected literacy and mathematics blocks
- Differentiation within core instruction based on student needs
- Targeted support through a daily intervention and enrichment block
- Additional support through a Multi Tiered System of Support framework

Students who need additional support receive Tier II or Tier III interventions aligned to identified skill gaps. Progress is monitored regularly, and students remain in interventions long enough to measure impact before movement between tiers.

This system ensures that students are supported before promotion decisions are made, rather than after gaps have widened.

### **Preparing Students for Grade Span Transitions**

As students approach key transition points, particularly from elementary to middle grades, the instructional program intentionally builds the skills needed for success in the next grade span.

Students develop:

- Increasing independence in reading, writing, and problem solving
- Strong organizational and self management skills
- Experience with longer term projects and inquiry based learning
- Ability to manage multiple content areas and teachers
- Confidence in academic discussion, presentation, and collaboration

Middle grade instruction builds directly on these skills, allowing students to transition smoothly into more complex academic expectations.

### **Ongoing Monitoring and Instructional Adjustment**

Student readiness is monitored continuously through a structured system of data and instructional review.

This includes:

- Diagnostic assessments administered multiple times per year
- Interim assessments administered quarterly

- Daily formative assessments embedded in instruction
- Weekly teacher review of student progress
- Grade level data meetings to identify trends and plan supports
- Monthly school leadership review of schoolwide performance

When students do not demonstrate readiness, instruction is adjusted through re teaching, increased support, modified grouping, or additional intervention.

### **Ensuring Readiness for Advancement**

Hawkins does not rely on single measures or end of year decisions to determine readiness. Instead, readiness is built over time through consistent instruction, targeted support, and ongoing monitoring.

By aligning curriculum, instruction, assessment, and intervention within a unified system, Hawkins ensures that:

- Students develop strong foundational skills
- Learning gaps are addressed early and systematically
- Students gain confidence and independence as learners
- Transitions between grade levels and grade spans are predictable and supported

As a result, students advance not only with academic knowledge, but with the skills and habits necessary to succeed at the next level of learning.

**Q193. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

### **Alignment to Mission and Calendar Structure**

Hawkins Charter School's academic calendar is intentionally designed to align with its mission to develop confident learners and leaders through deep, connected, and applied learning. The school calendar includes a minimum of 185 instructional days, along with designated days for professional development, planning, and family engagement. The calendar will begin and end on a schedule similar to Guilford County Schools to minimize disruption for families with children in other public schools.

### **Instructional Cycles and Learning Design**

The calendar is structured to support the school's instructional model by organizing the year into clear instructional cycles that allow for deep learning, assessment, and instructional adjustment. Each cycle includes time for initial instruction, guided practice, performance-based demonstrations of learning, and reflection. This pacing ensures that students have sufficient time to build understanding, revisit key concepts, and apply learning meaningfully rather than moving quickly for coverage alone.

### **Exhibitions of Learning and Student Voice**

To align with the school's emphasis on application and communication of learning, the calendar includes regularly scheduled exhibitions of learning and student-led conferences. These occur at the end of each instructional cycle and provide students with opportunities to present their thinking, demonstrate mastery, and reflect on their growth. These events reinforce the school's focus on academic rigor, student voice, and real-world application.

### **Assessment and Continuous Improvement Cycles**

The calendar also supports continuous improvement through embedded assessment and data cycles. Diagnostic assessments are administered at key points in the year, followed by interim assessments and structured opportunities for teachers to analyze data and adjust instruction. This ensures that assessment, reflection, and instructional response are integrated into the flow of learning.

### **Professional Development and Collaborative Planning**

In addition, the calendar protects time for professional development and collaborative planning, allowing teachers to design interdisciplinary units, analyze student work, and refine instruction. This directly supports the consistent implementation of the instructional model across classrooms.

### **Community Building, Leadership, and Family Engagement**

Time is also intentionally allocated for community building, leadership development, and family engagement, including orientation, community events, and student showcases. These elements reinforce belonging, strengthen school culture, and align to the school's mission of developing both academic competence and student leadership.

### **Summary of Purposeful Time Design**

By aligning instructional cycles, assessment practices, exhibitions of learning, and professional collaboration within the school calendar, Hawkins ensures that time is used purposefully to support deep learning, continuous improvement, and meaningful student outcomes.

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**Q194. 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.**

Hawkins Charter School's daily and weekly schedule is intentionally designed to support academic excellence, student belonging, and leadership development. The structure of the school day reflects the school's instructional model by protecting substantial time for literacy and mathematics, embedding science and social studies into the regular instructional program, and ensuring students engage in inquiry, discussion, application, and leadership as essential components of the day rather than as add-ons. In its first year of operation, Hawkins Charter School will serve grades K, 1, 2, and 6. The student day will begin at 8:30 a.m. and end at 3:50 p.m., providing 7 hours and 20 minutes of instructional time daily. Teachers will report at 8:10 a.m. and remain until 4:10 p.m., allowing time for preparation, student support, dismissal, and end-of-day responsibilities. Hawkins will operate on a traditional Monday through Friday schedule. The school calendar includes at least 185 instructional days and exceeds North Carolina's minimum requirement of 1,025 instructional hours annually.

### **Daily Instructional Structure by Grade Band**

The daily schedule is developmentally responsive and organized by grade span to ensure students receive strong foundational instruction while increasing independence and rigor over time.

#### **Kindergarten–Grade 1 Daily Instructional Structure**

- Structured Literacy: 75 minutes
- Math Workshop: 45 minutes
- STEAM Exploration and Museum Inquiry: 40 minutes
- Social Studies/Storytelling: 40 minutes
- Centers and Mini-Groups: 40 minutes
- Leadership Lab Jr.: 30 minutes

#### **Grades 2–5 Daily Instructional Structure**

- Literacy Block: 90 minutes
- Math Block: 75 minutes
- STEAM Studio and Museum Inquiry: 70 minutes
- Humanities: 35 minutes
- Leadership Lab: 35 minutes

#### **Grades 6–8 Daily Instructional Structure**

- English Language Arts: 75 minutes
- Mathematics: 75 minutes
- Science: 60 minutes
- Social Studies/Humanities: 45 minutes
- Inquiry Lab/Leadership: 40 minutes

As the school expands, the middle grades schedule may be refined to reflect staffing and enrollment, while remaining fully aligned to the North Carolina Standard Course of Study and the school's instructional model.

### **Weekly Structure**

The weekly schedule follows a consistent Monday through Friday structure that provides predictability for students and families while allowing teachers to plan, deliver, and adjust instruction effectively. Core subjects are taught daily, with literacy and mathematics receiving protected instructional time each day. Science and social studies are delivered through both dedicated instructional blocks and integrated interdisciplinary learning experiences, ensuring consistent exposure and depth.

### **Why This Schedule Is Optimal for Student Learning**

Hawkins' daily and weekly schedule is designed to maximize the effectiveness of instructional time rather than simply increase the amount of time.

First, the schedule prioritizes strong foundational instruction in literacy and mathematics, particularly in the early grades, which is essential for long-term academic success. Students receive daily, uninterrupted time to build reading, writing, and mathematical reasoning skills.

Second, the schedule ensures that science, social studies, and interdisciplinary learning are protected rather than minimized. By embedding these subjects within the instructional day and connecting them to literacy and mathematics, students develop deeper understanding and stronger transfer of learning across content areas.

Third, the schedule integrates inquiry, discussion, and application into daily instruction. Students are regularly asked to explain their thinking, engage in structured academic conversations, and apply knowledge through writing, problem-solving, and presentations. This increases engagement, strengthens retention, and supports higher-order thinking.

Fourth, the schedule includes intentional time for leadership development, collaboration, and reflection through structures such as Leadership Lab and inquiry-based learning experiences. These elements support student confidence, communication, and responsibility while reinforcing academic learning.

Finally, the schedule provides a consistent and predictable structure that supports student focus, behavior, and belonging while allowing teachers to differentiate instruction based on student needs. Teachers are able to move from explicit instruction to guided practice to independent application, ensuring that students build both skill and understanding over time.

### **Alignment to Curriculum and Instructional Model**

The schedule reflects Hawkins' broader instructional approach. The school will implement a standards-aligned instructional program grounded in the North Carolina Standard Course of Study and compatible with the North Carolina Accountability Model. Rather than relying exclusively on a single commercial curriculum, Hawkins will use a combination of research-based instructional materials, high-quality standards-aligned resources, open educational

resources, and curriculum designed or adapted by teachers and content experts.

Instruction may include project-based learning, phenomenon-based learning, design-based inquiry, case-based learning, and guided inquiry, depending on the grade level, content area, and learning objective. These approaches are used intentionally to support deep understanding, meaningful application, and sustained engagement.

Overall, the Hawkins schedule is structured to ensure that students experience learning as clear, connected, and purposeful. By balancing strong core instruction with opportunities for inquiry, application, and leadership, the schedule supports consistent academic growth and prepares students to succeed at increasing levels of rigor.

**Q195. Describe a typical day for a teacher and a student in the school's first year of operation.**

A typical day at Hawkins Charter School is structured, predictable, and purpose-driven, ensuring that both teachers and students experience a consistent rhythm that supports strong instruction, meaningful engagement, and continuous improvement. The daily experience reflects the school's instructional model by balancing explicit teaching, guided practice, inquiry, and application within a coherent and supportive environment.

**Teacher Experience**

Teachers at Hawkins Charter School operate within a clear and supportive instructional system that prioritizes planning, collaboration, and responsiveness to student needs. The teacher day begins at 8:10 a.m., before student arrival, allowing time for preparation, reviewing lesson plans, and ensuring materials and learning environments are ready. During instructional time, teachers deliver lessons using a consistent instructional approach that includes explicit modeling, guided practice, structured discussion, and opportunities for independent application. Teachers continuously monitor student understanding through questioning, observation, and formative assessment. Instruction is adjusted in real time based on student responses, ensuring that learning remains responsive and targeted.

Collaboration is a central part of the teacher experience. Teachers participate in regular grade-level or content team meetings where they:

- Analyze student work and assessment data
- Identify students who need additional support or enrichment
- Plan upcoming lessons and interdisciplinary learning experiences
- Share strategies and refine instructional practices

This collaborative structure reduces isolation and ensures that instructional quality is consistent across classrooms. Teachers also engage in structured cycles of reflection and improvement. They receive feedback through observation and coaching and use data from assessments to refine instruction. Teacher workdays built into the calendar provide dedicated time for deeper data analysis, long-term planning, and alignment across grade levels. The teacher day concludes at 4:10 p.m., allowing time for follow-up, communication, and preparation for the next day.

## **Student Experience**

Students arrive each morning to a structured and welcoming start that builds belonging and prepares them for learning. The day begins at 8:30 a.m. with a consistent routine that may include a soft start, morning meeting, or community-building activity where expectations are reinforced and the day's learning is introduced.

Across all grade levels, students experience:

- Clearly stated learning goals and success criteria
- Daily protected literacy and mathematics instruction
- Integrated learning experiences that connect science, social studies, and the arts
- Structured opportunities to talk, write, solve problems, and demonstrate understanding

In the early grades, students engage in highly structured instruction with strong teacher modeling, guided practice, and frequent opportunities to build language through discussion, drawing, and writing. Learning is hands-on and interactive, with students observing, questioning, and explaining their thinking. In upper elementary and middle grades, students take on increasing responsibility for their learning. They engage in extended reading, writing, problem-solving, and interdisciplinary inquiry. Students work collaboratively, participate in structured discussions, and apply learning through projects, presentations, and written analysis. Throughout the day, students are expected to actively engage in learning. They explain their reasoning, use academic vocabulary, and reflect on their progress. Learning is visible through student work, discussion, and demonstration rather than passive completion of tasks. Students also participate in Leadership Lab and inquiry-based learning experiences where they develop confidence, communication skills, and the ability to apply learning in meaningful ways. These experiences reinforce the school's focus on developing both strong academic skills and student agency. The student day concludes at 3:50 p.m.

## **Alignment to Instructional Model**

The daily experience for both teachers and students reflects Hawkins' core instructional principles: learning is intentional, interdisciplinary, and inquiry-based. Teachers maintain clarity and structure while creating opportunities for students to think deeply, ask questions, and apply learning across contexts. The schedule ensures that strong core instruction is protected while also providing time for inquiry, collaboration, and leadership development. Students experience learning as connected and purposeful, and teachers operate within a system that supports high-quality instruction and continuous improvement.

## **Why This Daily Experience Matters**

This structure ensures that learning is not left to chance or individual variation. Teachers operate with shared expectations and support, and students experience consistency across classrooms. As a result, the school is able to deliver rigorous instruction, respond to student needs, and build a strong, cohesive learning environment from the first year of operation. Students leave each day having actively engaged in learning, practiced essential skills, and applied their knowledge in meaningful ways. Teachers leave with clear insight into student progress and a plan for next steps. This alignment between daily practice, instructional design, and schoolwide systems allows Hawkins Charter School to implement its model with fidelity and achieve strong academic and developmental outcomes over

time.

**Q196. Will this proposed school include a high school?**

Yes

No

**Q201. 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: 30 Total Files Count: 5

**Q202. 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

**Q203. 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.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

## 11.2. Special Populations and "At-Risk" Students

**Q204. 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.**

Hawkins Charter School will implement a Multi-Tiered System of Support (MTSS) that is directly aligned to the school's daily schedule and instructional design, including a **daily intervention and enrichment block embedded within the school day (see Appendix E).**

### **Tier I: Strong Core Instruction**

All students receive rigorous, standards-aligned instruction during protected instructional blocks in literacy and mathematics.

Core instruction includes:

- Explicit instruction with clear modeling
- Guided practice with structured support
- Independent application of skills and concepts
- Vocabulary development and academic language support
- Frequent checks for understanding

This consistent instructional structure ensures that most students are supported within core instruction before additional interventions are needed.

### **Tier II: Targeted Small-Group Intervention (Daily Intervention Block)**

Students identified as performing below grade level receive targeted support during the **daily intervention and enrichment block outlined in Appendix E**, ensuring that intervention occurs without removing students from core instruction.

For example, a second-grade student struggling with foundational math skills may be placed in a small group of 3–5 students during the intervention block. This group meets daily for approximately 15–20 minutes, focusing on a specific skill such as number sense, place value, or problem-solving strategies aligned to classroom instruction.

Instruction during this block includes:

- Targeted skill instruction based on identified gaps
- Guided practice with immediate feedback
- Use of manipulatives, visuals, and structured routines
- Opportunities for repetition and application

Students not requiring intervention participate in enrichment during this same block, ensuring all students are engaged in meaningful learning.

### **Tier III: Intensive Intervention (Increased Frequency and Support)**

Students with more significant learning gaps receive more intensive support, which may include:

- Smaller group sizes or one-on-one instruction
- Increased frequency within the intervention block
- Additional targeted support beyond the core intervention time when needed

For example, a student significantly below grade level in reading may receive daily targeted instruction during the intervention block focused on phonics, fluency, and comprehension, with progress monitored closely and instruction adjusted frequently.

### **Progress Monitoring and Instructional Adjustment**

Student progress is monitored through a structured and ongoing data cycle aligned to the school's assessment calendar and instructional planning process.

- Tier II students are formally monitored every 4–6 weeks
- Tier III students are monitored more frequently, approximately every 2–4 weeks
- Teachers use formative assessment daily to adjust instruction in real time

Teachers and instructional teams meet regularly during scheduled collaborative planning and data review times (as reflected in the school calendar) to:

- Analyze student progress

- Evaluate the effectiveness of interventions
- Adjust grouping, instructional strategies, and level of support

Students remain in interventions long enough to determine effectiveness, and movement between tiers is based on data over time rather than isolated performance.

### **Family Communication and Partnership**

Families are essential partners in supporting student success. Hawkins Charter School will communicate regularly with families regarding student progress, intervention supports, and strategies to reinforce learning at home.

Teachers will share:

- Assessment results and progress updates
- Specific skills being addressed during intervention
- Practical strategies families can use to support learning

This ongoing communication ensures alignment between school and home and reinforces student growth. Through strong core instruction, a daily intervention and enrichment block embedded in the school schedule, targeted and intensive supports, structured progress monitoring, and active family partnership, Hawkins Charter School ensures that students performing below grade level receive timely and effective support. This system is designed to accelerate learning, build confidence, and ensure all students progress toward grade-level expectations.

**Q205. 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, MLs, 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.**

The Hawkins Charter School founding board brings significant experience supporting students with diverse academic and learning needs, including students with disabilities, students with 504 plans, multilingual learners, gifted students, and students considered academically at risk.

Founder **Dr. Karen Anderson** has extensive experience leading schools that serve high-needs student populations. As principal of a North Carolina Focus School, she was responsible for implementing the state school improvement process through NC Indistar, overseeing instructional programming, and ensuring compliance with district and state expectations. Her leadership included coordinating targeted academic interventions, supporting staff development, maintaining compliance systems, and ensuring that students with diverse learning needs received appropriate services and support.

Board member **Laurie Carr** brings deep expertise in district-level leadership and school improvement. She served as a School Support Officer and Senior Director of Principal Leadership for Guilford County Schools, where she supervised principals and supported improvement efforts across multiple schools. Her work focused on strengthening instructional systems, developing leadership capacity, and improving outcomes for students in historically underperforming schools. Earlier in her career she served as a transformation coach with the North Carolina Department of Public Instruction, working with school and district leaders across North Carolina's lowest-performing schools and districts.

Board member **Dr. Zainab Abduh-Qaabidh** has served as both a principal and assistant principal and has extensive experience supporting diverse learners. Her work has focused on literacy development, special education services, differentiated instruction, and building strong instructional systems that support student success across varied learning needs.

Board member **Candice Jackson** contributes expertise in counseling, behavioral health, and student support systems. As a professional counselor and higher education administrator, she has directed counseling and behavioral health services and led initiatives that promote wellness, equity, and inclusive learning environments. Her work emphasizes creating systems that support students' academic, social, and emotional development.

In addition to the expertise of the founding board, Hawkins Charter School will engage external consultants with specialized experience in exceptional children services and multilingual learner programming. One consultant previously served as a district-level Director of Exceptional Children Services and policy consultant for the North Carolina Department of Public Instruction. These experts will support staff training, program development, and compliance during the school's launch and early years.

Collectively, the founding board has a demonstrated track record of supporting diverse learners, improving instructional systems, and ensuring that students with varied academic needs receive the programming and support necessary for success.

**Q206. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:**

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

Hawkins Charter School is committed to ensuring that multilingual learners have full and equitable access to rigorous academic instruction while developing English language proficiency. Instruction will integrate language development with grade-level content so that students build academic language while actively engaging in meaningful learning experiences. The school's instructional philosophy emphasizes close observation, discussion, analysis of ideas, and clear communication of understanding. These practices naturally support language development by giving multilingual learners frequent opportunities to listen, speak, read, and write within authentic academic contexts.

### **Identification of Multilingual Learners**

Hawkins Charter School will identify multilingual learners in accordance with North Carolina Department of Public Instruction procedures. During enrollment, all families will complete the Home Language Survey. Students whose responses indicate a language other than English will be screened using the state-approved English language proficiency screener. Screening results will be reviewed to ensure accurate identification and to avoid misidentification of students whose academic challenges may stem from factors other than language acquisition. When appropriate, the school will review additional academic data and consult professional expertise to distinguish between language development needs and potential learning disabilities.

### **Instructional Programs, Practices, and Strategies**

Instruction for multilingual learners will be guided by the WIDA English Language Development Standards and will integrate language support into daily academic instruction. Teachers will implement research-based practices designed to make grade-level content accessible while promoting language growth.

These practices include:

- explicit instruction in academic vocabulary
- use of visual supports, modeling, and demonstrations
- structured academic discussions that promote oral language development
- scaffolded reading and writing tasks aligned with grade-level standards
- collaborative learning structures that encourage language use
- strategic use of questioning and sentence frames to support communication

These strategies ensure that multilingual learners can access rigorous instruction while building English proficiency.

### **Monitoring Progress and Exiting Services**

The progress of multilingual learners will be monitored using multiple measures, including classroom formative assessments, standards-based benchmark assessments, and the state-required English language proficiency assessment (ACCESS for ELLs). Instructional teams will review student data regularly to determine whether students are progressing in both English language development and academic achievement. Students will exit multilingual learner services once they meet the state-established English language proficiency criteria. Families will be informed throughout the identification, service, and exit process.

### **Staffing and Professional Development**

Hawkins Charter School will ensure that multilingual learners are supported by qualified staff trained in effective instructional practices for English language development. Teachers will receive professional development on strategies aligned with WIDA standards and best practices for supporting multilingual learners within the general education classroom. The school will also partner with a multilingual learner specialist who will provide training, consultation, and program oversight to ensure that services are implemented effectively and remain compliant with state and federal requirements. Through integrated instruction, research-based strategies, ongoing progress monitoring, and qualified staffing, Hawkins Charter School will ensure that multilingual learners develop English language proficiency while achieving strong academic outcomes.

### **Q207. Explain how the school will identify and meet the needs of gifted students, including the following:**

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

### **Overview of Gifted Education Approach**

Hawkins Charter School is committed to ensuring that students with advanced academic abilities receive learning experiences that challenge their thinking, deepen their understanding, and allow them to pursue complex questions and ideas. The school's instructional philosophy emphasizes inquiry, analysis of evidence, and clear communication of understanding. These practices naturally support advanced learners by encouraging depth of thinking, intellectual curiosity, and the ability to connect ideas across disciplines. Students regularly analyze information, interpret evidence, and present their understanding through writing, discussion, and demonstration of learning. Hawkins' approach ensures that all students are exposed to high-level thinking early, while providing increasing opportunities for extension and acceleration as students progress through grade levels.

### **Developmental Approach to Gifted Learning (K–2 Exposure, 3–8 Extension)**

In kindergarten through grade 2, all students are intentionally exposed to inquiry-based learning, problem-solving, and opportunities for deeper thinking. At this stage, the focus is on identifying emerging strengths and providing access to rich, engaging learning experiences rather than formal differentiation into separate tracks.

Beginning in grades 3 through 8, students demonstrating advanced academic ability receive more targeted extension and enrichment opportunities. These include increased access to complex tasks, independent inquiry, and

differentiated instruction designed to extend learning beyond grade-level expectations.

This developmental approach ensures equitable access in early grades while allowing for intentional differentiation and challenge as students grow.

### **Identification of Gifted Students**

Hawkins Charter School will identify students for gifted services using multiple measures aligned with North Carolina Academically or Intellectually Gifted (AIG) guidelines.

Identification data may include:

- Aptitude assessments such as the Cognitive Abilities Test (CogAT)
- Achievement data from assessments such as i-Ready and North Carolina End-of-Grade tests
- Teacher recommendations
- Classroom performance
- Student work samples

Using multiple measures ensures that identification practices are equitable and do not rely on a single test score. This approach also allows the school to recognize students whose advanced abilities may emerge through creativity, reasoning, or problem-solving.

### **Instructional Programs, Practices, and Opportunities**

Gifted students will be supported through instructional practices that promote depth, complexity, and intellectual challenge within the classroom and through extended learning opportunities.

Strategies will include:

- Cluster grouping of gifted students within classrooms
- Differentiated instruction that extends grade-level learning
- Advanced problem-solving and analytical tasks
- Independent or small-group research opportunities
- Interdisciplinary projects requiring synthesis of ideas
- Leadership roles in collaborative academic discussions and presentations

In grades 3–8, these strategies are intentionally expanded to include more sustained inquiry, extended projects, and opportunities for students to pursue topics of interest in greater depth.

These practices allow gifted students to explore ideas in greater depth while remaining engaged in meaningful academic work aligned to the school's instructional model.

### **Monitoring Progress and Evaluating Effectiveness**

Teachers will monitor the progress of gifted students through a combination of classroom assessments, performance-based tasks, and analysis of student work. Instructional teams will review student progress regularly through data meetings to ensure that advanced learners continue to experience appropriate challenge and growth. Adjustments to instruction, grouping, or enrichment opportunities will be made based on student performance and

demonstrated need.

### **Staffing and Professional Development**

Teachers will receive professional development on strategies for differentiating instruction for advanced learners, including how to extend learning, increase complexity, and support independent inquiry. When appropriate, the school will utilize educators with training in gifted education or AIG licensure to support programming, guide instructional practices, and ensure alignment with state expectations. Through early exposure to high-level thinking, intentional identification practices, differentiated instruction, and ongoing monitoring of student progress, Hawkins Charter School ensures that gifted students are appropriately challenged and supported. This approach allows students to deepen their understanding, extend their learning, and develop the skills necessary to reach their full academic potential.

### **11.3. Exceptional Children**

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

### **Q208. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.**

#### **Overview of Identification and Continuity of Services**

Hawkins Charter School will implement a comprehensive, multi-layered process to identify students who have previously been determined eligible for special education services or who are protected under Section 504 of the Rehabilitation Act. The school recognizes that timely identification and continuity of services are essential to ensuring students receive appropriate support without interruption.

#### **Enrollment and Family Disclosure**

During enrollment, families will be asked to indicate whether their child has an existing Individualized Education Program (IEP) or Section 504 accommodation plan through enrollment forms and the student registration process. While this information is an important starting point, Hawkins Charter School will not rely solely on parent disclosure to identify students who require services.

#### **Records Request and Review Process**

Upon enrollment, Hawkins Charter School will promptly request official records from each student's previous

school. These records include cumulative files, special education documentation, and any existing Section 504 accommodation plans. School staff will review these records in a timely manner to identify students who have previously received services and to ensure continuity of support. This process ensures that students with existing plans are identified early and that services can begin without delay.

### **Review of State and District Data Systems**

When available, the school will access and review student information through applicable state and district data systems. This additional layer of review helps ensure that students with prior eligibility for services are not overlooked during the enrollment and records transfer process.

### **Ongoing Monitoring and Child Find Responsibilities**

In addition to records review, teachers and instructional staff will closely monitor student performance and behavior during the first weeks of school and throughout the year.

If a student demonstrates academic or behavioral challenges that may indicate a disability, the school will initiate a structured referral process consistent with federal Child Find requirements. This process includes:

- Documentation of instructional interventions and supports
- Collaboration with instructional and support staff
- Communication with families regarding observed concerns
- Consideration for formal evaluation when appropriate

This proactive approach ensures that students who may not have been previously identified are evaluated and supported in a timely manner.

### **Implementation and Review of Existing Plans**

When a student with an existing IEP or Section 504 plan is identified, Hawkins Charter School will implement the plan promptly. The school will convene the appropriate team to review the student's current needs, confirm appropriate placement, and ensure that services are delivered in accordance with federal and state requirements.

### **Confidentiality and Records Management**

All records related to special education and Section 504 services will be maintained securely and in compliance with the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), Section 504 requirements, and North Carolina Department of Public Instruction policies.

Through a combination of enrollment procedures, records review, data system checks, ongoing monitoring, and adherence to Child Find requirements, Hawkins Charter School ensures that students who require special education or Section 504 services are identified promptly. This comprehensive approach supports continuity of services and ensures that students' educational needs are addressed without interruption.

**Q209. 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.**

### **Overview of Child Find Process**

Hawkins Charter School will implement a comprehensive Child Find process to identify, locate, and evaluate students who may be eligible for special education services in accordance with the Individuals with Disabilities Education Act (IDEA) and North Carolina Department of Public Instruction policies. The school is committed to ensuring that students with disabilities are identified early, evaluated accurately, and provided appropriate services while safeguarding against misidentification.

### **Universal Screening and Early Identification**

Within the first 30 days of the school year, Hawkins Charter School will administer universal academic screening assessments in reading and mathematics to all students to establish baseline performance and identify potential learning needs. Additional benchmark screenings will occur throughout the year to monitor student growth and academic progress. The school anticipates utilizing a standards-aligned diagnostic assessment system such as i-Ready or a comparable tool to provide detailed data on foundational skills, grade-level proficiency, and academic growth. Teachers will also review formative classroom assessments, student work, attendance patterns, and behavioral observations to develop a comprehensive understanding of student performance. Instructional teams will review screening and assessment data during regularly scheduled data meetings to analyze trends, identify students who may require additional support, and determine appropriate instructional interventions.

### **Multi-Tiered System of Support (MTSS)**

Students who demonstrate academic or behavioral challenges will receive targeted support through the school's Multi-Tiered System of Support (MTSS). Teachers will implement evidence-based Tier II and Tier III interventions designed to address specific skill gaps while monitoring student progress through formative assessments and diagnostic data. This structured process ensures that students receive targeted instructional support and that the school collects meaningful evidence of student response to intervention prior to referral for special education evaluation when appropriate.

### **Referral and Evaluation Procedures**

If a student continues to demonstrate significant academic or developmental challenges despite targeted interventions, a referral for evaluation may be initiated by a teacher, administrator, parent, or other school personnel. Within 10 school days of receiving a referral, the school will review existing data, including intervention documentation, screening results, classroom observations, and teacher and family input to determine whether a formal evaluation is warranted. The school will provide Prior Written Notice to parents regarding the team's decision. If an evaluation is recommended, the school will obtain written parental consent before initiating assessments.

Comprehensive evaluations will be conducted by qualified professionals and will include multiple measures to ensure an accurate understanding of the student's needs. Evaluation components may include:

- Academic achievement assessments
- Cognitive or developmental assessments
- Behavioral or social-emotional evaluations when appropriate

- Classroom observations
- Review of intervention data and academic history
- Teacher and parent input

Once parental consent is obtained, evaluations, eligibility determinations, and development of an Individualized Education Program (IEP) will be completed within North Carolina's required timeline of 90 calendar days, in accordance with federal and state regulations.

### **Safeguards to Prevent Misidentification**

Hawkins Charter School will implement several safeguards to ensure that students are not inappropriately identified for special education services. These safeguards include:

- Implementation and documentation of targeted instructional interventions through MTSS
- Review of multiple sources of academic and behavioral data prior to referral
- Consideration of linguistic, cultural, and environmental factors that may impact student performance
- Collaboration with families throughout the evaluation process

Students who are multilingual learners will not be identified as having disabilities based solely on language acquisition needs.

### **Eligibility Determination and Service Planning**

If evaluation results indicate that a student meets eligibility criteria for special education services, an IEP team will be convened to determine eligibility and develop an individualized plan of services. Special education services, accommodations, and placement decisions will be determined by the IEP team in accordance with IDEA and implemented in the least restrictive environment appropriate to the student's needs. Through this structured Child Find process, Hawkins Charter School ensures that students who require specialized services are identified promptly, evaluated accurately, and provided appropriate educational support.

### **Q210. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

Hawkins Charter School will maintain accurate, secure, and compliant records for students receiving special education services or accommodations under Section 504 in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Family Educational Rights and Privacy Act (FERPA), and North Carolina Department of Public Instruction policies.

### **Requesting Records from Previous Schools**

During the enrollment process, Hawkins Charter School will request official records from each student's previous school within **five school days of enrollment**. Requested records will include cumulative files, Individualized Education Programs (IEPs), evaluation reports, eligibility documentation, and Section 504 accommodation plans when applicable.

Upon receipt of records, designated school personnel will review documentation promptly to ensure continuity of services. If a student enrolls with an existing IEP or Section 504 plan, Hawkins Charter School will implement the current plan and convene the appropriate team to review services and ensure appropriate implementation.

### **Record Confidentiality (On-Site)**

All special education and Section 504 records will be maintained in secure locations to protect student confidentiality. Physical records will be stored in locked file cabinets located in restricted-access areas, and electronic records will be maintained within secure student information systems with role-based access controls.

Access to student records will be limited to authorized personnel who require the information to fulfill their professional responsibilities. Staff members will receive training on confidentiality requirements and proper handling of sensitive student information in accordance with FERPA and applicable federal and state regulations.

### **Record Compliance and Monitoring (On-Site)**

Hawkins Charter School will implement procedures to ensure that all documentation related to special education and Section 504 services is accurate, complete, and maintained in compliance with regulatory requirements. These procedures will include:

- maintaining complete documentation of evaluations, eligibility determinations, and IEP or 504 plans
- tracking service delivery and documenting service minutes provided to students
- maintaining records of progress monitoring and required review meetings
- ensuring timely documentation of evaluations, eligibility decisions, and plan revisions
- conducting periodic internal reviews to ensure compliance with federal and state requirements

The school will ensure that all required records are maintained and updated in accordance with established timelines and that documentation is transferred appropriately when students enroll or withdraw. Through these procedures, Hawkins Charter School will maintain a secure and compliant system for managing records that protects student privacy while ensuring continuity of services and regulatory compliance.

**Q211.Exceptional Children’s Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

**Overview of Exceptional Children’s Programming**

Hawkins Charter School is committed to providing a full continuum of special education services designed to meet the diverse needs of students with mild, moderate, and severe disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and North Carolina policies. Services will be delivered in the least restrictive environment (LRE) appropriate to each student’s individual needs, ensuring access to the general education curriculum to the maximum extent possible. The school anticipates serving approximately 10–12% of its student population as students with disabilities and will staff and design programming accordingly.

**Continuum of Services and Least Restrictive Environment (LRE)**

Students with disabilities will receive services along a continuum designed to provide increasing levels of support based on individual need. Placement decisions will be determined by the IEP team and will prioritize participation in the general education setting whenever appropriate.

The continuum of services includes:

- Consultation and collaboration between general education and special education teachers
- Push-in support within the general education classroom
- Small-group targeted instruction for specific skill development
- Pull-out services for more focused intervention when needed
- Individualized instruction for students requiring intensive support
- Related services such as speech-language therapy, occupational therapy, counseling, or other services as required by the IEP
- Assistive technology and accommodations aligned to student needs

For students with more significant or intensive needs, Hawkins Charter School will provide a more structured setting, which may include a self-contained or resource-based classroom environment as appropriate. These placements will be determined by the IEP team and used when necessary to ensure students receive appropriate, individualized instruction while still participating in general education settings to the greatest extent possible.

**Instructional Approach for Students with Disabilities**

Students with disabilities will have access to grade-level content through differentiated instruction, accommodations, and specialized teaching strategies.

Instruction will include:

- Explicit, systematic instruction in foundational skills
- Scaffolded learning experiences aligned to grade-level standards
- Targeted intervention aligned to identified skill gaps
- Opportunities for practice, feedback, and application of learning
- Integration with the school’s instructional model, including inquiry, discussion, and demonstration of learning

This approach ensures that students with disabilities are both supported and challenged within a coherent instructional system.

### **Staffing Plan and Service Delivery**

In its initial years of operation, Hawkins Charter School will staff approximately two Exceptional Children (EC) teachers to provide services to students with disabilities. These teachers will primarily deliver push-in and small-group support aligned to student IEPs. Each EC teacher will maintain a manageable caseload aligned with state guidelines and best practices, ensuring that students receive appropriate levels of support and that IEP requirements are implemented with fidelity. As enrollment grows or the percentage of students with disabilities increases, the school will adjust staffing levels accordingly to ensure that all students' needs are met. Additional staff, specialized support personnel, or contracted service providers will be added as needed to maintain compliance and service quality.

### **Progress Monitoring and IEP Implementation**

Student progress toward IEP goals will be monitored regularly using a combination of formative assessments, progress monitoring tools, and data aligned to individual goals. The IEP team will meet at least annually, and more frequently as needed, to review student progress, adjust goals, and ensure that services remain appropriate and effective.

### **Commitment to Access and Inclusion**

Hawkins Charter School is committed to ensuring that students with disabilities are educated alongside their peers to the greatest extent appropriate. The school's inclusive instructional model, combined with targeted supports and a flexible service continuum, ensures that students experience both access to rigorous instruction and the individualized support necessary for success.

## **Q212. 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?**

### **Full Continuum of Services for Students with Disabilities**

Hawkins Charter School will provide a full continuum of special education services through a collaborative service delivery model that ensures students with disabilities receive both access to the general education curriculum and specialized instruction aligned with their Individualized Education Programs (IEPs).

