



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Matthews-Mint Hill Charter Academy**

**Public charter schools opening the fall of 2014**

**See Resource Manual for Assistance  
(Available late November 2012)**

**Due by 12:00 noon, March 1, 2013**

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

Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2013 Application Process

To open a charter school in the 2014-2015 school year

#### APPLICATION DUE DATE/TIME

**January 4, 2013**

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

**March 1, 2013**

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

**March 8, 2013**

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

#### APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Matthews-Mint Hill Charter Academy

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

Name of non-profit organization under which charter will be organized or operated: *Mint Hill Charter Academy*

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

Name of contact person: *Mr. Ed Sieber*

Title/Relationship to nonprofit: *Lead Applicant/Board Chair*

Mailing address: 608-B Matthews-Mint Hill Road, SteB  
Matthews NC 28105

Primary telephone: 704-634-3095 Alternative telephone: 704-634-3095

E-Mail address: ed.sieber@mail.glassdoctor.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Queen's Grant Community NC

What is the name of the nonprofit organization that governs this charter school? Mint Hill Charter Academy

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

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

*Proposed Grade Levels Served and Total Student Enrollment (10 Years)*

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	508

Second Year	K,01,02,03,04,05,06	589
Third Year	K,01,02,03,04,05,06,07	670
Fourth Year	K,01,02,03,04,05,06,07,08	748
Fifth Year	K,01,02,03,04,05,06,07,08	748
Sixth Year	K,01,02,03,04,05,06,07,08	748
Seventh Year	K,01,02,03,04,05,06,07,08	748
Eight Year	K,01,02,03,04,05,06,07,08	748
Ninth Year	K,01,02,03,04,05,06,07,08	748
Tenth Year	K,01,02,03,04,05,06,07,08	748

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

*I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.*

edsieber  
Signature

Lead Applicant/Board Chair  
Title

edsieber  
Printed Name

02/27/2013  
Date

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Matthews-Mint Hill Charter Academy's mission is: "to offer families a public charter school with a challenging academic program and a strong culture that values character development, academic excellence, and accountability where each and every student is given the opportunity for success in high school, college, and beyond."

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

#### Description of Targeted Population

Matthews-Mint Hill Charter Academy will be open to any K-8 student who meets the criteria for admission to a North Carolina public school. Matthews-Mint Hill is located in the southeastern portion of the Charlotte-Mecklenburg School District. The area from which we expect to draw students is defined by four zip codes, which are home to more than 180,000 residents, including nearly 50,000 children below age 18. According to US Census data, family households with children under 18 represent 34.8 percent of all households in our area. Since 2000, the population of children under age 18 has increased by 25 percent. There are no K-8 district schools operating in our area.

**Racial and Ethnic Composition:** To reflect the racial and ethnic composition of Charlotte-Mecklenburg Schools, we will implement a targeted community outreach plan, including strategies such as: 1) placing advertising and having applications available in the languages of our community, 2) sending multi-lingual mailings containing school information to families within a three-mile radius of the school location, and 3) employing an admissions representative who will be responsible for implementing grassroots marketing efforts in the area to increase community awareness and to ensure that the school reaches its enrollment goals.

**Rationale for Location Selection:** Queens Grant Community School, a successful local charter school partnering with National Heritage Academies (NHA) for the operation of the schools K-8 program, has over 1,300 students on its waitlist and parents in our area have been requesting a similar program for years. We believe this demand for a rigorous public school choice, our community's growing population, the limited number of charter school choices in the area currently, and positive results on our community

survey (as outlined in Appendix A) clearly demonstrate the need and demand for Matthews-Mint Hill Charter Academy. As such, we intend to partner with NHA to provide our area with another high-quality K-8 public charter school.

The K-8 program at Queens Grant Community School is partnered with National Heritage Academies (NHA), a leading educational management organization. At Matthews-Mint Hill Charter Academy we also plan to contract with NHA and implement NHAs educational model. We are aware that another applicant, the Wake Forest Charter Academy board, plans to do the same. As such, there may be similarities to the responses contained herein based on the consistent NHA educational model that both of our schools will implement.

*2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?*

Our projected enrollment in year one is 508 students. We will grow to serve 748 students by year five. We anticipate 80 percent of our students will reside in the Charlotte-Mecklenburg LEA and 20 percent in the Union County LEA. The Charlotte-Mecklenburg LEA currently serves 137,016 students; Union County LEA serves 39,654. Using our intended full enrollment of 748 students, our student body would equal approximately 0.44 percent of Average Daily Membership (ADM) in the Charlotte- Mecklenburg LEA, and 0.38 percent of ADM in the Union County LEA.

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

Educational Plan Comparison

The Simple Rules: Through our partnership with NHA, we will implement an innovative and proven educational program that has a track record of improving outcomes for K-8 students. Our educational program will distinguish our school from others in our community through its implementation of a system of high-probability educational practices called the Simple Rules. We will hold the Simple Rules as belief statements.

1. Manage Instruction: To maximize their effectiveness and impact, all school staff needs to be fully supported and carefully developed by managers who are completely focused on their success.

2. Behave With Care: Students and staff do best when they are cared about, treated fairly, and operate in an environment that has clear expectations.

3. Implement the Formative Assessment Process: All teachers must understand what students should learn, what successful student performance looks like, and how to develop instructional plans to help students achieve learning goals.

4. Calendarize Priorities: Priorities should be hard-scheduled on our calendars.

5. Measure Results: We will collect evidence about performance and adjust practice from evidence.

6. Engage Parents: It is our responsibility to proactively engage parents and support them in becoming fully engaged in their child's education.

Distributed Leadership Model: We will also implement a distributed leadership model in which the school leadership team will ultimately consist of a principal and three deans, who share administrative responsibilities. Each dean will be responsible for a team of grade-level staff (e.g., K-2, 3-5, and 6-8). Deans will serve as the direct managers for teachers and assist the principal with administrative duties. This ensures that teachers will

receive ongoing coaching and instructional support through weekly classroom observations.

**Character Development Program:** We will offer a Character Development Program. While many schools offer such programs, we will integrate character development into instruction. This approach will create a culture that is conducive to teaching and learning, and that will make parents and educators true collaborators in the learning process.

**K-8 School Design:** We will operate as a K-8 school. Out of 142 Charlotte-Mecklenburg elementary and middle schools, the district currently operates only eight K-8 schools, none of which are located in our area. The K-8 school design is not just beneficial to students academically, but prepares them to achieve success socially and emotionally as well. Research suggests this model is a more effective approach than the standard elementary, middle, and high school models often utilized, and have been cited by Charlotte-Mecklenburg Schools in their brochure for the districts K-8 schools\*. A consistent K-8 experience, with less transition and greater stability, can increase the likelihood of appropriate student development during middle school to face the challenges of high school.

Our innovative model will create an environment where each and every child has the opportunity for academic and personal success in high school, college, and beyond. As a result, we will be a distinctive public school choice for families in southeastern Mecklenburg County and our surrounding area.

\*<http://www.cms.k12.nc.us/mediaroom/aboutus/Documents/K-8%20Schools.pdf>

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

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



1. Professional Opportunities for Teachers. With NHA, we will provide a unique career progression opportunity for all staff at Matthews-Mint Hill Charter Academy. Teachers in our school will be responsible and accountable for the learning that occurs in their classroom. NHA has dedicated resources to develop leaders from within its system of 74 schools. High-performing teachers will be able to apply to become a Teacher Leader, a dean, and ultimately, a principal through NHA's pathways of support. Please reference the response to question three under the "Staff Evaluation and Professional Development" section for more information on the professional development opportunities that will be offered to staff at our school.

2. Accountability for Results. Our school will implement all required assessments and will also administer a norm-referenced assessment at regular intervals throughout the year in order to track student progress and make mid-year adjustments. This data driven approach to instruction will ensure that all students learn and the school will meet all accountability measures as outlined in our charter contract.

3. Expanded School Choice. Matthews-Mint Hill Charter Academy will offer parents and students in our community the public school choice they desire, as evidenced by the 1,300 students on the K-8 waiting list at Queens Grant Community School and our positive survey results. We are eager to bring this choice to the families in our area and believe that our partnership with NHA brings a demonstrated track record of success.

4. Improving Student Learning. Queens Grant Community Schools K-8 program has improved student learning. Consider the following:

\* For the 2010-11 school year, K-8 students at Queens Grant outperformed the Charlotte-Mecklenburg Schools and state averages in 13 of 14 grades and subject measured by the End-of-Grade (EOG) assessments.