Students will receive services along a continuum that may include:

- Push-in support within the general education classroom
- Small-group targeted instruction
- Pull-out services for focused skill development
- Individualized instruction as needed based on student needs

This flexible approach allows services to be adjusted in intensity and setting to ensure that each student receives

appropriate support in the least restrictive environment.

### **Access to the General Education Curriculum**

Hawkins Charter School will ensure that students with disabilities have meaningful access to the general education curriculum through inclusive instructional practices and appropriate supports.

Students will access grade-level content through:

- Differentiated instruction aligned to the North Carolina Standard Course of Study
- Accommodations and modifications as outlined in the IEP
- Co-planned and co-supported instruction between general education and special education staff
- Scaffolded instruction, explicit teaching strategies, and targeted intervention

This approach ensures that students remain engaged in grade-level learning while receiving the supports necessary to be successful.

### **Collaborative Instruction and Service Delivery**

General education teachers and special education staff will collaborate regularly to plan instruction, implement accommodations, and monitor student progress toward IEP goals.

Instructional teams will:

- Co-plan lessons and align supports to classroom instruction
- Use formative assessments and student work to guide instructional decisions
- Provide coordinated support to ensure consistency across settings

This collaborative model ensures that special education services are integrated into the daily instructional program rather than delivered in isolation.

### **Progress Monitoring and Data-Based Decision Making**

Student progress toward IEP goals will be monitored regularly using formative assessments, progress monitoring tools, and classroom performance data.

Instructional teams will analyze data to:

- Evaluate the effectiveness of instructional supports
- Adjust services, strategies, or intensity of support as needed
- Ensure students are making progress toward both IEP goals and grade-level expectations

Progress will be reported to families according to established timelines and in alignment with federal and state requirements.

### **Service Documentation and Program Oversight**

Service delivery will be documented through service logs that track the frequency and duration of services provided to students. The school leadership team will review service implementation regularly to ensure fidelity, consistency,

and compliance with IDEA and North Carolina policies.

Through a collaborative instructional model, a flexible continuum of services, and structured progress monitoring, Hawkins Charter School ensures that students with disabilities receive both specialized support and meaningful access to the general education curriculum. This approach supports academic growth, independence, and full participation in the school community.

**Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

**Ensuring a Free and Appropriate Public Education (FAPE)**

Hawkins Charter School will ensure that all eligible students receive a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and North Carolina policies. The school will implement comprehensive systems to ensure that services identified in each student's Individualized Education Program (IEP) are delivered with fidelity and that students with disabilities have meaningful access to the general education curriculum.

**Development and Implementation of IEPs**

Students determined eligible for special education services will have an Individualized Education Program developed by an IEP team that includes the student's parent or guardian, general education teacher, special education teacher, and other required personnel. The IEP team will determine measurable annual goals, specialized instruction, accommodations, related services, and placement decisions based on the individual needs of the student. All services and placement decisions will be implemented in the least restrictive environment appropriate to the student's needs. Consistent with IDEA requirements, the IEP team will begin with the general education classroom as the first consideration for placement. Supplementary aids, services, and instructional supports will be provided to enable the student to participate with non-disabled peers to the maximum extent appropriate.

**Access to the General Education Curriculum**

Students with disabilities will have access to the general education curriculum through appropriate accommodations, assistive technology when needed, and specialized instruction aligned with their IEP goals.

Special education staff and general education teachers will collaborate regularly to:

- Plan instruction aligned to grade-level standards
- Implement accommodations and modifications
- Ensure instructional strategies support both access and academic progress

This collaborative approach ensures that students are engaged in rigorous, grade-level learning while receiving the individualized support necessary for success.

**Monitoring Progress Toward IEP Goals**

Student progress toward IEP goals will be monitored through ongoing formative assessments, progress monitoring

tools, and analysis of student work.

Progress reports will be provided to families at the same frequency as report cards to ensure parents remain informed about their child's progress and ongoing needs.

Instructional teams will review progress monitoring data regularly to:

- Evaluate student growth
- Adjust instruction and supports
- Ensure students are making appropriate progress toward IEP goals

### **Monitoring Service Delivery and Compliance**

Hawkins Charter School will maintain documentation of special education services provided to students, including service logs that track the frequency, duration, and location of services delivered. School leadership will monitor service implementation to ensure that all services outlined in each student's IEP are provided with fidelity. The school will also maintain systems for tracking required timelines for evaluations, IEP meetings, annual reviews, and reevaluations in accordance with federal and state regulations.

### **Parent Participation and Procedural Safeguards**

Families play a critical role in ensuring students receive appropriate services. Parents will be invited to participate in all IEP meetings and will receive written notice of decisions regarding their child's identification, evaluation, and services. Parents will also receive a procedural safeguards notice outlining their rights under IDEA, including their right to request meetings, participate in decision-making, and pursue dispute resolution procedures if concerns arise.

Through clearly defined systems for IEP development, collaborative instruction, progress monitoring, service documentation, and family engagement, Hawkins Charter School ensures that students with disabilities receive individualized support, appropriate instructional services, and equitable access to educational opportunities consistent with the requirements of a Free Appropriate Public Education.

## **Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**

### **Monitoring and Reporting Implementation of Individualized Education Programs (IEPs)**

Hawkins Charter School will implement a structured system to monitor the delivery of IEP services and to report student progress to students, parents, and relevant staff. This system ensures that services are implemented with fidelity and that all stakeholders have timely, accurate information regarding student progress and supports.

### **Qualified Staffing and Service Delivery**

All personnel responsible for implementing IEP services will be appropriately qualified and trained in accordance with North Carolina licensure requirements and the Individuals with Disabilities Education Act (IDEA).

Special education teachers will hold valid North Carolina licensure in Exceptional Children services. Related service

providers, including speech-language therapists, occupational therapists, or other specialists, will hold appropriate licensure and certifications. When specialized services are not provided by school-employed staff, Hawkins Charter School will contract with licensed professionals to ensure that all services outlined in student IEPs are delivered.

### **Staff Training and Professional Development**

All instructional staff will receive ongoing professional development to support effective IEP implementation.

Training will include:

- Understanding legal responsibilities under IDEA and Section 504
- Implementing accommodations and modifications outlined in IEPs and 504 plans
- Differentiated instruction to support diverse learning needs
- Progress monitoring and data-informed instructional adjustments
- Collaboration between general education and special education staff

New staff will receive training during onboarding, and ongoing professional learning will be provided throughout the school year to reinforce both best practices and compliance expectations.

### **Communication of IEP Supports to Staff**

Relevant staff members will receive clear and accessible documentation of the accommodations, modifications, and instructional supports required for each student with an IEP or Section 504 plan.

Special education staff will meet with general education teachers to review student plans and clarify responsibilities for implementation within the classroom. Instructional teams will collaborate regularly to review student progress, adjust supports as needed, and ensure that services are delivered consistently.

### **Monitoring Implementation and Compliance**

Hawkins Charter School will monitor IEP implementation through multiple systems, including:

- Service logs documenting the frequency, duration, and location of services provided
- Review of lesson plans and classroom practices to ensure accommodations are implemented
- Internal compliance checks conducted by school leadership
- Monitoring of timelines for IEP meetings, annual reviews, and reevaluations

These systems ensure that services outlined in each student's IEP are delivered with fidelity and in accordance with federal and state requirements.

### **Progress Monitoring and Reporting to Families and Students**

Student progress toward IEP goals will be monitored through formative assessments, progress monitoring tools, and analysis of student work.

Progress reports will be provided to families at the same frequency as report cards and will include:

- Progress toward annual IEP goals
- Effectiveness of instructional supports
- Areas of continued need and next steps

Parents will be invited to participate in all IEP meetings and will receive written documentation of decisions regarding services, accommodations, and placement. Students, when appropriate, will also be engaged in understanding their goals and progress.

Through qualified staffing, structured progress monitoring, clear communication systems, and ongoing compliance oversight, Hawkins Charter School will ensure that IEP implementation is monitored consistently and reported effectively to students, families, and staff. This approach ensures accountability, transparency, and high-quality support for students with disabilities.

**Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

**Overview of Related Services and Staffing Plan**

Hawkins Charter School will provide related services and qualified staffing to meet the needs of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and North Carolina policies. The school anticipates serving approximately 10–12% of its student population as students with disabilities and will staff and structure services to ensure all students receive appropriate support.

**Provision of Related Services**

Related services will be provided as determined by each student’s Individualized Education Program (IEP) and may include, but are not limited to:

- Speech-language therapy
- Occupational therapy
- Physical therapy
- School counseling services
- Psychological services
- Behavioral support services
- Assistive technology services

These services will be delivered in the least restrictive environment and may occur within the general education classroom, in small-group settings, or through individualized sessions based on student needs. When appropriate, services will be integrated into the instructional day to minimize disruption and support student access to the general education curriculum.

**Service Delivery Model**

Hawkins Charter School will implement a flexible service delivery model that includes:

- Push-in services within the general education classroom
- Pull-out services for targeted skill development
- Individualized or small-group instruction

- Collaboration between general education teachers, special education staff, and related service providers

This model ensures that students receive specialized support while remaining engaged in grade-level instruction to the greatest extent possible.

### **Qualified Staffing Plan**

Hawkins Charter School will employ appropriately licensed and qualified staff to meet the needs of its anticipated special education population.

- Exceptional Children (EC) teachers will hold valid North Carolina licensure in special education
- Related service providers will hold appropriate state licensure and professional certifications
- General education teachers will receive training to support implementation of accommodations and inclusive practices

In its initial years of operation, the school plans to staff approximately two EC teachers to support service delivery through push-in, small-group, and individualized instruction. Each teacher will maintain a manageable caseload aligned with state guidelines and best practices.

### **Use of Contracted Service Providers**

When specialized services cannot be provided by school-employed staff, Hawkins Charter School will contract with licensed professionals to deliver required related services. Contracted providers will meet all state licensure requirements and will be integrated into the school's service delivery and communication systems.

### **Ongoing Staffing Adjustments and Capacity Building**

As enrollment increases or the percentage of students with disabilities changes, Hawkins Charter School will adjust staffing levels to ensure all students receive required services. Additional EC staff, related service providers, or specialized personnel will be added as needed to maintain compliance and service quality. The school will also invest in ongoing professional development to strengthen staff capacity in inclusive practices, differentiation, and collaboration.

Through a combination of qualified staff, contracted service providers, and a flexible service delivery model, Hawkins Charter School will ensure that all students with disabilities receive the related services and instructional support outlined in their IEPs. This approach ensures compliance with federal and state requirements while supporting meaningful access to the general education curriculum and student success.

## **11.4. Student Performance Standards**

### **Q216. Describe how the school will measure student performance.**

#### **Student Performance Standards**

Hawkins Charter School will maintain clear, rigorous student performance standards aligned to the North Carolina Standard Course of Study, the North Carolina Accountability Model, and the school's mission to develop confident

learners and leaders who demonstrate deep understanding, strong academic foundations, and the ability to apply learning with purpose.

Student performance at Hawkins will be measured across three core areas: academic growth, academic proficiency, and application of learning.

**Academic Growth**

Students will be expected to demonstrate measurable annual growth in reading and mathematics. Growth will be measured using diagnostic, interim, and state assessment data and will be reviewed at the student, classroom, grade-band, and schoolwide levels.

**Academic Proficiency**

Students will be expected to meet or make progress toward grade-level proficiency in all core content areas. Performance standards will emphasize mastery of grade-level expectations in literacy, mathematics, science, and social studies, with particular attention to reading comprehension, written expression, mathematical reasoning, and content knowledge.

**Application of Learning**

Students will be expected to demonstrate understanding through writing, discussion, problem-solving, projects, presentations, and other performance-based tasks. Strong student performance at Hawkins includes the ability to explain thinking, use academic language, analyze evidence, and apply learning in meaningful contexts.

**Assessment System and Performance Monitoring**

Hawkins Charter School will implement a comprehensive assessment system to measure student performance, monitor progress, and inform instruction.

| Assessment Type  | Grades Assessed | Frequency   | Purpose  | Use of Data  |
|--|-----------------|---|--|--|
| Diagnostic Assessment (e.g., i-Ready or similar)                               | Grades K-8      | Beginning, Middle, End of Year (3x/year)          | Establish baseline, measure growth in reading and math | Identify skill gaps, group students for instruction and intervention |
| Early Literacy/Foundational Skills Assessment (e.g., phonics/reading screener) | Grades K-1      | Beginning of Year and ongoing progress monitoring | Assess foundational literacy skills                    | Guide early intervention and targeted instruction                    |

|  |            |                          |   |  |
|--|------------|--------------------------|---|--|
| Formative Assessments  | Grades K-8 | Daily/Weekly             | Monitor ongoing understanding during instruction          | Adjust instruction in real time, provide feedback                    |
| Interim/Benchmark Assessments                                    | Grades K-8 | Quarterly                | Measure progress toward grade-level standards             | Identify trends, adjust pacing and instructional focus               |
| North Carolina End-of-Grade (EOG) Assessments                    | Grades 3-8 | Annually                 | Measure proficiency and growth aligned to state standards | Evaluate schoolwide performance and accountability                   |
| Performance-Based Assessments (projects, writing, presentations) | Grades K-8 | Each instructional cycle | Measure application of learning and communication skills  | Evaluate deeper understanding and student ability to apply knowledge |

**Data Cycles and Instructional Response**

Following each diagnostic and interim assessment, teachers will meet in grade-level or content teams to conduct structured data analysis. These meetings will include:

- Item analysis to identify patterns in student performance
- Identification of students requiring intervention or enrichment
- Adjustment of instructional strategies, grouping, and pacing
- Planning for reteaching and targeted support

Teachers will use formative assessment data daily to make immediate instructional adjustments. Students will be regrouped as needed based on performance data to ensure appropriate levels of challenge and support. Throughout the year, school leadership and instructional teams will use assessment data to determine whether adjustments to curriculum, instruction, or intervention systems are needed to ensure student mastery. At the end of the school year, the leadership team will conduct a comprehensive review of student performance data, including growth, proficiency, and subgroup performance. This analysis will inform revisions to curriculum materials, instructional practices, and professional development priorities for the following year.

**Schoolwide Performance Expectations**

Across the school, students will be expected to:

- Demonstrate measurable annual growth in reading and mathematics

- Progress toward or achieve grade-level proficiency in core subjects
- Communicate their thinking clearly in writing and discussion
- Apply knowledge through inquiry, analysis, and presentation
- Develop increasing independence, reflection, and responsibility as learners

By combining clear performance expectations with a structured assessment system and ongoing data analysis, Hawkins Charter School ensures that student performance is measured consistently and used to drive instructional improvement. This approach supports both academic achievement and the development of confident, capable learners prepared to apply their knowledge in meaningful ways.

**Q217.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 the data will be used to inform instruction and improve student performance.**

### **Use of Additional Evaluation Tools and Assessments**

Hawkins Charter School will utilize a comprehensive system of assessments in addition to state and federally mandated tests to monitor student progress, inform instruction, and improve overall student performance. These assessments are aligned to the North Carolina Standard Course of Study and are designed to provide timely, actionable data at the student, classroom, and schoolwide levels.

### **Diagnostic Assessments**

Hawkins Charter School will administer a diagnostic assessment system such as i-Ready or a comparable tool in reading and mathematics for students in grades K–8 three times per year (beginning, middle, and end of year). These assessments will:

- Establish baseline performance levels
- Identify specific skill gaps
- Measure individual student growth over time

Diagnostic data will be used to group students for instruction, identify students needing intervention or enrichment, and set measurable learning goals.

### **Early Literacy and Foundational Skill Assessments (K-1)**

In kindergarten and grade 1, additional assessments focused on foundational literacy and numeracy skills will be administered, such as phonics screeners and early reading assessments. These tools will:

- Identify early reading and language development needs
- Support targeted intervention in foundational skills
- Ensure early identification of students at risk for reading difficulties

### **Formative and Classroom-Based Assessments**

Teachers will use ongoing formative assessments embedded in daily instruction to monitor student understanding. These may include:

- Exit tickets
- Checks for understanding
- Short written responses
- Observation and analysis of student work

Formative data will be used immediately to adjust instruction, reteach concepts, and provide targeted support during lessons.

### **Interim and Benchmark Assessments**

Quarterly interim or benchmark assessments will be administered in grades K–8 to measure progress toward grade-level standards. These assessments will:

- Provide insight into student mastery of standards
- Identify trends across classrooms and grade levels
- Inform pacing and instructional priorities

### **Performance-Based Assessments**

Hawkins Charter School will incorporate performance-based assessments such as projects, writing tasks, presentations, and exhibitions of learning. These assessments will measure students' ability to:

- Apply knowledge in meaningful contexts
- Communicate thinking clearly
- Analyze and synthesize information
- Demonstrate understanding beyond multiple-choice formats

These assessments align directly with the school's instructional model and provide evidence of deeper learning.

### **Use of Data to Inform Instruction**

Assessment data will be used systematically to improve instruction and student outcomes.

Following each diagnostic and interim assessment, teachers will meet in grade-level or content teams to conduct structured data analysis. These meetings will include:

- Item analysis to identify strengths and gaps
- Identification of students needing intervention or enrichment
- Adjustment of instructional strategies, grouping, and pacing
- Planning for reteaching and targeted support

Teachers will also use formative assessment data daily to make real-time instructional adjustments within lessons.

### **Schoolwide Data Cycles and Continuous Improvement**

School leadership and instructional teams will review assessment data regularly to monitor progress toward schoolwide goals and ensure alignment with performance standards.

Throughout the year, data from diagnostic, interim, and classroom assessments will be used to:

- Adjust curriculum and instructional approaches
- Strengthen intervention and enrichment systems
- Support teacher professional development

At the end of the school year, the leadership team will conduct a comprehensive analysis of student performance data, including growth, proficiency, and subgroup performance. This analysis will inform revisions to curriculum, instructional practices, and professional learning priorities for the following year.

Through a comprehensive system of diagnostic, formative, interim, and performance-based assessments, Hawkins Charter School ensures that student performance is continuously monitored and that instructional decisions are informed by data. This approach allows the school to respond quickly to student needs, improve instructional effectiveness, and support strong academic outcomes for all learners.

**Q218. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be provided to students.**

**Promotion Philosophy and Definition of Success**

Hawkins Charter School defines student success as demonstrated academic growth, progress toward grade-level proficiency, and the ability to apply learning with increasing independence. Promotion decisions are based on whether a student is prepared to successfully engage with the academic and developmental expectations of the next grade level. The school uses multiple measures to determine readiness, ensuring that decisions are based on a comprehensive view of student performance rather than a single assessment.

**Promotion Standards**

Students will be expected to demonstrate satisfactory progress in the following areas:

- Measurable growth in reading and mathematics
- Progress toward or achievement of grade-level standards in core subjects
- Demonstration of understanding through classwork, assessments, and performance-based tasks
- Consistent engagement in learning, including attendance and participation

**Multiple Measures for Promotion Decisions**

Promotion decisions will be based on a range of evidence, including:

- Classroom performance and daily instructional work
- Formative and benchmark assessment data
- Diagnostic assessment growth data
- Performance-based tasks, writing, and student work samples
- Teacher input and progress reports

This multi-measure approach ensures that promotion decisions reflect both academic progress and readiness for increased rigor.

**Intervention and Support Prior to Retention**

If a student is not demonstrating sufficient progress toward promotion standards, Hawkins Charter School will provide targeted support before retention is considered. Supports may include:

- Small-group or individualized intervention
- Differentiated instruction within the classroom
- Progress monitoring aligned to identified skill gaps
- Increased communication and partnership with families

Students will be given multiple opportunities to demonstrate progress following intervention.

### **Promotion of Students with Special Needs**

Promotion decisions for students with disabilities, multilingual learners, and other students receiving specialized supports will be made in accordance with applicable laws and individualized plans.

Students with disabilities will be expected to make progress toward grade-level standards with appropriate accommodations, modifications when required, and specialized instruction as determined by the IEP team. Promotion decisions will consider:

- Progress toward IEP goals
- Access to and performance on grade-level content
- Effectiveness of supports and services provided

These decisions will be made collaboratively to ensure alignment with each student's educational plan and best interest.

### **Retention Decision-Making Process**

Retention will be considered only after the school has documented the interventions, supports, and progress-monitoring efforts provided to the student.

Decisions regarding retention will involve:

- School leadership
- The student's teacher(s)
- The student's family

Retention will be used only when it is determined to be in the best educational interest of the student and when additional time is needed to build foundational skills for future success.

### **Communication of Promotion Criteria**

Hawkins Charter School will communicate promotion criteria to parents and students at multiple points during the school year to ensure expectations are clear, consistent, and transparent.

Promotion standards will be shared through:

- Student and family onboarding and orientation

- The student-family handbook
- Beginning-of-year family meetings

Teachers will reinforce expectations with students throughout the year by helping them understand grade-level goals, success criteria, and what strong academic progress looks like.

Families will receive ongoing updates through:

- Report cards and progress reports
- Parent-teacher conferences
- Direct communication when concerns arise

If a student is at risk of not meeting promotion expectations, the school will notify families early and outline the specific supports, interventions, and progress-monitoring strategies in place. This ensures that promotion decisions are never unexpected and that families have opportunities to support their child's progress.

By defining success through growth, proficiency, and application of learning, and by using multiple measures, targeted supports, and clear communication, Hawkins Charter School ensures that promotion decisions are fair, transparent, and aligned to student readiness. This approach supports academic success while maintaining high expectations and strong family partnership.

**Q219. 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. If serving high school, include plans for students at risk of dropping out.**

### **Overview of Exit Standards**

Hawkins Charter School's exit standards are designed to ensure that students completing grade 8 leave academically prepared, intellectually confident, and ready to succeed in high school. Because Hawkins' program culminates in the middle grades, exit standards are defined in terms of readiness for successful transition to rigorous high school coursework and expectations.

Students exiting Hawkins Charter School will demonstrate readiness across five core domains: academic readiness, communication, critical thinking and problem solving, reflection and responsibility, and contribution and leadership.

### **Academic Readiness**

By the end of grade 8, students will demonstrate strong academic foundations aligned to the North Carolina Standard Course of Study.

Students will be able to:

- Read and analyze grade-level and above-grade-level texts with comprehension and accuracy
- Write organized, multi-paragraph responses using evidence and clear reasoning
- Solve multi-step mathematical problems and explain their reasoning
- Demonstrate proficiency or strong progress toward proficiency on North Carolina End-of-Grade

assessments

- Apply knowledge across content areas, including science and social studies, through analysis and written response

### **Communication**

Students will communicate ideas clearly and effectively in multiple formats.

Students will be able to:

- Write coherent, well-structured essays and responses using academic language
- Participate in academic discussions by explaining thinking and responding to others
- Present ideas and findings clearly through presentations and projects
- Use discipline-specific vocabulary accurately across content areas

### **Critical Thinking and Problem Solving**

Students will demonstrate the ability to think deeply, analyze information, and solve complex problems.

Students will be able to:

- Analyze texts, data, and information to draw evidence-based conclusions
- Ask meaningful questions and investigate topics independently
- Apply knowledge to new and unfamiliar situations
- Engage in multi-step problem solving and justify their reasoning

### **Reflection and Responsibility**

Students will demonstrate habits necessary for success in high school and beyond.

Students will be able to:

- Set academic goals and monitor their progress
- Respond to feedback and revise work to improve quality
- Demonstrate persistence when tasks are challenging
- Manage time, complete assignments, and take responsibility for their learning

### **Contribution and Leadership**

Students will demonstrate readiness to contribute positively to a school and community environment.

Students will be able to:

- Collaborate effectively with peers in academic settings
- Take initiative in discussions, projects, and group work
- Demonstrate respect, responsibility, and accountability
- Participate in leadership opportunities such as presentations, group facilitation, or student-led learning experiences

### **Demonstration of Mastery**

These exit standards will be demonstrated through multiple measures, including:

- Performance on state assessments (End-of-Grade assessments)
- Classroom assessments and grades
- Writing samples and extended responses
- Projects, presentations, and exhibitions of learning
- Teacher evaluation of readiness for high school expectations

Students will participate in culminating demonstrations of learning, such as presentations or exhibitions, where they synthesize and communicate their understanding across disciplines.

### **High School Readiness**

Students exiting Hawkins Charter School will be prepared to:

- Access and succeed in grade 9 coursework aligned to state standards
- Engage independently in reading, writing, and problem-solving tasks
- Participate confidently in academic discussions and collaborative work
- Apply learning across subjects and real-world contexts

Hawkins Charter School's exit standards ensure that students leave grade 8 with both the academic skills and the habits of mind necessary for high school success. By defining clear expectations for what students will know and be able to do, and by measuring these outcomes through multiple forms of assessment, Hawkins ensures that students transition to the next grade span prepared, confident, and capable.

## **11.5. School Culture and Discipline**

**Q220. 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.**

### **Culture and Ethos of the School**

Hawkins Charter School will cultivate a culture of whole-child excellence grounded in the DREAM framework: Dignity, Reflection, Excellence, Agency, and Meaningful Contribution. These core values apply to students, staff, leaders, and families and establish a shared standard for how members of the community learn, work, and interact.

### **The DREAM Framework in Practice**

At Hawkins, Dignity means honoring the worth of every person and building a learning environment rooted in respect, belonging, and self-control. Reflection means teaching students and adults to pause, think, learn from feedback, regulate emotions, and grow with purpose. Excellence means pursuing high standards in thinking, work, conduct, and character. Agency means developing students as problem-solvers and decision-makers who take initiative and use their voice responsibly. Meaningful Contribution means expecting every member of the school community to use their gifts, effort, and learning to strengthen something beyond themselves. These values are not abstract ideals. They are taught, practiced, and reinforced through daily routines, classroom instruction, student

interactions, and schoolwide expectations.

### **Promotion of a Positive Academic Environment**

This culture promotes a strong academic environment by establishing the conditions necessary for deep learning: safety, clarity, challenge, belonging, and shared responsibility. Students are expected to think deeply, communicate clearly, and engage actively in their learning. Teachers create structured, supportive classrooms where expectations are explicit and students are held accountable for both their academic work and their behavior. Students are taught how to approach learning, persist through challenges, reflect on their progress, and improve their work. This creates a learning environment where students are not passive participants, but active thinkers and contributors.

### **Intellectual and Social Development**

Hawkins Charter School intentionally develops both intellectual and social capacity. Students are explicitly taught how to:

- Think critically and analyze information
- Communicate ideas effectively in writing and discussion
- Collaborate with peers and contribute to group work
- Regulate emotions and respond to feedback
- Set goals and take ownership of their learning

Leadership development is embedded in the daily experience through classroom routines, reflection practices, collaborative learning structures, and opportunities for students to present, lead discussions, and take responsibility for their learning community.

### **Connection to Charlotte Hawkins Brown's Legacy**

Hawkins Charter School draws inspiration from the legacy of Dr. Charlotte Hawkins Brown, who founded the Palmer Memorial Institute with a commitment to academic excellence, character development, and the preparation of students to lead purposeful lives. Her model emphasized discipline, high expectations, self-respect, and the development of both intellect and character. Students were expected not only to achieve academically, but to present themselves with confidence, think critically, and contribute meaningfully to society. Hawkins Charter School carries this legacy forward by applying those same principles in a modern public school context. Students will not simply be told what to do. They will be explicitly taught how to think, speak, act, reflect, and lead. The school integrates strong academics with intentional character development, ensuring that students are prepared both intellectually and socially for future success.

Through the DREAM framework and a clear commitment to both academic rigor and character formation, Hawkins Charter School creates a culture where students are known, challenged, and supported. This culture reinforces high expectations, builds strong relationships, and develops students who are prepared to think deeply, act responsibly, and contribute meaningfully in school and beyond.

**Q221. 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.**

### **Implementation of School Culture from Day One**

Hawkins Charter School will create and implement its culture intentionally from the first day of school through a coordinated launch process for students, staff, administrators, and families. Culture at Hawkins is explicitly taught, modeled, practiced, and reinforced through clearly defined systems, leadership structures, and scheduled experiences .

### **Leadership and Oversight of Culture Implementation**

The school's culture will be led by the Head of School, in partnership with the leadership team, including instructional leaders and designated staff responsible for student experience and family engagement. These leaders will plan, execute, and monitor all culture-building systems, including onboarding, staff development, and ongoing community structures.

Teachers and staff will serve as daily implementers of the culture, with clear expectations and accountability for reinforcing the DREAM framework through instruction, routines, and interactions.

### **Family and Student Preparation (Hawkins Welcome Experience)**

Families and students will enter Hawkins through a structured onboarding process known as the Hawkins Welcome Experience. This process will occur prior to the start of the school year and will include both small-group onboarding sessions by appointment and a formal whole-school orientation event for all families.

Small-group sessions allow for personalized connection, relationship-building, and clear communication of expectations. The whole-school orientation provides a shared experience where families receive consistent messaging about the school's culture, instructional model, and partnership expectations.

During onboarding, families will learn:

- The school's educational philosophy and instructional model
- Daily routines, expectations, and shared language
- The DREAM framework and how it shapes student experience
- How the school and families will partner to support student success

### **Staff and Administrator Preparation (Hawkins Excellence Institute)**

Teachers, administrators, and staff will be prepared through the Hawkins Excellence Institute, a formal, multi-day professional development experience conducted annually prior to the start of the school year, as outlined in the professional development plan.

The Hawkins Excellence Institute will be led by the school leadership team and will include four core strands:

- Live the DREAM: Internalizing the school's values and expectations for adult conduct and relationships
- Teach the DREAM: Learning how to explicitly teach expectations, build belonging, and support student behavior
- Design for Excellence: Aligning to the instructional model, including inquiry-based learning and performance tasks
- Partner with Families: Developing strong communication and family engagement practices

In subsequent years, the Institute will be differentiated to support both new and returning staff. New staff will receive foundational training aligned to the full Institute model, while returning staff will engage in deeper refinement, calibration, and continuous improvement aligned to schoolwide goals and data.

### **Ongoing Culture-Building Structures**

Throughout the school year, culture will be reinforced through consistent, scheduled structures embedded in the school day and calendar. These include advisory or small-group structures focused on reflection, belonging, and social development, regular community celebrations recognizing academic growth and character, student leadership opportunities such as Compass Ambassadors, and ongoing family engagement experiences. These structures are led by teachers and supported by school leadership to ensure consistency across classrooms and grade levels.

### **Mid-Year Acculturation for Students and Staff**

Students and families who enter Hawkins mid-year will participate in a structured onboarding process aligned to the Hawkins Welcome Experience. This includes a family meeting, student orientation, introduction to expectations and routines, assignment to an advisory group, and support from student leaders. New staff hired mid-year will participate in a structured onboarding process aligned to the Hawkins Excellence Institute so they can implement the school's culture and instructional model with consistency.

Through clearly defined leadership, structured onboarding experiences, an annual professional development institute, and ongoing culture-building systems, Hawkins Charter School ensures that its culture is intentionally created, consistently reinforced, and sustained over time for students, staff, and families.

### **Q222. 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. Be sure to include:**

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard 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.

### **Governance of Student Conduct**

Student conduct at Hawkins Charter School will be governed through a developmentally responsive Code of Student Conduct aligned to the school's mission, educational philosophy, and DREAM framework. The school believes that behavior is a form of communication and that students must be explicitly taught how to regulate themselves, reflect on their actions, repair harm, and act responsibly within a community. This approach directly supports the school's education plan by reinforcing self-regulation, reflection, leadership, and responsibility as part of daily learning .

Hawkins' approach to discipline is grounded in the framework Regulate, Reflect, Repair, Reenter.

**Regulate**

Adults first support students in de-escalating and regaining self-control so they are ready to process the situation.

**Reflect**

Students are guided to think about what occurred, why it occurred, and how their actions impacted themselves and others.

**Repair**

Students take responsibility, restore relationships where harm occurred, and make appropriate amends.

**Reenter**

Students return to the learning environment with support, clear expectations, and an opportunity to move forward successfully.

**Practices to Promote Effective Discipline**

Hawkins Charter School will promote effective discipline through proactive, instructional, and restorative practices designed to prevent misconduct and support student development.

These practices include:

- Explicit teaching and rehearsal of behavioral expectations across all school settings
- Consistent routines and supervision that create predictability and safety
- Advisory-style structures that build belonging, reflection, and student voice
- Use of de-escalation and regulation strategies prior to assigning consequences
- Restorative conversations and reflective problem-solving following incidents
- Ongoing communication and partnership with families
- Progressive, age-appropriate consequences that are instructional and proportionate

These practices create a positive academic environment where expectations are clear, accountability is paired with dignity, and students develop the skills necessary to succeed socially and academically.

**Preliminary List of Offenses Resulting in Suspension or Expulsion**

The Hawkins Code of Student Conduct will include clearly defined behaviors and graduated consequences. Serious offenses that may result in short-term suspension, long-term suspension, exclusion, or expulsion include:

- Violent conduct resulting in or attempting to cause physical injury
- Assault or fighting that threatens safety or disrupts school operations
- Possession of a weapon, including firearms or prohibited items
- Threats or intimidation that create fear or compromise safety
- Drug or alcohol possession, use, or distribution
- Arson, bomb threats, or actions that endanger safety
- Sexual misconduct, including assault or coercion
- Severe or repeated bullying or harassment
- Major disruption or insubordination that interferes with school operations

- Property destruction or theft of significant value

Long-term suspension or expulsion will be reserved for serious violations that threaten safety or significantly disrupt the educational environment, in accordance with North Carolina law. Expulsion will only be considered for students age 14 or older whose presence poses a clear threat to the safety of others.

### **Rights of Students with Disabilities**

Hawkins Charter School will fully protect the rights of students with disabilities in all disciplinary actions and will comply with IDEA and Section 504 requirements.

Students with disabilities will not be disciplined in a manner that denies them the protections guaranteed by law. When disciplinary actions constitute a change of placement, the school will conduct a manifestation determination within required timelines, review whether the behavior is related to the student's disability, ensure continued access to educational services, and provide all required procedural safeguards.

Students with disabilities will receive appropriate supports and services throughout any disciplinary process in compliance with federal and state regulations.

### **Due Process and Grievance Procedures**

Hawkins Charter School will clearly communicate discipline policies and due process rights to families through the student-family handbook, enrollment materials, orientation, and ongoing communication.

In cases involving suspension or expulsion, the school will provide written notice that includes:

- A description of the alleged conduct
- The specific code of conduct violation
- The proposed disciplinary action
- Information regarding the parent's rights to review and appeal the decision

For long-term suspension, families will be provided the opportunity for a formal hearing and clear guidance on timelines and procedures for requesting that hearing.

The school will also establish formal grievance procedures that allow families to raise concerns, request review of decisions, and access governing board-level review when applicable.

### **Alignment to Mission and Educational Plan**

The Hawkins conduct system is directly aligned to the school's mission and educational model. The instructional program teaches students to think deeply, communicate clearly, reflect on their learning, and act with purpose. The discipline system reinforces these same skills by teaching students how to regulate behavior, reflect on decisions, repair harm, and contribute positively to the community. At Hawkins, discipline is not separate from learning. It is an essential part of how students develop into responsible, capable learners and leaders.

**Q223.Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If**

**the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.**

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

### **Use of Exclusion and Expulsion**

Hawkins Charter School will administer suspension, exclusion, and expulsion in accordance with G.S. 115C-218.60, the Charter Agreement, and Article 27 of Chapter 115C of the North Carolina General Statutes. The school recognizes that exclusionary discipline is a serious action and will use long-term suspension, exclusion, and expulsion only when necessary to protect the safety of students, staff, and the integrity of the learning environment.

Consistent with state law, Hawkins Charter School may exclude a student and return that student to another school in the local education agency following due process and in accordance with the terms of its charter.

### **Conditions for Use of Exclusionary Discipline**

Hawkins Charter School will minimize the use of exclusionary discipline and reserve long-term suspension, exclusion, and expulsion for serious violations of the Code of Student Conduct that threaten safety or substantially disrupt school operations.

Conduct that may result in a recommendation for long-term suspension, exclusion, or expulsion includes:

- Possession of a firearm or other weapon prohibited by law
- Serious assault or violent conduct causing or threatening significant harm
- Sexual assault or severe sexual misconduct
- Arson, credible bomb threats, or conduct creating substantial danger
- Major drug distribution offenses
- Repeated or extreme conduct demonstrating that the student's presence poses a serious safety threat or disrupts school operations

In accordance with North Carolina law, long-term suspension or expulsion will not be imposed solely for truancy or tardiness.

### **Decision-Making and Consideration of Factors**

When determining whether to recommend long-term suspension, exclusion, or expulsion, Hawkins Charter School will consider both the seriousness of the conduct and relevant mitigating or aggravating factors, including:

- The student's intent
- The student's disciplinary and academic history
- The circumstances surrounding the incident
- The availability and effectiveness of alternative interventions

This approach ensures that decisions are fair, individualized, and aligned with both legal requirements and the

school's commitment to student development.

### **Due Process Procedures**

If a long-term suspension or expulsion is recommended, Hawkins Charter School will provide written notice to the student and parent that includes:

- A description of the alleged conduct
- The specific policy or rule violated
- The proposed disciplinary action
- Information regarding the student's due process rights

For long-term suspension, the student will be provided an opportunity for a hearing consistent with statutory requirements.

Expulsion, defined under North Carolina law as the indefinite exclusion of a student from school enrollment, will only be considered for students age 14 or older whose continued presence constitutes a clear threat to the safety of others. Any recommendation for expulsion will be reviewed and decided by the governing board based on clear and convincing evidence and following all required due process procedures.

### **Communication with Families**

Hawkins Charter School will communicate discipline policies, expectations, and due process rights clearly and consistently to families. These policies will be shared through:

- The student-family handbook
- Enrollment materials
- Family orientation sessions
- Ongoing school communication

Families will be informed of grievance and appeal procedures, including how to request a hearing, submit concerns, and access governing board review when applicable.

### **Compliance with Federal Protections**

All disciplinary actions involving students with disabilities will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504. When disciplinary actions constitute a change of placement, the school will conduct required manifestation determinations and ensure that students continue to receive appropriate educational services and procedural protections.

### **Alignment to Law and School Mission**

All exclusionary discipline practices at Hawkins Charter School will be implemented in full compliance with G.S. 115C-218.60 and Article 27. By limiting exclusion and expulsion to serious cases, ensuring due process, and maintaining strong communication with families, the school upholds both legal requirements and its commitment to dignity, safety, and student growth.

This approach ensures that discipline decisions protect the learning environment while reinforcing the school's

mission to develop responsible, reflective, and capable students.

**Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

**Q225. Explanation (optional).**

All responses included in this application are original and were developed specifically for Hawkins Charter School. In the course of working with consultants and incorporating established best practices in charter school design, some language or concepts may reflect commonly used frameworks or approaches within the field. However, the responses represent the unique vision, design, and implementation plan of Hawkins Charter School.

## 11.6. Certify

**Q226. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

**Q227. Explanation (optional):**

## 12. Operations

### 12.1. Transportation Plan

**Q228. 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:**

1. 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.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Hawkins Charter School views transportation as a critical access strategy to ensure that no child is denied enrollment due to lack of transportation. The school will provide transportation through a phased model designed to balance accessibility, operational reliability, and financial sustainability.

### **Service Model and Planning**

In its initial year, the school anticipates using a contracted transportation model, a school-managed bus route system, or a combination of both, depending on final enrollment patterns, geographic demand, and vendor availability. During the planning year, the school will analyze student address data, family transportation surveys, and geographic clustering to design efficient routes and define service areas. This process ensures that transportation is aligned with the school's target population and enrollment goals.

### **Oversight and Operations**

Oversight of transportation services will be led by the Head of School and a designated operations leader (e.g., Director of Operations), who will manage daily logistics including routing, vendor coordination, driver communication, safety procedures, and family communication. The governing board, through its Finance Committee, will monitor transportation costs, service reliability, and overall access. If transportation is contracted, the school will execute formal agreements outlining safety standards, insurance requirements, reporting expectations, and compliance obligations. If managed internally, the school will ensure appropriate staffing, vehicle oversight, and operational procedures.

### **Transportation for Students with Special Needs**

To support students with special transportation needs, services will be aligned with IEPs, Section 504 plans, and other documented requirements. This may include specialized routing, accommodations, or contracted specialized transportation providers. The school has accounted for these needs in its budget through contingency planning and will allocate additional resources as necessary to meet all legal obligations.

### **Compliance with Laws and Regulations**

The school will ensure compliance with all state and federal transportation requirements by implementing policies aligned with North Carolina law, including driver qualifications, vehicle safety standards, and student supervision protocols. The governing board will adopt transportation policies and monitor implementation and vendor compliance on an ongoing basis.

### **Budget and Financial Impact**

Transportation is incorporated into the school's operating budget as a necessary expense to support equitable access. Budget assumptions include contracted service costs, route efficiency, and additional costs for specialized services. The school will regularly evaluate transportation expenses against enrollment and ridership data to ensure long-term sustainability. Hawkins Charter School's transportation plan is designed to expand access, ensure safety and compliance, and remain financially responsible while adapting to the needs of its student population.

## **12.2. School Lunch Plan**

**Q229. 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:**

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. 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.

Hawkins Charter School is committed to ensuring that every student has access to a daily meal and that nutrition supports student well-being and readiness to learn. The school plans to participate in the National School Lunch Program (NSLP) and will explore participation in the School Breakfast Program (SBP) and Community Eligibility Provision (CEP) if eligibility requirements are met.

### **Program Model and Compliance**

The school anticipates implementing its meal program through a contracted food service vendor approved to operate within NSLP guidelines. This model ensures compliance with federal, state, and local requirements related to nutrition standards, food safety, meal counting and claiming, procurement, and reporting, while maintaining operational efficiency during the startup phase.

### **Support for Low-Income Students**

To support low-income students, Hawkins Charter School will implement a clear and confidential process for collecting free- and reduced-price meal applications during enrollment and annual registration. Families will receive accessible communication about eligibility and application procedures, and staff will provide support to ensure forms are completed accurately. If the school qualifies for the Community Eligibility Provision, eligibility will be determined based on the percentage of identified students, including those directly certified through programs such as SNAP, TANF, or Medicaid, in accordance with federal guidelines. If CEP eligibility is not met, the school will continue to provide access to meal benefits through the standard free- and reduced-price application process.

### **Oversight and Operations**

Oversight of the meal program will be managed by the Head of School and a designated operations leader, who will be responsible for vendor coordination, compliance monitoring, and daily operations. The governing board will oversee financial performance and compliance through regular operational and finance reviews.

### **Budget and Financial Sustainability**

The school's budget includes food service costs based on projected participation rates, vendor pricing, and reimbursement assumptions under NSLP. The school will monitor participation and reimbursement levels to ensure that the meal program remains financially sustainable while continuing to meet student needs.

Hawkins Charter School's lunch plan is designed to be compliant, operationally feasible, and responsive to the needs of its student population, ensuring that no child lacks access to a daily meal.

### 12.3. 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

#### Q230. 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

### 12.4. 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.

**Q231. 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**

Logo



## 12.5. Start-Up Plan

**Q232. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).**

Hawkins Charter School's startup plan is designed to ensure disciplined execution across governance, academics, operations, finance, compliance, staffing, enrollment, transportation, nutrition, and facilities. The Board recognizes that a successful launch requires a clearly sequenced implementation plan with defined responsibilities, timelines, and regular progress monitoring.

The school will execute its startup plan during the planning year through coordinated oversight by the Board, school leader, and key consultants. Progress will be monitored through monthly board meetings, committee reviews, and milestone tracking led by the school leader and operations team.

### **Phase 1: Planning Year Launch (Months 1-3)**

**Lead:** Board Chair, Founding Board, School Leader (if identified)

This phase focuses on establishing a strong governance foundation and leadership structure to support all future planning work. The Board will prioritize clarity in roles, compliance readiness, and leadership alignment to ensure the school is positioned to move efficiently into design and execution.

#### **Key Actions:**

- Finalize bylaws, board policies, and committee structures
- Establish board meeting calendar and training plan
- Complete board recruitment for remaining seats
- Recruit and hire the lead administrator (if not already identified)
- Define roles for early startup support (consultants, operations support)

### **Phase 2: Design and Infrastructure (Months 3-6)**

**Lead:** School Leader, Academic Consultant, Operations Support

During this phase, the school will translate its vision into concrete academic, operational, and financial systems. This includes developing the instructional model, establishing financial infrastructure, and ensuring alignment between program design and available resources.

#### **Key Actions:**

- Finalize curriculum, instructional model, and assessment systems
- Develop student and employee handbooks and school calendar

- Finalize startup and operating budgets
- Establish accounting systems, payroll, and financial controls
- Engage audit firm and financial service providers

### **Phase 3: Facility and Operational Readiness (Months 6–9)**

**Lead:** School Leader, Operations Lead, Facilities Consultant

This phase ensures that the physical and operational environment is fully prepared to support students and staff. The focus is on securing a compliant facility, finalizing operational systems, and ensuring all safety and regulatory requirements are met prior to opening.

#### **Key Actions:**

- Secure facility agreement
- Complete inspections, permitting, and any required build-out
- Obtain Educational Certificate of Occupancy
- Procure furniture, technology, and instructional materials
- Establish transportation and nutrition vendor contracts
- Finalize safety plans and emergency procedures

### **Phase 4: Staffing and Enrollment (Months 8–12)**

**Lead:** School Leader, Operations Lead

This phase centers on building the school community by hiring staff and enrolling students. The school will focus on recruiting high-quality staff, supporting families through the enrollment process, and ensuring all operational systems are aligned to serve students effectively on day one.

#### **Key Actions:**

- Recruit and hire instructional and operational staff
- Implement onboarding and training systems
- Execute enrollment strategy and student recruitment
- Conduct family onboarding and communications
- Finalize transportation routes and meal service participation

### **Ongoing Oversight and Accountability**

The Board will oversee implementation through:

- Monthly board meetings
- Finance and governance committee reviews

- Progress dashboards aligned to key milestones

The school leader will be responsible for day-to-day execution, supported by operations staff and external consultants as needed.

### **Compensation and Resource Allocation**

- Board members will serve in a voluntary capacity and will not receive compensation
- The school leader and staff will be compensated according to the approved budget
- External consultants and vendors will be engaged through contracted agreements aligned to the school's financial plan

**Q233. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

The Board recognizes that launching a new public charter school involves significant operational complexity and requires proactive planning, disciplined execution, and early risk mitigation. The Board has identified several key startup challenges and has developed corresponding strategies to address each.

### **Facility Readiness**

Securing a suitable facility, completing any required build-out, and obtaining the Educational Certificate of Occupancy on time present a significant risk to the school's opening timeline. To mitigate this, the Board will implement a structured facility development timeline, engage experienced facilities consultants and vendors, monitor progress through regular milestone reviews, and maintain contingency plans in the event of delays.

### **Enrollment Conversion and Family Confidence**

While generating interest is important, ensuring that applicants convert to enrolled students is a critical challenge. The Board will address this by tracking enrollment data through regular dashboards, prioritizing clear and consistent communication with families, and ensuring that key access components such as transportation, meals, and student support services are defined early and communicated effectively.

### **Staff Recruitment and Culture Development**

Recruiting and retaining qualified, mission-aligned staff while simultaneously building a strong school culture is another key challenge. The Board will support leadership in prioritizing early hiring for critical roles, implementing structured onboarding processes, and establishing professional development systems that promote clarity, consistency, and alignment with the school's mission.

### **Financial Management and Startup Cash Flow**

Managing startup expenses while maintaining financial sustainability is a common challenge for new schools. The Board will address this through conservative budgeting, regular financial monitoring, and alignment of expenditures with enrollment projections. The school's Start-up (Year 0) Budget, included as Appendix O, reflects these assumptions and includes contingency planning for potential revenue or enrollment fluctuations.

### **Operational Coordination and Systems Development**

Coordinating multiple operational components including transportation, food service, technology, compliance, and vendor management presents additional complexity. The Board will mitigate this by establishing clear roles and responsibilities, leveraging experienced consultants and service providers, and using milestone tracking to ensure all systems are in place prior to opening.

The Board's approach is to identify risks early, monitor progress consistently, and implement practical contingency plans. This disciplined approach to startup execution will position Hawkins Charter School for a stable and successful opening.

## **12.6. Facility**

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

Office of Charter Schools.

**Q234. 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.**

The Board's facility plan is designed to secure a site that is safe, educationally appropriate, financially sustainable, and capable of supporting the school's launch and early growth. The Board understands that while a charter may be approved prior to securing a facility, students may not attend and funds will not be released until a valid Educational Certificate of Occupancy (CO) is obtained and submitted to the Office of Charter Schools. As a result, facility acquisition is treated as a critical priority with defined steps, timelines, and oversight.

**Facility Acquisition Plan**

The Board, in coordination with the school leader and facilities consultant, will take the following steps:

- Define facility criteria based on projected enrollment, programmatic needs, location, accessibility, cost, and timeline
- Identify and evaluate potential sites, including existing school facilities, churches, and community-based properties
- Conduct due diligence on selected properties, including zoning compliance, building code status, renovation needs, transportation access, and overall suitability
- Negotiate and secure a facility agreement (lease, purchase, or other arrangement)
- Engage qualified professionals (architects, contractors, and inspectors) as needed
- Complete required renovations, upgrades, or build-out
- Schedule and complete required inspections, including local building inspections, fire marshal inspection, and health department inspection
- Obtain the Educational Certificate of Occupancy prior to school opening
- Submit the Certificate of Occupancy to the Office of Charter Schools before receiving funds or beginning instruction

**Facility Timeline**

The facility timeline is aligned to the planning year and includes the following phases:

**Planning Year – Early Phase (Months 1–3)**

- Define facility criteria
- Develop pipeline of potential sites
- Begin site tours and initial evaluations

### **Planning Year – Mid Phase (Months 3–6)**

- Conduct due diligence on top site options
- Select preferred site
- Negotiate and execute facility agreement

### **Planning Year – Late Phase (Months 6–9)**

- Complete design, permitting, and any required renovations
- Coordinate with contractors and inspectors
- Begin preparation for required inspections

### **Pre-Opening Phase (Months 9–12)**

- Complete all required inspections, including fire marshal and health inspections
- Obtain Educational Certificate of Occupancy
- Finalize readiness walkthroughs and occupancy requirements

### **Oversight and Contingency Planning**

The Board will monitor facility progress through regular milestone reporting, with the school leader and facilities consultant responsible for day-to-day coordination. The Board will maintain contingency plans, including backup site options and timeline adjustments, to mitigate potential delays and ensure readiness for opening.

**Q235. 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.**

### **Facility Overview and Design Intent**

The Hawkins Charter School facility is intentionally designed to support both initial operations and long-term growth, ensuring alignment between the school's instructional model, enrollment projections, and financial sustainability.

### **Year 1 Facility (260 Students)**

In Year 1, the school will operate in a facility designed to serve approximately 260 students, including:

- **14 classrooms**, consisting of:
  - General education classrooms
  - Exceptional Children (EC) support spaces
  - Small-group and intervention rooms
- **Common areas**, including:

- 2–3 multi-purpose spaces to support cafeteria, interdisciplinary learning, assemblies, and community gatherings
- Administrative offices for school leadership and operations
- Outdoor learning and play areas to support student development and programming

This configuration ensures that both core instruction and targeted interventions can be delivered effectively within the facility.

### **Design Philosophy and Instructional Alignment**

The facility is intentionally structured to support the school's instructional model and student experience. Space design prioritizes:

- Inquiry-based, interdisciplinary instruction
- Flexible grouping and small-group instruction
- Dedicated spaces for intervention and differentiated support
- Culture-building environments that promote belonging, collaboration, and community

This approach ensures that the physical environment reinforces the school's academic and cultural priorities.

### **Short-Term Facility Strategy**

The school will utilize a lease-based facility model in its initial years, with an estimated Year 1 lease cost of approximately \$320K. This approach minimizes upfront capital requirements, reduces financial risk during the start-up phase, and allows the school to align facility costs with actual enrollment.

### **Long-Term Growth and Scalability**

The facility strategy is designed to scale efficiently as enrollment increases. The school anticipates expanding within its facility footprint to:

- Approximately 20 classrooms (serving ~435 students)
- Up to 28 classrooms (serving ~606 students)

This phased growth approach allows the school to expand capacity without requiring relocation, minimizing disruption to students and families.

### **Financial and Operational Considerations**

By implementing a right-sized leasing strategy, the Board is intentionally controlling facility costs and avoiding unnecessary capital expenditures in the early years. This approach ensures that resources remain focused on instructional quality and staffing while maintaining flexibility to adapt as enrollment stabilizes. Hawkins Charter School's facility plan reflects a balance of instructional alignment, operational efficiency, and financial discipline. The design supports the school's educational model at launch while providing a clear, scalable pathway for growth without incurring unnecessary risk or disruption.

**Q236. Describe school facility needs, including: science labs, art room, computer labs, library/media center,**

performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

Hawkins Charter School's facility plan includes a combination of core instructional spaces, student support areas, and operational spaces necessary to support a strong school launch, with a phased approach to specialized spaces as enrollment and programming expand.

### **Spaces Required at Opening**

At opening, the school anticipates the need for the following spaces:

- Approximately 14 general education classrooms
- Small-group and intervention spaces for academic support and related services
- Dedicated exceptional children (EC) service space
- Main office suite, including reception, administration, and family meeting space
- Teacher workroom/copy room
- Supplies and storage areas
- Staff and student restrooms
- Staff collaboration and planning space
- Family engagement and conference space
- A multipurpose space to serve as a dining area, assembly space, and indoor activity space

### **Flexible Use of Specialized Spaces (Startup Phase)**

During the initial phase, certain specialized spaces may be integrated into shared or flexible-use environments, including:

- **Science:** Science instruction will occur within general classrooms equipped for grade-level instruction, with plans to transition to dedicated lab space as grade levels expand
- **Art:** Art instruction will be delivered within classrooms or multipurpose space until a dedicated art room is feasible
- **Technology/Computer Lab:** The school will utilize a mobile technology model supported by classroom-based devices rather than a standalone computer lab in the initial phase
- **Performance/Dance Space:** Multipurpose space will be used for music, performance, and movement-based activities
- **Physical Education / Athletics:** The school will use a combination of indoor multipurpose space, outdoor areas, and/or partnerships with community facilities

### **Long-Term Facility Plan (Growth Phase)**

As enrollment grows and facility capacity expands, the school plans to incorporate or secure access to the following dedicated spaces:

- Science-capable classrooms and dedicated science lab space
- Dedicated art room or creative studio

- Library/media center
- Technology-rich instructional space (dedicated lab or enhanced classroom model)
- Performance, music, or dance space
- Gymnasium and athletic facilities (on-site or through formal partnerships)
- Auditorium or large assembly space
- Additional offices and student support spaces

### **Summary**

This phased facility approach allows Hawkins Charter School to open with the spaces necessary for safe and effective instruction while maintaining a clear plan for expansion into a more comprehensive facility model. This strategy ensures alignment with the school's educational program, financial plan, and long-term growth.

**Q237. 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.**

### **Cost Per Square Foot and Facility Efficiency**

The Year 1 facility lease is approximately \$320K, representing approximately 10%–13% of recurring revenue, which is aligned with best practices for charter school financial sustainability and reflects a disciplined approach to managing occupancy costs.

Based on comparable commercial and educational leasing markets in Guilford County, this range is consistent with both regional charter school benchmarks and prevailing lease rates for institutional space.

In the current Greensboro market, existing charter schools typically operate within the following ranges:

- Square Feet Per Student: 60–85 sq ft
- Lease Cost Per Square Foot: \$10–\$15
- Cost Per Pupil (Facility): \$650–\$1,250

### **Planned Facility Size and Utilization (Year 1)**

Based on a projected enrollment of 260 students and a target of 70–85 square feet per student, Hawkins Charter School anticipates utilizing a facility of approximately:

- 18,200 to 22,100 total square feet

This range reflects intentional planning to ensure the facility exceeds the minimum threshold of 60 square feet per student, avoiding under-scaled space while maintaining cost efficiency. The selected range allows for appropriate classroom sizes, intervention spaces, common areas, and operational functions aligned to the school's instructional model.

At this utilization level, the projected \$320K annual lease cost is consistent with market conditions and includes a conservative allowance for facility-related expenses.

### **Alignment to Financial Sustainability**

The facility cost structure is intentionally anchored to a percentage of recurring revenue rather than fixed expansion assumptions. Maintaining facility costs within 10%–13% of revenue in Year 1, and projected 12%–15% at full enrollment, ensures that the majority of financial resources remain directed toward instruction, staffing, and student support.

### **Scalability and Long-Term Planning**

As enrollment grows, the school anticipates scaling facility usage while maintaining similar efficiency metrics. At full enrollment, projected facility expenses of approximately \$900K annually are expected to remain within the 12%–15% range of recurring revenue, consistent with sustainable charter school financial models. This approach demonstrates that facility planning is not only based on current needs but is scalable and financially sustainable over time.

By planning for 70–85 square feet per student, aligning lease costs with market benchmarks, and anchoring facility expenses to a sustainable percentage of revenue, Hawkins Charter School demonstrates a well-reasoned and financially disciplined facility strategy. The Board has intentionally avoided both under-sizing and over-extending

facility commitments, ensuring that space supports instruction while preserving long-term financial health.

**Q238. 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.**

The Board recognizes that facility readiness is one of the most significant risks in launching a new school. Hawkins Charter School will maintain a proactive Facility Contingency Plan to ensure that the school does not open without a safe, compliant, and fully operational instructional site. The Board will not permit students to attend school in any facility that has not received a valid Educational Certificate of Occupancy.

### **Contingency Facility Strategy**

To mitigate facility risk, the school will maintain an active pipeline of potential alternative sites throughout the planning year. This process will include:

- Identifying multiple potential facility options (e.g., existing school buildings, churches, and community-based spaces) early in the planning year
- Engaging real estate professionals, facilities consultants, and community partners to support site identification
- Conducting preliminary due diligence on backup sites, including zoning, code compliance, capacity, and feasibility
- Establishing clear facility decision deadlines aligned to construction, inspection, and occupancy milestones
- Making a timely pivot decision if the primary site is at risk of not meeting required readiness benchmarks

This approach ensures that contingency options are viable and actionable, not theoretical.

### **Trigger for Contingency Activation**

The Board will activate the contingency plan if the primary facility does not meet key milestones related to construction progress, inspection readiness, or the timeline required to obtain the Certificate of Occupancy. This decision will be based on regular progress monitoring and consultation with contractors, inspectors, and facilities partners.

### **Immediate Spatial Needs at Opening**

At opening, the school requires the following essential spaces:

- General education classrooms
- Main office and administrative space
- Student and staff restrooms
- Teacher workspace and planning areas
- Basic student support spaces (e.g., small group/intervention areas)

- A safe multipurpose space for dining and indoor activities

These spaces represent the minimum requirements for safe and effective school operations.

### **Program Adjustments in a Contingency Facility**

If a contingency facility is used, the school may delay or phase in certain non-essential or specialized program elements. These may include:

- Dedicated science lab space
- Art room or creative studio
- Performance or dance space
- Full gymnasium or athletic facilities
- Dedicated library/media center

In the interim, these functions will be supported through flexible use of classrooms, multipurpose spaces, or external partnerships where appropriate. While certain specialized spaces may be phased in over time, Hawkins Charter School will not compromise on the core instructional, safety, accessibility, or operational conditions required for a responsible school opening. The Board's contingency plan ensures that the school can adapt to facility challenges while maintaining a safe, compliant, and mission-aligned learning environment.

**Q239. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

The Board brings relevant and transferable experience to oversee facility acquisition and management through its collective background in organizational leadership, operations, financial oversight, project management, public-sector systems, and strategic planning. While the Board does not rely on a single facilities specialist, it is intentionally structured to provide strong governance, risk management, and financial oversight, all of which are critical to successful facility development.

Board members have experience managing complex projects, overseeing budgets, evaluating contracts, and ensuring compliance within structured and regulated environments. These competencies directly support the Board's ability to guide facility selection, assess feasibility, monitor renovation timelines, and oversee vendor performance.

The Board will exercise its oversight responsibilities through regular reporting, milestone tracking, and committee-level review, particularly through its Finance and/or Operations Committee. This includes reviewing facility budgets, monitoring construction or renovation progress, evaluating risks, and ensuring alignment with the school's timeline and financial plan.

Recognizing the technical nature of facility acquisition and build-out, the Board will also engage qualified external professionals to supplement its capacity. This may include facilities consultants, real estate advisors, legal counsel, contractors, architects, and inspectors. These partners will support site identification, lease or purchase negotiations, due diligence, code compliance, renovation planning, and inspection readiness.

The Board's role is to ensure that all facility decisions are well-informed, financially responsible, and aligned with safety and regulatory requirements. The Board will also ensure that facility development remains aligned with the school's budget, enrollment projections, and opening timeline. By combining strong governance oversight with specialized external expertise, the Board is well-positioned to manage facility acquisition and any required build-out or renovations in a disciplined and effective manner.

## 12.7. Certify

**Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

**Q241. Explanation (optional):**

## 13. Financial Plan

### 13.1. Charter School Budget

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

**Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

**Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template](#) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"**

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 5

### 13.2. Budget Narrative

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

**Q244.Provide the break-even point of student enrollment.**

Hawkins Charter School's break-even enrollment is 200 students. While the school plans to open with 260 students, this break-even point provides a meaningful buffer of approximately 50–60 students, reflecting a conservative and disciplined financial model.

In addition to operating revenue, the school has secured or is pursuing supplemental funding sources, including the committed \$100,000 GSNC grant, potential NewSchools Innovative Schools grant, and federal startup funding (e.g., CSP through NC GROW), which provide an additional financial cushion in Year 1 and support early-stage liquidity.

If enrollment trends below projections, the Board has identified clear financial levers to maintain stability, including phased hiring, delaying select non-instructional roles, and adjusting discretionary expenditures. These actions ensure that the school can align expenses with actual enrollment while protecting the instructional core. Hawkins' break-even analysis demonstrates strong financial awareness, with a model that is viable below target enrollment and supported by both contingency planning and supplemental funding strategies.

**Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

**Contingency Plan**

The Board has developed a comprehensive, multi-tiered contingency plan to ensure financial stability in the event that anticipated revenues are not realized or fall below projections. This plan is grounded in a clear prioritization framework that protects the instructional core while allowing for operational flexibility and ensuring long-term financial sustainability.

First, the school will implement strategic staffing adjustments, which represent the most significant financial lever. The Board will utilize phased hiring practices, delay the addition of select non-instructional roles, and, where appropriate, consolidate responsibilities across leadership and support positions. For example, in a lower enrollment scenario, the school may delay hiring an additional administrative or operations support position or combine certain operational functions under existing leadership. Importantly, classroom teaching positions will be protected to maintain instructional quality and student outcomes.

Second, the school will enact non-personnel cost controls, including deferring discretionary expenditures such as technology refresh cycles, expansion of professional development, and non-essential contracted services. These adjustments can be made without disrupting the core instructional program or student experience.

Third, the Board has proactively identified the need to strengthen early cash flow and has developed a targeted liquidity strategy. Based on financial projections, the school has identified approximately \$279,618 in funding needed to reach 45 days of cash on hand in Year 1. To support this goal, the school will pursue philanthropic funding, seek federal startup funding (e.g., CSP through NC GROW), and establish a line of credit with a financial institution to support working capital and short-term liquidity needs.

Fourth, the school will closely monitor enrollment through a defined enrollment funnel, tracking conversion rates from submitted applications to confirmed enrollment. These metrics will be reviewed regularly by the school leader and Board to identify early indicators of enrollment risk. This allows the school to adjust recruitment strategies, increase outreach efforts, and intervene early to ensure enrollment targets are met.

Finally, the school will intensify enrollment and community engagement strategies as needed, recognizing that enrollment is the primary driver of revenue. The Board has already prioritized strong community partnerships, targeted outreach, and enrollment systems to support consistent student recruitment and retention.

Collectively, these strategies ensure that the school can respond quickly and effectively to financial variability while maintaining fidelity to its mission, protecting the instructional core, and sustaining long-term financial health.

**Q246. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

Hawkins Charter School has been awarded a \$250,000 planning grant through Great Schools NC, which provides comprehensive support for the school's development, including financial modeling, governance structures, community engagement, and implementation planning. This investment both validates the strength of the school's design and ensures that the school is well-positioned for a high-quality and sustainable launch.

**Q247. Provide the student to teacher ratio that the budget is built on.**

Student to teacher ratio is 20:1.

**Q248. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**

The Hawkins Charter School Board possesses strong individual and collective capacity to implement and oversee the financial plan successfully. The Board is intentionally composed of members with deep expertise across finance, governance, education leadership, and organizational strategy, ensuring comprehensive oversight of both fiscal and programmatic priorities.

From a financial perspective, the Board includes members with experience in budget development, auditing, financial controls, and compliance, enabling rigorous oversight of the school's financial performance. The Board will operate through a dedicated Finance Committee, which will review monthly financial statements, monitor key performance indicators, and ensure alignment between budget projections and actual performance.

From an sustainability and risk management standpoint, the Board has demonstrated the ability to engage with complex financial modeling, including long-range projections, scenario planning, staffing alignment, and cost management strategies. The Board will partner with experienced back-office providers and auditors to ensure accurate reporting and adherence to all state and federal requirements. Additionally, the Board has established clear governance structures, including defined roles, committee responsibilities, and decision-making protocols. This ensures that financial oversight is not only compliant but also strategic and forward-looking. Together, the Board's expertise and systems position the school to operate with a high degree of financial accountability, transparency, and long-term sustainability.

**Q249. 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.**

### **Financial Planning for Students with Disabilities and High-Needs Populations**

The Hawkins Charter School financial model has been developed with careful consideration for serving students with disabilities and other high-needs populations. The model assumes approximately 10% Exceptional Children (EC) enrollment in Year 1 (260 students) and includes dedicated staffing and funding streams aligned to this projection.

This assumption is intentionally conservative and grounded in regional context. Guilford County Schools serves a high-needs student population, including a significant proportion of economically disadvantaged students and diverse learners. Public data indicates that more than half of students in the district are economically disadvantaged, with broader indicators of need that often correlate with increased demand for specialized services. Rather than overestimating or underestimating specific EC identification rates, the Board has adopted a balanced assumption that allows for responsible financial planning while maintaining flexibility to respond to actual student needs.

The school's revenue model incorporates both federal and state EC funding, including IDEA funds and state EC allocations, which are reflected in the overall budget. These funding sources are paired with a staffing model that includes Exceptional Children teachers and support personnel to ensure that services can be delivered with fidelity and in compliance with all legal requirements. In addition to core staffing, the Board has built flexibility into the model to address variability in student needs. The school will utilize a combination of employed staff and contracted specialized service providers, such as speech-language therapists, occupational therapists, and behavioral specialists, to ensure that services are responsive to individual student needs.

Recognizing that actual enrollment or service intensity may exceed initial projections, the financial plan includes the capacity to adjust staffing and service delivery as needed. If higher-than-anticipated needs arise, the Board will implement targeted budget adjustments and prioritize student support services within its contingency framework. This may include reallocating resources, increasing contracted services, or adjusting non-essential expenditures to ensure compliance and continuity of services.

At all times, Hawkins Charter School is committed to ensuring that financial considerations do not limit access to appropriate and legally required services. The Board's approach reflects both fiscal responsibility and a clear understanding of its obligation to provide all required supports to students with disabilities.

**Q250.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.**

### **Back-Office Financial Management and Oversight**

The school intends to utilize a qualified back-office financial services provider, with a budgeted cost of approximately \$45,000 annually, to support key financial management functions, including accounting, payroll, budgeting, reporting, and financial compliance.

Vendors will be selected through a structured process that includes:

- Evaluation of experience with North Carolina charter schools
- Demonstrated expertise in compliance with state and federal financial regulations and reporting
- Competitive pricing and service offerings
- References and performance history

### **Day-to-Day Management and Internal Ownership**

While financial functions may be outsourced, day-to-day management of the back-office provider will be led by the Principal, in partnership with the school's operations lead, who will serve as the primary point of contact. This includes coordinating deliverables, monitoring timelines, reviewing financial reports, and ensuring accuracy and responsiveness.

The Principal will work closely with the Board to ensure that financial operations align with the school's budget, priorities, and overall financial plan, while maintaining clear oversight of spending and operational execution.

### **Board Oversight and Financial Governance**

The Board, through its Finance Committee, will maintain direct oversight of all financial functions and the performance of the back-office provider. This oversight will include:

- Monthly financial reporting reviewed by the Finance Committee
- Regular reconciliation and variance analysis against budget
- Monitoring of cash flow, liquidity, and financial sustainability metrics
- Annual independent audit
- Clear service agreements outlining expectations, deliverables, and performance standards

The Board recognizes that outsourcing financial services does not transfer accountability. The Board will retain full responsibility for financial decision-making, compliance, and long-term financial planning, while ensuring that the Principal and operations team effectively manage day-to-day implementation. This structure ensures that technical financial functions are supported by qualified experts, while operational management is handled at the school level and strategic oversight and accountability remain firmly with the governing Board.

**Q251. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**

The school anticipates contracting for several operational services, including but not limited to:

- Transportation services (budgeted at approximately \$167k in Year 1)
- Financial and back-office services
- Specialized student support services beyond a traditional EC Teacher (on an as-needed basis)

All vendors will be selected through a transparent and competitive procurement process that prioritizes:

- Cost-effectiveness
- Quality of service
- Compliance with applicable laws and regulations
- Experience working with schools or similar organizations

For large purchases and contracts, the Board will implement formal approval processes, competitive bid and RFP procedures, including review by the Finance Committee and final approval by the full Board when appropriate. Vendor performance will be monitored regularly through defined metrics and service expectations to ensure ongoing quality and accountability.

**Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**

**Alignment of Budget to Mission and Educational Program**

The Hawkins Charter School budget is intentionally aligned with the school's mission, instructional model, and operational priorities. Each major budget category reflects a strategic investment in the school's core pillars of Belonging, Brilliance, and Becoming, ensuring that financial decisions directly support student outcomes.

**Instructional Investment (Brilliance)**

The largest portion of the budget is dedicated to personnel, with approximately 65% of recurring revenue allocated to salaries and benefits, ensuring the recruitment and retention of high-quality teachers and instructional staff. This investment directly supports the school's focus on rigorous, standards-aligned instruction and strong classroom practice.

Additional instructional investments include approximately \$130K in technology and \$80K in instructional materials, which support inquiry-based learning, student engagement, and access to high-quality curriculum resources. These allocations ensure that students have the tools and experiences necessary to achieve academic success.

**Student Support and Whole-Child Development (Belonging)**

The budget includes dedicated staffing and resources to support the whole child, including counselors, Exceptional Children (EC) teachers, and support personnel. These investments ensure that students receive academic, social-emotional, and behavioral support aligned with the school's inclusive model and commitment to belonging.

This allocation reflects an understanding that student success is supported not only through instruction, but through comprehensive systems of care and support.

### **Experiential Learning and Application (Becoming)**

The budget includes funding for field trips, enrichment, and student-centered programming, ensuring that students have opportunities to apply their learning in meaningful and real-world contexts. These investments align with the school's focus on developing leadership, communication, and critical thinking skills.