Across the country, NHA has improved student learning, as evidenced by the following:

\* Over the last five years, students at NHA partner schools have placed in the 75th percentile nationally on fall-to-spring growth on NWEA assessments. This is consistent across student demographics.

\* State test results from 2010-11 showed NHA partner schools have a higher rate of proficiency than their respective local school districts 74 percent of the time.

5. Opportunities for At-Risk or Gifted Students. Specialized instruction will meet the needs of students at-risk of academic failure as well as students who are academically gifted. Our plan for providing increased learning opportunities for all students is specifically outlined in Section III- Special Programs and "At-Risk" Students.

6. Different and Innovative Teaching Methods. We believe that student learning is driven by the quality of instruction. The structure of our school will be one that provides every opportunity for staff to excel. Our school will facilitate professional development sessions to help ensure that different and innovative teaching methods are presented and mastered. Teachers will also receive ongoing coaching and instructional support.

### **Goals for the Proposed Charter School:**

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

Attainment of Mission

We will measure our schools progress toward our mission through monthly reports provided by school leadership and NHA, which will detail progress against key benchmarks. Our goal is to be a school where everyone Board members, teachers, administrators, students, parents, and NHA uses information to measure success. Our operational performance goals are stated below:

- \* Student Attendance: Each year, Matthews-Mint Hill Charter Academy will average a student attendance rate at or above 93 percent.
- \* Parent Engagement: Each year, Matthews-Mint Hill Charter Academy will have an overall parent satisfaction rate of 80 percent, with at least 50 percent of parents responding to our survey.
- \* Performance of Management Partner: Each year, our Board of Directors will review the performance of, and provide feedback to, our education management partner. The review will be used to identify the management partners successes and opportunities to improve its future performance.
- \* Audit: Each year, Matthews-Mint Hill Charter Academy will receive an unqualified audit.

2. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

#### Student Achievement Performance Goals

We have created our performance-based goals to ensure we are fulfilling our mission. These goals will accelerate student achievement, close achievement gaps, and help ensure college preparedness for every student.

\* Growth: Each year, our school will administer a nationally recognized standardized growth assessment in grades 3-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by beginning to end of year growth in grades 3-8.

\* Comparative: On the average of all End of Grade (EOG)/End of Course (EOC) assessments administered, students who are enrolled in at least their second year at Matthews-Mint Hill Charter Academy will meet or exceed the average performance of the demographically similar nearest neighbor schools. The comparison scores will be populated by the weighted total of EOG/EOC scores from the nearest schools that demographically match the population of Matthews-Mint Hill Charter Academy.

\* College Readiness Goal: Students who are enrolled in at least their third year at Matthews-Mint Hill Charter Academy will demonstrate measureable progress toward meeting the college readiness thresholds in Math and English, as measured by the nationally recognized standardized assessment administered in grade 8.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Our instructional program will be built on NHAs defining characteristics designed to drive significant, meaningful innovation in our school: academic excellence, student responsibility, character development, and parental partnerships.

#### Instructional Methods

Classroom instruction will drive student engagement with the curriculum. Focused lessons may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods. They may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. Collaborative learning may be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher-order thinking skills.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers in accordance with student need. Such instructional strategies, identified as highly effective by Mid-continent Research for Education and Learning, may include the following: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers.

#### Assessment Strategies

We will administer all mandated tests. We will also use a nationally norm-referenced assessment, ACT EXPLORE assessments (grade eight only), interim assessments, and teacher-developed assessments. Results will be measured at the school, classroom, teacher, and student level to ensure that all students learning needs are met while our school also progresses appropriately in terms of its overall goals. Our educational program will be continuously improved through the implementation of formative assessment, a

planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. Teachers will improve student learning by adjusting instructional approaches or methodologies, by modifying resources that teachers use during instruction, or by adjusting their measures of student performance. This process will create a culture of continuous improvement and will ensure that the curriculum is improved over time for the benefit of our students.

#### Meeting the Needs of the Target Student Population

These instructional methods and assessment strategies are proven to work, particularly for students such as those we intend to serve. We plan to replicate the NHA model in use at Queens Grant Community Schools K-8 program, which is delivering high value for students and parents. At Queens Grant, the student academic growth rate over the past five years has averaged in the 73rd percentile nationally, meaning Queens Grant students are learning at a faster pace than 73 percent of their peers nationally who started the school year at the same level of proficiency. The average rate of growth over one school year was more than 136 percent during this period. These results demonstrate the ability of the program at Queens Grant Community School, which we intend to replicate, to promote the academic growth of all students

#### **K-8 Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Matthews-Mint Hill Charter Academy will be a classroom-based school where students are engaged in learning throughout the school day. We will have four kindergarten classes with 22 students in each class. In grades one to five, we will have three classes per grade level with 28 students per class. In sixth grade, we will have three classes per grade with 27 students per class. In seventh and eighth grades, we will have three classes with 26 students per class. Our class sizes are subject to change due to parent demand.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

#### Curriculum Alignment

Our curriculum has been carefully aligned to the Common Core state standards and the North Carolina Accountability Model. We have created unit plans at each grade level that identify the standards to be taught and a timeline for implementation; checkpoints for understanding are integrated throughout instruction. This thoughtful progression of standards will ensure that we meet our mission to prepare students for success in high school and beyond. While we are not targeting a specific student population, the success of and demand for the NHA curriculum and instructional program at Queens Grant Community School (K-8 program) makes us confident that it will be successful at Matthews-Mint Hill Charter Academy as well.

3. 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.

#### Primary Instructional Strategies

As described above, while the curriculum identifies and communicates what is essential for students to know and be able to do, classroom instruction at the school will drive student engagement with the curriculum. Focused lessons may include direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds, among other methods. They may be conducted in whole-group or small-group settings as student need dictates. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. Collaborative learning may be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the individual development of higher-order thinking skills.

Beyond this, teaching at our school will include effective, research-based instructional strategies; these will be embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be utilized based on the expected student learning outcomes of the lesson and will be employed by teachers in accordance with student need. Such instructional strategies may include the following, which have been identified as highly effective by researchers at Mid-continent Research for Education and Learning: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers.

4. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

Our proposed calendar has been designed to provide students with the opportunity to learn content included in the schools curriculum while also providing instructional staff with the support and professional development they need to grow as teachers. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build in students the desire for life-long learning.

Our proposed school calendar mirrors the Charlotte-Mecklenburg schools standard calendar and consists of 185 days of instruction. New Teacher Orientation would occur July 28 through August 1, followed by on-site orientation and professional development for staff from August 11-22. The first day of school would be August 25. School will be closed for Labor Day, Thanksgiving (November 27- 28), Holiday Break (December 23-January 1), Spring Break (March 30-April 3), and Memorial Day (May 25). There will be monthly staff professional development days on which students do not report. Students will also not report one day in October and one day in March for parent-teacher conferences. The last day of school would be June 19, 2015, with two days of staff professional development after that.

## **Special Programs and "At-Risk" Students**

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

### Methods of Intervention

We are committed to providing all students, including those who are academically at-risk, with an education that places them on the path to college readiness. To meet their needs, we will use a three-tier approach (Response to Intervention, RtI) to provide academic support.

**Tier One Intervention:** In Tier One, classroom teachers will respond to student learning needs within the context of regular classroom instruction. All students will complete a screening assessment at the beginning of each school year, which will provide useful information for planning more effective instruction. In addition, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet demonstrated mastery will receive supplemental support within the classroom, and corrective approaches regularly include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual student need, and use of learning centers and alternative materials.

**Tier Two Intervention:** If students do not master content through the first tier of intervention, more prescriptive Tier Two interventions will be used. These will be based on a review of a range of factors, including teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms (norm-referenced), state assessment results, and parent input. Students will receive supplemental interventions using programs and approaches that are proven to accelerate student learning. Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming. Student progress will be monitored frequently to ensure that the intervention is effective.

**Tier Three Intervention:** If data shows that some students are not making appropriate progress through Tier Two interventions, the teacher will refer those students for Tier Three interventions. The teacher and intervention support staff will review current intervention strategies, monitor student progress, and work together as student learning progresses. Tier Three interventions will include an intensified approach that focuses on fewer high-priority reading and math skills. One-on-one concentrated and focused tutoring will also be considered. If these interventions do not successfully promote student learning, the school's special education team will conduct a referral meeting to decide whether testing is needed to determine if the student has special needs.