This category reinforces the school's commitment to helping students not only acquire knowledge, but also apply and demonstrate their learning.

### **Transportation and Access**

The budget includes dedicated allocations for transportation to ensure that access to the school is not limited by geography or family resources. Transportation planning is aligned with the school's mission to serve families within the targeted community and reflects a commitment to equitable access. Transportation costs have been incorporated into the overall financial model and will be managed to balance accessibility with operational efficiency, ensuring sustainability while meeting student needs.

### **Facility Planning and Financial Sustainability**

Facility costs are maintained at approximately 12%–15% of recurring revenue, with a Year 1 lease of approximately \$320K, reflecting a disciplined approach to occupancy costs. This aligns with best practices for charter school financial sustainability and ensures that resources remain focused on instruction and student support. The facility is intentionally designed to support the school's instructional model, including flexible classroom spaces, small-group areas, and common spaces that reinforce collaboration and community. The scalable facility plan allows for growth without requiring relocation, minimizing disruption and additional capital costs.

### **Operational Efficiency and Strategic Resource Allocation**

Across all categories, the budget reflects a disciplined approach to balancing investment in high-impact areas with cost control in non-essential areas. The Board has prioritized directing resources toward instruction, student support, and mission-aligned programming while maintaining sustainable allocations for operations, facilities, and infrastructure.

Overall, the Hawkins Charter School budget demonstrates a clear and intentional alignment between financial planning and the school's mission, curricular offerings, transportation strategy, and facility needs. Each investment is designed to support student success, ensure equitable access, and maintain long-term financial sustainability.

**Q253. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

### **Fund Balance Goal and Financial Strategy**

The Board's goal is to maintain a minimum general fund balance of 5%–10% of annual operating expenditures in the early years and to build toward 10%–15% over time. This range aligns with best practices for charter school financial health and provides sufficient reserves to support cash flow, manage risk, and position the school for future facility-related needs, including potential financing or capital investments.

### **Development of Fund Balance**

The school will build and sustain its fund balance through a disciplined and multi-year financial strategy, including:

- **Generating annual operating surpluses**, including a projected \$110K surplus in Year 1, which will be retained to strengthen reserves
- **Budgeting intentionally to surplus** each year and monitoring performance against both fund balance and days-cash-on-hand targets
- **Maintaining disciplined spending practices**, with a focus on prioritizing instructional investments while controlling non-essential expenditures
- **Strategic use of philanthropic funding in the early years** to strengthen liquidity and reduce pressure on operating funds, allowing surpluses to be preserved and accumulated

### **Alignment to Long-Term Financial Sustainability**

This approach ensures that the school is not only financially stable in the short term but is also building the reserves necessary to support long-term sustainability. A strong fund balance will allow the school to manage unforeseen expenses, respond to enrollment variability, and plan strategically for future facility needs without compromising instructional quality. Through disciplined budgeting, consistent surplus generation, and intentional financial planning, Hawkins Charter School will build and maintain a strong general fund balance that supports both operational stability and long-term growth.

**Q254. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

### **Financing Structure**

Hawkins Charter School will utilize a lease-based facility model in its initial years, with Year 1 lease costs projected at approximately \$320K. This approach minimizes upfront capital requirements, reduces financial risk during the start-up phase, and allows facility costs to scale in alignment with actual enrollment.

The school will pursue mission-aligned facility partners or landlords who can support tenant improvements or build-out needs, limiting the need for the school to deploy significant upfront capital. This approach allows the school to preserve cash flow and prioritize investments in instruction, staffing, and student support during the early years of operation.

### **Approach to Debt and Financial Risk**

The Board has intentionally avoided reliance on significant long-term debt in the early years, prioritizing a flexible cost structure that can adjust based on enrollment and revenue. This strategy reduces financial exposure and ensures that the school remains financially stable during the start-up and growth phases.

To support short-term liquidity and working capital needs, the school anticipates establishing a line of credit with a financial institution, which may be used to manage timing differences in revenue and expenditures, particularly in the early months of operation.

### **Other Asset and Service Financing**

In addition to facility leasing, the school may utilize short-term leases or service agreements for operational needs such as technology, equipment, and transportation. These arrangements allow the school to access necessary resources without incurring large upfront capital expenses, while maintaining flexibility as the school grows.

### **Long-Term Facility Strategy**

As the school matures and enrollment stabilizes, the Board will evaluate long-term facility options, which may include:

- Extended lease agreements with favorable terms
- Lease-to-own structures
- Facility ownership or partnership opportunities

Any future financing decisions will be based on demonstrated financial performance, enrollment stability, and the school's ability to sustain long-term obligations without compromising instructional priorities. This phased financing structure reflects a disciplined and risk-aware approach. By prioritizing leasing, minimizing early debt, and maintaining flexibility in both facility and operational financing, Hawkins Charter School positions itself for strong financial stability in the short term and strategic growth over time.

**Q255. 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.**

### **Assets and Acquisition Plan**

Hawkins Charter School will acquire all essential assets necessary to support instruction and operations prior to opening. These assets are fully incorporated into the financial model and aligned to the school's instructional and operational needs.

### **Anticipated Assets (Budgeted and To Be Procured Prior to Opening)**

The school anticipates acquiring the following assets through budgeted expenditures:

- **Technology:** Student and staff devices, instructional technology, and network infrastructure
- **Furniture and Equipment:** Classroom furniture, office furnishings, and common area equipment
- **Instructional Materials:** Curriculum resources, books, and classroom supplies
- **Operational Equipment:** Office equipment and administrative tools

These assets are included in the start-up and Year 1 budget and will be procured prior to opening through a structured purchasing process.

### **Facility-Related Assets**

The school will operate in a leased facility, and therefore the building itself is not owned by the school. Any tenant improvements or build-out needs will be coordinated with the landlord or a mission-aligned facility partner.

### **Secured vs. Anticipated Assets**

At this time, the school is not dependent on donated or externally provided assets for core operations. All essential assets required for school opening are fully budgeted and anticipated for procurement, ensuring that the school is not reliant on uncertain or uncommitted resources.

In addition, the school will actively pursue philanthropic support and grant funding to enhance its asset base, particularly in areas such as instructional technology, enrichment programming, and student resources. Any such funding will be used to strengthen and expand the school's offerings rather than serve as a dependency for core operations. Hawkins Charter School will enter operations with all necessary instructional and operational assets secured through its financial plan, while also pursuing additional philanthropic and grant opportunities to further enhance student experiences and program quality.

## **13.3. Financial Compliance**

**Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**

### **Internal Controls and Financial Oversight**

Hawkins Charter School will implement a comprehensive system of internal controls to ensure segregation of duties, safeguarding of assets, and accurate financial recordkeeping. These controls are designed to promote transparency, prevent errors or misuse of funds, and ensure compliance with all state and federal requirements.

### **Segregation of Duties**

The school will ensure that no single individual has control over all aspects of any financial transaction. Key responsibilities will be separated across roles, including:

- Authorization of expenditures
- Processing of payments
- Recording of financial transactions
- Reconciliation of accounts

The Principal and operations lead will manage day-to-day financial processes, while the back-office financial provider will handle accounting and reporting functions. The Board, through its Finance Committee, will provide oversight and review.

### **Financial Systems and Recordkeeping**

The school will maintain accurate and complete financial records using established accounting systems supported by the back-office provider. This includes:

- Monthly financial statements (budget vs. actual)
- General ledger maintenance
- Accounts payable and payroll documentation
- Audit-ready financial records

All financial data will be maintained in accordance with Generally Accepted Accounting Principles (GAAP) and North Carolina reporting requirements.

### **Reconciliation and Monitoring**

To ensure accuracy and accountability, the school will implement:

- Monthly bank and account reconciliations
- Variance analysis comparing budget to actual expenditures
- Ongoing monitoring of cash flow and financial performance

These processes will be reviewed regularly by school leadership and the Finance Committee.

### **Safeguarding of Assets**

The school will implement systems to protect both financial and physical assets, including:

- Controlled purchasing and approval processes
- Asset inventory tracking for technology and equipment
- Secure storage of financial records and sensitive information
- Clearly defined authorization thresholds for expenditures

### **Oversight of Philanthropic and Grant Funds**

Any philanthropic contributions or grant funds will be subject to the same rigorous financial controls and oversight as operating funds. This includes tracking restricted and unrestricted funds, ensuring compliance with grant requirements, and maintaining transparent reporting to both the Board and funders.

### **Board Oversight and Audit**

The governing Board, through its Finance Committee, will provide ongoing oversight of financial operations. This includes:

- Monthly review of financial reports
- Monitoring compliance with budget and financial policies
- Annual independent audit conducted by a qualified external auditor

The Board retains full responsibility for financial governance and ensures that all controls are implemented with fidelity. Through strong segregation of duties, disciplined financial processes, and active Board oversight, Hawkins Charter School will maintain robust internal controls that safeguard assets, ensure accurate reporting, and support long-term financial integrity.

**Q257. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

At this time, the Board does not anticipate any related party transactions. Should any such transactions arise, they will be fully disclosed and reviewed in accordance with the school's conflict of interest policy, ensuring transparency and compliance with all applicable regulations.

**Q258. 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.**

**Audit Firm Selection (LGC-Approved Firms)**

Hawkins Charter School has not yet formally selected an audit firm; however, the Board is aware that all audits must be conducted by a firm approved by the North Carolina Local Government Commission (LGC), which maintains a list of firms authorized to perform governmental audits.

The Board has begun preliminary research and has identified several qualified firms with experience in auditing North Carolina charter schools and governmental entities. The school anticipates selecting from firms such as:

- **Cherry Bekaert LLP**  
615 S College St, Suite 1600  
Charlotte, NC 28202  
Phone: (704) 377-3211
- **BRC CPAs & Advisors**  
3818 N Elm St  
Greensboro, NC 27455  
Phone: (336) 230-1000
- **Mauldin & Jenkins, LLC**  
300 S Tryon St, Suite 1400  
Charlotte, NC 28202  
Phone: (704) 372-3050

These firms are well-established and have experience providing audit and assurance services to governmental entities, including charter schools, ensuring compliance with Government Auditing Standards and state requirements.

**Selection Process**

Prior to contracting, the Board will conduct a formal selection process to confirm that the chosen firm:

- Is approved by the NC Local Government Commission (LGC)
- Has demonstrated experience auditing North Carolina charter schools or governmental entities
- Can perform annual financial statement audits and Single Audits, if required
- Offers competitive pricing and strong client references

The final audit firm will be approved by the Board and included in the school's annual audit contract in accordance with LGC requirements. While a firm has not yet been formally selected, Hawkins Charter School has identified qualified, LGC-approved audit firms and will complete a structured selection process to ensure compliance, audit quality, and strong financial oversight from the first year of operation.

**13.4. Certify**

**Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

**Q260.Explanation (optional):**

## 14. Other Forms

Q261. **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

**15. Third-party Application Preparation**

**Q262. Was this application prepared with the assistance of a third-party person or group?**

Yes

No

**Applicant Comments :**

Hawkins Charter School received technical assistance and planning support through Great Schools NC, including access to a network of advisors with expertise in charter school design, finance, governance, and community engagement.

**Q263. Give the name of the third-party person or group:**

Great School NC

**Q264. Fees provided to the third-party person or group:**

No direct fees were paid by the applicant to third-party consultants for application preparation. Support provided through Great Schools NC is part of a fellowship and grant-supported program and does not represent a contracted service for application authorship. The application was developed by the founding team with guidance and technical assistance. All final content reflects the independent work and decisions of the founding team.

## 16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

**Q265.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.**

**Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307**

**Signature**

Logo



## 17. Signature page

**Q266. 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:** 5

**Q267. Board chair, please digitally sign your application here.**

**Signature**

Logo



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Submitted: 5/26/2026

Status: Completed



# NORTH CAROLINA

## Department of the Secretary of State

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**To all whom these presents shall come, Greetings:**

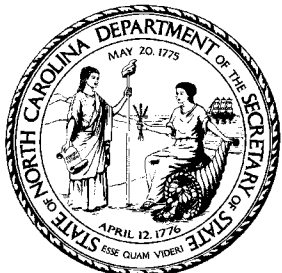
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### HAWKINS CHARTER SCHOOL

the original of which was filed in this office on the 6th day of May, 2026.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of May, 2026.

*Elaine F. Marshall*

Secretary of State

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 nonprofit corporation is: Hawkins Charter School.

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Karen Anderson.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4976 Harvest Road

City: McLeansville State: NC Zip Code: 27301 County: Guilford

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

5. The name and address of each incorporator is as follows:

| Name                  | Address   |
|-----------------------|---|
| <u>Karen Anderson</u> | <u>4976 Harvest Road McLeansville, NC 27301</u> |
| _____                 | _____   |
| _____                 | _____   |

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (910)840-5100

Number and Street: 4976 Harvest Road

City: McLeansville State: NC Zip Code: 27301 County: Guilford

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

10. (Optional): Listing of Officers (See instructions for why this is important)

| Name | Address | Title |
|------|---------|-------|
|      |         |       |
|      |         |       |

11. (Optional): Please provide a business e-mail address:

**Privacy Redaction**

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 17 day of April, 2026.

Hawkins Charter School

\_\_\_\_\_  
Incorporator Business Entity Name

*Karen Anderson*

\_\_\_\_\_  
*Signature of Incorporator*

Karen Anderson 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.

## **Item 7: Provisions Regarding Distribution of Assets Upon Dissolution**

### **Articles of Incorporation of Hawkins Charter School**

The undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of North Carolina, do hereby certify:

**First:** The name of the Corporation shall be Hawkins Charter School.

**Second:** The place in this state where the principal office of the Corporation is to be located is the City of McLeansville, Guilford County.

**Third:** Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**Fourth:** The names and addresses of the persons who are the initial trustees of the corporation are as follows:

- Name: Karen Anderson
- Address: 4976 Harvest Road McLeansville, NC

**Fifth:** No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 the purposes outlined in Article Third hereof. 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 provision 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) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

"Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

**Sixth:** This nonprofit corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code to operate, advise, and support public charter schools in the State of North Carolina.

**Seventh: Provisions Regarding Distribution of Assets Upon Dissolution**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located ([Insert County] County, North Carolina), exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**In witness whereof,** we have hereunto subscribed our names this 17 day of April, 2026.

**Item 8: Provisions Regarding Purpose and Limitations**

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**Fourth:** The names and addresses of the persons who are the initial trustees of the corporation are as follows:

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**Sixth:** Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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"Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

**Sixth:** This nonprofit corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code to operate, advise, and support public charter schools in the State of North Carolina.

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**In witness whereof,** we have hereunto subscribed our names this **17 day of April, 2026.**

# **APPENDIX J**

## **Proposed By-Laws of the Nonprofit Organization**

**Hawkins Charter School**

**Charter Application Submission**

**Opening Year: 2028**

## APPENDIX J – BY-LAWS

### Hawkins Charter School

## ARTICLE I: ORGANIZATION

### Section 1. Name

The name of this organization is **Hawkins Charter School, Inc.**, a North Carolina nonprofit corporation.

### Section 2. Purpose

The Corporation is organized exclusively to operate a public charter school in accordance with **NCGS § 115C-218 et seq.** The organization shall operate in alignment with its approved charter application, which shall be binding upon approval.

### Section 3. Offices

The principal office shall be located in North Carolina, with the exact location determined by the Board of Directors.

### Section 4. Fiscal Year

The fiscal year shall begin July 1 and end June 30.

## ARTICLE II: BOARD OF DIRECTORS

### Section 1. Authority

The Board of Directors (“Board”) shall govern the affairs of the Corporation and is responsible for ensuring the school operates in an educationally and financially sound manner.

### Section 2. Composition

The Board shall consist of **no fewer than seven (7) and no more than thirteen (13) members**, reflecting diverse expertise and community representation.

### Section 3. Terms

Board members shall serve staggered terms of **two or three years**, with a maximum of two consecutive terms unless otherwise approved by the Board.

## **APPENDIX J – BY-LAWS**

### **Hawkins Charter School**

#### **Section 4. Selection**

Board members shall be elected by a majority vote of the existing Board.

#### **Section 5. Responsibilities**

The Board shall:

- Establish mission, vision, and strategic direction
- Ensure financial oversight and fiscal responsibility
- Hire, supervise, and evaluate the school leader
- Ensure compliance with all applicable laws and charter requirements
- Approve major organizational decisions

#### **Section 6. Vacancies**

Vacancies shall be filled by majority vote of the remaining Board members.

#### **Section 7. Removal**

A Board member may be removed by majority vote for:

- Failure to meet attendance expectations
- Violation of bylaws or policies
- Breach of fiduciary duty or ethical conduct
- Criminal misconduct or actions harmful to the organization

## **ARTICLE III: BOARD MEETINGS**

#### **Section 1. Regular Meetings**

The Board shall meet **at least monthly**.

#### **Section 2. Special Meetings**

Special meetings may be called by the Chair or a majority of Board members with appropriate notice.

## APPENDIX J – BY-LAWS

### Hawkins Charter School

#### Section 3. Quorum

A majority of seated Board members shall constitute a quorum.

#### Section 4. Voting

All actions shall be approved by a majority vote of members present.

#### Section 5. Participation

Members may participate via electronic means, provided all participants can hear one another.

### ARTICLE IV: NC OPEN MEETINGS LAW COMPLIANCE

The Board shall comply fully with the **North Carolina Open Meetings Law (NCGS §143-318.9 et seq.)**, including:

- Providing public notice of meetings
- Conducting meetings in open session unless legally permitted
- Maintaining accurate minutes
- Making records available to the public

Executive sessions shall only occur in accordance with state law.

### ARTICLE V: OFFICERS

#### Section 1. Officers

The Board shall elect:

- Chair
- Vice Chair
- Secretary
- Treasurer

#### Section 2. Duties

- **Chair:** Leads Board governance and presides over meetings
- **Vice Chair:** Supports Chair and assumes duties as needed

## **APPENDIX J – BY-LAWS**

### **Hawkins Charter School**

- **Secretary:** Maintains records and meeting minutes
- **Treasurer:** Oversees financial reporting and fiscal accountability

#### **Section 3. Terms**

Officers shall serve one-year terms and may be re-elected.

## **ARTICLE VI: COMMITTEES**

The Board may establish committees as needed, including:

- Finance Committee
- Governance Committee
- Academic Excellence Committee

Committees operate in an advisory capacity unless otherwise authorized.

## **ARTICLE VII: SCHOOL LEADERSHIP**

#### **Section 1. School Leader**

The Board shall hire a school leader (Principal/Executive Director) responsible for the day-to-day operations of the school.

#### **Section 2. Authority**

The school leader shall:

- Implement Board-approved policies
- Oversee academic and operational functions
- Manage staff and school operations

The school leader reports directly to the Board and does not have governing authority.

#### **Section 3. Board Relationship**

The school leader may serve as a non-voting, ex officio member of the Board.

## **APPENDIX J – BY-LAWS**

### **Hawkins Charter School**

## **ARTICLE VIII: CONFLICT OF INTEREST POLICY**

### **Section 1. Purpose**

To ensure decisions are made in the best interest of the organization and maintain public trust.

### **Section 2. Disclosure**

Board members must disclose any actual or potential conflict of interest.

### **Section 3. Recusal**

Any member with a conflict must:

- Not participate in discussion
- Not vote on the matter

### **Section 4. Determination**

The Board shall determine whether a conflict exists and document all actions.

### **Section 5. Compliance**

The Board shall comply with **NCGS § 55A-8-31** and all applicable laws.

### **Section 6. Annual Statements**

Board members shall sign an annual conflict of interest disclosure statement.

## **ARTICLE IX: FISCAL MANAGEMENT**

The Board shall:

- Approve an annual budget
- Maintain sound financial controls
- Ensure proper use of public funds
- Conduct annual independent audits
- Ensure transparency and accountability

The Board may authorize officers to execute contracts and financial instruments.

## **APPENDIX J – BY-LAWS**

### **Hawkins Charter School**

#### **ARTICLE X: INDEMNIFICATION**

The Corporation shall indemnify its Board members, officers, and employees to the fullest extent permitted under North Carolina law.

#### **ARTICLE XI: NON-DISCRIMINATION**

The Corporation shall operate in a non-discriminatory manner in accordance with all federal and state laws.

#### **ARTICLE XII: DISSOLUTION**

Upon dissolution, assets shall be distributed in accordance with North Carolina law to:

- A local education agency, or
- A nonprofit organization with a primary educational purpose

#### **ARTICLE XIII: AMENDMENTS**

These bylaws may be amended by a **two-thirds vote** of the Board, consistent with applicable law.

#VALUE!

### Enrollment Summary Table

| Academic School Year | Grade Levels              | Total Projected Student Enrollment |
|----------------------|---------------------------|------------------------------------|
| Year 1               | K, 1, 2, 6                | 260                                |
| Year 2               | K, 1, 2, 3, 6, 7          | 435                                |
| Year 3               | K, 1, 2, 3, 4, 6, 7, 8    | 606                                |
| Year 4               | K, 1, 2, 3, 4, 5, 6, 7, 8 | 680                                |
| Year 5               | K, 1, 2, 3, 4, 5, 6, 7, 8 | 715                                |

**Academic**

**Grade Levels**

**Total Projected**

Year 1

Year 2

Year 3

Year 4

Year 5



### Enrollment Demographics Table

| Ethnicity/Race                                | # of Students | Percentage (%) |
|---|---------------|----------------|
| American Indian or Alaska Native              | 0             | 0%             |
| Asian   | 25            | 3%             |
| Black or African American                     | 459           | 64%            |
| Hispanic                                      | 138           | 19%            |
| Native HI or Pacific Islander                 | 0             | 0%             |
| Two or More Races                             | 37            | 5%             |
| White   | 56            | 8%             |
| <b>Total number of students:</b>              | <b>715</b>    |                |
| <b>EDS Subgroups</b>                          |               |                |
| Economically Disadvantaged Students           | 608           | 85%            |
| Students with Disabilities                    | 26            | 4%             |
| English Language Learners                     | 34            | 5%             |
| Students Experiencing Homelessness            | 21            | 3%             |
| <b>Total number of EDS subgroup students:</b> | <b>689</b>    | <b>96%</b>     |

# **APPENDIX A**

## **Evidence of Parent/Community Support**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**

# Hawkins Charter School

## Community Engagement Evidence Log

**Timeframe:** Last 6 Months

**Purpose:** To document ongoing community engagement, parent voice collection, and relationship-building efforts that inform the design of Hawkins Charter School.

### 1. Parent & Family Engagement (Direct Contacts)

| Name        | Type           | Description  |
|-------------|----------------|--|
| Ashley M.   | Parent Contact | Informal conversation at preschool dismissal regarding school safety and communication |
| Brittany L. | Parent Contact | Facebook group follow-up conversation about academic rigor and belonging               |
| Candice R.  | Parent Contact | Small group discussion on middle school concerns and student confidence                |
| Danielle S. | Parent Contact | One-on-one conversation about transportation barriers and scheduling                   |
| Erica T.    | Parent Contact | Community event conversation on need for hands-on learning experiences                 |
| Felicia J.  | Parent Contact | Preschool visit discussion on early literacy and teacher relationships                 |
| Jasmine W.  | Parent Contact | Social media engagement leading to DM conversation about school culture                |
| Keisha B.   | Parent Contact | Small group conversation on discipline, structure, and safety                          |
| Latoya H.   | Parent Contact | Follow-up call regarding family partnership and communication gaps                     |
| Monique D.  | Parent Contact | Event-based discussion on enrichment and extracurricular opportunities                 |
| Nicole P.   | Parent Contact | Conversation regarding special education supports and inclusion                        |

# Hawkins Charter School

## Community Engagement Evidence Log

|            |                |  |
|------------|----------------|--|
| Patrice G. | Parent Contact | Informal dialogue about trust and leadership in schools        |
| Shanice K. | Parent Contact | Community-based conversation on belonging and emotional safety |
| Tiffany E. | Parent Contact | Discussion on after-school care and working family needs       |
| Vanessa C. | Parent Contact | Social media engagement on school vision and innovation        |
| Yolanda F. | Parent Contact | Conversation on consistency and accountability in schools      |

**Total Documented Sample:** 15 (Representative Sample)

**Estimated Total Parent Interactions:** 350+

## Survey Engagement

| Type                            | Description  | Response Data                |
|---------------------------------|--|------------------------------|
| Initial Interest Survey         | Designed based on early parent conversations         | 20 responses within 28 hours |
| Hawkins Hears Survey (Expanded) | Deeper feedback on school design, culture, and needs | 25 responses within 3 days   |
| Ongoing Survey Distribution     | Shared via social media and direct outreach          | Continued engagement         |

## Community-Based Engagement

| Event/Setting                      | Type                 | Description                                       |
|------------------------------------|----------------------|---|
| Preschool Arrival/Dismissal Visits | Community Engagement | Direct outreach to families during daily routines |

# Hawkins Charter School

## Community Engagement Evidence Log

|                                  |                      |   |
|----------------------------------|----------------------|---|
| Local Community Events           | Community Event      | Conversations with families about school gaps and needs           |
| Informal Parent Small Groups     | Community Engagement | Facilitated discussions on school experiences and expectations    |
| Social Media Launch              | Engagement Campaign  | Organic reach of 13,339 views in 24 hours; 17,913 within one week |
| Hawkins Hears Listening Campaign | Community Engagement | Ongoing structured listening and feedback initiative              |

## Faith-Based & Community Leadership Engagement

Recognizing the central role of faith and community institutions in the target area, Hawkins Charter School has intentionally engaged local church leadership to better understand community needs and perspectives.

| Leader             | Role                  | Type                     | Description  |
|--------------------|-----------------------|--------------------------|--|
| Pastor Kendell M.  | Senior Pastor         | Community Leader Meeting | Discussion on family needs, trust, and youth development     |
| Pastor Jayvon J.   | Youth Pastor          | Community Leader Meeting | Insight on middle school engagement and identity development |
| Pastor Adam T.     | Senior Pastor         | Community Leader Meeting | Conversation on community gaps and partnership opportunities |
| Bishop Grosjean S. | Youth Ministry Leader | Community Leader Meeting | Discussion on student support, mentorship, and life skills   |

### Focus Areas Discussed:

- Youth development and identity
- Family trust and school relationships
- Gaps in current school options
- Opportunities for partnership between schools and faith communities

# Hawkins Charter School

## Community Engagement Evidence Log

### Summary Insight

Across all engagement types, consistent themes emerged:

- Strong demand for safe, structured, and nurturing environments
- Desire for authentic relationships and belonging
- Need for clear, consistent communication with families
- Interest in hands-on, engaging, and relevant learning experiences
- Importance of community-connected and values-aligned education

This evidence log reflects a representative sample of ongoing engagement efforts and is not exhaustive. Hawkins Charter School remains committed to continuous community listening, ensuring that family voice remains central to the school's design and implementation.

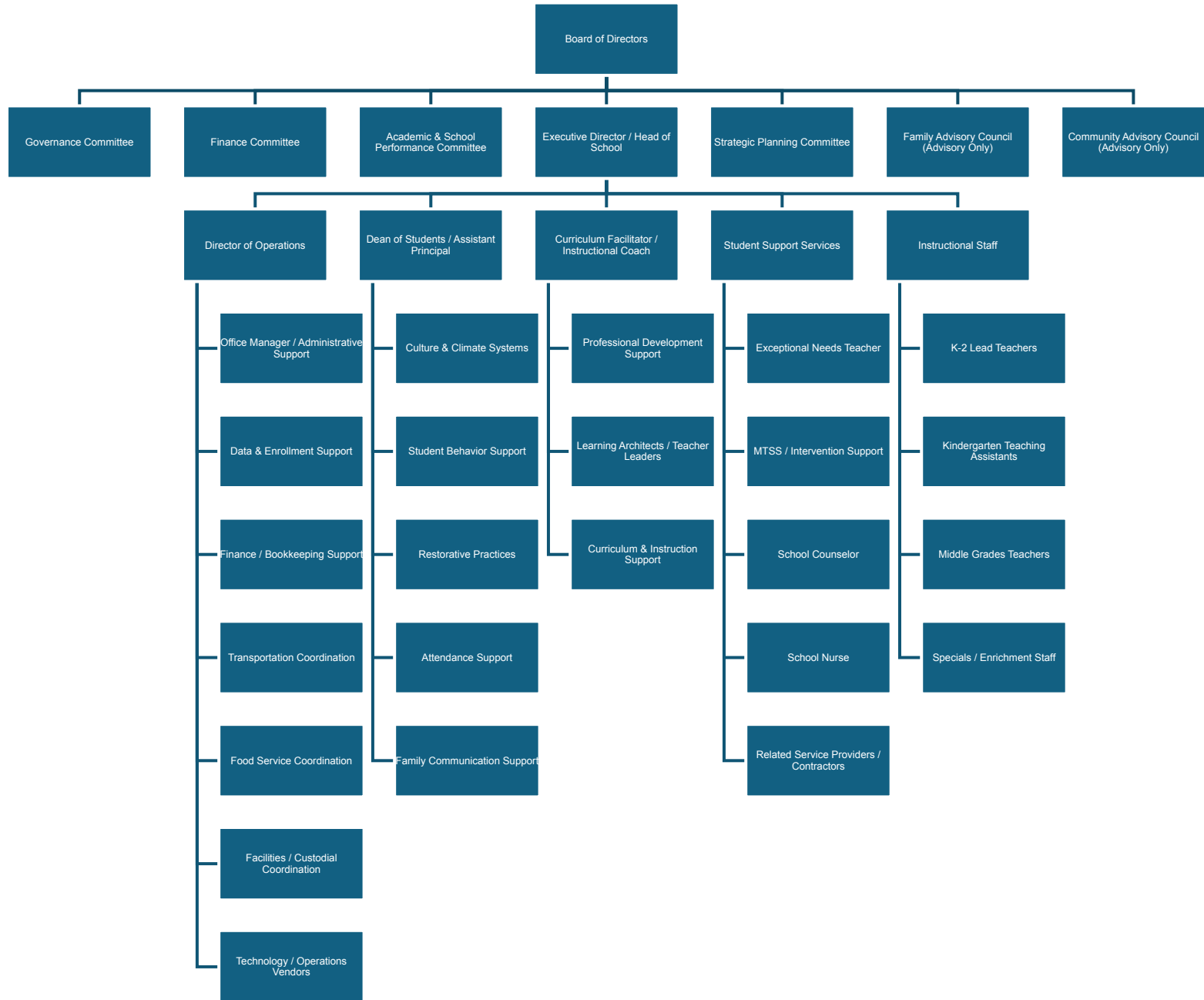
# **APPENDIX G**

## **Organizational Chart**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**



| <u>Board Member Name</u> | <u>Board Title</u>               | <u>Phone Number</u> | <u>Email Address</u>       | <u>County of Residence</u> | <u>Current Occupation</u>  | <u>Past or Present Professional Licenses Held</u>  | <u>Any disciplinary action taken against any of these professional licenses?</u> |
|--------------------------|----------------------------------|---------------------|----------------------------|----------------------------|--|--|--|
| Pam Chisholm             | Treasurer                        | (336) 416-9151      | pchishol@gmail.com         | Forsyth                    | Retiree  |  | N/A  |
| Dr. Benard Dockery       | Community Engagement             | (910) 234-2960      | dbdockey@ncsu.edu          | Bladen                     | NC State University SE District Extension Director   |  | N/A  |
| Candice Epps-Jackson     | Secretary                        | (336) 561-1871      | candice.jackson7@gmail.com | Guilford                   | Assistant Vice Chancellor of Student Affairs for Health and Well-Being<br>Education Strategist / Educational Leadership Consultant/Founder and<br>Executive Director at Amir Institute | Science Education (Grades 9-12) Teaching License,<br>Licensed Clinical Mental Health Counselor Associate,<br>Nationally Certified Counselor, | No   |
| Dr. Zainab Abdul-Qaabidh | Board Chair                      | (347) 272-7377      | educaterersllc@gmail.com   | Wake                       |  | Principal License, Exceptional Children, Teacher License<br>Superintendent License, Principal License, Teacher<br>License                    | No   |
| Laurie Carr              | Board Vice Chair                 | (617) 792-4072      | lauriec0504@gmail.com      | Guilford                   | Founder Executive Coach Strategic Advisor  |  | No   |
| Dawn McCullough          | Chair, Finance & Audit Committee | (336) 862-5272      | Djbright_23@yahoo.com      | Guilford                   | PepsiCo - Sr. Finance Manager  |  | N/A  |

# **APPENDIX Q**

## **Community Support**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**



**Great Schools NC**

greatschoolsnc.org

Office of Charter Schools & Charter Schools Review Board  
2026 Charter Application Cycle

April 2026

Dear staff and board members,

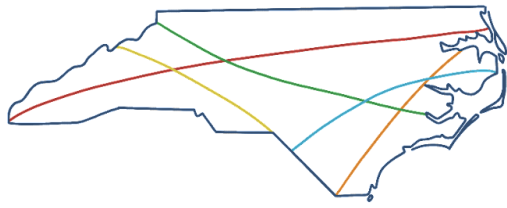
I am writing to offer our organization's support for the application prepared and submitted by Karen Anderson and the founding board of Hawkins Charter School, a proposed new public charter school that would open Fall 2028 in Guilford County. In 2025, we selected Karen as a Great Schools NC Founder's Fellow and have been working closely with her as she has prepared the charter application, built the board, and laid the groundwork for a strong school launch.

Pending preliminary charter authorization, we intend to support Hawkins Charter School through its first year of operations with direct grant dollars and programmatic supports via our Startup Grant program. This would cover the pre-RTO year, RTO, and the school launch year. Our programming will provide the school with ongoing capacity-building and expertise in the areas of adaptive leadership, academic & instructional excellence, operational efficiency, and facilities, finance, & governance.

As a close partner in this work, we appreciate your careful consideration of the charter application for Hawkins Charter School. Please reach out at any time if we can offer input or additional context regarding our support for this school, its leadership team, and its founding board.

Sincerely,

Madeline Hannigan, Executive Director - Great Schools NC



# Dudley Flood Center for Educational Equity and Opportunity

THE PUBLIC SCHOOL FORUM OF NORTH CAROLINA

April 23, 2026

To Whom It May Concern:

It is my honor to offer my strong and unequivocal support for Dr. Karen Anderson and her proposal to establish Hawkins Charter School. The [Dudley Flood Center for Educational Equity & Opportunity](#) works collaboratively to take action toward addressing issues of systemic racism by advocating for structural changes in policy and practice to build an equitable education system that meets the social, emotional, and academic needs of NC's diverse student population. The Dudley Flood Center has developed and engaged in intentional partnership through our Charlotte Hawkins Brown Fellowship. I have had the privilege of working alongside Dr. Anderson through the Dr. Charlotte Hawkins Brown Fellowship Program, where she led the leadership development experience and guided fellows through design thinking as a pathway for innovation and impact.

In that space, Dr. Anderson distinguished herself as a leader who does not simply teach leadership, she embodies it. Her approach is rooted in what she often describes as "leadership as posture," where identity, courage, and responsibility shape how leaders think, act, and serve. She challenged fellows to lead from the inside out while equipping them with practical tools to address challenges in their schools and communities. The result was not only growth in knowledge, but also transformation in how these educators see themselves as leaders and change agents.

What makes Dr. Anderson's vision for Hawkins Charter School especially compelling is its alignment with the enduring legacy of Dr. Charlotte Hawkins Brown. Naming the school in her honor is both fitting and purposeful. Dr. Anderson has designed a model that reflects that legacy in action by centering belonging, cultivating brilliance, and developing students who are prepared to lead with confidence and purpose.

Hawkins Charter School is not simply another school model. It represents a thoughtful and necessary response to the need for learning environments where students are seen, valued, and challenged to think deeply, create meaningfully, and lead courageously. Dr. Anderson's integration of leadership development, identity formation, and innovative instructional design positions this school to have a lasting and meaningful impact on students, families, and the broader community.

Additionally, Dr. Anderson brings the experience, credibility, and vision necessary to successfully launch and sustain this work. Her background as an educational leader, coach, and developer of aspiring leaders is evident in both her design and her execution. She understands how to translate vision into practice in a way that is both strategic and transformative.

I am confident that Hawkins Charter School will not only honor the legacy of Dr. Charlotte Hawkins Brown, but also extend it in powerful and relevant ways for today's students. I strongly support this application and believe it represents an important contribution to the educational landscape in North Carolina.

You can contact me at [dtownsend-smith@ncforum.org](mailto:dtownsend-smith@ncforum.org) with any questions or concerns.

Sincerely,

*Deanna Townsend-Smith*

Deanna Townsend-Smith, EdD

Senior Director

Dudley Flood Center for Educational Equity & Opportunity

# LAURIE J. CARR

North Carolina • 617.792.4072 • [lauriec0504@gmail.com](mailto:lauriec0504@gmail.com) • [linkedin.com/in/lauriejcarr/](https://www.linkedin.com/in/lauriejcarr/)

April 23, 2026

Dear Members of the North Carolina Charter School Review Board,

**I am honored to write this letter in strong support of Dr. Karen Anderson as the founder and leader of Hawkins Charter School.** I have worked alongside Dr. Anderson for many years and can speak with confidence about both her leadership capacity and the extraordinary intentionality behind her vision for this school.

I am a lifelong educator whose career has spanned urban, rural, suburban, international, charter, district, state, and nonprofit leadership roles. I began my career as a Teach For America corps member in Baton Rouge, Louisiana, where I spent five formative years teaching and leading in communities deeply impacted by educational inequity. I later taught at a boarding school in Switzerland before earning my master's degree at the Harvard Graduate School of Education. Following graduate school, I served as the middle school principal of what was, at the time, the largest single-site charter school in the country.

After relocating to North Carolina, I joined the North Carolina Department of Public Instruction as a School and District Transformation Coach, supporting leaders in our state's lowest-performing schools through Race to the Top-funded initiatives. It was in this role that I first met Karen Anderson..

Karen was a first-year principal at the time, stepping into the leadership of a school designated as low-performing by the state. These assignments often require exceptional resilience, strategic clarity, and the ability to lead under immense pressure. From the beginning, Karen distinguished herself. She demonstrated a rare combination of courage, humility, and unwavering commitment to students and families. While many leaders become consumed by immediate operational demands, Karen consistently maintained a larger vision for what educational excellence could look like for her community.

Over the years, our professional relationship evolved into one of ongoing partnership. I have had a front-row seat to watch her leadership mature and her vision for Hawkins Charter School become increasingly refined and compelling.

What makes Hawkins Charter School especially significant is that it reflects the original promise of the charter movement rather than some of its more troubling modern distortions. Throughout my career, I have watched charter schools emerge across the country with narrow thematic focuses, exclusionary enrollment practices, or models that unintentionally screen out students with the greatest needs. Too often, schools lose sight of the fundamental purpose of public education.

**Karen's vision stands in sharp contrast.**

# Laurie J. Carr

North Carolina • 617.792.4072 • [lauriec0504@gmail.com](mailto:lauriec0504@gmail.com) • [linkedin.com/in/lauriejcarr/](https://www.linkedin.com/in/lauriejcarr/)

Her leadership is deeply rooted in the legacy of Charlotte Hawkins Brown and grounded in a profound commitment to serving the families of Greensboro and surrounding communities. She has approached school design with extraordinary intentionality—building from the ground up with careful attention to belonging, academic excellence, family partnership, and long-term student success. She is not simply opening a school; she is building a model designed to honor community, expand opportunity, and create lasting impact.

As a founding board member of Hawkins Charter School, I accepted this role because I believe deeply in Karen’s leadership and in the necessity of this school. Few leaders possess both the visionary capacity to imagine something new and the operational discipline required to bring that vision to life. Karen possesses both.

Quite frankly, if it were possible, I would be ready to open Hawkins Charter School tomorrow. That level of confidence comes from years of observing Karen’s leadership and witnessing the rigor with which she has built this vision. While thoughtful planning remains underway—as it should—I have no doubt that Hawkins Charter School will serve as an important model for what equitable, community-centered public education can and should be.

**I offer my strongest endorsement of Dr. Karen Anderson and Hawkins Charter School.**

Sincerely,



**Laurie J. Carr**

Founding Board Member, Hawkins Charter School

# **APPENDIX B**

## **Curriculum Outline per Grade Span**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**

# **Appendix B: Curriculum Scope and Sequence Framework for Hawkins Charter School**

## **The Hawkins Learning Blueprint**

Hawkins Charter School's curriculum is designed to cultivate Belonging, Brilliance, and Becoming through a rigorous, standards-aligned, and future-ready academic program. Across grades K–8, students engage in coherent learning experiences rooted in the North Carolina Standard Course of Study and shaped by Hawkins' distinctive commitments to literacy, inquiry, leadership, identity, and authentic demonstration of learning.

The Hawkins curriculum is intentionally vertically aligned so that students revisit essential concepts and skills with increasing depth, complexity, and independence over time. The school's instructional model is designed to ensure that students build strong academic foundations, develop intellectual curiosity, learn to analyze and communicate clearly, and grow into thoughtful, capable contributors.

Hawkins will use a combination of research-based instructional resources, high-quality standards-aligned materials, open educational resources, and curriculum designed or adapted by teachers at the school site. The school does not intend to rely exclusively on a single commercial curriculum provider across all grade levels and content areas. Instead, Hawkins will maintain coherence through internal curriculum maps, common planning structures, shared assessments, strong instructional leadership, and clear expectations for standards alignment.

Hawkins also intentionally draws from multiple research-informed inquiry frameworks rather than a single branded inquiry model. Depending on the learning goal, grade level, and developmental needs of students, units may incorporate elements of project-based learning, phenomenon-based learning, design-based inquiry, case-based learning, and guided inquiry. This ensures that inquiry remains rigorous, purposeful, standards-aligned, and responsive to students.

Hawkins Charter School will implement a coherent, standards-aligned instructional program grounded in the North Carolina Standard Course of Study. To support this work, the school anticipates using a combination of high-quality, research-based instructional materials and tools that may include resources such as UFLI Foundations, Foundations, EL Education, Core Knowledge, Illustrative Mathematics, i-Ready Classroom Mathematics, OpenSciEd, and teacher-developed or adapted curricular materials, depending on grade level, content area, and student need. Final curriculum selections will be made prior to launch through a careful review process to ensure alignment with state standards, the school's mission, the needs of its student population, and the North Carolina Accountability Model.

# **Hawkins Curriculum Architecture**

## **Belonging**

Students develop identity, voice, relational awareness, historical grounding, and a sense of place in their school, community, and the broader world.

## **Brilliance**

Students master rigorous academic standards through strong core instruction, inquiry, analysis, writing, discourse, problem-solving, and authentic demonstrations of learning.

## **Becoming**

Students grow as leaders, creators, contributors, and thoughtful citizens through reflection, responsibility, innovation, and purposeful action.

## **From Standards to Significance**

Across all grade spans, Hawkins is committed to:

- alignment with the North Carolina Standard Course of Study
- compatibility with the North Carolina Accountability Model
- strong Tier I instruction in all core content areas
- vertically aligned science and social studies/history instruction
- integrated museum-inspired inquiry experiences
- leadership development through the school's signature Leadership Lab
- support for all learners, including students with disabilities, multilingual learners, and students at risk of academic failure
- authentic tasks, performance-based demonstrations, and public sharing of learning

## **How the Model Works in Practice**

At Hawkins Charter School, units are not designed as disconnected activities. Each unit is built as a coherent learning experience that begins with standards, is anchored in a compelling question, develops knowledge and skills through strong instruction, and culminates in authentic demonstration of learning.

Each Hawkins unit includes the following design components:

- **Standards-Aligned Focus:** Priority standards from the North Carolina Standard Course of Study are identified first, with supporting standards and interdisciplinary connections mapped intentionally.
- **Essential Question:** Each unit is driven by a meaningful question that invites investigation, analysis, and application.
- **Knowledge and Vocabulary Goals:** Teachers identify the core content, concepts, and academic vocabulary students must learn and use.
- **Inquiry Launch:** Units begin with a strong entry event, text set, artifact, phenomenon, case, story, or problem that sparks curiosity and frames the learning.
- **Core Instruction:** Students engage in explicit teaching, close reading, writing, discussion, guided practice, small-group instruction, and task-based learning throughout the unit.
- **Museum-Inspired Learning Experiences:** Students study artifacts, curate evidence, interpret information, and prepare work for authentic audiences.
- **Assessment:** Teachers use formative assessment throughout the unit and culminate with a performance task, product, writing piece, exhibition, or presentation aligned to standards.
- **Reflection and Revision:** Students reflect on their learning, revise work when appropriate, and build agency through self-assessment and public sharing.

## Sample Unit Design Snapshot

**Grade 4 Unit:** *North Carolina's First Peoples and Early Communities*

**Essential Question:** Who shaped North Carolina before us?

**Standards-Aligned Focus:** NC ELA reading and writing standards; NC social studies/history standards related to Indigenous communities, geography, and state development; NC science connections to ecosystems and adaptation

**Inquiry Launch:** Students examine maps, artifacts, oral histories, and images connected to Indigenous communities in North Carolina

**Core Learning Experiences:** close reading of informational and historical texts, vocabulary and note-taking routines, map analysis and regional comparison, discussion protocols on perspective and historical significance, and writing in response to sources

**Museum Product:** Student-curated exhibit panel or gallery display explaining how early communities shaped the land, culture, and development of North Carolina

**Assessment:** source-based explanatory writing, discussion rubric, final curated product, and teacher observation of content understanding

This unit design model demonstrates how Hawkins moves from standards to significance, ensuring that curriculum is both rigorous and memorable.

**Table 1: K–5 Literacy Curriculum Outline**

| <b>Grade Band</b> | <b>Instructional Focus</b>                     | <b>Key Skills and Standards</b>   | <b>Sample Units / Topics</b>   | <b>Assessment Approach</b>  |
|-------------------|--|---|--|---|
| K–1               | Foundational Literacy and Language Development | Phonemic awareness, phonics, vocabulary, sentence formation, listening and speaking | Storytelling, sequencing, informational texts, building background knowledge           | Phonics assessments, reading fluency checks, writing samples, oral language |
| 2–3               | Reading Comprehension and Written Expression   | Reading comprehension, paragraph writing, vocabulary development, text analysis     | Informational texts, narrative writing, early research, text-based responses           | Reading comprehension tasks, writing prompts, short constructed responses   |
| 4–5               | Analysis, Writing, and Synthesis               | Text analysis, multi-paragraph writing, use of evidence, vocabulary and language    | Literature analysis, research projects, argumentative writing, interdisciplinary units | Essays, projects, presentations, text-based writing                         |

**Table 2: Grades 6–8 ELA Curriculum Outline**

| <b>Grade Band</b> | <b>Instructional Focus</b>               | <b>Key Skills and Standards</b>  | <b>Sample Units / Topics</b>   | <b>Assessment Approach</b>  |
|-------------------|--|--|--|---|
| 6–8               | Analysis, Argumentation, and Application | Close reading, argument writing, research, evidence-based reasoning, academic discussion | Literature analysis, research papers, argumentative writing, interdisciplinary inquiry | Essays, research projects, presentations, debates, written analysis |

## **Appendix B: Sample Curriculum Outline**

Hawkins Charter School uses a hybrid curriculum model that combines high-quality, research-based instructional materials with interdisciplinary units designed by teachers and content experts. The following sample outlines illustrate how core instruction progresses across grade spans in English Language Arts. These outlines are representative of the school's approach and demonstrate alignment to the North Carolina Standard Course of Study, increasing rigor across grade levels, and a focus on comprehension, writing, and application.

# K–8 Interdisciplinary Scope and Sequence at a Glance

| Grade | Year Theme   | Science/Inquiry Throughline                                   | History/Social Studies Throughline                            | Leadership Lab Throughline    |
|-------|--|---|---|-------------------------------|
| K     | Who Am I in This Big, Beautiful World?                     | Observation, living things, patterns, materials               | Self, family, community, helpers, time                        | I Belong Here                 |
| 1     | How Do We Live, Learn, and Grow Together?                  | Change, weather, needs, movement                              | Community, citizenship, maps, traditions                      | I Can Contribute              |
| 2     | How Does Our World Work?                                   | Earth systems, matter, design, problem-solving                | Local history, culture, geography, change over time           | I Can Make a Difference       |
| 3     | How Do People, Places, and Systems Connect?                | Ecosystems, Earth systems, resources                          | Communities, regions, economics, government                   | I Am Part of Something Bigger |
| 4     | How Has North Carolina Been Shaped?                        | Landforms, energy, resources, environment                     | North Carolina history, Indigenous history, state development | I Can Lead with Purpose       |
| 5     | How Has America Been Built, Challenged, and Changed?       | Matter, ecosystems, force, Earth systems, innovation          | U.S. history foundations, freedom, conflict, rebuilding       | I Can Lead Change             |
| 6     | How Do Civilizations Rise, Adapt, and Influence the World? | Scientific inquiry, Earth systems, life systems, interactions | Ancient civilizations, trade, belief systems, legacy          | Leading Self, Leading Others  |

|   |  |  |  |                                       |
|---|--|--|--|---------------------------------------|
| 7 | How Do Power, Culture, and Conflict Shape the Modern World?          | Matter, forces, energy, sustainability               | World regions, empires, revolutions, global issues | Leadership, Power, and Responsibility |
| 8 | How Do We Understand America, Democracy, and Our Role in the Future? | Systems, environmental science, genetics, innovation | U.S. history, democracy, justice, civic leadership | Legacy, Leadership, and the Future    |

# Grade-by-Grade Scope and Sequence

## Kindergarten

**Year Theme: Who Am I in This Big, Beautiful World?**

**Standards Emphasis:**

NC ELA foundational literacy, oral language, early writing, number sense, observation and classification in science, self/community in social studies, routines and citizenship foundations.

| <b>Unit</b> | <b>Title</b>                  | <b>Essential Question</b>                                   | <b>Academic Focus</b>   | <b>Belonging, Brilliance, Becoming</b>                |
|-------------|-------------------------------|---|---|---|
| 1           | Me, My Family, My Community   | Who am I, and how do I belong in a community?               | Self, family, classroom, helpers, living/nonliving, observation | Belonging begins with identity and relationships      |
| 2           | Patterns All Around Us        | How do patterns help us understand the world?               | Weather, seasons, routines, time, sorting, classifying          | Brilliance grows through noticing and naming patterns |
| 3           | Creatures, Habitats, and Home | How do living things get what they need to survive?         | Plants, animals, habitats, stewardship, needs of living things  | Becoming includes care and responsibility             |
| 4           | Building, Making, and Sharing | How do people create, solve problems, and help one another? | Materials, motion, tools, jobs, inventions, design              | Students see themselves as makers and helpers         |

### Example Signature Museum Connections

- family artifacts and identity boards
- seasonal observation journals
- habitat dioramas
- maker displays and student explanation cards

# Grade 1

## Year Theme: How Do We Live, Learn, and Grow Together?

### Standards Emphasis:

NC ELA reading and writing growth, place and environment, weather and seasonal patterns, community and citizenship, maps, wellness, communication.

| Unit | Title                              | Essential Question   | Academic Focus                                      | Belonging, Brilliance, Becoming                             |
|------|------------------------------------|--|---|---|
| 1    | School, Stories, and Shared Spaces | What helps a community work well?                              | Community, citizenship, light/sound, roles, symbols | Belonging requires contribution and care                    |
| 2    | Sky, Season, and Change            | How does the world change over time?                           | Weather, seasons, timelines, traditions, patterns   | Brilliance grows through observing and explaining change    |
| 3    | Needs, Habits, and Healthy Living  | What do living things need to thrive?                          | Plants, animals, wellness, habits, choices          | Becoming includes healthy habits and wise choices           |
| 4    | Places, Maps, and Movement         | How do people use places and tools to live and solve problems? | Maps, landforms, movement, materials, design        | Students learn to interpret and shape the world around them |

### Example Signature Museum Connections

- classroom citizenship exhibit
- sky and weather data wall
- healthy habits visual campaign
- community map gallery

# Grade 2

## Year Theme: How Does Our World Work?

### Standards Emphasis:

NC ELA comprehension and composition, local history, matter and materials, land and water, design and innovation, culture and traditions.

| Unit | Title                           | Essential Question  | Academic Focus   | Belonging, Brilliance, Becoming                               |
|------|---------------------------------|---|--|---|
| 1    | Communities Then and Now        | How do communities change over time?                      | Local history, people and places, matter and properties  | Belonging deepens through understanding the story of a place  |
| 2    | Earth, Water, and Weather       | How do natural systems shape the world we live in?        | Landforms, weather, water, geography, environment        | Brilliance includes understanding systems and interdependence |
| 3    | Invent, Design, Improve         | How do people solve problems and improve life?            | Engineering design, forces, tools, innovation, economics | Becoming means imagining and improving what is possible       |
| 4    | Voices, Traditions, and Culture | How do stories, traditions, and culture shape who we are? | Culture, communication, traditions, sound, identity      | Students connect heritage, expression, and belonging          |

### Example Signature Museum Connections

- local history mini-museum
- watershed and weather models
- invention showcase
- tradition and culture story exhibit

# Grade 3

## Year Theme: How Do People, Places, and Systems Connect?

### Standards Emphasis:

NC ELA reading, research, writing, region and geography, ecosystems, resources, economics, government, historical thinking.

| Unit | Title                      | Essential Question                                   | Academic Focus   | Belonging, Brilliance, Becoming                          |
|------|----------------------------|--|--|--|
| 1    | Land, People, and Place    | How does where people live shape how they live?      | Geography, regions, Earth systems, adaptation                  | Belonging grows through understanding place and context  |
| 2    | Power of Communities       | What makes a community strong?                       | Citizenship, government, ecosystems, interdependence           | Becoming includes participation and civic responsibility |
| 3    | Work, Trade, and Resources | How do people use resources to meet needs and wants? | Economics, natural resources, conservation, trade              | Brilliance includes stewardship and wise decision-making |
| 4    | Past in the Present        | How does the past still shape our lives today?       | Historical thinking, local/state connections, change over time | Students learn that history is alive in the present      |

### Example Signature Museum Connections

- regional map and place exhibit
- community systems model
- trade simulation artifacts
- then-and-now community comparison gallery

# Grade 4

## Year Theme: How Has North Carolina Been Shaped?

### Standards Emphasis:

NC ELA analysis and writing, North Carolina history, Indigenous communities, colonial development, economy, energy, environment, state civics.

| Unit | Title  | Essential Question  | Academic Focus   | Belonging, Brilliance, Becoming                              |
|------|--|---|--|--|
| 1    | North Carolina's First Peoples and Early Communities | Who shaped North Carolina before us?                                | Indigenous history, regional geography, ecosystems, adaptation | Belonging includes telling truthful stories of place         |
| 2    | Colony, Conflict, and Change                         | How do decisions and events change the course of history?           | Colonial history, governance, conflict, energy and motion      | Brilliance includes examining cause and consequence          |
| 3    | Innovation, Industry, and Impact                     | How have people used ideas and resources to shape North Carolina?   | Resources, economy, agriculture, labor, engineering            | Becoming includes using knowledge to contribute meaningfully |
| 4    | Our State, Our Stories, Our Future                   | What is our responsibility in shaping the future of North Carolina? | Modern NC, environment, conservation, civic participation      | Students move from learning history to shaping it            |

### Signature Museum Connections

- NC origins artifact curation
- colonial decision point exhibit
- industry and innovation design gallery
- future of North Carolina civic proposal showcase

# Grade 5

## Year Theme: How Has America Been Built, Challenged, and Changed?

### Standards Emphasis:

NC ELA close reading and analytical writing, U.S. beginnings, freedom and contradiction, ecosystems and systems, force and motion, innovation, historical perspective.

| Unit | Title                                     | Essential Question   | Academic Focus  | Belonging, Brilliance, Becoming                             |
|------|---|--|---|---|
| 1    | First Nations, Exploration, and Encounter | How do encounters between people change history?                     | Indigenous nations, exploration, contact, organisms, ecosystems | Belonging requires honest history and multiple perspectives |
| 2    | Revolution, Freedom, and Contradiction    | What does it mean to fight for freedom?                              | American Revolution, founding ideas, force, motion, systems     | Brilliance grows through grappling with complexity          |
| 3    | Growth, Conflict, and Expansion           | Who benefits, who is harmed, and who decides during times of growth? | Expansion, reform, conflict, Earth systems, resources           | Becoming includes moral reasoning and courageous analysis   |
| 4    | Rebuilding, Progress, and Possibility     | How do nations rebuild and redefine themselves?                      | Reconstruction, industrialization, innovation, civic change     | Students begin to examine what progress should mean         |

### Example Signature Museum Connections

- founding perspectives exhibit
- freedom and contradiction document gallery
- expansion ethics debate wall
- progress and possibility invention showcase

# Grade 6

## Year Theme: How Do Civilizations Rise, Adapt, and Influence the World?

### Standards Emphasis:

NC middle grades literacy, scientific inquiry, life systems, early world civilizations, geography, trade, institutions, cultural influence.

| Unit | Title  | Essential Question   | Academic Focus   | Belonging, Brilliance, Becoming                                      |
|------|--|--|--|--|
| 1    | Origins, River Valleys, and Early Innovation | What makes a civilization possible?                                | Early civilizations, geography, natural cycles, scientific inquiry | Brilliance includes studying how humans organize knowledge and power |
| 2    | Belief, Power, and Society                   | How do ideas shape civilizations?                                  | Religion, governance, social structure, cells and life systems     | Belonging and becoming are shaped by shared ideas and systems        |
| 3    | Movement, Trade, and Cultural Exchange       | How does contact between people change the world?                  | Trade routes, migration, exchange, energy transfer, interaction    | Students see the world as connected and dynamic                      |
| 4    | Legacy, Collapse, and Influence              | Why do some societies endure in influence even after they decline? | Collapse, comparative history, adaptation, resilience              | Becoming includes learning from both greatness and failure           |

### Example Signature Museum Connections

- ancient innovation curation
- civilization systems models
- trade route interactive exhibit
- legacy museum comparing civilizations

# Grade 7

## Year Theme: How Do Power, Culture, and Conflict Shape the Modern World?

### Standards Emphasis:

NC world studies/social studies themes, matter and energy, global regions, empires, colonization, resistance, revolutions, sustainability, argument and analysis.

| Unit | Title                                | Essential Question                                     | Academic Focus  | Belonging, Brilliance, Becoming                              |
|------|--------------------------------------|--|---|--|
| 1    | Regions, Identity, and Worldviews    | How do geography and culture shape identity?           | World regions, cultural systems, matter, structure      | Belonging deepens through understanding human diversity      |
| 2    | Empires, Resistance, and Change      | How is power gained, maintained, and challenged?       | Empires, colonization, resistance, force, interactions  | Brilliance requires analysis of power and perspective        |
| 3    | Innovation, Industry, and Revolution | How do ideas and inventions change societies?          | Industrialization, revolutions, energy, engineering     | Becoming includes using innovation responsibly               |
| 4    | Global Challenges, Shared Futures    | What do we owe one another in an interconnected world? | Globalization, human rights, ecosystems, sustainability | Students move toward global citizenship and moral leadership |

### Example Signature Museum Connections

- worldviews and identity exhibit
- resistance archive
- invention and industry design showcase
- global futures summit gallery

# Grade 8

## Year Theme: How Do We Understand America, Democracy, and Our Role in the Future?

### Standards Emphasis:

NC U.S. history and civics themes, argument writing, primary source analysis, environmental systems, genetics/change over time, democracy, justice, civic leadership.

| Unit | Title  | Essential Question                             | Academic Focus  | Belonging, Brilliance, Becoming                           |
|------|--|--|---|---|
| 1    | Founding, Ideals, and Exclusion                | Who was freedom for, and how do we know?       | Founding, Constitution, democratic ideals, inquiry methods        | Brilliance includes examining ideals honestly             |
| 2    | Expansion, Conflict, and Identity              | How does a nation grow, and at what cost?      | Expansion, reform, sectionalism, environmental systems            | Becoming includes ethical analysis and historical empathy |
| 3    | Reconstruction to Civil Rights                 | How do people remake a nation after injustice? | Reconstruction, Jim Crow, civil rights, genetics/change over time | Belonging requires justice, voice, and courage            |
| 4    | Democracy, Innovation, and the Future We Build | What kind of future is ours to create?         | Civic engagement, public problem-solving, innovation, technology  | Students prepare to lead, not just inherit                |

### Example Signature Museum Connections

- founding ideals document lab
- expansion and consequence evidence wall
- civil rights memory and resistance exhibit
- 8th grade civic leadership capstone

## Priority Outcomes by Grade Band

Hawkins is designed so that students do not simply complete assignments. They build enduring knowledge, transferable skills, and developmental readiness over time.

### **By the end of K–2, Hawkins students will be able to:**

- read, write, speak, and listen with growing confidence about meaningful topics and texts
- observe carefully, ask questions, and describe patterns in the natural and social world
- explain basic ideas about family, community, place, time, and responsibility
- use drawing, speaking, writing, building, and display to communicate learning
- participate positively in classroom community and show early habits of leadership, care, and contribution

### **By the end of 3–5, Hawkins students will be able to:**

- read increasingly complex text and write with evidence, organization, and clarity
- explain how systems in science, geography, history, economics, and government work
- analyze how people, places, and events shape communities and society
- engage in research, discussion, and curated presentation of ideas
- show greater independence, collaboration, resilience, and civic awareness

### **By the end of 6–8, Hawkins students will be able to:**

- analyze texts, events, ideas, and systems with increasing depth and independence
- make evidence-based claims in writing, speaking, and discussion
- connect science, history, ethics, and civic questions across disciplines
- design, defend, and communicate ideas that address real problems or public questions
- demonstrate agency, leadership, ethical reasoning, and readiness for future academic and civic demands

# Science Throughlines: Wonder to Explanation

## Hawkins Science Vertical Alignment K–8

Hawkins’ science scope and sequence is vertically aligned to develop students from curious observers into analytical thinkers and responsible problem-solvers. The science program is grounded in the North Carolina Standard Course of Study and reinforced through museum inquiry, engineering, explanation, and public demonstration of learning.

| <b>Grade Band</b> | <b>Throughline</b>             | <b>Student Experience</b>  |
|-------------------|--------------------------------|--|
| K–2               | Observation and Wonder         | Students observe, sort, describe, compare, ask questions, and notice patterns in living things, weather, materials, and environments.                              |
| 3–5               | Systems and Interdependence    | Students study ecosystems, Earth systems, resources, matter, energy, and design while learning how natural and human systems connect.                              |
| 6–8               | Evidence, Analysis, and Impact | Students engage in scientific reasoning, explanation, modeling, experimentation, systems analysis, and investigation of how science shapes society and the future. |

## K–8 Science Big Ideas

- living systems and survival
- patterns, cycles, and change
- Earth systems and environment
- matter, energy, and forces
- design, engineering, and innovation
- evidence, explanation, and responsibility

## Museum-Connected Science Products

- field journals
- explanatory diagrams
- models and prototypes
- lab displays
- curated comparative exhibits
- community-based environmental investigations

# History Throughlines: Identity to Civic Agency

## Hawkins History/Social Studies Vertical Alignment K–8

Hawkins’ history and social studies sequence is designed to move students from self and community toward deep historical thinking, civic awareness, and responsible leadership. The program is aligned to the North Carolina Standard Course of Study and is built to ensure that students know how to interpret people, place, power, conflict, continuity, and change.

| <b>Grade Band</b> | <b>Throughline</b>                    | <b>Student Experience</b>   |
|-------------------|---------------------------------------|---|
| K–2               | Identity and Community                | Students study self, family, school, community, helpers, maps, traditions, and local stories.   |
| 3–5               | Place, Region, State, and Nation      | Students deepen knowledge of geography, economics, government, North Carolina history, and U.S. historical development.                 |
| 6–8               | Civilization, Power, and Civic Agency | Students examine world civilizations, global systems, American democracy, justice, resistance, and their own role as emerging citizens. |

## K–8 Social Studies Big Ideas

- identity and belonging
- place and geography
- continuity and change over time
- power, leadership, and institutions
- innovation and human impact
- justice, voice, and civic responsibility

## Museum-Connected History Products

- oral histories
- timelines
- primary source galleries
- map installations
- biography exhibits
- student-curated interpretive displays

# Leadership Lab Continuum: Belonging to Legacy

## Leadership Lab Purpose Statement

Leadership Lab is Hawkins Charter School's signature developmental strand for cultivating identity, agency, communication, collaboration, ethical decision-making, and contribution. Across K-8, students build the habits, mindsets, and skills needed to lead themselves, work with others, engage their communities, and shape the future with courage and wisdom.

Leadership Lab is vertically aligned to support student growth from:

- self-awareness to self-management
- relationship skills to collaboration
- responsibility to contribution
- voice to advocacy
- participation to leadership

## Leadership Lab Scope and Sequence

### Kindergarten

**Theme: I Belong Here**

| Unit | Title                                    | Essential Question                                  |
|------|--|---|
| 1    | My Name, My Voice, My Place              | Who am I, and why do I matter?                      |
| 2    | Feelings, Choices, and Friendship        | How do I care for myself and others?                |
| 3    | Helpers, Leaders, and Teamwork           | What does it mean to help a community thrive?       |
| 4    | Wonder, Courage, and Sharing My Learning | How can I be brave enough to try, learn, and share? |

## Grade 1

### Theme: I Can Contribute

| Unit | Title  | Essential Question                        |
|------|--|---|
| 1    | Knowing Myself, Growing Myself                 | How do I grow into my best self?          |
| 2    | Listening, Speaking, and Leading with Kindness | How do leaders use words well?            |
| 3    | Solving Problems Together                      | What do we do when things are hard?       |
| 4    | Leadership in Action                           | How can I use what I know to help others? |

## Grade 2

### Theme: I Can Make a Difference

| Unit | Title                                      | Essential Question                         |
|------|--|--|
| 1    | Identity, Confidence, and Belonging        | What strengths do I bring to my community? |
| 2    | Responsibility, Habits, and Follow-Through | What does it look like to be dependable?   |
| 3    | Curiosity, Creativity, and Initiative      | How do leaders turn ideas into action?     |
| 4    | Reflection, Growth, and Contribution       | How do I know I am growing as a leader?    |

## Grade 3

### Theme: I Am Part of Something Bigger

| Unit | Title                                | Essential Question  |
|------|--------------------------------------|---|
| 1    | Community, Voice, and Responsibility | What role do I play in building a strong community?         |
| 2    | Courage, Integrity, and Wise Choices | How do leaders do what is right?                            |
| 3    | Collaboration, Conflict, and Repair  | How do strong communities handle disagreement?              |
| 4    | Service, Gratitude, and Legacy       | How can I leave people and places better than I found them? |

## Grade 4

### Theme: I Can Lead with Purpose

| Unit | Title                                      | Essential Question                                |
|------|--|---|
| 1    | Identity, Values, and Voice                | What do I stand for?                              |
| 2    | Goal-Setting, Discipline, and Resilience   | How do leaders keep going when things get hard?   |
| 3    | Influence, Communication, and Teamwork     | How do leaders move people toward something good? |
| 4    | Stewardship, Service, and Local Leadership | How can I lead change where I am right now?       |

## Grade 5

### Theme: I Can Lead Change

| Unit | Title                                | Essential Question                      |
|------|--------------------------------------|---|
| 1    | Vision, Possibility, and Agency      | What kind of change is worth leading?   |
| 2    | Ethics, Fairness, and Responsibility | What should guide a leader's decisions? |

|   |   |  |
|---|---|--|
| 3 | Public Speaking, Advocacy, and Persuasion | How do leaders use their voice with clarity and courage? |
| 4 | Project Leadership and Community Impact   | How do ideas become action in the real world?            |

## Grade 6

### Theme: Leading Self, Leading Others

| Unit | Title                                    | Essential Question                             |
|------|--|--|
| 1    | Identity, Belonging, and Transition      | Who am I becoming in this new season?          |
| 2    | Habits, Systems, and Self-Management     | How do leaders build lives that work?          |
| 3    | Collaboration, Trust, and Accountability | What makes a team strong?                      |
| 4    | Service, Reflection, and Purpose         | How do leaders connect growth to contribution? |

## Grade 7

### Theme: Leadership, Power, and Responsibility

| Unit | Title  | Essential Question  |
|------|--|---|
| 1    | Influence, Identity, and Social Awareness    | How does influence shape people and communities?          |
| 2    | Decision-Making, Ethics, and Consequence     | How do leaders make wise decisions in complex situations? |
| 3    | Advocacy, Dialogue, and Civic Responsibility | How do leaders address issues that matter?                |
| 4    | Innovation, Initiative, and Impact           | How do leaders move from concern to action?               |

## Grade 8

### Theme: Legacy, Leadership, and the Future

| Unit | Title   | Essential Question                                       |
|------|---|--|
| 1    | Vision, Identity, and Readiness               | What kind of leader do I want to become?                 |
| 2    | Democracy, Justice, and Civic Leadership      | What does responsible leadership require in a democracy? |
| 3    | Strategy, Change, and Collective Action       | How do leaders organize people and ideas for change?     |
| 4    | Capstone: My Voice, My Story, My Contribution | What will I carry forward, and what will I help build?   |

# Hawkins Assessment Architecture

Assessment at Hawkins Charter School is designed to support both accountability and authentic learning. Students are expected to master state standards, but they are also expected to show what they know through meaningful tasks that require explanation, analysis, application, and communication.

## Students will demonstrate learning through:

- daily checks for understanding
- exit tickets and observation notes
- writing tasks
- performance-based assessments
- standards-aligned quizzes and common tasks
- benchmark and interim assessments
- student portfolios
- presentations, exhibitions, and public products
- reflection and self-assessment

## Teachers will use assessment data to:

- identify misconceptions and reteach as needed
- group students for support or extension
- monitor progress in literacy, mathematics, science, and social studies
- refine lessons and pacing
- coordinate interventions for students who need additional support
- calibrate expectations across classrooms and grade levels

## Assessment Principles at Hawkins

- assessment should align directly to standards and learning goals
- assessment should provide timely feedback to students and teachers
- assessment should include both traditional and authentic forms of evidence
- assessment should support growth, not just measurement
- assessment should help students build ownership of their own learning

This architecture ensures Hawkins remains compatible with the North Carolina Accountability Model while also honoring the school's commitment to deeper learning.

# Examples of Signature Products by Grade Band

One way Hawkins makes learning visible is through the creation of signature student products that reflect content mastery, inquiry, communication, and curation.

## K–2 Signature Products

- identity museum boxes
- community maps
- habitat models
- weather and observation journals
- storytelling displays
- tradition and family exhibits
- early design prototypes and simple build challenges

## 3–5 Signature Products

- regional and state exhibits
- invention prototypes
- document-based writing pieces
- community history displays
- science models and explanatory diagrams
- trade and economy simulations
- humanities-based curated galleries

## 6–8 Signature Products

- civilization and culture galleries
- primary source argument exhibits
- design-thinking prototypes
- public speaking and advocacy presentations
- interdisciplinary inquiry products
- civic proposals and policy-style pitches
- grade-level capstones and museum-style installations

# Vertical Writing Progression

Writing is a schoolwide priority at Hawkins because it is essential for thinking, learning, communicating, and demonstrating understanding across disciplines.