### Systems of Prevention

We expect to enroll a number of students who are below grade level or at-risk of academic failure. We believe that teachers must actively participate in each student's path to achievement. Students succeed when teachers consistently and aggressively monitor their progress. The earlier a teacher sees a student struggling, the sooner the student can receive additional

help. We believe it is our responsibility to ensure that students master the grade-level content expected of them, as articulated through Common Core and state standards. If students are struggling to master this content, or are not yet on a learning trajectory that corresponds with college readiness, then instruction must be adjusted and, if needed, intervention must be provided.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
  - a) Methods for identifying ELL students.
  - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
  - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

#### Identification of English Language Learner (ELL) Students

We believe that all teachers are teachers of ELLs. We will work with families to identify these students through language surveys of all households and the WIDA ACCESS Placement Test (W-APT). Initially, we will give all new students the Home Language Questionnaire (HLQ). If the HLQ indicates that the student's home language is English, the student is not an ELL.

#### Assessment and Placement of ELL Students

If the HLQ shows that a language other than English is spoken in the student's home, the school's ELL coordinator will conduct an informal interview. If the interview confirms that the student speaks a language other than English, the student will be given the W-APT to assess proficiency in English. If the student scores at level 5 or 6, then the screening process is discontinued. If the student scores at levels 1-4, he or she will be classified as an ELL student and placed in the school's ELL program. We will inform parents in writing about the ELL programs and services available. In this document, which will be written in a language the parent can understand, we will include the placement decision for their child and information on the parent's right to refuse services at any time. ELL students will participate in all required state, school, and classroom assessments to monitor their progress in the core content areas as well as progress in acquiring English.

#### Instructional Programs, Practices, and Strategies for ELLs

ELL students have access to high-quality education and instruction. At our school, ELLs will:

- \* Be held to the same high expectations of learning established for all students.
- \* Become fully proficient in listening, speaking, reading, and writing.
- \* Reach challenging content and performance standards in all content areas consistent with expectations of all students. These standards are defined by the Common Core standards, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education.
- \* Receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- \* Be evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.

The academic success of ELLs is a responsibility shared by all educators, the family, and the community. These beliefs lead us to implement a two-part ELL program with Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD), for students requiring specific instruction in the English language.

#### Monitoring and Evaluating the Progress and Success of ELL students

Annually, our school will administer the ACCESS for ELLs to measure students progress learning English at the student, grade, and school levels. The school will use the results of this assessment, along with teacher observation and input, to determine what services will be provided within the ELL program for each student. For an ELL student to exit the program, he or she must score at the state-approved level for exiting on the ACCESS for ELLs. In addition, the school will examine data to verify that the student's classroom performance and assessment results also indicate that the student is ready to exit the ELL program and succeed without additional supports and programming. We will monitor all ELL students for two years after they leave the ELL program to ensure that students are not experiencing academic regression due to language barriers. If a student who leaves the ELL program is found to be experiencing difficulty due to language constraints, the student may be re-assessed and may re-enter the ELL program.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
  - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

#### Identification of Gifted Students

We will use a nationally-normed assessment in reading, language usage, and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. We are committed to continually monitoring students progress and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom teachers will monitor mastery of curricular content, which will be measured through classroom assessments.

#### Instruction of Gifted Students

Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means, including: enrichment; differentiation in content, process, products, and/or learning environment; infusion of higher-order thinking skills; and individualized learning opportunities. When needed, we will accelerate grade-level or content-level learning, taking into consideration the specific needs of each individual student. Students at or above grade-level will be consistently challenged through their engagement with classroom curricular content and high-quality instruction. Likewise, the school will use teaching methods designed to ensure that gifted and talented students are challenged appropriately.



### Monitoring and Evaluating the Progress of Gifted Students

Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. Deans will meet weekly with their staff to review lesson plans and provide feedback, and staff will be observed weekly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, including those who are gifted and talented.

### **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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### **Identification and Records**

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

When a student enrolls at our school, the parent will be asked to indicate if their child has an IEP or Section 504 plan and provide a copy of this document immediately. We will review all students files to determine if the student was previously enrolled in a special education program. If the student was enrolled in such a program, an immediate request for records will be sent. A re-evaluation of the students eligibility will take place to ensure that all of the required documentation is in the students file. If the student transfers from out-of-state, the initial referral process will be followed to determine eligibility for exceptional child (EC) services in NC. If the requested information is not obtained, the school will initiate the special education referral process. Our special education staff will review the most recent IEP and evaluation data and will implement the transfer process consistent with state and federal requirements.

### Student Identification and Child Find

We will incorporate Child Find in our awareness/marketing efforts to attract the broadest possible spectrum of students. Families of students with special needs will be informed of the school and its services through these efforts. Printed information will be available in the school. We will comply with our obligations under IDEA, including 34 CFR 300.125, and will provide appropriate notification to parents consistent with state and federal requirements.

Intervention Assistance Team

We will have strategies in place to identify students with disabilities. If a student is having trouble with general assignments in their regular classroom, the teacher or parent can refer the student to the schools Intervention Assistance Team (IAT). This team will consist of at least the principal/designee, a classroom teacher, and the referring teacher. The students parent or guardian will often be invited to participate in this meeting. The IAT will assist the general education teacher in the design of research and/or evidence-based intervention for the student and shall review and analyze all available data, including response to intervention results, classroom performance data, discipline data, data on state assessments, and any other data that will provide information about the student. This data will be used to help determine the best options for the student, including continuing the current interventions, referring the student for an evaluation, or conducting no further action at this time. If the parents disagree with the IAT actions or decision, the parents have the right to request a special education evaluation. The school will have a meeting with the parent to consider the parents concerns and request. We will respond to this request consistent with state and federal requirements.

#### Evaluation of Possible Students with Exceptionalities

If the IAT believes that the student should be referred to the IEP team for consideration for an initial evaluation, a referral will be immediately initiated. The IEP team will consist, at the minimum, of a general education teacher, the special education teacher, and the parent(s). Other team members may be invited to this initial meeting. The team will conduct a meeting to determine whether psycho-educational tests or other tests are needed to determine if the student is an exceptional child as defined by IDEA and state requirements. Parent notice and consent will be requested prior to initiating testing. The school will have 90 calendar days to complete its evaluation and determine eligibility. If the student is eligible, this team, including the parent, will be responsible for identifying the students needs and developing an individualized educational plan to address these needs. (continued below)

#### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

We will maintain high academic expectations for all of our students, and we will provide each student the identification, assessment, and educational program he or she needs. Educating students with special needs requires both individualization of the educational program and inclusion in the general education setting. We will educate all students to the greatest extent possible (consistent with LRE requirements) in the general education setting and, as necessary, provide individualized, one-to-one, and small-group instruction in the general education setting and, at times, in a pull-out setting or a more restrictive setting consistent with the students IEP.

Students with disabilities are general-education students first. Students requiring specially designed instruction will have their services delivered in the general education classroom, resource room, or other more restrictive

setting based on their individual needs, as decided by the IEP team with consideration to the least restrictive environment. Our school will prepare and execute individualized strategies for the full range of students it serves. We realize that the Least Restrictive Environment for some students with special needs may be in a more supportive environment in a local schools self-contained program or residential placement at the charter schools expense. Teachers of students with disabilities and related services will be provided with consultation and staff development by a dean and special educator to assure that students receive the modification of instruction and assessment accommodations required by their IEPs.

We shall adhere to all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act of 1990. The school, consistent with applicable law, will ensure that all students with disabilities that qualify under the IDEA receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) where all students are properly evaluated and parents are involved in the development of and decisions regarding their childs IEP and know their rights.

#### Monitoring of the Implementation of Individualized Education Plan

We will designate one dean to oversee implementations of IEPs with support from NHA. This dean will conduct a weekly one-on-one meeting with the resource room teachers to discuss the progress of students with special needs and the timing of any annual reviews and three-year re-evaluations. In addition, IEPs will be reviewed to determine the amount of time of services and to verify compliance with the students IEP. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings. General education teachers keep a record of the accommodations and modifications that are to be made in the generaleducationsetting relative to instruction and testing.

#### Communication with Parents

The school will ensure that parents of children with special needs are told, through progress reports sent with report cards, how their children are progressing on annual IEP goals and in the general curriculum. Parents will receive these updates at least as frequently as parents of regular education children. Parents will be provided progress reports on IEP goals/objectives consistent with the report card marking period designated by the school. The Special Education Procedural Safeguards will be provided to each students parent/guardian as required by law. In the event that the childs needs extend beyond the capacity of the school setting, the school will work with the parent and the local district to explore other educational options. Ultimately, an IEP meeting would be scheduled to properly determine a new placement.

(continued below)

Evaluation of Possible Students with Exceptionalities (cont.): Once the evaluations have been completed, the results will be shared with the evaluation team and used to determine eligibility for special education, consistent with all federal and state definitions. If eligibility is established, the committee will design an appropriate educational program for the student through development of an IEP. The contents of the IEP must be based on the individual needs of the students and satisfy the

requirements of a free appropriate public education provided in the least restrictive environment.

#### Record Requests

We will request a records transfer from the students school or district of origin. If a complete special education record is not received within 14 days of the date the school is notified or has reason to believe that the student was formerly a special education student, the school will reach out to the previous school for additional information. If requested information is not obtained, the school will initiate the special education referral or re-evaluation process.

#### Record Confidentiality

We will ensure that records are managed confidentially as defined in the North Carolina Policies Governing Services for Exceptional Children. We will provide parents access to records in a secure and confidential manner. All records will be kept in a locked file cabinet and signed out when they are reviewed. All electronic records for exceptional children will be entered and maintained in a password protected proprietary system.

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#### Provision of Related Services

Students with IEPs requiring related services, such as speech therapy, social work, or physical and occupational therapy, will be scheduled for such services consistent with their IEP. Services will be provided by properly certified/licensed therapists/providers who will be employed by the school, contracted through the local school district or regional service center, or contracted through an agency.

#### **Student Performance Standards**

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
4. Provide the public charter school's exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

#### Student Achievement Goals

**Growth:** Each year, our school will administer a nationally recognized standardized growth assessment in grades 3-8. In the spring of each year, the school will score at or above the 50th percentile or higher of public schools nationally as measured by beginning to end of year growth in grades 3-8.

**Comparative:** On the average of all End of Grade (EOG)/End of Course (EOC) assessments administered, students who are enrolled in at least their second year at Matthews-Mint Hill Charter Academy will meet or exceed the average performance of the demographically similar nearest neighbor schools. The comparison scores will be populated by the weighted total of EOG/EOC scores from the nearest schools that demographically match the population of Matthews-Mint Hill Charter Academy.

**College Readiness Goal:** Students who are enrolled in at least their third

year at Matthews-Mint Hill Charter Academy will demonstrate measureable progress toward meeting the college readiness thresholds in Math and English, as measured by the nationally recognized standardized assessment administered in grade 8.

We will reach the student achievement objectives through: implementation of a rigorous curriculum; the use of data to inform instruction; an intentional professional development program designed to help teachers become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life. Parents, students, and staff will collaborate to create an environment that values both academic achievement and strong moral character.

#### Use of Additional Evaluation Tools

The school will administer all state and/or federally mandated tests. We will also use measurements of academic growth and proficiency beyond those required by state law, including a nationally norm-referenced assessment, ACT EXPLORE assessments (grade eight only), interim assessments, and teacher-developed assessments. Beyond this, our schools educational program will be continuously improved through the implementation of formative assessment, a planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. Teachers will work to improve student learning by adjusting instructional approaches or methodologies, by modifying resources that teachers use during instruction, or by adjusting their measures of student performance. This process will create a culture of continuous improvement at Matthews-Mint Hill Charter Academy and will be at the core of the schools efforts to ensure that the curriculum is improved over time for the benefit of our students.

#### Criteria for Promotion

Promotion of each student to the next grade will depend on the students achievement of grade-level educational objectives outlined in our curriculum. These objectives will be communicated to students daily, and shared with parents. In addition, teachers will give students on-going and actionable feedback so they can track their progress in achieving their learning goals. As the Board of Directors, we will authorize the schools principal to determine the promotion and placement of students in accordance with state law. The principal will consider: state law; the input of teachers, parents, and the parent committee, as required by law; the knowledge and skill of the student; available student testing and performance data; a students special education accommodations and language skills; the physical, psychological, social, and academic readiness of the student; and the availability of teachers to meet the students academic growth needs if the student were to be placed, accelerated, transferred, or retained. (continued below)

#### Exit Standards

As a K-8 school, students will not graduate from our school but will be promoted to high school. However, we believe that, as stewards of student learning, we must ensure that students leave Matthews-Mint Hill Charter Academy academically prepared for a rigorous high school program and with the required skills, both social and academic, to graduate from high school and be college ready. The practice of promoting students who have failed to master part of their grade level curriculum is incompatible with our

mission. The retention-promotion procedure above will start at the beginning of the school year with the identification of students who are not succeeding academically. The final decision regarding placement, acceleration, promotion, or retention of a student will rest solely with the principal.

**Student Conduct:**

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

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

Be sure to include:

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

**Student Conduct**

We will create a positive school culture and align our discipline policy with this desire.

We are committed to challenging each child to achieve: This is the guiding philosophy of our school discipline policy. Our implementation of a Behave with Care program will establish a learning environment with clear rules, expectations, procedures, and structure to ensure that students understand the potential consequences of their actions, while still feeling welcomed and supported. Thus, the discipline policy will be naturally embedded into the culture of the school.

The Behave with Care program is designed to reinforce positive behaviors so problem behaviors are less likely to arise. Teachers and school staff will consistently reinforce positive behavior using strategies such as building relationships, developing classroom social contracts, praising positive behavior, and giving individual student affirmations. These proactive measures will establish and strengthen a positive culture at the school. We will emphasize preventing problem behaviors, developing positive social skills and problem-solving skills, and delivering consistent consequences to address negative behaviors. We will establish clear expectations of acceptable conduct in each classroom and throughout the school. These expectations will be consistent to ensure that students understand the expectations and feel supported by their teachers.

**Draft Parent-Student Handbook**

Please see Appendix C for our draft Parent-Student Handbook. The Handbook includes our practices for effective discipline, a sample list and definitions of the offenses which may result in suspension or expulsion of students, our discipline policy for students with disabilities, and the policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

*Name of Private Nonprofit:* Mint Hill Charter Academy

*Mailing Address:* 608-B Matthews Mint Hill Road

*City/State/Zip:* Matthews NC 28105

*Street Address:* 608-B Matthews Mint Hill Road

*Phone:* 704-321-3000

*Fax:* 704-841-4988

*Name of registered agent and address:* Ed Sieber  
608-B Matthews Mint Hill Road  
Matthews, NC 28105

Authorized by NC Secretary of State on February 19, 2013.

*FEDERAL TAX ID:* 80-0899073

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)  
 No

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
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Deborah S. Presson	Director	MECKLENBURG	Retired Educator
William McKeithan	Director	MECKLENBURG	Insurance Broker
Sandy Barnett	Secretary	MECKLENBURG	Matthews-Mint Hill Chamber of Commerce Director
Duncan Wilson	Treasurer	MECKLENBURG	Attorney/Financial Planner
Ed Sieber	Lead Applicant/Board Chair	MECKLENBURG	Business Owner
Russell Wing	Vice President	UNION	Real Estate

**Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)**

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

Governance Structure

As the Board of Directors for Matthews-Mint Hill Charter Academy we will be responsible for the governance and oversight of our school. Through a services agreement, we will delegate the day-to-day management of our school, including the hiring and oversight of school leadership, to NHA. NHA will be accountable to the Board for the academic performance, organizational strength, and financial viability of Matthews-Mint Hill Charter Academy.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Composition, Powers, and Duties of Governing Board

Our Board currently consists of six members. Our disparate backgrounds in education, business operations, finance, law, and real-estate, will help us ensure that Matthews-Mint Hill Charter Academy is viable academically, operationally, and financially. As we continue to develop the school, we will look for other members of our community that possess personal and professional backgrounds complimentary to those of our current members. This will include adding a parent representative once our school has enrolled students.

Educational and Operational Success of the School

As the Board we will be responsible for overall school governance, including: the adoption of fiscal, academic, personnel, discipline, and grievance policies as appropriate; teacher hiring and termination decisions; and the core responsibility of managing the relationship with NHA. It will be our primary responsibility to hold NHA accountable for the successful operation of the school.

Evaluation of the School and the School Leader

We will require school leadership and NHA to provide us with regular reports on student performance, assessment data, operational data, and any



perception data. We will utilize this information to assess the schools progress towards our performance goals. When necessary, we may also contract for an evaluation of NHA to ensure that NHA is meeting and exceeding expectations.

#### Involvement of Key Stakeholders

We will ensure that all stakeholders are represented before us, and we have reserved a position on our Board for a parent. This will make us attentive to parent desires and needs in our governance.