## K-1

Students draw, label, dictate, and compose simple opinion, narrative, and informational pieces. They begin learning how to communicate ideas clearly through pictures, words, and oral explanation.

## 2-3

Students develop paragraph-level writing, explanatory writing, opinion writing, retelling, early research, and responses to texts and content. They begin using evidence, sequencing ideas, and revising for clarity.

## 4-5

Students write multi-paragraph pieces across genres, including explanatory, analytical, comparative, and evidence-based writing. They use sources, organize claims, expand vocabulary, and begin writing for authentic audiences.

## 6-8

Students produce literary analysis, historical argument, scientific explanation, reflective writing, research-based synthesis, and public-facing writing for presentations and civic tasks. They strengthen voice, structure, evidence use, and precision.

## Hawkins Writing Commitments

Across all grades, students write:

- about texts
- about science
- about history
- to explain, argue, reflect, and create
- for both teachers and authentic audiences

## Text and Knowledge-Building Philosophy

Hawkins Charter School believes that students need a rich, knowledge-building curriculum, not just disconnected skills practice. Students become stronger readers, writers, speakers, and thinkers when they engage deeply with meaningful content over time.

Hawkins prioritizes text-rich, knowledge-building instruction across all grade levels and content areas. Students regularly engage with:

- literature
- informational text
- primary and secondary sources
- maps
- visual texts
- artifacts
- scientific diagrams and representations
- oral histories
- data displays and charts

This approach helps students build:

- academic vocabulary
- background knowledge
- conceptual understanding
- reading stamina
- analytical capacity
- curiosity and intellectual confidence

At Hawkins, reading is not limited to English Language Arts. Students read to learn across science, history, inquiry, and Leadership Lab, allowing literacy and knowledge to grow together.

## Access and Support for Special Populations

Hawkins Charter School is committed to providing all students access to a high-quality education, including students with disabilities, multilingual learners, and students at risk of academic failure. The curriculum framework is designed to provide rigorous grade-level learning while allowing for appropriate supports, scaffolds, accommodations, and intervention.

Teachers will use:

- explicit instruction and modeling
- visual supports and structured routines
- flexible grouping
- targeted vocabulary development
- scaffolded discussion and writing supports
- differentiated tasks and materials
- intervention blocks and progress monitoring
- collaboration with EC, multilingual learner, and student support staff

The school will ensure that students receive the full continuum of services required by law and that supports are integrated into the instructional design rather than treated as an afterthought. Hawkins' goal is not simply access, but meaningful participation and success.

## Future-Ready Competencies

In addition to mastery of academic standards, Hawkins is committed to developing the competencies students need for the future. These competencies are embedded across core instruction, inquiry experiences, museum work, and Leadership Lab.

### Hawkins Future-Ready Competencies

- **Communication** – expressing ideas clearly in writing, speech, discussion, and presentation
- **Critical Thinking** – analyzing evidence, asking questions, and making thoughtful judgments
- **Curiosity** – investigating ideas, observing deeply, and pursuing understanding
- **Collaboration** – working productively with others, listening well, and contributing responsibly
- **Civic Responsibility** – understanding community, justice, leadership, and contribution
- **Creative Problem-Solving** – designing, testing, revising, and improving ideas and solutions

These competencies prepare students not only to succeed in school, but to navigate complexity, lead well, and contribute meaningfully in the future.

## **Hawkins Curriculum Non-Negotiables**

Because Hawkins will use a combination of research-based resources and teacher-designed curriculum, it is important to articulate the internal guardrails that ensure coherence and quality across classrooms.

### **All Hawkins units must:**

- align to the North Carolina Standard Course of Study
- include clear essential questions
- identify priority knowledge, vocabulary, and skills
- incorporate reading, writing, discourse, and evidence of thinking
- include formative assessment opportunities
- provide access supports and differentiation for diverse learners
- include opportunities for inquiry, analysis, or application
- culminate in a meaningful product, performance, writing task, or presentation when appropriate
- reflect Hawkins' commitments to Belonging, Brilliance, and Becoming

These non-negotiables ensure that instructional flexibility does not come at the expense of rigor, coherence, or mission alignment.

## **Belonging, Brilliance, Becoming Progression Chart**

**Strand**

**K-2**

**3-5**

**6-8**

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Belonging</b>  | identity, relationships, classroom community, voice, routines              | stewardship, perspective-taking, contribution, local and state identity                 | civic awareness, justice, responsibility, social awareness, leadership in community  |
| <b>Brilliance</b> | foundational skills, observation, description, explanation, early research | analysis, evidence, systems thinking, interdisciplinary understanding, stronger writing | argument, synthesis, independent reasoning, critical analysis, disciplinary thinking |
| <b>Becoming</b>   | confidence, habits, teamwork, self-awareness, participation                | resilience, responsibility, service, initiative, public sharing                         | advocacy, agency, ethical leadership, strategy, legacy, future readiness             |

**Discover. Curate. Share.™**

A distinctive feature of the Hawkins instructional model is that students do not simply consume information; they learn to discover, curate, and share knowledge in meaningful ways.

## Discover

Students investigate compelling questions, study standards-aligned content, examine evidence, observe phenomena, and build understanding.

## Curate

Students organize, interpret, revise, and represent learning through writing, models, displays, dialogue, and analysis.

## Share

Students present, publish, explain, and exhibit their learning for authentic audiences through museum-inspired experiences, performances, showcases, and public products.

This arc supports both accountability and authenticity. Students are expected not only to master standards, but also to communicate what they know and why it matters.

# Standards Alignment Statement

All Hawkins units are aligned to the **North Carolina Standard Course of Study** and supported by internal curriculum maps that identify priority standards, supporting standards, essential vocabulary, core texts and resources, major tasks, assessments, and opportunities for interdisciplinary integration.

Across grade levels, Hawkins will ensure alignment in the following ways:

- **English Language Arts:** reading, writing, speaking and listening, and language development are embedded across all content areas.
- **Mathematics:** grade-level content and mathematical practices are protected through dedicated math instruction and application tasks.
- **Science:** disciplinary core ideas, practices, and crosscutting concepts are sequenced to build from observation to explanation and innovation.
- **Social Studies/History:** history, geography, civics, economics, and culture are integrated in ways that support both content knowledge and civic readiness.

- **Leadership Lab:** Although not a state-tested subject, Leadership Lab is intentionally aligned to the school’s mission and to the competencies students need for academic success, collaboration, ethical leadership, reflection, and future readiness.

This structure ensures that Hawkins students experience a curriculum that is standards-based, coherent, rigorous, and distinctive.

## What Students Learn, Make, and Become

At Hawkins, students learn:

- core academic content aligned to state standards
- how to ask strong questions
- how to read deeply, write clearly, and think critically
- how systems work in science, history, and society
- how to communicate ideas with clarity and evidence

At Hawkins, students make:

- models
- exhibits
- written products
- presentations
- maps
- timelines
- prototypes
- research artifacts
- public demonstrations of learning

At Hawkins, students become:

- grounded in identity
- confident in voice
- strong in skill
- thoughtful in judgment
- courageous in contribution

The Hawkins Charter School scope and sequence is designed to ensure that students do more than move from grade to grade. They move from wonder to knowledge, from knowledge to understanding, and from understanding to contribution. Through strong standards-aligned instruction, vertically aligned science and history learning, and a signature Leadership Lab

progression, Hawkins prepares students to know who they are, think deeply about the world, and lead with wisdom, courage, and purpose.

## **Curriculum Materials and Instructional Resources**

Hawkins Charter School will implement a coherent, standards-aligned instructional program grounded in the North Carolina Standard Course of Study and compatible with the North Carolina Accountability Model. The school anticipates using a combination of high-quality, research-based instructional materials, open educational resources, assessment tools, and teacher-developed or adapted curriculum across content areas. Because Hawkins is committed to both rigor and responsiveness, the school does not intend to rely exclusively on a single commercial curriculum provider across all grade levels and subjects. Instead, final curriculum selections will be made prior to launch through a careful review process that considers standards alignment, evidence of effectiveness, implementation feasibility, developmental appropriateness, and alignment to the school's mission and instructional model.

## **Foundational Literacy and English Language Arts**

For foundational literacy, Hawkins may adopt research-based resources such as UFLI Foundations, Fundations, and other structured literacy tools to support phonemic awareness, phonics, decoding, encoding, fluency, and early reading development, particularly in the primary grades. For broader English Language Arts instruction, the school may use high-quality, text-rich, standards-aligned materials such as EL Education, Core Knowledge Language Arts, Wit & Wisdom, or other comparable resources, supplemented by teacher-created lessons, knowledge-building text sets, writing tasks, and interdisciplinary units. These materials will be selected to ensure that students build strong reading, writing, speaking, listening, vocabulary, and knowledge development over time.

## **Mathematics**

In mathematics, Hawkins may adopt standards-aligned instructional materials such as Illustrative Mathematics, i-Ready Classroom Mathematics, Eureka Math, or other research-based resources that support conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving. Teachers may also supplement core materials with school-developed tasks, math discourse routines, intervention resources, and application-based performance tasks to ensure that students experience mathematics as both rigorous and meaningful.

## **Science**

For science, Hawkins may use inquiry-based, standards-aligned resources such as OpenSciEd or other comparable science materials, along with teacher-developed investigations, lab experiences, curated text sets, and museum-inspired inquiry tasks. Science instruction will be

aligned to the North Carolina Standard Course of Study and designed to build students' scientific understanding through observation, questioning, evidence-based explanation, experimentation, systems thinking, and design.

## **Social Studies and History**

For social studies and history, Hawkins anticipates using a combination of teacher-developed curriculum, primary and secondary source collections, knowledge-building text sets, geography and civics resources, and other standards-aligned instructional materials that support historical thinking, civic understanding, geographic reasoning, and analysis of continuity and change over time. Because Hawkins' instructional model includes museum-inspired learning and place-based inquiry, the school expects to supplement core resources with artifacts, oral histories, maps, local history resources, visual texts, and interdisciplinary unit materials that help students connect historical understanding to identity, community, and civic responsibility.

## **Leadership Lab**

Leadership Lab is a signature Hawkins program and will therefore be primarily school-designed, drawing on research and resources related to leadership development, social-emotional growth, communication, goal-setting, ethical decision-making, civic identity, and student agency. Leadership Lab may incorporate adapted resources, mentor texts, discussion protocols, reflection tools, and performance tasks selected by the school's instructional leadership team to ensure developmental appropriateness and alignment to Hawkins' Belonging, Brilliance, and Becoming framework.

## **Intervention, Assessment, and Progress Monitoring**

To support intervention and progress monitoring, Hawkins may use diagnostic and instructional tools such as i-Ready, mCLASS, DIBELS, Acadience, or other comparable assessment and intervention resources, depending on final schoolwide decisions regarding assessment systems and student support structures. These tools will be used to monitor student progress, identify support needs, guide instructional grouping, and inform targeted intervention while preserving strong Tier I instruction.

## **Curriculum Selection and Finalization**

Final curriculum selections will be made prior to school opening through a structured review process led by the school's leadership team. This process will prioritize:

- alignment to the North Carolina Standard Course of Study
- evidence of effectiveness
- implementation feasibility for staff
- developmental appropriateness
- support for diverse learners
- compatibility with Hawkins' instructional model, including inquiry, museum-inspired learning, and authentic demonstration of understanding

This approach ensures that Hawkins is both concrete and strategic: prepared to implement high-quality instructional materials while retaining the flexibility to build a coherent curriculum that reflects the school's mission and serves its students well.

# **APPENDIX D**

## **Yearly Academic Calendar**

**(minimum of 185 instructional days or 1,025 hours)**

### **Hawkins Charter School**

**Charter Application Submission**

**Opening Year: 2028**

This is Hawkins Charter School's proposed yearly academic calendar. The calendar is designed to support the school's mission, instructional model, and accountability obligations while ensuring compliance with North Carolina requirements for public charter schools.

Hawkins' academic calendar includes at least 185 instructional days and will exceed the state minimum of 1,025 instructional hours. With a daily student schedule from 8:30 a.m. to 3:50 p.m., Hawkins will provide a substantial amount of instructional time across the school year. The calendar is designed to support strong academic outcomes, orderly school operations, staff planning, family predictability, and continuous improvement.

The calendar includes student instructional days, teacher workdays, professional development days, and designated time for schoolwide planning and preparation. This structure supports the successful implementation of Hawkins' educational model by ensuring that teachers have time to plan, analyze student data, coordinate services for special populations, and refine instruction. Because North Carolina charter schools are not required to follow district start and end date restrictions, Hawkins will retain flexibility in finalizing a calendar that best supports its students and mission while remaining fully compliant with all state requirements.

**SUMMARY:**

Student instructional days: 185

Daily student schedule: 8:30 a.m. – 3:50 p.m.

Teacher workday: 8:10 a.m. – 4:10 p.m.

Minimum annual instructional hours: exceeds 1,025

Calendar features: instructional days, teacher workdays, professional development, planning time, and family-facing predictability

**Calendar Design Features:**

4 Instructional Cycles aligned to assessment and instructional adjustment  
 Quarterly Exhibitions of Learning  
 Biannual Student-Led Conferences  
 Embedded Assessment Windows (BOY, MOY, EOY)  
 Dedicated Teacher Workdays for Data Analysis and Planning

Fall Staff Evaluation Window:  
 September 25 – October 13, 2028

Spring Staff Evaluation Window  
 February 5 – February 23, 2029  
 Mid-year refinement, Before March exhibition & conferences, aligns with growth conversations

| Date                      | Students Instructional Day | Teachers                 | Leadership                          | Holiday                  | Vacation                 | Description                   |
|---------------------------|----------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------|
| Saturday, July 1, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, July 2, 2028      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, July 3, 2028      | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, July 4, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | Holiday: Independence Day     |
| Wednesday, July 5, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Thursday, July 6, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Friday, July 7, 2028      | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Saturday, July 8, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, July 9, 2028      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, July 10, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, July 11, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Wednesday, July 12, 2028  | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Thursday, July 13, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Friday, July 14, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Saturday, July 15, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, July 16, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, July 17, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, July 18, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Wednesday, July 19, 2028  | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Thursday, July 20, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Friday, July 21, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Saturday, July 22, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, July 23, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, July 24, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, July 25, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Wednesday, July 26, 2028  | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Thursday, July 27, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Friday, July 28, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Saturday, July 29, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, July 30, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, July 31, 2028     | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, August 1, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Wednesday, August 2, 2028 | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Thursday, August 3, 2028  | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Friday, August 4, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Saturday, August 5, 2028  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Sunday, August 6, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |                               |
| Monday, August 7, 2028    | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |
| Tuesday, August 8, 2028   | <input type="checkbox"/>   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leadership: Prepare to Launch |















# **APPENDIX E**

## **Daily and Weekly Schedule**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**

## Hawkins Charter School Day

This provides Hawkins Charter School’s proposed daily and weekly schedules by grade band. These schedules are designed to ensure that students receive substantial instructional time in the core academic areas, consistent opportunities for inquiry and application, and access to the broader developmental experiences that define the Hawkins model.

Across grade bands, the schedules reflect Hawkins’ commitment to:  
 strong instruction in English Language Arts, mathematics, science, and social studies;  
 protected time for leadership, inquiry, and authentic demonstration of learning;  
 developmentally appropriate routines that support belonging and engagement;  
 access to intervention, differentiation, and support for special populations; and  
 alignment to the North Carolina Standard Course of Study and the North Carolina Accountability Model.

The daily and weekly schedules below reflect Hawkins’ instructional design and may be refined over time as the school grows, staffing evolves, and new grade spans are added. Any refinements will preserve the school’s core commitments to rigor, coherence, and mission alignment.

All Grades:

Student start time: 8:30

Student end time: 3:50

Lunch: Same time for all grades desired, slightly staggered currently.

Teachers start/end: 20 min before student start, 20 min after student end

The same schedule is repeated for all instructional days in a given week.

| Kindergarten - Grade 1 |          |          |  |                                     |
|------------------------|----------|----------|--|-------------------------------------|
| Start Time             | End Time | Duration | Experience                                 | Core Instructional Time             |
| 8:10 AM                | 8:30 AM  | 0:20     | Arrival                                    | <input type="checkbox"/>            |
| 8:30 AM                | 8:55 AM  | 0:25     | Soft Start: Sensory play, joyful greetings | <input type="checkbox"/>            |
| 8:55 AM                | 9:10 AM  | 0:15     | Morning Circle + Curiosity Spark           | <input type="checkbox"/>            |
| 9:10 AM                | 10:25 AM | 1:15     | Structured Literacy                        | <input checked="" type="checkbox"/> |
| 10:25 AM               | 10:40 AM | 0:15     | Movement Break                             | <input type="checkbox"/>            |
| 10:40 AM               | 11:25 AM | 0:45     | Math Workshop                              | <input checked="" type="checkbox"/> |
| 11:25 AM               | 12:25 PM | 1:00     | Lunch & Recess                             | <input type="checkbox"/>            |
| 12:25 PM               | 1:05 PM  | 0:40     | STEAM Exploration & Museum Inquiry         | <input checked="" type="checkbox"/> |
| 1:05 PM                | 1:45 PM  | 0:40     | Social Studies/Storytelling                | <input checked="" type="checkbox"/> |
| 1:45 PM                | 2:25 PM  | 0:40     | Centers + Mini-Groups                      | <input checked="" type="checkbox"/> |
| 2:25 PM                | 3:05 PM  | 0:40     | Art/Music/Movement                         | <input type="checkbox"/>            |
| 3:05 PM                | 3:35 PM  | 0:30     | Leadership Lab Jr.                         | <input checked="" type="checkbox"/> |
| 3:35 PM                | 3:50 PM  | 0:15     | Closing Circle                             | <input type="checkbox"/>            |
| 3:50 PM                | 4:10 PM  | 0:20     | Dismissal                                  | <input type="checkbox"/>            |

|         |      |   |
|---------|------|---|
| Reflect | 8:00 | Staff Daily Duration                            |
|         | 7:20 | Student Daily Duration                          |
|         | 4:30 | Core Instruction Daily Duration                 |
|         | 61%  | Core Instruction Daily Percentage of Total Time |

**Grade 2-5**

| Start Time | End Time | Duration | Experience                    | Core Instructional Time             |
|------------|----------|----------|-------------------------------|-------------------------------------|
| 8:10 AM    | 8:30 AM  | 0:20     | Arrival                       | <input type="checkbox"/>            |
| 8:30 AM    | 8:55 AM  | 0:25     | Warm-Up & Greetings           | <input type="checkbox"/>            |
| 8:55 AM    | 9:10 AM  | 0:15     | Advisory + Curiosity Spark    | <input type="checkbox"/>            |
| 9:10 AM    | 10:40 AM | 1:30     | Literacy Block                | <input checked="" type="checkbox"/> |
| 10:40 AM   | 10:55 AM | 0:15     | Brain Break                   | <input type="checkbox"/>            |
| 10:55 AM   | 12:10 PM | 1:15     | Math Block                    | <input checked="" type="checkbox"/> |
| 12:10 PM   | 1:10 PM  | 1:00     | Lunch & Recess                | <input type="checkbox"/>            |
| 1:10 PM    | 2:20 PM  | 1:10     | STEAM Studio & Museum Inquiry | <input checked="" type="checkbox"/> |
| 2:20 PM    | 2:55 PM  | 0:35     | Humanities                    | <input checked="" type="checkbox"/> |
| 2:55 PM    | 3:30 PM  | 0:35     | Leadership Lab                | <input checked="" type="checkbox"/> |
| 3:30 PM    | 3:50 PM  | 0:20     | Closing Ritual                | <input type="checkbox"/>            |
| 3:50 PM    | 4:10 PM  | 0:20     | Dismissal                     | <input type="checkbox"/>            |

|         |      |   |
|---------|------|---|
| Reflect | 8:00 | Staff Daily Duration                            |
|         | 7:20 | Student Daily Duration                          |
|         | 6:15 | Core Instruction Daily Duration                 |
|         | 85%  | Core Instruction Daily Percentage of Total Time |

**Grade 6-8**

| Start Time | End Time | Duration | Experience                    | Core Instructional Time             |
|------------|----------|----------|-------------------------------|-------------------------------------|
| 8:10 AM    | 8:30 AM  | 0:20     | Arrival                       | <input type="checkbox"/>            |
| 8:30 AM    | 8:55 AM  | 0:25     | Advisory / Warm Up            | <input type="checkbox"/>            |
| 8:55 AM    | 9:10 AM  | 0:15     | Curiosity Spark / Community   | <input type="checkbox"/>            |
| 9:10 AM    | 10:25 AM | 1:15     | English Language Arts         | <input checked="" type="checkbox"/> |
| 10:25 AM   | 10:30 AM | 0:05     | Transition                    | <input type="checkbox"/>            |
| 10:30 AM   | 11:45 AM | 1:15     | Mathematics                   | <input checked="" type="checkbox"/> |
| 11:45 AM   | 12:45 PM | 1:00     | Lunch & Recess                | <input type="checkbox"/>            |
| 12:45 PM   | 1:45 PM  | 1:00     | Science                       | <input checked="" type="checkbox"/> |
| 1:45 PM    | 1:50 PM  | 0:05     | Transition                    | <input type="checkbox"/>            |
| 1:50 PM    | 2:35 PM  | 0:45     | Social Studies/Humanities     | <input checked="" type="checkbox"/> |
| 2:35 PM    | 2:40 PM  | 0:05     | Transition                    | <input type="checkbox"/>            |
| 2:40 PM    | 3:20 PM  | 0:40     | Inquiry Lab / Leadership      | <input checked="" type="checkbox"/> |
| 3:20 PM    | 3:50 PM  | 0:30     | Flex / Intervention / Closing | <input type="checkbox"/>            |
| 3:50 PM    | 4:10 PM  | 0:20     | Dismissal                     | <input type="checkbox"/>            |

|  |      |                                 |
|--|------|---------------------------------|
|  | 8:00 | Staff Daily Duration            |
|  | 7:20 | Student Daily Duration          |
|  | 5:55 | Core Instruction Daily Duration |

Reflect

81%

Core Instruction Daily Percentage of Total Time

## **APPENDIX F**

**Not Applicable: Federal Documentation of  
Tax Exempt Status**

**Hawkins Charter School**

**Charter Application Submission**

**Opening Year: 2028**

## **Hawkins Excellence Institute**

### **Sample Pre-Opening Professional Development Schedule**

Hawkins Charter School will provide approximately 4 full days of pre-opening professional development prior to the start of school. This initial induction is intentionally designed to establish foundational understanding, with deeper implementation supported through structured professional learning during the first 20 instructional days.

#### **Pre-Opening Induction (4 Days)**

- **Day 1: Mission, Vision, and Culture Foundations**
  - DREAM framework (Dignity, Reflection, Excellence, Agency, Meaningful Contribution)
  - Student experience and expectations
  - Classroom culture, routines, and procedures
- **Day 2: Instructional Model and Lesson Design**
  - Discover → Curate → Share™ instructional framework
  - Designing inquiry-based and interdisciplinary lessons
  - Academic language and student discourse
- **Day 3: Assessment, Data, and Student Support Systems**
  - Formative assessment and progress monitoring
  - Data use for instructional decision-making
  - MTSS and inclusive practices
- **Day 4: Applied Practice and Readiness**
  - Lesson rehearsals and classroom simulations
  - Collaborative planning and feedback cycles
  - Final preparation for the first days of instruction

Each day will include a combination of direct instruction, collaborative planning, and practice-based application to ensure teachers are prepared to begin implementation.

#### **Extension Through the First 20 Instructional Days**

Recognizing that the Hawkins instructional model includes complex practices such as inquiry-based learning, interdisciplinary instruction, and student-led discourse, the school will extend induction through structured professional learning during the first 20 days of school.

This will include:

- Daily or near-daily check-ins focused on instructional priorities and classroom culture
- Weekly PLC meetings dedicated to unpacking and refining key components of the instructional model
- Instructional coaching cycles with real-time observation and feedback
- Continued lesson rehearsal and collaborative planning aligned to upcoming instruction

- Targeted support in areas such as student discourse, differentiation, and data use

During this period, professional learning will prioritize immediate application, allowing teachers to implement strategies, receive feedback, and refine practice in real time.

### **Ongoing Reinforcement Throughout the Year**

The core components introduced during the Hawkins Excellence Institute and reinforced during the first 20 instructional days will continue to be developed throughout the year through PLCs, coaching cycles, and professional development sessions. This ensures that teachers build proficiency over time and that implementation strengthens as the year progresses.

| <b><u>Position</u></b>  | <b><u>Year 0</u></b> | <b><u>Year 1</u></b> | <b><u>Year 2</u></b> | <b><u>Year 3</u></b> |    |
|---|----------------------|----------------------|----------------------|----------------------|----|
| Principal/School Leader   |                      | 1                    | 1                    | 1                    | 1  |
| Assistant Principal   |                      |                      |                      | 1                    | 1  |
| Dean(s)   |                      |                      |                      |                      |    |
| Additional School Leadership  |                      |                      | 1                    | 1                    | 1  |
| Core Classroom Teachers   |                      |                      | 14                   | 22                   | 28 |
| Specialized Classroom Teachers (e.g. special education,<br>ELL, foreign language, etc.) |                      |                      | 3                    | 5                    | 6  |
| Student Support Positions (e.g. social workers,<br>psychologists, etc.)                 |                      |                      | 1                    | 1                    | 2  |
| Specialized School Staff  |                      |                      | 1                    | 2                    | 3  |
| Teaching Aides or Assistants  |                      |                      | 4                    | 5                    | 6  |
| School Operations Support Staff   |                      | 1                    | 3                    | 7                    | 15 |

**Year 4**

**Year 5**

|    |    |
|----|----|
| 1  | 1  |
| 1  | 1  |
| 1  | 1  |
| 32 | 34 |
| 6  | 6  |
| 2  | 2  |
| 4  | 4  |
| 6  | 6  |
| 16 | 16 |

# **APPENDIX H**

## **Board Member Forms and Resumes**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**

## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member 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, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

|                               |                        |
|-------------------------------|------------------------|
| <b>Name of charter school</b> | Hawkins Charter School |
|-------------------------------|------------------------|

### Board Member's Information

|                      |   |
|----------------------|---|
| <b>Board Members</b> | Full name: Laurie Carr                                  |
|                      | Home Address: 711 Nellie Gray Place, Whitsett, NC 27377 |
|                      | Business Name & Address: N/A                            |
|                      | Telephone No.: (617) 792-4072                           |
|                      | E-mail address: lauriec0504@gmail.com                   |

## Board Member Application

|  |  |
|--|--|
| <b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b> | No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>  |
| <b>Educational History</b>   | EdS - Gardner-Webb University; EdM - Harvard Graduate School of Education; BA - State University of NY at Buffalo  |
| <b>Employment History</b>  | Generation Citizen 2024-2026; Orange County Schools 2022-2024; Guilford County Schools 2022-2018; NC DPI 2013-2018; Boston Public Schools 2007-2013, Peabody Public Schools 2005-2007;   |
| <b>How were you recruited to join this Board of Directors?</b>   | I was invited to join the board based on my experience in district leadership, performance management, and building strong educational systems. The opportunity to contribute to a school with a clear vision and strong leadership foundation was compelling. |
| <b>Why do you wish to serve on the board of the proposed charter school?</b>   | I am passionate about developing schools that are both high-performing and sustainable. Hawkins presents an opportunity to apply strategic leadership and systems thinking to build a school that can grow and   |

|   |   |
|---|---|
|   | scale its impact over time. I am particularly interested in ensuring that the systems we build now will support long-term success.  |
| <b>What is your understanding of the appropriate role of a public charter school board member?</b>  | The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.  |
| <b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b> | I serve as an Advisory Board Member on the Rural Professional Learning Network and previously served as an Advisory Board Member of the MA DESE Parent & Community Involvement Advisory.  |
| <b>Describe the specific knowledge and experience that you would bring to the board.</b>  | I bring expertise in leadership development, strategic planning, and cross-sector partnerships. My background supports the board in making data-informed decisions and building strong, scalable systems. I will support the board in maintaining focus, discipline, and alignment as the organization evolves. |

### School Mission and Program

|   |   |
|---|---|
| <b>What is your understanding of the school's mission and guiding beliefs?</b>  | The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships. |
| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences.                                  |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.  |

**How will you know that the school is succeeding (or not) in its mission?**

Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.

## Governance

**Describe the role that the board will play in the school's operation.**

The Board of Directors is responsible for governance, oversight, and ensuring accountability to the school's mission, students, and public stakeholders. The board sets the strategic direction of the organization, adopts and monitors policies, approves the annual budget, and ensures the school's financial health and legal compliance. The board hires, supports, and evaluates the school leader, holding them accountable for academic performance, operational execution, and organizational outcomes. While the board maintains high-level oversight, it does not engage in day-to-day management, which is delegated to the school leader and administrative team. The board operates with a clear distinction between governance and management to ensure effective leadership, transparency, and organizational integrity.

**How will you know if the school is successful at the end of the first year of operation?**

At the end of the first year, the board will evaluate success based on a defined set of academic, operational, and organizational benchmarks. These include evidence of student academic growth, the establishment of a safe and orderly school culture, and the successful implementation of core instructional and operational systems. The board will review key performance indicators such as student achievement data, attendance, enrollment stability, financial performance, and compliance with all state and federal requirements. Additionally, stakeholder feedback from families and staff will be considered to assess the strength of school culture and communication. Success in year one is defined not only by outcomes, but by the establishment of strong systems and leadership practices that position the school for long-term sustainability.

**How will you know at the end of five years if the school is successful?**

By the end of five years, the board will evaluate success through sustained academic performance, organizational stability, and fidelity to the school's mission. The school should demonstrate consistent student growth and achievement, strong staff retention, and a stable and effective leadership team. The board will analyze longitudinal student performance data, financial audits, enrollment trends, and compliance records to ensure the school is operating as a high-performing and sustainable organization. Additionally, success will be reflected in the school's reputation within the community, strong family engagement, and the ability to maintain and scale its model with fidelity and effectiveness.

**What specific steps will the charter school board need to take to ensure that the school is successful?**

To ensure the school's success, the board will establish and maintain strong governance structures, including clear bylaws, committee systems, and defined roles and responsibilities. The board will set measurable goals aligned to the school's mission and regularly monitor progress through data reviews and performance reports. The board will ensure financial sustainability by approving and monitoring budgets, reviewing audits, and maintaining appropriate internal controls. It will also engage in ongoing board development and training to strengthen governance capacity and effectiveness. Critically, the board will maintain a strong, transparent relationship with the school leader, providing support while holding them accountable for results. The board will also ensure compliance with all legal and regulatory requirements and make decisions that prioritize the long-term success of the school and its students.

**How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board's established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school.

## Certification

I, Laurie J Carr, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

## Board Member's Signature

Signature 

Date **04/23/2026**

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

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| Name of charter school | Hawkins Charter School |
|------------------------|------------------------|

#### Board Member's Information

|               |  |
|---------------|--|
| Board Members | Full name: <b>Zainab Abdul-Qaabidh</b>                     |
|               | Home Address: 4626 Grinding Stone Drive, Raleigh, NC 27604 |
|               | Business Name & Address:                                   |
|               | Telephone No.: <b>(347) 272-7377</b>                       |
|               | E-mail address: <b>educaterersllc@gmail.com</b>            |

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

**Employment History**

**How were you recruited to join this Board of Directors?**

I was invited to join the board through my professional work in school leadership, governance training, and instructional improvement. Given my experience supporting schools and boards across multiple contexts, I was approached to help ensure strong academic oversight and governance during the founding and launch phases

**Why do you wish to serve on the board of the proposed charter school?**

I am deeply committed to ensuring that schools are designed and led with integrity, clarity, and a relentless focus on student success. Hawkins represents an opportunity to build a school from the ground up

|   |   |
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|   | that prioritizes instructional excellence, strong culture, and equitable outcomes for all students.   |
| <b>What is your understanding of the appropriate role of a public charter school board member?</b>  | The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.  |
| <b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b> |   |
| <b>Describe the specific knowledge and experience that you would bring to the board.</b>  | I bring extensive experience in instructional leadership, school governance, literacy, and special education, along with a strong background in coaching school leaders and boards. My work ensures that schools maintain high standards of academic quality, compliance, and continuous improvement. |

### School Mission and Program

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| <b>What is your understanding of the school's mission and guiding beliefs?</b>  | The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships. |
| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences.                                  |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.  |

**How will you know that the school is succeeding (or not) in its mission?**

Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.

## Governance

**Describe the role that the board will play in the school's operation.**

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**What specific steps will the charter school board need to take to ensure that the school is successful?**

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**How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board's established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school.

## Certification

I, Zainab Abdul-Qaabidh, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

## Board Member's Signature

Signature



[Zainab Abdul-Qaabidh \(Apr 24, 2026 07:54:27 EDT\)](#)

Date **04/24/2026**

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

## Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

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|-------------------------------|------------------------|
| <b>Name of charter school</b> | Hawkins Charter School |
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### Board Member's Information

|                      |   |
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| <b>Board Members</b> | Full name: <b>Pam Chisholm</b>            |
|                      | Home Address: <b>3987 Leinbach Dr</b>     |
|                      | Business Name & Address:                  |
|                      | Telephone No.: <b>3364169151</b>          |
|                      | E-mail address: <b>pchishol@gmail.com</b> |

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

**Employment History**

**How were you recruited to join this Board of Directors?**

I was recruited based on my background in auditing, financial oversight, and compliance, and my ability to support strong financial governance for public institutions. My experience aligns with the level of fiscal responsibility required to launch and sustain a high-quality charter school.

**Why do you wish to serve on the board of the proposed charter school?**

I am committed to ensuring that public funds are managed with integrity, transparency, and accountability. Serving on this board allows me to contribute to building strong financial systems that support long-term sustainability and student success. It is important to me that the

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|   | school begins with disciplined financial practices that will stand the test of time.   |
| <b>What is your understanding of the appropriate role of a public charter school board member?</b>  | The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.   |
| <b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b> |  |
| <b>Describe the specific knowledge and experience that you would bring to the board.</b>  | I bring over 40 years of experience in auditing, financial controls, and institutional accountability. My expertise supports strong fiscal oversight, risk management, and compliance with all financial regulations. I will ensure that financial decisions are thoughtful, well-documented, and aligned with both legal requirements and the school's mission. |

### School Mission and Program

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| <b>What is your understanding of the school's mission and guiding beliefs?</b>  | The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships. |
| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences.                                  |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.  |

**How will you know that the school is succeeding (or not) in its mission?**

Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.

## Governance

**Describe the role that the board will play in the school's operation.**

The Board of Directors is responsible for governance, oversight, and ensuring accountability to the school's mission, students, and public stakeholders. The board sets the strategic direction of the organization, adopts and monitors policies, approves the annual budget, and ensures the school's financial health and legal compliance. The board hires, supports, and evaluates the school leader, holding them accountable for academic performance, operational execution, and organizational outcomes. While the board maintains high-level oversight, it does not engage in day-to-day management, which is delegated to the school leader and administrative team. The board operates with a clear distinction between governance and management to ensure effective leadership, transparency, and organizational integrity.

**How will you know if the school is successful at the end of the first year of operation?**

At the end of the first year, the board will evaluate success based on a defined set of academic, operational, and organizational benchmarks. These include evidence of student academic growth, the establishment of a safe and orderly school culture, and the successful implementation of core instructional and operational systems. The board will review key performance indicators such as student achievement data, attendance, enrollment stability, financial performance, and compliance with all state and federal requirements. Additionally, stakeholder feedback from families and staff will be considered to assess the strength of school culture and communication. Success in year one is defined not only by outcomes, but by the establishment of strong systems and leadership practices that position the school for long-term sustainability.