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

#### Board Member Selection and Recruitment

Each member of our Board was selected because we are entrenched in our community. Our members serve on numerous non-profit Boards, including the ARC of Union County, Monroe Lions Club, Safer Communities Ministries, Habitat for Humanity, and Union County Planning Board. We have long been interested in and involved with public education. Through our members teaching experience, business ownership, our work at the Chamber of Commerce, and other civic involvement, we understand firsthand how important quality public school choice is to our families and our communitys future. One member of our Board, Ms. Sandy Barnett, has one child in the seventh grade at Queens Grant Community School, and two children who have completed eighth grade at the school. She has experienced firsthand the success of and demand for the schools educational program. Another member of our Board, Mr. McKeithan, has a child on the K-8 waiting list at Queens Grant and, like many other families in our community, would very much like to have additional quality public school choices for his children.

Our recruitment and appointment of future Board members will be consistent with Section 2, Article 4 of our Bylaws, which are included in Appendix F. Vacant seats will be filled by a successor who shall be appointed to serve only until the expiration of the term of the predecessor. We will recruit members of our community who have backgrounds and skill sets complimentary to ours, an interest in providing public educational choice to our community, and willingness and ability to make decisions in the best interests of our non-profit corporation and Matthews-Mint Hill Charter Academy.

- 4. How often will the board meet?*

As stated in our bylaws, our board will meet monthly.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).*

#### Board Orientation and Training

As individuals we are committed to developing ourselves as high-functioning Board members. All members will be required to annually review Board roles and responsibilities, bylaws, contracts, and other critical documents. New members of the Board will receive this type of information in a Board Orientation Packet. We will also reach out to the Office of Charter Schools for on-going training resources, and we will participate in the pre-opening training sessions if our charter is preliminarily approved. We will also participate in webinars offered by the Office of Charter Schools. We understand that these webinars will be focused on different aspects of board

governance and best practices and will cover topics such as board roles and responsibilities, strategic planning, developing and managing school policies, financial sustainability and viability, and committee development.

Once our school is operational representatives of our Board also plan to attend the offered state and national conferences on charter schools. We will also look for opportunities to participate in various webinars focused on charter school board governance, including webinars from the National Charter School Resource Center. Our independent legal counsel, at Cranfill Sumner & Hartzog, will also provide training on open meetings and public records law, as well as other topics of interest or necessity.

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

#### Addressing Conflicts of Interest

Consistent with Section 5, Article 8 of our Bylaws, each member of our Board shall inform the Board of any direct or indirect conflict of interest which the Board member has with regard to any transaction contemplated by the Board. Additionally, should there be a perceived conflict of interest; it will be the Board's responsibility to discuss such perceptions at a public Board meeting. The Board, with assistance from our legal counsel, will then decide how to handle the situation and may require that certain members of the Board abstain from discussion and/or voting as necessary.

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

#### School Policy Development

Our Board will require that school leadership and our operational partner NHA develop and recommend policies to the Board, with the guidance of our Board counsel. We will then review and vote on each policy to ensure consistency with our mission and a focus on what's best for parents and students. Once a policy is set, we will expect the school leadership team and NHA to develop practices and procedures consistent with each Board-approved policy.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

#### Advisory Bodies and Councils

We do not intend to have advisory bodies, councils, or associations. We reserve the right, should we deem it necessary, to appoint Board committees, such as a finance committee, to report to the Board on specific topic areas. Ultimately, decision making authority will reside with our Board.

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

##### Include in the Appendices:

9. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).*
10. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).*
11. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).*
12. *A copy of the articles of incorporation, if available. If not available, this document must be*

*available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*

13. *Copy of any board policies if adopted already (Appendix H).*

14. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).*

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

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

**Not Applicable**

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: National Heritage Academies  
Address: 3850 Broadmoor Ave SE  
Grand Rapids MI 49512  
Website: [www.heritageacademies.com](http://www.heritageacademies.com)  
Phone Number: 616-222-1700  
Contact Person: Mack Moore - Partner Services Manager  
Fax: 616-954-3083  
Email: [mmoore@heritageacademies.com](mailto:mmoore@heritageacademies.com)

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.*

We believe our contract with NHA is in the best educational, organizational, and financial interests of our school for several reasons:

- 1) A substantially similar agreement has proven successful at Queens Grant Community Schools K-8 program over the past 10 years.
- 2) NHA brings many assets to the partnership: a record of improving student achievement, significant financial and operational resources, and a record of commitment to communities where it operates schools.
- 3) NHA partner schools employ more than 4,000 teachers and educate approximately 48,000 students at 74 schools in nine states. This includes 3,340 at five schools in North Carolina, with another 3,000 students on waiting lists in North Carolina. NHA has also invested over \$475 million nationwide in communities where it operates schools. It provides all logistical support necessary to start the school as well as teacher professional development and the full school program.
- 4) NHA commits financial resources to the school. As detailed in Article III of the draft services agreement (Appendix J), to the extent start-up funds are not available, NHA will provide funds for the comprehensive educational program, including educational and administrative services, school record keeping, legal compliance, and acquiring and maintaining a school facility. NHA may make contributions to the school in the event school expenses exceed revenues. NHA contributions, if any, will be in amounts acceptable to NHA and the Board and will be included in the budget. The school will not be legally obligated to repay NHA for NHA contributions.

This all means that our founding Board members can focus our energies on governance matters. And with NHA providing start-up funding, our board members will not be required to raise funds, secure real estate, or arrange difficult-to-obtain facilities financing. We are confident that the draft services agreement will be in the best educational and financial interests of our students.

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

#### Other EMOs/CMOs

We have researched a number of other EMOs and CMOs including Imagine and the Knowledge is Power Program (KIPP). While each organization had its own strengths, NHA's proven success locally, the existing interest from the community, and NHA's full service commitment, including commitment of financing with no indebtedness incurred by the Board, were key factors in our decision.

More precisely, we chose to work with NHA for several reasons:

- 1) The academic growth and success of Queens Grant Community Schools K-8 program, an NHA-operated school here in southeastern Mecklenburg County.
- 2) In the last five years, NHA partner schools have ranked in the top 25 percent in the nation for academic growth as measured by NWEA MAP assessments.
- 3) NHA's experience working with five other public charter schools in North Carolina.
- 4) NHA's willingness to invest substantial time and resources in an effort to respond to the overwhelming community demand for Queens Grant Community Schools K-8 program.
- 5) The comprehensive nature of NHA's school program, which includes academics, the school culture, and character development.
- 6) The financial resources and experience NHA brings to the equation i.e., facilities, real estate, and willingness to provide start-up capital as a contribution, not a loan.
- 7) The fact that our founding Board will be able to focus on governance and not fundraising, real estate, construction, or other aspects of school start-up and operations.
- 8) We know of no other charter management organization with the level and duration of experience operating public charter schools in North Carolina, or the specific experience of serving families in our area of Mecklenburg County.

All the information we have gathered suggests that NHA will help our Board achieve its mission. Should we be granted a charter, we will be diligent in holding NHA accountable under the services agreement and ensuring our students are prepared for college and beyond.

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

#### EMO Student Performance, Governance, and Financial Data

We chose NHA due to its strong record academically, its long-standing partnerships with other schools in North Carolina, and the organizations

solid financial footing.

#### National EMO Performance Examples

National Heritage Academies partners with local boards to build and operate public charter schools that serve students in grades K-8. NHA's system of schools is designed to eliminate achievement gaps and provide school choice to families, with the clear objective of preparing children for success in high school, college and beyond. For the 2012-13 school year, NHA is serving nearly 48,000 students in 74 schools in nine states. Nearly 22,000 students are on waiting lists.

To provide a consistent measure of achievement state-by-state, the academic performance of schools partnered with NHA is measured by performance on the NWEA Measures of Academic Progress assessment, which is a nationally norm-referenced, computer-adaptive assessment taken three times per year by all students in NHA partner schools. For NWEA assessments, proficiency is defined as at or above the 50th percentile nationally for each grade level.

For the fall 2012 baseline assessment, the highest-performing NHA partner school was Greensboro Academy in Greensboro, North Carolina (which opened in 1999), with 85.7 percent of students testing proficient. The lowest-performing NHA partner school on the fall 2012 assessment was Regent Park Scholars Charter Academy in Detroit, Michigan, which opened in 2011. Sixteen percent of students began the year at or above the 50th percentile nationally.

As this is a "snapshot" in time, the gaps observed between the highest-performing and lowest-performing schools in NHAs portfolio do not accurately record the trajectory and pace of growth observed at the schools over time. More than 17 years of experience has demonstrated that students who enter an NHA partner school below grade-level quickly accelerate their learning and close or eliminate achievement gaps, especially relative to their local district.

In short, we know that while some students in NHA partner schools are not currently meeting academic performance standards, they are demonstrating a positive trajectory toward meeting those standards. And in over three-fourths of NHA partner schools, students outperform their peers at the local district schools they would otherwise attend.