**How will you know at the end of five years if the school is successful?**

By the end of five years, the board will evaluate success through sustained academic performance, organizational stability, and fidelity to the school's mission. The school should demonstrate consistent student growth and achievement, strong staff retention, and a stable and effective leadership team. The board will analyze longitudinal student performance data, financial audits, enrollment trends, and compliance records to ensure the school is operating as a high-performing and sustainable organization. Additionally, success will be reflected in the school's reputation within the community, strong family engagement, and the ability to maintain and scale its model with fidelity and effectiveness.

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| <p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>   | <p>To ensure the school’s success, the board will establish and maintain strong governance structures, including clear bylaws, committee systems, and defined roles and responsibilities. The board will set measurable goals aligned to the school’s mission and regularly monitor progress through data reviews and performance reports. The board will ensure financial sustainability by approving and monitoring budgets, reviewing audits, and maintaining appropriate internal controls. It will also engage in ongoing board development and training to strengthen governance capacity and effectiveness. Critically, the board will maintain a strong, transparent relationship with the school leader, providing support while holding them accountable for results. The board will also ensure compliance with all legal and regulatory requirements and make decisions that prioritize the long-term success of the school and its students.</p> |
| <p><b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b></p> | <p>If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board’s established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school.</p>   |

**Certification**

I, Pam Chisholm, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

**Board Member's Signature**

**Signature** *Pamela Chisholm*

**Date** 04/23/2026

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*



## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### School Information

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| <b>Name of charter school</b> | Hawkins Charter School |
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### Board Member’s Information

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| <b>Board Members</b> | Full name: Dalton Dockery                                  |
|                      | Home Address: 696 Page Road, Bladenboro, NC 28320          |
|                      | Business Name & Address: NCCES-Southeast District Director |
|                      | Telephone No.: (910) 234-2960                              |
|                      | E-mail address: dbdockey@ncsu.edu                          |

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

Agricultural Education BS- NCSU,  
Master of Agricultural & Agricultural and Extension Education  
NC A&T State University – PhD, Leadership Studies

**Employment History**

Southeast District Extension Director (June 2022 – Present)  
NC Cooperative Extension Director – Columbus County (Feb 1995 – May 2022)  
School Teacher – Public Schools of Robeson County (1994 – 1995)

**How were you recruited to join this Board of Directors?**

I was invited to join the board through my longstanding work in community engagement, education, and statewide partnership development. The opportunity to help shape a school that is deeply rooted in community voice immediately resonated with me.

**Why do you wish to serve on the board of the proposed charter school?**

I am passionate about ensuring that schools are not only academically strong, but also deeply connected to the communities they serve. Hawkins presents an opportunity to build a model that reflects community voice, strengthens partnerships, and expands opportunities for students and families. This work aligns with my lifelong commitment to building systems that create lasting impact.

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| <p><b>What is your understanding of the appropriate role of a public charter school board member?</b></p>  | <p>The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.</p>  |
| <p><b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b></p> | <p>I currently serve on the Columbus County Dream Center Board. This non-profit organization works with disadvantaged and marginalized youth to provide a safe haven and educational opportunities. I have also served as a board member for Columbus County Partnership for Children. This organization provides services focusing on childcare, education and family support. I think I have and can be an effective board member because of my experiences in terms of working with various groups. I also have a love of working with and providing opportunities for youth, it is a passion of mine. As an educator I see the vast needs of our youth, specifically or underserved populations and in my opinion we all have a duty to serve.</p> |
| <p><b>Describe the specific knowledge and experience that you would bring to the board.</b></p>  | <p>I bring over 30 years of experience in education, community development, and strategic partnerships. My work focuses on building systems that create sustainable impact and meaningful engagement across diverse communities. I will support the board in ensuring that community voice remains central to decision-making as the school grows.</p>   |

### School Mission and Program

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| <p><b>What is your understanding of the school's mission and guiding beliefs?</b></p> | <p>The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships.</p> |
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| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences. |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.   |
| <b>How will you know that the school is succeeding (or not) in its mission?</b> | Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.   |

## Governance

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**How will you know if the school is successful at the end of the first year of operation?**

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| <b>How will you know at the end of five years if the school is successful?</b>   | By the end of five years, the board will evaluate success through sustained academic performance, organizational stability, and fidelity to the school’s mission. The school should demonstrate consistent student growth and achievement, strong staff retention, and a stable and effective leadership team. The board will analyze longitudinal student performance data, financial audits, enrollment trends, and compliance records to ensure the school is operating as a high-performing and sustainable organization. Additionally, success will be reflected in the school’s reputation within the community, strong family engagement, and the ability to maintain and scale its model with fidelity and effectiveness.  |
| <b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>   | To ensure the school’s success, the board will establish and maintain strong governance structures, including clear bylaws, committee systems, and defined roles and responsibilities. The board will set measurable goals aligned to the school’s mission and regularly monitor progress through data reviews and performance reports. The board will ensure financial sustainability by approving and monitoring budgets, reviewing audits, and maintaining appropriate internal controls. It will also engage in ongoing board development and training to strengthen governance capacity and effectiveness. Critically, the board will maintain a strong, transparent relationship with the school leader, providing support while holding them accountable for results. The board will also ensure compliance with all legal and regulatory requirements and make decisions that prioritize the long-term success of the school and its students. |
| <b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b> | If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board’s established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may   |

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|  | include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school. |
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**Certification**

I, Dalton Dockery, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

**Board Member's Signature**

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| <b>Signature</b> <i>Dalton Dockery</i> | <b>Date</b> 04/23/2026 |
|--|------------------------|

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

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### School Information

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|-------------------------------|------------------------|
| <b>Name of charter school</b> | Hawkins Charter School |
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### Board Member's Information

|                      |   |
|----------------------|---|
| <b>Board Members</b> | Full name: Dawn McCullough                            |
|                      | Home Address: 3711 Waldenbrook Rd Greensboro NC 27407 |
|                      | Business Name & Address: N/A                          |
|                      | Telephone No.: (336) 862-5272                         |
|                      | E-mail address: djbright_23@yahoo.com                 |

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

MARKETING B.S. FROM UNCG 2003

**Employment History**

PepsiCo, Financial Director, 13yrs

**How were you recruited to join this Board of Directors?**

I was recruited based on my experience in financial operations, controls, and organizational effectiveness within large-scale systems. I was particularly interested in helping establish strong operational foundations from the beginning.

**Why do you wish to serve on the board of the proposed charter school?**

I am committed to ensuring that organizations operate with strong financial discipline and operational excellence. Hawkins provides an opportunity to build systems that are both efficient and mission-aligned from the start. I believe strong execution is essential to turning vision into results.

|   |  |
|---|--|
| <b>What is your understanding of the appropriate role of a public charter school board member?</b>  | The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.                                       |
| <b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b> | In addition to the skill sets identified below, I have first hand experience with managing a child on a individualized education program. This requires strong advocacy skills and balancing the expectations.   |
| <b>Describe the specific knowledge and experience that you would bring to the board.</b>  | I bring experience in financial management, project leadership, and operational systems within a global organization. My work supports strong fiscal controls, accountability, and execution. I will help ensure that systems are clear, efficient, and built to support growth. |

### School Mission and Program

|   |   |
|---|---|
| <b>What is your understanding of the school's mission and guiding beliefs?</b>  | The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships. |
| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences.                                  |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.  |
| <b>How will you know that the school is succeeding (or not) in its mission?</b> | Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.  |

## Governance

**Describe the role that the board will play in the school's operation.**

The Board of Directors is responsible for governance, oversight, and ensuring accountability to the school's mission, students, and public stakeholders. The board sets the strategic direction of the organization, adopts and monitors policies, approves the annual budget, and ensures the school's financial health and legal compliance. The board hires, supports, and evaluates the school leader, holding them accountable for academic performance, operational execution, and organizational outcomes. While the board maintains high-level oversight, it does not engage in day-to-day management, which is delegated to the school leader and administrative team. The board operates with a clear distinction between governance and management to ensure effective leadership, transparency, and organizational integrity.

**How will you know if the school is successful at the end of the first year of operation?**

At the end of the first year, the board will evaluate success based on a defined set of academic, operational, and organizational benchmarks. These include evidence of student academic growth, the establishment of a safe and orderly school culture, and the successful implementation of core instructional and operational systems. The board will review key performance indicators such as student achievement data, attendance, enrollment stability, financial performance, and compliance with all state and federal requirements. Additionally, stakeholder feedback from families and staff will be considered to assess the strength of school culture and communication. Success in year one is defined not only by outcomes, but by the establishment of strong systems and leadership practices that position the school for long-term sustainability.

|  |  |
|--|--|
| <b>How will you know at the end of five years if the school is successful?</b>   | By the end of five years, the board will evaluate success through sustained academic performance, organizational stability, and fidelity to the school’s mission. The school should demonstrate consistent student growth and achievement, strong staff retention, and a stable and effective leadership team. The board will analyze longitudinal student performance data, financial audits, enrollment trends, and compliance records to ensure the school is operating as a high-performing and sustainable organization. Additionally, success will be reflected in the school’s reputation within the community, strong family engagement, and the ability to maintain and scale its model with fidelity and effectiveness.  |
| <b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>   | To ensure the school’s success, the board will establish and maintain strong governance structures, including clear bylaws, committee systems, and defined roles and responsibilities. The board will set measurable goals aligned to the school’s mission and regularly monitor progress through data reviews and performance reports. The board will ensure financial sustainability by approving and monitoring budgets, reviewing audits, and maintaining appropriate internal controls. It will also engage in ongoing board development and training to strengthen governance capacity and effectiveness. Critically, the board will maintain a strong, transparent relationship with the school leader, providing support while holding them accountable for results. The board will also ensure compliance with all legal and regulatory requirements and make decisions that prioritize the long-term success of the school and its students. |
| <b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b> | If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board’s established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may   |

|  |   |
|--|---|
|  | include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school. |
|--|---|

**Certification**

I, Dawn McCullough, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

**Board Member's Signature**

|   |                        |
|---|------------------------|
| Signature <br><small>Dawn McCullough (Apr 23, 2026 23:02:50 EDT)</small> | Date <b>04/23/2026</b> |
|---|------------------------|

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member 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, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

|                               |                        |
|-------------------------------|------------------------|
| <b>Name of charter school</b> | Hawkins Charter School |
|-------------------------------|------------------------|

#### Board Member's Information

|                      |  |
|----------------------|--|
| <b>Board Members</b> | Full name: <b>Candice Epps Jackson</b>                     |
|                      | Home Address: <b>2516 Renard Road Greensboro, NC 27406</b> |
|                      | Business Name & Address:                                   |
|                      | Telephone No.: <b>336-561-1871</b>                         |
|                      | E-mail address: <b>candice.jackson7@gmail.com</b>          |

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

BS, Science Education – North Carolina State University (2008)

MS and EdS, College Counseling and Student Development –  
University of North Carolina at Greensboro (2013)

**Employment History**

Assistant Vice Chancellor of Student Affairs for Health and Well-Being  
– Winston-Salem University (June 2023 – Present)

Associate Dean of Students for Community Response and Caring  
Outreach, Wake Forest University (2021 – 2023)

Director, Behavioral and Counseling Services; Title IX Coord;  
Behavioral Intervention Team Chair (2018 – 2021)

**How were you recruited to join this Board of Directors?**

I was recruited based on my expertise in student well-being, counseling, and equity-centered leadership across educational and community systems. I was drawn to the opportunity to help shape a school culture that prioritizes both excellence and care.

**Why do you wish to serve on the board of the proposed charter school?**

I am committed to ensuring that schools create environments where students feel safe, supported, and valued. Hawkins aligns with my

|   |  |
|---|--|
|   | passion for building systems that prioritize mental health, belonging, and holistic student development. I believe that when students feel cared for, they are better positioned to thrive academically and socially.  |
| <b>What is your understanding of the appropriate role of a public charter school board member?</b>  | The board provides governance and oversight by setting strategic direction, monitoring performance, ensuring financial and legal compliance, and supporting the school leader while maintaining a clear distinction from daily operations.   |
| <b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b> |  |
| <b>Describe the specific knowledge and experience that you would bring to the board.</b>  | I bring deep expertise in counseling, crisis response, behavioral health, and equity leadership. My work supports the development of school cultures that center care, accountability, and student well-being. I will help ensure that the student experience remains at the heart of the board's decisions. |

### School Mission and Program

|   |   |
|---|---|
| <b>What is your understanding of the school's mission and guiding beliefs?</b>  | The mission of the school is to create a learning environment where every student experiences belonging, achieves academic excellence, and develops as a confident leader. The school is grounded in the belief that all students can succeed when learning is intentional, engaging, and rooted in strong relationships. |
| <b>What is your understanding of the school's proposed educational program?</b> | The school's program is designed to be intentional, interdisciplinary, and inquiry-based, with a focus on student engagement, critical thinking, and real-world application. Students will explore, create, and demonstrate their learning through meaningful and authentic experiences.                                  |
| <b>What do you believe to be the characteristics of a successful school?</b>    | A successful school is one where students feel known and valued, instruction is rigorous and engaging, relationships are strong, and data is used to continuously improve outcomes for all students.  |

**How will you know that the school is succeeding (or not) in its mission?**

Success will be measured through student achievement, growth data, school culture indicators, and family engagement. The board will monitor these metrics regularly to ensure alignment with the school's mission.

## Governance

**Describe the role that the board will play in the school's operation.**

The Board of Directors is responsible for governance, oversight, and ensuring accountability to the school's mission, students, and public stakeholders. The board sets the strategic direction of the organization, adopts and monitors policies, approves the annual budget, and ensures the school's financial health and legal compliance. The board hires, supports, and evaluates the school leader, holding them accountable for academic performance, operational execution, and organizational outcomes. While the board maintains high-level oversight, it does not engage in day-to-day management, which is delegated to the school leader and administrative team. The board operates with a clear distinction between governance and management to ensure effective leadership, transparency, and organizational integrity.

**How will you know if the school is successful at the end of the first year of operation?**

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**How will you know at the end of five years if the school is successful?**

By the end of five years, the board will evaluate success through sustained academic performance, organizational stability, and fidelity to the school's mission. The school should demonstrate consistent student growth and achievement, strong staff retention, and a stable and effective leadership team. The board will analyze longitudinal student performance data, financial audits, enrollment trends, and compliance records to ensure the school is operating as a high-performing and sustainable organization. Additionally, success will be reflected in the school's reputation within the community, strong family engagement, and the ability to maintain and scale its model with fidelity and effectiveness.

|   |   |
|---|---|
| <p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>   | <p>To ensure the school’s success, the board will establish and maintain strong governance structures, including clear bylaws, committee systems, and defined roles and responsibilities. The board will set measurable goals aligned to the school’s mission and regularly monitor progress through data reviews and performance reports. The board will ensure financial sustainability by approving and monitoring budgets, reviewing audits, and maintaining appropriate internal controls. It will also engage in ongoing board development and training to strengthen governance capacity and effectiveness. Critically, the board will maintain a strong, transparent relationship with the school leader, providing support while holding them accountable for results. The board will also ensure compliance with all legal and regulatory requirements and make decisions that prioritize the long-term success of the school and its students.</p> |
| <p><b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b></p> | <p>If I believed a board member was acting unethically or not in the best interest of the school, I would follow the board’s established governance policies and procedures, including the code of ethics and conflict of interest policy. This would involve addressing the concern directly and professionally, documenting the issue, and bringing it to the Board Chair or appropriate committee for formal review. If necessary, the board would take corrective action in accordance with its bylaws, which may include recusal, formal reprimand, or removal. Maintaining ethical conduct, transparency, and accountability is essential to preserving public trust. The board has a responsibility to act decisively to protect the integrity of the organization and ensure that all decisions are made in the best interest of students and the school.</p>   |

**Certification**

I, Candice Epps Jackson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Hawkins Charter School is true and correct in every respect.

### Board Member's Signature

Signature



[Candice Epps Jackson \(Apr 24, 2026 11:47:26 EDT\)](#)

Date **04/24/2026**

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# Laurie J. Carr

## Professional Summary

Senior executive education leader with 25+ years of experience in principal supervision, instructional improvement, and systemwide leadership. Proven record driving academic growth, strengthening leadership pipelines, and aligning strategy across districts and state systems.

## Core Expertise

Board Governance • Principal Leadership • School Improvement • Strategic Planning • Continuous Improvement • Partnerships

## Professional Experience

### National Chief Partnerships & Regions Officer

*Generation Citizen* | 2024–2026

- Led national partnerships across 200+ school systems; expanded multi-year district commitments
- Aligned philanthropic strategy to support long-term organizational sustainability

### Chief of Schools & Student Achievement (Special Projects)

*Orange County Schools, NC* | 2022–2024

- Led districtwide leadership alignment and reaccreditation; exceeded international benchmarks
- Improved organizational systems, increasing efficiency and school performance

### School Support Officer & Sr. Director of Principal Leadership

*Guilford County Schools, NC* | 2018–2022

- Supervised 13 schools (5,500 students); 92% met/exceeded growth targets
- Built leadership pipeline for 160+ educators; expanded literacy coaching access by 800%

### School & District Transformation Coach

*NC Department of Public Instruction* | 2013–2018

- Led improvement across 10+ districts impacting 50,000+ students; 90% exceeded growth

## Education

Ed.S., Gardner-Webb University  
M.A., Harvard Graduate School of Education  
B.A., SUNY Buffalo

# Dr. Zainab Abdul-Qaabidh

Education Strategist | Nontraditional Learning Leader | Policy Advisor

Education leader with over 30 years of experience in various school settings, specializing in leadership, policy, and nontraditional learning for underserved students. Proven in securing grants and strategic planning.

## Core Expertise

Nontraditional Learning  
Policy & Research  
Organizational Advising  
Resource Development

## Professional Experience

*Amir Institute*: Founder & Executive Director (2017-Present) - Raised over \$500,000 and formed strategic partnerships.

*Al Qalam Triangle Academy*: Head of School (2025-Present) - Oversees staff development and strategy.

*Al Huda Academy*: Principal (2014-2025) - Managed 200+ students and secured funding during COVID.

*NYC Department of Education*: Assistant Principal (1999-2012) - Supervised and led professional development in high-need areas.

## Research Contributions

Focus on leadership in alternative school settings, with peer-reviewed publications and national presentations.

## Education & Licensure

Ph.D. in Educational Leadership, Policy & Human Development: Specializing in Educational Evaluation and Policy Analysis (2025)

MSEd in General & Special Education (2003)

Advanced Certification in School Leadership (2007)

Licenses: NC - Superintendent & Principal, NY - School Building & District Leader

# PAMELA C. CHISHOLM

## SKILL SET SUMMARY

Audit and financial oversight leader with 40+ years of experience in public education and banking. Demonstrated strengths in internal controls, compliance, fraud prevention, and executive reporting. Brings disciplined judgment, ethical stewardship, and a detail-driven approach to financial governance.

## AREAS OF EXPERTISE

Internal & External Auditing • Financial Controls • Fraud Prevention  
Compliance & Policy Evaluation • Risk Identification • Executive Reporting  
Project Coordination • Confidential Information Management

## PROFESSIONAL EXPERIENCE

### Director of Internal Auditing | 1979 – 2011 (Retired)

*Winston-Salem / Forsyth County Schools — Winston-Salem, NC*

- Managed internal audit operations for a large public school district.
- Reported findings and recommendations to senior leadership and the Board.
- Conducted investigations, policy reviews, and risk assessments.
- Coordinated external auditors and regulatory examiners.
- Developed performance standards and delivered staff training.

### Auditing Officer | 1973 – 1978

*Wachovia Bank & Trust Co., N.A. (now Wells Fargo Bank) — Winston-Salem, NC*

- Performed audits and prepared detailed reports for management.
- Coordinated external audit and examiner engagements.
- Completed a special cash verification project totaling \$4.5 million.

## EDUCATION

**MBA**, Appalachian State University

**BA, Economics**, University of North Carolina at Chapel Hill

## LEADERSHIP & SERVICE

- Precinct Official — Forsyth County Board of Elections • United Way Loaned Executive
- Health & Welfare Ministry Chair — St. Paul United Methodist Church • Corporate Fundraiser — Winston-Salem Arts Council
- Health Ambassador — Wake Forest School of Medicine • Education Chair — Institute of Internal Auditors, Triad Chapter • Meals-on-Wheels Volunteer • Vice-President — Cook Middle School PTA • Board Member — YMCA • Crimestoppers

## RECOGNITION

- Young Careerist Award — Winston-Salem Business & Professional Women's Club
- Support Employee of the Year — Phi Delta Kappa Educators Sorority

# Dalton B. Dockery, PhD

## Professional Summary

Seasoned executive leader with 25+ years of experience in organizational leadership, program management, and community engagement across North Carolina. Proven ability to lead teams, manage large-scale budgets, and build strategic partnerships with government, education, and community stakeholders. Brings deep expertise in operations, personnel management, and public service leadership to support effective governance and long-term organizational success.

## Core Expertise

Organizational Leadership • Team Management • Budget Oversight • Strategic Partnerships  
Community Engagement • Program Development • Conflict Resolution • Public Sector Operations

## Professional Experience

### County Extension Director

*North Carolina Cooperative Extension, Columbus County, NC | 2009–Present*

- Lead and manage a team of 12 staff, overseeing daily operations and program delivery
- Administer and allocate an annual budget of \$500,000+ in alignment with county and state priorities
- Partner with local government officials to secure and sustain funding
- Provide staff coaching, evaluation, and professional development
- Lead conflict resolution and organizational improvement efforts

### County Extension Director

*North Carolina Cooperative Extension, Bladen County, NC | 2007–2009*

- Supervised 12 employees and managed a \$168,000 annual budget
- Directed countywide programming aligned to community needs

### Agriculture Extension Agent (Horticulture)

*NC Cooperative Extension (Bladen, Sampson, Columbus Counties) | 1995–2007*

- Delivered community-based education programs, reducing pesticide usage by 10%
- Trained and supervised 70+ Master Gardeners
- Secured grant funding and partnerships supporting program sustainability
- Provided over 200 hours of professional training for agricultural stakeholders

### Career Development Teacher

*Robeson County Schools, NC | 1994–1995*

**Education** Ph.D., Leadership Studies – North Carolina A&T State University  
M.A., Agriculture & Extension Education – North Carolina State University  
B.S., Agriculture Education – North Carolina State University

# Dawn McCullough

## Professional Summary

Senior finance and operations leader with over 15 years of experience in financial management, project leadership, and service delivery within Fortune 500 and financial institutions. Proven ability to lead complex initiatives, manage financial performance, and drive operational efficiency. Brings strong expertise in fiscal oversight, risk management, and strategic execution to support effective board governance and organizational sustainability.

## Core Expertise

Financial Oversight • Budget Management • Project Leadership • Operational Efficiency  
Risk Management • Data Analysis • Process Improvement • Stakeholder Collaboration

## Professional Experience

### Senior Finance Manager / Project Manager

PepsiCo | 2013–Present

- Lead financial operations and large-scale projects supporting service delivery and business performance
- Oversee budgeting, forecasting, and financial analysis to guide strategic decision-making
- Manage cross-functional initiatives improving operational efficiency and execution
- Provide leadership across teams to ensure alignment with organizational goals

### Previous Roles at PepsiCo

- Senior Finance Manager, Service Delivery Lead
- Associate Finance Manager
- Finance Senior Supervisor
- Project Manager
- Analyst / Assistant Supervisor

*(Progressive leadership advancement across finance and operations functions over 12+ years)*

### Senior Credit Analyst

Bank of America | 2007–2010

- Evaluated credit applications up to \$50K and supported high-net-worth clients
- Ensured risk compliance and sound financial decision-making

### Credit Analyst

United Auto Credit Corporation | 2011

- Negotiated loan terms with dealerships and leadership teams

**Education** B.S., Business Administration – University of North Carolina at Greensboro

# Candice Epps-Jackson

## Professional Summary

Senior higher education leader with expertise in student affairs, behavioral health, and crisis response systems. Proven ability to design and lead comprehensive support structures that promote student well-being, safety, and belonging. Brings deep experience in policy development, threat assessment, and cross-sector collaboration to support effective governance and student-centered decision-making.

## Core Expertise

Student Wellness & Support • Crisis Response & Threat Assessment • Policy & Compliance  
Behavioral Health • Organizational Leadership • Equity & Belonging • Community Partnerships

## Professional Experience

### Assistant Vice Chancellor for Student Affairs, Health & Well-Being

Winston-Salem State University | 2023–Present

- Lead university-wide strategy for student health, wellness, and support systems
- Oversee initiatives that promote student safety, belonging, and holistic well-being

### Associate Dean of Students (Community Response & Outreach)

Wake Forest University | 2021–2023

- Led crisis response, threat assessment, and behavioral intervention systems
- Co-chaired Behavioral Intervention & Threat Assessment Team
- Developed policies and programs supporting student safety, inclusion, and community care
- Partnered with campus and community stakeholders including law enforcement and healthcare providers

### Director, Behavioral & Counseling Services / Title IX Coordinator

Davidson County Community College | 2018–2021

- Led behavioral intervention team and campus-wide crisis response efforts
- Oversaw Title IX investigations and student conduct processes
- Advised executive leadership on policy, compliance, and student support systems

### AP Biology Teacher & DEI Faculty

Westchester Country Day School | 2016–2018

**Education** M.S. & Ed.S., College Counseling & Student Development – University of North Carolina at Greensboro

B.S., Science Education – North Carolina State University

# Dr. Karen L. Anderson

Educational Strategist | Leadership Architect | School Founder | Executive Director

## EXECUTIVE SUMMARY

Cross-sector leadership strategist and school founder with nearly 20 years of experience designing high-impact leadership pipelines, leading school transformation, and driving measurable academic outcomes. Proven ability to launch, lead, and scale systems that develop people, strengthen organizations, and improve student achievement.

## FOUNDER & EXECUTIVE DIRECTOR (In-Kind)

**Hawkins Charter School (Proposed)** Leads the design, strategy, and launch of a K–8 charter school, aligning academic model, talent strategy, operations, and community engagement to create a high-quality, scalable public school serving historically underserved communities.

## COHORT DIRECTOR | EXECUTIVE LEADERSHIP COACH | CLINICAL FACULTY

**North Carolina State University** Designs and leads a multi-year principal pipeline, coaching and developing 50+ school leaders while aligning leadership preparation to state priorities, measurable outcomes, and school transformation goals.

## STATE & NATIONAL LEADERSHIP ADVISOR

**Policy | Equity | Principal Pipelines** Advises state agencies, universities, and districts on leadership development and school improvement; contributed to the Wallace Foundation-funded Equity-Centered Pipeline Initiative impacting leadership systems nationwide.

## SCHOOL TRANSFORMATION LEADER (FORMER PRINCIPAL)

**Elementary School (Title I)** Led a turnaround from  $-3.57$  to  $+0.75$  growth in one year by implementing data-driven instruction, strong culture systems, and targeted academic interventions.

## DISTRICT LEADERSHIP & INSTRUCTIONAL SYSTEMS BUILDER

**Guilford & Rowan-Salisbury Schools** Built instructional systems, coached teachers, and led MTSS, professional learning, and school improvement efforts across multiple Title I schools.

## FOUNDER'S FELLOW

**Great Schools North Carolina** Selected for a competitive \$50,000 fellowship to design and launch an innovative, equity-centered charter school expanding access to high-quality public education.

**COMMUNITY & TALENT DEVELOPMENT LEADER** Leads statewide initiatives such as LIFT and Transformational Scholars to recruit, develop, and retain diverse educator pipelines, particularly in high-need communities.

## WHY DR. ANDERSON AS EXECUTIVE DIRECTOR

- Proven school leader with measurable academic results
- Experienced in launching and scaling leadership systems
- Deep expertise in talent development and pipeline building
- Trusted advisor at local, state, and national levels
- Founder with a clear, executable vision for school success

| <b>Average Salaries</b>   | <b>2028</b> | <b>2029</b> | <b>2030</b> |
|---|-------------|-------------|-------------|
| Head of School (ED)   | \$79,000    | \$80,580    | \$82,192    |
| Assistant Head of School  | \$71,000    | \$72,420    | \$73,868    |
| Principal   | \$68,000    | \$69,360    | \$70,747    |
| Assistant Head of School  | \$65,000    | \$66,300    | \$67,626    |
| Finance & Business Manager                                      | \$60,000    | \$61,200    | \$62,424    |
| Operations  | \$55,000    | \$56,100    | \$57,222    |
| Community Engagement, Enrollment Coordinator                    | \$60,000    | \$61,200    | \$62,424    |
| Data Manager  | \$60,000    | \$61,200    | \$62,424    |
| Curriculum Facilitator  | \$60,000    | \$61,200    | \$62,424    |
| School Counselor  | \$55,000    | \$56,100    | \$57,222    |
| Year 1 Teachers (min 3 years of experience)                     | \$54,000    | \$55,080    | \$56,182    |
| Year 2 Teachers   | \$55,000    | \$56,100    | \$57,222    |
| Year 3 Teachers   | \$56,000    | \$57,120    | \$58,262    |
| Year 4 Teachers   | \$57,000    | \$58,140    | \$59,303    |
| Year 5 Teachers   | \$58,000    | \$59,160    | \$60,343    |
| Year 6 Teachers   | \$59,000    | \$60,180    | \$61,384    |
| Year 7 Teachers   | \$60,000    | \$61,200    | \$62,424    |
| Year 8 Teachers   | \$61,000    | \$62,220    | \$63,464    |
| Year 9 Teachers   | \$62,000    | \$63,240    | \$64,505    |
| Year 10+ Teachers   | \$63,000    | \$64,260    | \$65,545    |
| Extra-curricular Teacher (Art, Music, PE/Health, Library/Media) | \$64,000    | \$65,280    | \$66,586    |
| Exceptional Children Teacher                                    | \$60,000    | \$61,200    | \$62,424    |
| Teaching Assistants   | \$54,000    | \$55,080    | \$56,182    |
| Admin/Receptionist/Office Manager                               | \$38,000    | \$38,760    | \$39,535    |
| School Nurse  | \$50,000    | \$51,000    | \$52,020    |
| Nutrition and Food Coordinator                                  | \$50,000    | \$51,000    | \$52,020    |
| Techonolgy Support  | \$61,000    | \$62,220    | \$63,464    |
| Transportation  | \$45,000    | \$45,900    | \$46,818    |
| Custodial/Maintenance   | \$35,000    | \$35,700    | \$36,414    |

| <b>Benefits as % of Salary</b> | <b>2028</b> | <b>2029</b> | <b>2030</b> |
|--------------------------------|-------------|-------------|-------------|
| State Health Plan              | \$6,519     | \$6,845     | \$7,187     |
| Retirement Contribution        | 3.00%       | 3.00%       | 3.00%       |
| Social Security                | 6.20%       | 6.20%       | 6.20%       |
| Medicare                       | 1.50%       | 1.50%       | 1.50%       |
| Unemployment/Disability (SUTA) | 2.50%       | 2.50%       | 2.50%       |
| Workers Comp Insurance         | 1.00%       | 1.00%       | 1.00%       |

| <b>2031</b> | <b>2032</b> | <b>2033</b> | <b>2034</b> |
|-------------|-------------|-------------|-------------|
| \$83,835    | \$85,512    | \$87,222    | \$88,967    |
| \$75,346    | \$76,853    | \$78,390    | \$79,958    |
| \$72,162    | \$73,605    | \$75,077    | \$76,579    |
| \$68,979    | \$70,358    | \$71,765    | \$73,201    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$58,366    | \$59,534    | \$60,724    | \$61,939    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$58,366    | \$59,534    | \$60,724    | \$61,939    |
| \$57,305    | \$58,451    | \$59,620    | \$60,813    |
| \$58,366    | \$59,534    | \$60,724    | \$61,939    |
| \$59,428    | \$60,616    | \$61,829    | \$63,065    |
| \$60,489    | \$61,699    | \$62,933    | \$64,191    |
| \$61,550    | \$62,781    | \$64,037    | \$65,317    |
| \$62,611    | \$63,863    | \$65,141    | \$66,444    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$64,734    | \$66,028    | \$67,349    | \$68,696    |
| \$65,795    | \$67,111    | \$68,453    | \$69,822    |
| \$66,856    | \$68,193    | \$69,557    | \$70,948    |
| \$67,917    | \$69,276    | \$70,661    | \$72,074    |
| \$63,672    | \$64,946    | \$66,245    | \$67,570    |
| \$57,305    | \$58,451    | \$59,620    | \$60,813    |
| \$40,326    | \$41,132    | \$41,955    | \$42,794    |
| \$53,060    | \$54,122    | \$55,204    | \$56,308    |
| \$53,060    | \$54,122    | \$55,204    | \$56,308    |
| \$64,734    | \$66,028    | \$67,349    | \$68,696    |
| \$47,754    | \$48,709    | \$49,684    | \$50,677    |
| \$37,142    | \$37,885    | \$38,643    | \$39,416    |

| <b>2031</b> | <b>2032</b> | <b>2033</b> | <b>2034</b> |
|-------------|-------------|-------------|-------------|
| \$7,547     | \$7,924     | \$8,320     | \$8,736     |
| 3.00%       | 3.00%       | 3.00%       | 3.00%       |
| 6.20%       | 6.20%       | 6.20%       | 6.20%       |
| 1.50%       | 1.50%       | 1.50%       | 1.50%       |
| 2.50%       | 2.50%       | 2.50%       | 2.50%       |
| 1.00%       | 1.00%       | 1.00%       | 1.00%       |

# **APPENDIX L**

## **Insurance Quotes**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**

## Insurance Estimate for Hawkins Charter School

### Civil Liability and Insurance

| <b>Area of proposed coverage</b>             | <b>Proposed amount of coverage</b> |           | <b>Cost (Quote)</b> |
|--|------------------------------------|-----------|---------------------|
| *Comprehensive General Liability             | \$1,000,000                        |           | \$1,475             |
| *Officers and Directors/Errors and Omissions | \$1,000,000                        |           | \$4,277             |
| *Property Insurance                          | \$300,800                          |           | \$1,500             |
| *Motor Vehicle Liability                     | \$1,000,000                        |           | \$300               |
| *Bonding Minimum/Maximum                     | \$250,000                          | \$250,000 | \$332               |
| *Other                                       | \$1,000,000                        |           | \$11,549            |
| <b>Total Cost</b>                            |                                    |           | <b>\$19,433</b>     |

Thank you for the opportunity to help start another charter school in N.C.

*Steve Griffin*  
*Insurance People*  
*1920 Front Street, Suite 750*  
*P.O. Box 3006*  
*Durham, NC 27715-3006*

*800-825-0442 (Main)*

[steve@inspeople.com](mailto:steve@inspeople.com)

# INSURANCE PEOPLE

Below are the estimated annual premiums: **Hawkins Charter School**

**Property Premium Estimate** **\$1,500**

|                              |           |
|------------------------------|-----------|
| Contents                     | \$300,800 |
| Deductible                   | \$2,500   |
| Form                         | Special   |
| Equipment Breakdown Included |           |

**General Liability Premium Estimate** **\$1,475**

|                      |          |     |
|----------------------|----------|-----|
| <b>Rating Basis:</b> | Students | 260 |
|                      | Faculty  | 20  |

**Limits:**

|                            |   |
|----------------------------|---|
| Per Occurrence Limit       | \$1,000,000   |
| Annual Aggregate           | \$3,000,000   |
| Sexual Abuse & Molestation | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |
| Employee Benefits          | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |

**School District & Educators Legal Liability (D&O/ E&O)**

**Premium Estimate** **\$4,277**

|                    |                              |
|--------------------|------------------------------|
|                    | \$1,000,000 per occurrence   |
|                    | \$2,000,000 aggregate        |
| Additional Defense | \$100,000/\$50,000/\$100,000 |

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

|  |                     |                 |
|--|---------------------|-----------------|
| <b>Fidelity Bond Estimate</b>                |                     | <b>\$332</b>    |
| Limit  | \$250,000           |                 |
| <b>Auto Premium Estimate</b>                 |                     | <b>\$300</b>    |
| Hired & Non-owned Auto Liability             |                     |                 |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>Head of Class Endorsement</b>             |                     | <b>\$82</b>     |
| <b>Workers Compensation Premium Estimate</b> |                     | <b>\$9,080</b>  |
| Statutory State - NC                         |                     |                 |
| Employers Liability                          | \$500/ \$500/ \$500 |                 |
| Payroll Estimate                             | \$1,544,000         |                 |
| <b>Umbrella Premium Estimate</b>             |                     | <b>\$2,387</b>  |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>TOTAL ESTIMATED PREMIUM</b>               |                     | <b>\$19,433</b> |
| <br>   |                     |                 |
| Student Accident Coverage                    |                     | \$7.00/ student |

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

04/22/2026

# **APPENDIX M**

## **Revenue Assurances**

### **Hawkins Charter School**

#### **Charter Application Submission**

**Opening Year: 2028**



**Great Schools NC**

greatschoolsnc.org

Office of Charter Schools & Charter Schools Review Board  
2026 Charter Application Cycle

April 2026

Dear staff and board members,

I am writing to offer our organization's support for the application prepared and submitted by Karen Anderson and the founding board of Hawkins Charter School, a proposed new public charter school that would open Fall 2028 in Guilford County. In 2025, we selected Karen as a Great Schools NC Founder's Fellow and have been working closely with her as she has prepared the charter application, built the board, and laid the groundwork for a strong school launch.

Pending preliminary charter authorization, we intend to support Hawkins Charter School through its first year of operations with direct grant dollars and programmatic supports via our Startup Grant program. This would cover the pre-RTO year, RTO, and the school launch year. Our programming will provide the school with ongoing capacity-building and expertise in the areas of adaptive leadership, academic & instructional excellence, operational efficiency, and facilities, finance, & governance.

As a close partner in this work, we appreciate your careful consideration of the charter application for Hawkins Charter School. Please reach out at any time if we can offer input or additional context regarding our support for this school, its leadership team, and its founding board.

Sincerely,

Madeline Hannigan, Executive Director - Great Schools NC

## 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 reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the summary table.

*If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs.*  
 The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular amount.

**LEA #1:** 410-Guilford

What percentage of students from

**LEA #2:** 010-Alamance-Burlington

What percentage of students from

**LEA #3:** 340-Forsyth

What percentage of students from

| Grade              | Year 1     |           |           | Year 2     |           |           |            |
|--------------------|------------|-----------|-----------|------------|-----------|-----------|------------|
|                    | LEA #1     | LEA #2    | LEA #3    | LEA #1     | LEA #2    | LEA #3    | LEA #1     |
|                    | 410        | 010       | 340       | 410        | 010       | 340       | 410        |
| Kindergarten       | 72         | 4         | 4         | 72         | 4         | 4         | 72         |
| Grade 1            | 36         | 2         | 2         | 70         | 4         | 4         | 70         |
| Grade 2            | 36         | 2         | 2         | 35         | 2         | 2         | 68         |
| Grade 3            |            |           |           | 35         | 2         | 2         | 34         |
| Grade 4            |            |           |           |            |           |           | 34         |
| Grade 5            |            |           |           |            |           |           |            |
| Grade 6            | 90         | 5         | 5         | 90         | 5         | 5         | 90         |
| Grade 7            |            |           |           | 88         | 5         | 5         | 88         |
| Grade 8            |            |           |           |            |           |           | 86         |
| Grade 9            |            |           |           |            |           |           |            |
| Grade 10           |            |           |           |            |           |           |            |
| Grade 11           |            |           |           |            |           |           |            |
| Grade 12           |            |           |           |            |           |           |            |
| <b>LEA Totals:</b> | <b>234</b> | <b>13</b> | <b>13</b> | <b>390</b> | <b>22</b> | <b>22</b> | <b>542</b> |

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



jects to enroll. In addition,  
those in the enrollment

imum of three LEAs.

rticular level.

|   |     |
|---|-----|
| the LEA selected above will qualify for EC funding? | 10% |
|---|-----|

|   |     |
|---|-----|
| the LEA selected above will qualify for EC funding? | 10% |
|---|-----|

|   |     |
|---|-----|
| the LEA selected above will qualify for EC funding? | 10% |
|---|-----|

| Year 3        |               |               | Year 4        |               |               | Year 5        |               |   |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---|
| LEA #2<br>010 | LEA #3<br>340 | LEA #1<br>410 | LEA #2<br>010 | LEA #3<br>340 | LEA #1<br>410 | LEA #2<br>010 | LEA #3<br>340 |   |
| 4             | 4             | 72            | 4             | 4             | 72            | 4             | 4             | 4 |
| 4             | 4             | 70            | 4             | 4             | 70            | 4             | 4             | 4 |
| 4             | 4             | 68            | 4             | 4             | 68            | 4             | 4             | 4 |
| 2             | 2             | 66            | 4             | 4             | 66            | 4             | 4             | 4 |
| 2             | 2             | 33            | 2             | 2             | 65            | 4             | 4             | 4 |
|               |               | 33            | 2             | 2             | 32            | 2             | 2             | 2 |
| 5             | 5             | 90            | 5             | 5             | 90            | 5             | 5             | 5 |
| 5             | 5             | 88            | 5             | 5             | 88            | 5             | 5             | 5 |
| 5             | 5             | 86            | 5             | 5             | 86            | 5             | 5             | 5 |
|               |               |               |               |               |               |               |               |   |
|               |               |               |               |               |               |               |               |   |
|               |               |               |               |               |               |               |               |   |
|               |               |               |               |               |               |               |               |   |
| <b>31</b>     | <b>31</b>     | <b>606</b>    | <b>35</b>     | <b>35</b>     | <b>637</b>    | <b>37</b>     | <b>37</b>     |   |

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

## Budget: Revenue Projections from each LEA Year 1

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.

**In year 1:** Base state allotments are determined by the LEA in which the student resides.

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the school is located.

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

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds 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 their population of students.

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

| LEA #1:          | 410-Guilford                  |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$6,722.14                    | 234               | \$1,572,980.76                 |
| Local Funds      | \$3,635.00                    | 234               | \$850,590.00                   |
| State EC Funds   | \$5,409.45                    | 23                | \$126,581.13                   |
| Federal EC Funds | \$1,514.35                    | 23                | \$35,435.79                    |
| <b>Total:</b>    |                               |                   | <b>\$2,585,587.68</b>          |

| LEA #2:          | 010-Alamance-Burlington       |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$6,684.17                    | 13                | \$86,894.21                    |
| Local Funds      | \$2,307.00                    | 13                | \$29,991.00                    |
| State EC Funds   | \$5,309.31                    | 1                 | \$6,902.10                     |
| Federal EC Funds | \$1,514.35                    | 1                 | \$1,968.66                     |
| <b>Total:</b>    |                               |                   | <b>\$125,755.97</b>            |

| LEA #3:          | 340-Forsyth                   |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$6,427.41                    | 13                | \$83,556.33                    |
| Local Funds      | \$3,190.00                    | 13                | \$41,470.00                    |
| State EC Funds   | \$5,309.31                    | 1                 | \$6,902.10                     |
| Federal EC Funds | \$1,514.35                    | 1                 | \$1,968.66                     |

Total:

\$133,897.09

## 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 year 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 may need to contact their local offices or LEA.

| Income:<br>Revenue Projections | Year 1              | Year 2              | Year 3              | Year 4              |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| State ADM Funds                | \$ 1,743,431        | \$ 2,910,089        | \$ 4,049,859        | \$ 4,532,522        |
| Local Per Pupil Funds          | \$ 922,051          | \$ 1,538,584        | \$ 2,140,577        | \$ 2,395,205        |
| State EC Funds                 | \$ 140,385          | \$ 234,330          | \$ 326,110          | \$ 364,978          |
| Federal EC Funds               | -                   | \$ 39,373           | \$ 91,467           | \$ 102,370          |
| Other Funds*                   | \$ 100,000          |                     |                     |                     |
| Working Capital*               |                     |                     |                     |                     |
| <b>TOTAL REVENUE:</b>          | <b>\$ 2,905,868</b> | <b>\$ 4,722,376</b> | <b>\$ 6,608,013</b> | <b>\$ 7,395,075</b> |

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t 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 Appenc



on federal funding in

| Year 5    |                  |
|-----------|------------------|
| \$        | 4,767,132        |
| \$        | 2,518,884        |
| \$        | 383,871          |
| \$        | 107,670          |
|           |                  |
|           |                  |
| <b>\$</b> | <b>7,777,557</b> |

Additional questions by  
creating budget, please  
these funds. If these

lix M.

**Personnel Budget: Expenditure Projections**

| Budget Expenditure Projections                           | Year 1          |                |                     | Year 2          |                |                     | Year 3          |                |                     | Year 4          |                |                        | Year 5          |                |                     |
|--|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|------------------------|-----------------|----------------|---------------------|
|  | 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        |
| <b>Administrative &amp; Support Personnel</b>            |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Lead Administrator                                       | 1               | \$ 79,000      | \$ 79,000           | 1               | \$ 80,580      | \$ 80,580           | 1               | \$ 82,192      | \$ 82,192           | 1               | \$ 83,835      | \$ 83,835              | 1               | \$ 85,093      | \$ 85,093           |
| Assistant Administrator                                  |                 | \$ 68,000      | \$ -                |                 | \$ 69,360      | \$ -                | 1               | \$ 70,747      | \$ 70,747           | 1               | \$ 72,162      | \$ 72,162              | 1               | \$ 73,605      | \$ 73,605           |
| Finance Officer  |                 | \$ 60,000      | \$ -                |                 | \$ 61,200      | \$ -                | 1               | \$ 62,424      | \$ 62,424           | 1               | \$ 63,672      | \$ 63,672              | 1               | \$ 64,946      | \$ 64,946           |
| Clerical   | 1               | \$ 38,000      | \$ 38,000           | 1.5             | \$ 38,760      | \$ 58,140           | 2               | \$ 39,535      | \$ 79,070           | 2               | \$ 40,326      | \$ 80,652              | 2               | \$ 41,132      | \$ 82,265           |
| Food Service Staff                                       |                 | \$ 50,000      | \$ -                | 1               | \$ 51,000      | \$ 51,000           | 1.5             | \$ 52,020      | \$ 78,030           | 1.5             | \$ 53,060      | \$ 79,591              | 1.5             | \$ 54,122      | \$ 81,182           |
| Custodians   | 1               | \$ 35,000      | \$ 35,000           | 1.5             | \$ 35,700      | \$ 53,550           | 2.5             | \$ 36,414      | \$ 91,035           | 2.5             | \$ 37,142      | \$ 92,856              | 2.5             | \$ 37,885      | \$ 94,713           |
| Transportation Staff                                     |                 | \$ 35,000      | \$ -                |                 | \$ 35,700      | \$ -                |                 | \$ 36,414      | \$ -                |                 | \$ 37,142      | \$ -                   |                 | \$ 37,885      | \$ -                |
| School Nurse / Counselor                                 | 1               | \$ 50,000      | \$ 50,000           | 1               | \$ 51,000      | \$ 51,000           | 2               | \$ 52,020      | \$ 104,040          | 2               | \$ 53,060      | \$ 106,121             | 2               | \$ 54,122      | \$ 108,243          |
| Technology Personnel                                     | 0.5             | \$ 61,000      | \$ 30,500           | 1               | \$ 62,220      | \$ 62,220           | 2               | \$ 63,464      | \$ 126,929          | 2               | \$ 64,734      | \$ 129,467             | 2               | \$ 66,028      | \$ 132,057          |
| Community Engagement, Enrollment Coordinator             |                 | \$ 60,000      | \$ -                |                 | \$ 61,200      | \$ -                | 1               | \$ 62,424      | \$ 62,424           | 2               | \$ 63,672      | \$ 127,345             | 2               | \$ 64,946      | \$ 129,892          |
| Operations / Data Manager                                |                 | \$ 55,000      | \$ -                | 1               | \$ 56,100      | \$ 56,100           | 3               | \$ 57,222      | \$ 171,666          | 3               | \$ 58,366      | \$ 175,099             | 3               | \$ 59,534      | \$ 178,601          |
| Principal / Assistant Principal                          | 0.5             | \$ 67,000      | \$ 33,500           | 2               | \$ 68,340      | \$ 136,680          | 2               | \$ 69,707      | \$ 139,414          | 2               | \$ 71,101      | \$ 142,202             | 2               | \$ 72,523      | \$ 145,046          |
| <b>Total Admin and Support:</b>                          | <b>5</b>        |                | <b>\$ 266,000</b>   | <b>10</b>       |                | <b>\$ 549,270</b>   | <b>19</b>       |                | <b>\$ 1,067,971</b> | <b>20</b>       |                | <b>\$ 1,153,002</b>    | <b>20</b>       |                | <b>\$ 1,175,643</b> |
| <b>Instructional Personnel</b>                           |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Core Content Teacher(s)                                  | 14              | \$ 54,000      | \$ 756,000          | 22              | \$ 55,800      | \$ 1,227,600        | 28              | \$ 57,600      | \$ 1,612,800        | 32              | \$ 59,500      | \$ 1,904,000           | 34              | \$ 61,500      | \$ 2,091,000        |
| Electives/Specialty Teacher(s)                           | 3               | \$ 54,000      | \$ 162,000          | 5               | \$ 55,080      | \$ 275,400          | 6               | \$ 56,182      | \$ 337,090          | 6               | \$ 57,305      | \$ 343,831             | 6               | \$ 58,451      | \$ 350,708          |
| Exceptional Children Teacher(s)                          | 1               | \$ 54,000      | \$ 54,000           | 2               | \$ 55,080      | \$ 110,160          | 3               | \$ 56,182      | \$ 168,545          | 4               | \$ 57,305      | \$ 229,221             | 4               | \$ 58,451      | \$ 233,805          |
| Instructional Support                                    |                 | \$ 55,000      | \$ -                |                 | \$ 56,100      | \$ -                |                 | \$ 57,222      | \$ -                |                 | \$ 58,366      | \$ -                   |                 | \$ 59,534      | \$ -                |
| Teacher Assistants                                       | 4               | \$ 40,000      | \$ 160,000          | 5               | \$ 40,800      | \$ 204,000          | 6               | \$ 41,616      | \$ 249,696          | 6               | \$ 42,448      | \$ 254,690             | 6               | \$ 43,297      | \$ 259,784          |
| Curriculum Facilitator                                   | 1               | \$ 60,000      | \$ 60,000           | 1               | \$ 61,200      | \$ 61,200           | 1               | \$ 62,424      | \$ 62,424           | 1               | \$ 63,672      | \$ 63,672              | 1               | \$ 64,946      | \$ 64,946           |
| *** Edit text as needed. ***                             |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| *** Edit text as needed. ***                             |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| *** Edit text as needed. ***                             |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| *** Edit text as needed. ***                             |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                |                 | \$ -           | \$ -                   |                 | \$ -           | \$ -                |
| <b>Total Instructional Personnel:</b>                    | <b>23</b>       |                | <b>\$ 1,192,000</b> | <b>35</b>       |                | <b>\$ 1,878,360</b> | <b>44</b>       |                | <b>\$ 2,430,554</b> | <b>49</b>       |                | <b>\$ 2,795,415</b>    | <b>51</b>       |                | <b>\$ 3,000,243</b> |
| <b>Total Admin, Support and Instructional Personnel:</b> | <b>28</b>       |                | <b>\$ 1,458,000</b> | <b>45</b>       |                | <b>\$ 2,427,630</b> | <b>63</b>       |                | <b>\$ 3,498,525</b> | <b>69</b>       |                | <b>\$ 3,948,417.21</b> | <b>71</b>       |                | <b>\$ 4,175,886</b> |

| Benefits  | Year 1          |          |              | Year 2          |          |              | Year 3          |          |              | Year 4          |          |                 | Year 5          |          |              |
|---|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|-----------------|-----------------|----------|--------------|
|   | 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        |
| <b>Administrative &amp; Support Benefits</b>                        |                 |          |              |                 |          |              |                 |          |              |                 |          |                 |                 |          |              |
| Health Insurance  | 3               | \$ 6,845 | \$ 20,535    | 8               | \$ 7,187 | \$ 57,498    | 15              | \$ 7,547 | \$ 113,199   | 16              | \$ 7,924 | \$ 126,783      | 16              | \$ 8,320 | \$ 133,122   |
| Retirement Plan--NC State   |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| Retirement Plan--Other  | 3               | \$ 1,541 | \$ 4,623     | 8               | \$ 1,610 | \$ 12,880    | 15              | \$ 1,666 | \$ 24,990    | 16              | \$ 1,712 | \$ 27,392       | 16              | \$ 1,757 | \$ 28,112    |
| Life Insurance  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| Disability  | 3               | \$ 1,284 | \$ 3,852     | 8               | \$ 1,342 | \$ 10,736    | 15              | \$ 1,388 | \$ 20,820    | 16              | \$ 1,427 | \$ 22,832       | 16              | \$ 1,464 | \$ 23,424    |
| Medicare  | 3               | \$ 745   | \$ 2,235     | 8               | \$ 778   | \$ 6,224     | 15              | \$ 805   | \$ 12,075    | 16              | \$ 828   | \$ 13,248       | 16              | \$ 849   | \$ 13,584    |
| Social Security   | 3               | \$ 3,184 | \$ 9,552     | 8               | \$ 3,328 | \$ 26,624    | 15              | \$ 3,443 | \$ 51,645    | 16              | \$ 3,539 | \$ 56,624       | 16              | \$ 3,630 | \$ 58,080    |
| Workers Comp  | 5               | \$ 514   | \$ 2,570     | 10              | \$ 537   | \$ 5,370     | 19              | \$ 555   | \$ 10,545    |                 | \$ 571   | \$ -            | 20              | \$ 586   | \$ 11,720    |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
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| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| <b>Total Admin and Support Benefits:</b>                            |                 |          | \$ 43,367    |                 |          | \$ 119,332   |                 |          | \$ 233,274   |                 |          | \$ 246,879      |                 |          | \$ 268,042   |
| <b>Instructional Personnel Benefits</b>                             |                 |          |              |                 |          |              |                 |          |              |                 |          |                 |                 |          |              |
| Health Insurance  | 23              | \$ 6,845 | \$ 157,435   | 35              | \$ 7,187 | \$ 251,554   | 44              | \$ 7,547 | \$ 332,051   | 49              | \$ 7,924 | \$ 388,273      | 51              | \$ 8,320 | \$ 424,327   |
| Retirement Plan--NC State   |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| Retirement Plan--Other  | 23              | \$ 1,541 | \$ 35,443    | 35              | \$ 1,610 | \$ 56,350    | 44              | \$ 1,666 | \$ 73,304    | 49              | \$ 1,712 | \$ 83,888       | 51              | \$ 1,757 | \$ 89,607    |
| Social Security   | 23              | \$ 3,184 | \$ 73,232    | 35              | \$ 3,328 | \$ 116,480   | 44              | \$ 3,443 | \$ 151,492   | 49              | \$ 3,539 | \$ 173,411      | 51              | \$ 3,630 | \$ 185,130   |
| Disability  | 23              | \$ 1,284 | \$ 29,532    | 35              | \$ 1,342 | \$ 46,970    | 44              | \$ 1,388 | \$ 61,072    | 49              | \$ 1,427 | \$ 69,923       | 51              | \$ 1,464 | \$ 74,664    |
| Medicare  | 23              | \$ 745   | \$ 17,135    | 35              | \$ 778   | \$ 27,230    | 44              | \$ 805   | \$ 35,420    | 49              | \$ 828   | \$ 40,572       | 51              | \$ 849   | \$ 43,299    |
| Life Insurance  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| Workers Comp  | 23              | \$ 514   | \$ 11,822    | 35              | \$ 537   | \$ 18,795    | 44              | \$ 555   | \$ 24,420    | 49              | \$ 571   | \$ 27,979       | 51              | \$ 586   | \$ 29,886    |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -            |                 |          | \$ -         |
| <b>Total Instructional Personnel Benefits:</b>                      |                 |          | \$ 324,599   |                 |          | \$ 517,379   |                 |          | \$ 677,759   |                 |          | \$ 784,046      |                 |          | \$ 846,913   |
| <b>Total Personnel Benefits:</b>                                    |                 |          | \$ 367,966   |                 |          | \$ 636,711   |                 |          | \$ 911,033   |                 |          | \$ 1,030,925    |                 |          | \$ 1,114,955 |
| <b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b> | 5               |          | \$ 309,367   | 10              |          | \$ 668,602   | 19              |          | \$ 1,301,245 | 20              |          | \$ 1,399,881.58 | 20              |          | \$ 1,443,686 |
| <b>Total Instructional Personnel (Salary &amp; Benefits):</b>       | 23              |          | \$ 1,516,599 | 35              |          | \$ 2,395,739 | 44              |          | \$ 3,108,313 | 49              |          | \$ 3,579,461    | 51              |          | \$ 3,847,156 |
| <b>TOTAL PERSONNEL:</b>   | 28              |          | \$ 1,825,966 | 45              |          | \$ 3,064,341 | 63              |          | \$ 4,409,558 | 69              |          | \$ 4,979,343    | 71              |          | \$ 5,290,842 |

\*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:<br>Administrative and Support |               |               |               |
|--|---------------|---------------|---------------|
|  | Year 1        | Year 2        | Year 3        |
| <b>Office</b>                                    |               |               |               |
| Office Supplies                                  | \$ 6,000.00   | \$ 10,000.00  | \$ 14,000.00  |
| Paper  | \$ 6,600.00   | \$ 11,000.00  | \$ 15,000.00  |
| Computers & Software                             | \$ 3,000.00   | \$ 5,000.00   | \$ 7,000.00   |
| Communications & Telephone                       | \$ 1,200.00   | \$ 2,000.00   | \$ 3,000.00   |
| Copier leases                                    | \$ 4,500.00   | \$ 8,000.00   | \$ 11,000.00  |
| Other  | \$ 3,300.00   | \$ 6,000.00   | \$ 8,000.00   |
| *** Insert rows and edit text as needed. ***     |               |               |               |
|  |               |               |               |
| <b>Management Company</b>                        |               |               |               |
| Contract Fees                                    | \$ -          |               |               |
| Other  | \$ -          |               |               |
| *** Insert rows and edit text as needed. ***     |               |               |               |
|  |               |               |               |
| <b>Professional Contract</b>                     |               |               |               |
| Legal Counsel                                    | \$ 8,000.00   | \$ 8,160.00   | \$ 8,323.20   |
| Form 990   | \$ 2,000.00   | \$ 2,500.00   | \$ 3,000.00   |
| Audit  | \$ 10,000.00  | \$ 10,200.00  | \$ 10,404.00  |
| Powerschool                                      | \$ 12,000.00  | \$ 13,000.00  | \$ 14,000.00  |
| Backoffice Provider                              | \$ 45,000.00  | \$ 45,000.00  | \$ 45,000.00  |
| Lottlease  | \$ 4,000.00   | \$ 4,500.00   | \$ 5,000.00   |
| Enrollease                                       | \$ 1,200.00   | \$ 1,400.00   | \$ 1,600.00   |
|  |               |               |               |
|  | \$ -          |               |               |
| Other  | \$ -          |               |               |
| *** Insert rows and edit text as needed. ***     |               |               |               |
|  |               |               |               |
| <b>Facilities</b>                                |               |               |               |
| Facility Lease/Mortgage                          | \$ 320,000.00 | \$ 570,000.00 | \$ 790,000.00 |
| Repairs & Maintenance                            | \$ 27,000.00  | \$ 27,000.00  | \$ 38,000.00  |
| Custodial Supplies                               | \$ 25,000.00  | \$ 25,000.00  | \$ 35,000.00  |
| Custodial Contract                               |               |               |               |
| Insurance (pg19)                                 | \$ 10,000.00  | \$ 10,200.00  | \$ 10,404.00  |
| Other  | \$ -          | \$ -          |               |
| *** Insert rows and edit text as needed. ***     |               |               |               |
|  |               |               |               |

| Utilities   |                      |                        |                        |
|---|----------------------|------------------------|------------------------|
| Electric  | \$ 25,000.00         | \$ 30,000.00           | \$ 35,000.00           |
| Gas   | \$ -                 | \$ -                   | \$ -                   |
| Water/Sewer   | \$ 15,000.00         | \$ 17,000.00           | \$ 24,000.00           |
| Trash   | \$ 6,500.00          | \$ 7,500.00            | \$ 10,000.00           |
| Other   | \$ -                 | \$ -                   |                        |
| *** Insert rows and edit text as needed. ***          |                      |                        |                        |
|   |                      |                        |                        |
| Transportation  |                      |                        |                        |
| Buses   |                      |                        |                        |
| Gas   |                      |                        |                        |
| Oil/Tires & Maintenance                               |                      |                        |                        |
| Contract  | \$ 167,000.00        | \$ 175,000.00          | \$ 280,000.00          |
| *** Insert rows and edit text as needed. ***          |                      |                        |                        |
|   |                      |                        |                        |
| Other   |                      |                        |                        |
| Marketing   | \$ 10,000.00         | \$ 17,000.00           | \$ 24,000.00           |
| Child nutrition                                       | \$ 40,000.00         | \$ 45,000.00           | \$ 50,000.00           |
| Travel  | \$ 4,000.00          | \$ 7,000.00            | \$ 10,000.00           |
| Other   |                      |                        |                        |
| *** Insert rows and edit text as needed. ***          |                      |                        |                        |
|   |                      |                        |                        |
| <b>Total Administrative &amp; Support Operations:</b> | <b>\$ 756,300.00</b> | <b>\$ 1,057,460.00</b> | <b>\$ 1,451,731.20</b> |

| <b>OPERATIONS BUDGET:<br/>Instructional</b>  |                      |                        |                        |
|--|----------------------|------------------------|------------------------|
|  | <b>Year 1</b>        | <b>Year 2</b>          | <b>Year 3</b>          |
| <b>Classroom Technology</b>                  |                      |                        |                        |
| Classroom/Student Devices                    | \$ 52,000.00         | \$ 35,500.00           | \$ 35,400.00           |
| Printers/Copiers                             | \$ 3,600.00          | \$ 6,000.00            | \$ 8,000.00            |
| Teacher Computers                            | \$ 11,000.00         | \$ 18,000.00           | \$ 25,000.00           |
| Smart boards                                 | \$ 18,000.00         | \$ 13,000.00           | \$ 12,500.00           |
| Instructional Software                       | \$ 45,000.00         | \$ 75,000.00           | \$ 105,000.00          |
| Other Software                               |                      |                        |                        |
| Other  |                      |                        |                        |
| <b>Instructional Contract</b>                |                      |                        |                        |
| Staff Development                            | \$ 7,000.00          | \$ 12,000.00           | \$ 17,000.00           |
| Other  |                      |                        |                        |
| *** Insert rows and edit text as needed. *** |                      |                        |                        |
|  |                      |                        |                        |
| <b>Books and Supplies</b>                    |                      |                        |                        |
| Instructional Materials                      | \$ 25,000.00         | \$ 45,000.00           | \$ 63,000.00           |
| Classroom Materials                          | \$ 50,000.00         | \$ 80,000.00           | \$ 120,000.00          |
| Copy Paper                                   |                      |                        |                        |
| Testing Supplies                             | \$ 1,200.00          | \$ 2,000.00            | \$ 3,000.00            |
| Other  |                      |                        |                        |
| *** Insert rows and edit text as needed. *** |                      |                        |                        |
|  |                      |                        |                        |
| <b>Total Instructional Operations:</b>       | <b>\$ 212,800.00</b> | <b>\$ 286,500.00</b>   | <b>\$ 388,900.00</b>   |
| <b>TOTAL OPERATIONS:</b>                     | <b>\$ 969,100.00</b> | <b>\$ 1,343,960.00</b> | <b>\$ 1,840,631.20</b> |

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

| Year 4 | Year 5 |
|--------|--------|
|--------|--------|

|              |              |
|--------------|--------------|
| \$ 16,000.00 | \$ 17,000.00 |
|--------------|--------------|

|              |              |
|--------------|--------------|
| \$ 17,000.00 | \$ 18,000.00 |
|--------------|--------------|

|             |             |
|-------------|-------------|
| \$ 8,000.00 | \$ 8,000.00 |
|-------------|-------------|

|             |             |
|-------------|-------------|
| \$ 3,000.00 | \$ 3,000.00 |
|-------------|-------------|

|              |              |
|--------------|--------------|
| \$ 12,000.00 | \$ 13,000.00 |
|--------------|--------------|

|             |             |
|-------------|-------------|
| \$ 9,000.00 | \$ 9,000.00 |
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|             |             |
|-------------|-------------|
| \$ 8,489.66 | \$ 8,659.46 |
|-------------|-------------|

|             |             |
|-------------|-------------|
| \$ 3,500.00 | \$ 4,000.00 |
|-------------|-------------|

|              |              |
|--------------|--------------|
| \$ 10,612.08 | \$ 10,824.32 |
|--------------|--------------|

|              |              |
|--------------|--------------|
| \$ 15,000.00 | \$ 16,000.00 |
|--------------|--------------|

|              |              |
|--------------|--------------|
| \$ 45,000.00 | \$ 45,000.00 |
|--------------|--------------|

|             |             |
|-------------|-------------|
| \$ 5,500.00 | \$ 6,000.00 |
|-------------|-------------|

|             |             |
|-------------|-------------|
| \$ 1,800.00 | \$ 2,000.00 |
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|               |               |
|---------------|---------------|
| \$ 890,000.00 | \$ 930,000.00 |
|---------------|---------------|

|              |              |
|--------------|--------------|
| \$ 43,000.00 | \$ 45,000.00 |
|--------------|--------------|

|              |              |
|--------------|--------------|
| \$ 39,000.00 | \$ 41,000.00 |
|--------------|--------------|

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|              |              |
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| \$ 10,612.08 | \$ 10,824.32 |
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|------------------------|------------------------|
|                        |                        |
| \$ 40,000.00           | \$ 45,000.00           |
| \$ -                   | \$ -                   |
| \$ 27,000.00           | \$ 28,000.00           |
| \$ 11,000.00           | \$ 12,000.00           |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
| \$ 380,000.00          | \$ 400,000.00          |
|                        |                        |
|                        |                        |
|                        |                        |
| \$ 27,000.00           | \$ 28,000.00           |
| \$ 55,000.00           | \$ 60,000.00           |
| \$ 11,000.00           | \$ 12,000.00           |
|                        |                        |
|                        |                        |
|                        |                        |
| <b>\$ 1,688,513.82</b> | <b>\$ 1,772,308.10</b> |

| Year 4                                 |            | Year 5 |            |
|--|------------|--------|------------|
| \$                                     | 15,300.00  | \$     | 7,600.00   |
| \$                                     | 9,000.00   | \$     | 9,000.00   |
| \$                                     | 28,000.00  | \$     | 29,000.00  |
| \$                                     | 6,300.00   | \$     | 4,000.00   |
| \$                                     | 118,000.00 | \$     | 124,000.00 |
|  |            |        |            |
|  |            |        |            |
| \$                                     | 19,000.00  | \$     | 20,000.00  |
|  |            |        |            |
|  |            |        |            |
| \$                                     | 72,000.00  | \$     | 77,000.00  |
| \$                                     | 150,000.00 | \$     | 160,000.00 |
|  |            |        |            |
| \$                                     | 3,000.00   | \$     | 3,000.00   |
|  |            |        |            |
|  |            |        |            |
|  |            |        |            |
| \$                                     | 420,600.00 | \$     | 433,600.00 |
| <b>\$ 2,109,113.82 \$ 2,205,908.10</b> |            |        |            |

## Overall Budget

| SUMMARY             | Logic     | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          |
|---------------------|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Personnel     | J         | \$ 1,825,966.00 | \$ 3,064,340.75 | \$ 4,409,558.14 | \$ 4,979,342.52 | \$ 5,290,841.78 |
| Total Operations    | M         | \$ 969,100.00   | \$ 1,343,960.00 | \$ 1,840,631.20 | \$ 2,109,113.82 | \$ 2,205,908.10 |
| Total Expenditures  | N = J + M | \$ 2,795,066.00 | \$ 4,408,300.75 | \$ 6,250,189.34 | \$ 7,088,456.34 | \$ 7,496,749.88 |
| Total Revenue       | Z         | \$ 2,905,867.64 | \$ 4,722,375.97 | \$ 6,608,012.51 | \$ 7,395,075.04 | \$ 7,777,556.78 |
| Surplus / (Deficit) | = Z - N   | \$ 110,801.64   | \$ 314,075.22   | \$ 357,823.17   | \$ 306,618.70   | \$ 280,806.91   |

# **APPENDIX P**

## **Required Signed and Notarized Documents**

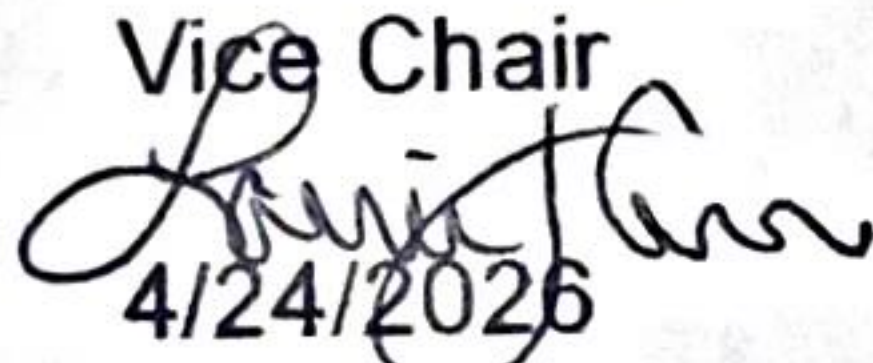
### **Hawkins Charter School**

#### **Charter Application Submission**

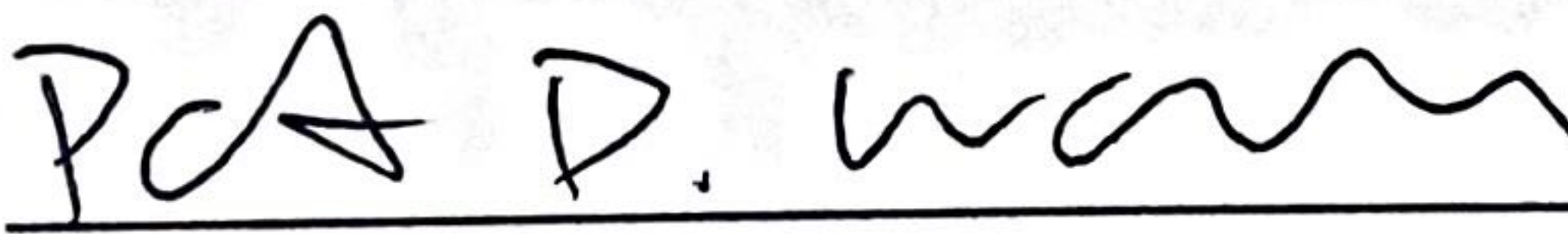
**Opening Year: 2028**

## Signature Page

The foregoing application is submitted on behalf of the Board of Directors for Hawkins Charter School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Laurie J. Carr  
Board Position: Vice Chair  
Signature:   
Date: 4/24/2026

Sworn to and subscribed before me this 23<sup>rd</sup> day of April, 2024.

Notary Public: 

Official Seal:

My commission expires: September 12, 2026.