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

#### EMO Effect on Governance Structure

Our partnership with NHA will not affect our responsibility for overall school governance. These responsibilities include the adoption of fiscal, academic, personnel, discipline, and grievance policies as appropriate; teacher hiring and termination decisions; and holding our EMO accountable. Notwithstanding that commitment, it will be the Boards responsibility to "govern," not "manage". For this reason, we see our primary responsibility as holding NHA responsible for the successful operation of the school and its ability to deliver academic results. The Board will retain the authority to make reasonable regulations in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management and operation of the school. We will retain independent legal counsel and will

exercise our ability to contract with an independent auditor of our schools finances.

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

#### Relationship Between Employees and EMO

We have discussed the relationship that will exist among our schools employees, the Board, and National Heritage Academies. With assistance from legal counsel, we have delineated these relationships in our services agreement with NHA. We have determined that the best structure for us is joint employment of teachers with NHA. Our schools principal and deans will be directly employed by NHA. Please see our services agreement, specifically Article VIII Section B, in Appendix J.

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

#### Measurable Objectives to Evaluate EMO

The Board will be accountable for the governance and oversight of the school. Through our services agreement, we will delegate the day-to-day management of the school to NHA. While management is delegated, NHA will be accountable to the Board for the schools academic, organizational, and financial viability. The services agreement requires NHA to keep our Board in compliance with our charter contract, including any applicable academic thresholds. Through our research and NHAs track record, we are confident that our partnership will be successful and long-lasting. But we also know that we, as public stewards and holders of the charter, must possess the ability to terminate the agreement if we determine that the partnership is not best for our students. Article II, Section B of the services agreement, which is included in Appendix J, contains provisions for such an event.

7. *Is the facility provided by the EMO/CMO? Y If so what is the rental cost per square foot? \$25.73*

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

#### Fund Balance and Surplus

NHA partners with five charter schools in North Carolina in arrangements that are similar to our proposed partnership for Matthews-Mint Hill Charter Academy. As with our school, for these campuses the services fee rendered to NHA is 100 percent of revenue, less \$35,000 for Board discretionary use in the educational program. In return, NHA takes on all operational risk involved in delivering the educational program outlined and defined in the charter contract. NHA guarantees the delivery of the educational program approved in the schools budget, even if revenues are not sufficient to meet that obligation. While operational budget deficits are absorbed by NHA, operational budget surpluses are also captured by NHA; with the exception of the monies the boards of directors retain to support their various discretionary programs. Therefore, should there be a positive balance at year end in a boards discretionary account; those monies are carried forward to the next year. A three-year budget surplus and fund balance report for the five charter schools partnered with NHA in North Carolina is listed in the following paragraph.

The five NC public charters schools partnered with NHA have maintained the following fund balances over the past three fiscal years (2010, 2011, 2012) respectively: Greensboro Academy; \$41,280, \$56,408, and \$24,376; Forsyth Academy; \$21,903, \$6,114, and \$14,977; Research Triangle Charter Academy;

\$15,972, \$14,663, and \$28,525; PreEminent Charter School; \$37,919, \$34,270, and \$43,829; and Queens Grant Community School (K-8 program only); \$47,615, \$66,469, and \$65,831.

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

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

**X Not Applicable**

**Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.**

**Not Applicable**

1. The proposed charter school will be governed by
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Rationale for Replicating

Our rationale for replicating Queens Grant Community Schools K-8 program is simple. The K-8 program at the school has been successful academically. It has displayed sound governance and financial responsibility. And, importantly, is in high demand by our community, with more than 700 students enrolled and another 1,300 on its waiting list.

\* For the 2010-11 school year, K-8 students at Queens Grant Community School outperformed Charlotte-Mecklenburg averages and state averages in 13 of 14 subjects and grades measured by the North Carolina EOG assessments.

\* Since its opening in 2002, Queens Grant Community school has shown its fiscal responsibility by consistently receiving unqualified audits.

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

Enrollment Trends and Student Demographics

For the past three years, the K-8 program at Queens Grant Community School has maintained a strong enrollment. In the 2010-11 school year, the school enrolled 734 K-8 students. By the start of this school year, enrollment had increased to 754 students, the schools capacity. In that same period, the number of students on the K-8 waiting list has fluctuated between 1,300 and 1,600. Over the past three years, the demographics of the student population have been approximately 75 percent White, 20 percent African American, and five percent Hispanic. The percent of students qualifying for free and reduced priced lunch has fluctuated between 15 and 20 percent.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

As a Board we are entrenched in our community. We know our neighbors, and know that they want what is best for their children, including top-notch academics with a focus on college readiness. Our disparate backgrounds, life experiences, and beliefs represent a cross section of our community. We know through our work, our recreation, our survey information, and the overwhelming demand for the K-8 program at Queens Grant Community School that additional quality public school choice is necessary. We believe that our board and operational partner, NHA, have the skills, experience, and compassion to deliver that choice to our community.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

## **Projected Staff:**

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

## **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

#### Recruiting High-Performing Teachers

Nothing has a greater impact on student learning than the quality of a student's teacher. We will take care to identify and recruit high-quality instructional staff and experienced school leaders. The school leaders we seek must be dedicated to helping students and staff perform at their best and must also show a commitment to implementing the NHA educational program. Our school will benefit from NHA's extensive teacher candidate network and recruitment capabilities. It is constantly seeking out and screening potential candidates through traditional and new media strategies, including job fairs, university career fairs, social media, and direct referrals. Pursuant to the proposed services agreement, NHA will provide access to and recommendation of such teachers to the school leadership team for consideration, and to our Board for approval and hiring. We will leverage both internal and external candidate searches. The search will identify teachers who are committed to our focus of promoting high expectations, academic growth, and college readiness, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

We recognize the importance of having an engaged and motivated staff to sustain consistent academic success. We believe teachers and staff need to be in the classroom and we will hold teachers and staff accountable for absenteeism. If a student is scheduled for a day of class, we believe the teacher should also be in the classroom. Obviously, emergencies happen and there may be academic conferences or professional development needs that take a teacher out of the classroom.

#### Retaining High-Performing Teachers

Once the school is staffed appropriately, the school will adopt a number of other practices designed to ensure that we continually support, develop, focus, and retain staff so we reach and maintain an optimal level of performance. (continued below)

### *2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

#### Relationship between Employees and Non-Profit Board

As the Board, we intend to contract with NHA for the provision of management services. The proposed services agreement between our Board and NHA is contained in Appendix J. Pursuant to that agreement, teachers will be jointly employed by the Board and NHA, and administrators and other staff will be solely employed by NHA. This arrangement is necessary for the administration of employment benefits, does not reduce the Board's authority



to hire and fire teachers, and complies with N.C. Gen. State. 115C-238.29F(e)(1). Additionally, this arrangement was reviewed and approved by legal counsel for the Department of Public Instruction in 2012. Please see Article VIII, Section B of our services agreement, provided as Appendix J.

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

Procedures for Hiring and Dismissal

We will leverage NHAs expertise in identifying qualified candidates for positions at the school. This includes screening applicants against the qualifications and certifications required by the position and conducting a criminal background check. We will determine staff structuring and restructuring based on skill and performance to best serve the needs of students. Candidates presented to our Board for final hiring approval will be qualified for the position they are seeking to fill. Having set policy, we will trust the discretion and expertise of the school leadership team for the initiation of employee discipline or dismissal procedures. As a Board, we will deliberate and decide upon dismissal recommendations presented to us by the school leadership team. We will measure academic growth and proficiency and hold staff accountable for success in these areas.

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

We believe the "total rewards" approach of NHA will be highly attractive to teachers and staff in our community. We will leverage NHAs experience to develop compensation plans that are highly competitive in the local market. We intend to build our own base pay scales, instead of adopting the state salary schedule. Please reference our budget for specifics on our proposed salaries for all positions. NHA has more than 12 years of experience jointly-employing more than 135 full-time teachers with the public charter schools it partners with in North Carolina.

NHAs total rewards approach starts with base pay, which includes a set salary or hourly pay rate. Teacher salary guidelines will be used with differentiated levels of pay based on years of experience and performance. NHA uses a non-scheduled approach to salary in order to provide flexibility at the school level to meet specific school needs. Starting salaries typically are 90 percent of starting salaries in the local market for teachers.

Separate bonus plans will exist for various groups of employees. We will use pay for performance, with performance being measured by student achievement. Teachers may also be eligible to earn additional compensation for supporting other student learning programs such as tutoring, mentoring new teachers, coaching sports, and/or working on special curriculum projects.

Eligible employees will receive an exceptional combination of medical, dental, and vision insurance at a low cost. NHA currently pays nearly 85 percent of all medical and dental expenses incurred by employees or their families. Employees may open a flex spending account to set aside a portion of earnings to pay for certain qualified expenses.

Staff will be offered a 401(k) retirement plan with employer match of 50 percent of the first 6 percent of compensation contributed to the plan and immediate vesting. (continued below)

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

### Procedures for Employee Grievance and Termination

We will adopt a process to help teachers resolve a concern or grievance, as outlined below. The principal or dean will be the first line of communication for teachers to address a concern, followed by a representative at the NHA Service Center. Employees may also take advantage of an employee hotline that lets them provide feedback anonymously. Concerns submitted by employees confidentially via the hotline (online or via phone) are immediately escalated to the NHA Service Center for review. In the rare event that a teacher cannot resolve a concern by speaking directly with the school leaders, by communicating with an NHA representative, or by communicating through the hotline, teachers may bring the unresolved concern to our Board.

Employment with the Board and NHA is on an at-will basis, and teachers will be jointly employed by the Board and NHA. Policies and procedures have been defined to handle unacceptable leadership or employee performance. We will create a working environment that allows administrators to make decisions sensitive to the demands of students. We believe our administrators should be able to identify and support or terminate ineffective staff as appropriate. In the event that performance is unacceptable, and depending on the particular circumstances, discipline may occur. Discipline may include a warning, creation of a performance coaching plan or performance improvement plan, or suspension/administrative leave. Employees will receive additional coaching when necessary because we hope all employees can grow and succeed. If a teacher does not meet performance expectations or if there is a significant violation of policies or procedures, termination of employment may be recommended to the Board. Please see the proposed Employee Handbook (Appendix L) for more information on corrective action.

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

Not applicable. No positions will have dual responsibilities within or outside the school.

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

### Staffing for Special Needs and ELL Students

The school will recruit highly qualified teachers certified in special education to ensure quality instruction for students with disabilities. All new staff will participate in an orientation session prior to the start of the school year. We will have a resource room teacher on staff to provide academic support to students with IEPs. The school will also hire or contract with ancillary staff. Credentials of all staff are reviewed in advance to ensure compliance with "highly-qualified" teacher requirements. Teachers who do not possess the required credentials will be provided with a reasonable timeframe to meet the state requirements. Ancillary staff will possess the state required credentials before providing services to eligible students. As determined by our student population, we may also seek to hire qualified staffing for ELL and gifted students. We will use the recruitment and retention processes described above for these positions.

8. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

### Staffing Roles, Responsibilities, and Qualifications

Teacher candidates will possess a bachelors degree and appropriate teaching certificate or licensure. A candidate will have a demonstrated ability to

communicate and work effectively with parents; adapt to individuals specific needs; adapt to differences and changes in characteristics of students, programs, leadership, staff, and community; use varied teaching methodologies to accommodate students unique learning styles; evaluate tests and measurements of achievement; and work effectively as a team member. Teachers will be responsible for implementing the curriculum, coordinating with educational assistants, maintaining current achievement level information, assigning additional studies to students not meeting or exceeding achievement, keeping accurate student records, and establishing classroom procedures. Teachers will be responsible for ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the principal.

Retaining High-Performing Teachers (Continued from Question 1 above)

The school leadership team will have opportunities to formally and informally recognize faculty and staff, and the peer recognition program will let staff members recognize a colleague (at a staff meeting) for his or her good work.

Formally, the leadership team will also be able to recommend teachers for the Teaching in Excellence Award, an annual award that recognizes teacher achievement throughout the NHA system. Informally, school leaders will be able to recognize faculty and staff through programs such as Spot Rewards and Peer Recognition. Under the Spot Rewards program, school leadership will hand out rewards and a "thank you" card to recognize staff for a job well done. The Peer Recognition program will let staff members recognize a colleague by completing a recognition form, which will be provided both to the employee and to school leaders. Ultimately, the employee will be recognized for this good work in front of his or her peers during a staff meeting.

We will survey all employees at least once each year. The results of the surveys will be shared with the staff, and the school will develop action plans to foster continuous improvement and high engagement for all employees. Our systems and practices will specifically encourage and promote staff retention. The school leadership team will be evaluated on their ability to build, develop, and retain a strong instructional team. We acknowledge that retaining teachers is of utmost importance to our students academic success. As discussed, teachers will be supported in many ways, including NHA-U, New Teacher Orientation, expert coaching, and tuition assistance to continue their education.

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(Continued from Question 4) Full-time employees will receive basic life and accidental death and dismemberment (AD&D) insurance in the amount of \$25,000. NHA also offers optional group term life insurance for employees and eligible dependents, such as spouses and children. Employees will pay for any optional life insurance they choose. Short and long-term disability insurance will be provided after a one-year waiting period at no cost to the employee. Full-time and part-time employees will be eligible for 50 percent tuition reimbursement for courses taken toward a job-related degree or continuing education credits.

Employees will be encouraged to achieve high performance and will receive encouragement through recognition programs, such as the annual NHA "Excellence in Teaching" award, spot rewards, peer-to-peer recognition program, and service awards. In addition, NHA will provide special

recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and Charter School Week.

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(Continued from Question 7) As determined by our student population, we may also seek to hire qualified staffing for ELL and gifted students. We will use the recruitment and retention processes described above for these positions.

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

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

Human resources functions will be provided by NHA per our services agreement. NHA will communicate with the school leadership team and will take steps to address any issues. NHA and the school leadership team will provide professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

#### Plan to Mentor and Retain Staff

The schools leadership structure is intentionally designed to mentor and retain staff. Each teacher will be observed on a weekly basis by his or her dean. Feedback and coaching from these observations will occur during the weekly meeting between each teacher and dean. The frequency and quality of coaching on teaching practices will support our schools commitment to individual professional growth. As detailed above, there are several techniques used to retain staff through development and recognition.

Teachers will work with their dean to address individual professional development needs identified in observations based on the Teacher Observation Protocol (TOP). The TOP includes more than 60 research-based teaching skills and techniques. A director of school quality (DSQ) will also support the school leadership team. The role of the DSQ is similar to that of a superintendent: He or she will bring demonstrated success as a teacher, dean, principal, or district superintendent. The DSQ will become intimately familiar with the school.

All new teachers will be assigned a mentor to assist with day-to-day questions and concerns. Scheduled meetings with the mentor provide consistent and on-going support for curriculum, instructional practice, and classroom management. Mentors will also conduct periodic classroom observations and provide feedback after the visit to further improve instruction.

#### Teacher and Instructional Staff Evaluation

We will create a work environment that allows administrators to make decisions that reflect student needs. NHAs human resources practices begin with a recruitment process that will help identify the best possible teachers for Matthews-Mint Hill Charter Academy. The distributed leadership model will enable weekly observation of classroom practices, dedicated one-on-one coaching, and collaborative grade-level planning throughout the school year. These observations and coaching sessions will serve as the foundation for a performance review system that provides formal evaluations of staff twice per year.

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

#### Core Components of Professional Development

We believe that there should be no artificial limits to professional development. The school leadership team will be responsible for determining the schools professional development needs and working with NHA to develop a customized plan designed to meet these needs. We will invest significant resources to provide robust and meaningful professional development opportunities.

The core components of our professional development plan are detailed below.

\* **New Teacher Orientation:** In the summer, new teachers and leaders will participate in NTO: a four-day immersion program with support throughout the year. This program is designed to onboard them by sharing the schools purpose and vision and addressing specific curricular and instructional needs. Teachers hired after the beginning of the school year will attend a three-day NTO session provided by NHA throughout the school year.

\* **School-based Professional Development:** Each year, teachers will participate in additional staff development days prior to the start of school. The purpose is to communicate additional expectations to teachers and staff, including non-instructional processes and procedures, as well as provide new teachers with the opportunity to conduct grade level planning with their colleagues. These days are also designed to deepen knowledge around core concepts related to the formative assessment process, classroom management, building student relationships, and school-wide behavior support systems. We will focus building-wide professional development efforts during the school year on the areas identified in the School Improvement Plan (SIP), which will serve as a comprehensive needs assessment and will help the school identify strategies to meet those needs in the upcoming school year. These include a comprehensive analysis of student achievement, school environment, teacher community, parent community, and administrative data.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Our professional development plan, detailed above, will take place prior to and throughout the school year. Before our school opens, staff will participate in:

\* **New Teacher Orientation:** An introduction to our mission; training in the schools positive approach to classroom management, Behave with Care; an overview of our curriculum and curricular tools; and time for collaboration on grade-level best practices.

\* **School-Based Professional Development:** The staff will also spend time setting their goals for student learning through year-long planning. Prior to school, the staff will also spend time getting to know one another and forming a cohesive culture among and across grade levels.

\* **On-Course:** Also available to our staff through NHA is an extensive library of online e-learning modules. Staff will use these modules to understand the Teacher Observation Protocol and learn strategies for success in the classroom.

- 5. Describe the expected number of days/hours for professional development throughout the school year, and*

explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

#### Professional Development Throughout the Year

The schools calendar, daily schedule, and staffing structure accommodate our professional development plan for Matthews-Mint Hill Charter Academy teachers. Four days are set aside in the draft school calendar for staff professional development. Students would not report to school on professional development days. In addition to dedicated professional development time, the daily schedule incorporates 45 minutes of planning time for teachers. We will allow administrators to schedule faculty meetings at appropriate times that do not impede teaching and learning. At least one planning period each week will be dedicated to development in grade level teams. Thirty minutes of a planning period each week will be dedicated to a one-on-one meeting with each teachers dean to discuss feedback and provide coaching for ongoing development. We will establish staff schedules that permit meeting and cooperation with parents.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).*

#### Marketing Plan

Our marketing plan will seek to create broad awareness of Matthews-Mint Hill Charter Academy throughout our community. We do not intend for our school to just be one among many in the community; our school will immerse itself in our community and its culture by becoming an active contributor to the community's success. To this end, we will implement an ongoing outreach and marketing strategy that will include quantitative and qualitative research as well as both traditional and non-traditional media. This outreach will include significant grassroots efforts. As a tuition-free public charter school, we will market to all without bias. Our goal is to provide a high-quality education for all students within southeast Mecklenburg County and the surrounding area. We believe that the positive experience our community has had with Queens Grant Community Schools K-8 program and the parental demand evidenced by the approximately 1,300 students on the schools waiting list will benefit us as we market. We are even more confident in the community's interest following the success of our survey, outlined in Appendix A.

**Community Outreach:** As we continue to develop our school, representatives of our board and NHA will meet with members of our community to assess the interest of prospective parents. We may choose to accomplish this through diverse focus groups and public opinion polls, and/or in other less formal manners. We want our school to provide students with a high-quality education and meet the needs and expectations of the parents and guardians

who choose our school for their children.

Should we receive preliminary charter approval, our marketing efforts will intensify. A dedicated local admissions representative with strong community contacts will be hired before the opening of the school to lead grassroots marketing and the building of community relationships. Included in that grassroots effort will be outreach to the following groups:

- \* HeadStart, preschool programs, and area childcare providers.
- \* Local chambers of commerce, Rotary, Lions Club, Moose Lodge, etc.
- \* Community churches.
- \* Boys and Girls Clubs, community centers, agencies and neighborhoods.
- \* The various organizations our board is involved with, including the chamber of commerce.

Our advertising effort may include the placement of outdoor and/or radio and Internet ads several months before the schools opening. This effort may include ads on WKNS, WPEG, and WBAY and Matthews-Mint Hill Times, Charlotte Post and Matthews-Mint Hill Weekly, and Facebook and Google, minthilltimes.com, charlotteobserver.com, and charlotteparent.com. In addition, the admissions representative and other school representatives, including the principal, will host monthly enrollment information meetings for parents at a location that is convenient to the community. These meetings will be promoted by direct mail within a three-mile radius of the school. Parents will have the opportunity to learn more about the schools mission, design, and overall academic program at these meetings. In particular, the school will host events for parents of students with special needs, so that they can ask questions and learn about the special education services that the school will provide.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

We believe that building strong relationships with parents and students is essential to maximizing student retention and optimizing student learning. Research on effective schools indicates that strong parental involvement is most often the result of effective school-home communication. We are committed to opening dialogue between the school and our students parents or guardians and to beginning these partnerships as early as possible.

#### Parent Involvement Prior to School Opening

If we receive a charter, we will begin reaching out to the community as a whole. We will formally contact families through a variety of outlets to inform them about our school, the enrollment process, and how they can become involved. These outlets include traditional media: radio, television, billboards, bus ads, and other paid media options. In addition, parents in our community will receive invitations to participate in parent informational meetings and "meet-and-greets" with the principal and staff.

A monthly newsletter, school website, and school Facebook page will keep interested families connected to the happenings of the school as we prepare to open. Social media sites will be an additional tool to assist us as we

form connections between the school and parents. While the facility is prepared for occupancy, we will establish a temporary office where prospective parents can visit for more information. A family orientation will be held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teacher and classmates, and other staff. Before school opening, staff and parents will initiate the relationships that we hope to foster in our school community. These early contacts will help us establish a healthy rapport with parents once the school is open.

#### Engaging Partnerships Between Families and the School

We will consider our parents our partners in their students education. Their opinions and perceptions will hold weight for the leadership of our school. We want to provide a high-quality education for all students who enroll in our school. We also want to ensure that we are meeting the expectations of our parents who have chosen to send their children to our school.

Once the school is operational, and to ensure that we receive direct input from our partners, parents will have two opportunities each year to complete a confidential survey called "Voice of the Parent." This survey will seek to ensure that their expectations and students needs are understood and consistently met. Voice of the Parent is designed to systematically drive action and accountability so that the school remains parent-, student-, and community-focused at all times. We will seek input from our parents in a variety of areas, including: parent satisfaction; academic success; teacher satisfaction; communication; and likelihood of re-enrolling.

Our parents will be encouraged to form clubs or groups to support activities in the building. These groups will be led by parents and when necessary, staff can participate in the meetings to show support for and encourage parental involvement. Lastly, we intend to add a parent representative to our board to ensure we are staying abreast of issues important to our parents.

#### Parent Room

To help parents feel at home in the school and to encourage their presence and active involvement in their child's education, we will have a dedicated parent room. This room will give parents a place to gather and build relationships with one another, discuss matters of mutual interest, and afford them an opportunity to feel comfortable and take ownership in the school. The room will also provide parents access to online school materials and computers to log into NHAs student information system to monitor and track their child's attendance and academic progress over the course of the year.

### **Admissions Policy**

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

1. *Tentative dates for application period; enrollment deadlines and procedures.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *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.*

We will comply with all applicable laws related to admissions and enrollment. Our admissions policy is included in Appendix R.

**Open Enrollment Period (OEP) and Deadlines:** The OEP for the first year of operation will tentatively begin on April 1 and last for two weeks. In subsequent years, the OEP is from the first day of the school year until 5 p.m. on the last business day in February of the current school year.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the OEP. All applications received after the OEP will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available, or to the waiting list.

**Random-Selection Process:** The process will be performed using computer software from an independent company and will be open to the public. A neutral third-party person will be present during the random selection process. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority. After all eligible names have been randomly selected; the school will add the names of applicants who submitted applications after the OEP in the order in which they were received. The random-selection process will be video-recorded and the video recording will be the official record of student placement.

**Enrollment Preferences:** Enrollment preference will be first given to currently enrolled students. Next preference is given to the following ordered categories: children of the schools principal, teachers, and teacher assistants; siblings of currently enrolled students who were admitted to the school in a previous year; and all remaining applicants. If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple births.

In our first year, the school may give preference to children of the initial members of the schools board of directors, so long as these children are limited to no more than 10 percent of the schools total enrollment or to 20 students, whichever is less.

**Waiting Lists:** Applications received after the OEP will be added to the end of the waiting list for the appropriate grade in the order in which they were received. All applicants on a waiting list must re-submit an application for the following school year during the next OEP.

**Application Withdrawal:** Accepted applicants must confirm their intent to attend the school within four weeks of acceptance. The school will send all applicants a postcard to inform parents and guardians that the student will forfeit his or her registered status in the school and will not be enrolled if he or she does not attend the first day of school or call in to request an excused absence.

**Re-enrollment:** Once students are enrolled, they will be re-enrolled at the school for successive years without re-entering the random-selection process.

Transfers: Applications for the current school year will be accepted until the end of the current school year, and available seats will be filled as applications are received. Student transfers will be processed upon receipt of a properly completed records release form from another school.

Pre-Admission Activities: Not applicable.

Withdrawn Students and Transfers: Student withdrawals will be processed upon parental request. The school will withdraw a student on the first day of school if they are absent without excuse, if this practice is communicated to the family and attempts to contact the student are documented. Withdrawals and transfers will be effective the date in which the student was last in attendance. Once a student has been withdrawn or transferred, a new application must be submitted if there is further in attending the school.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000	LEA 600	LEA 900	LEA 000
Kindergarten	70	18		70	18		70	18		70	18		70	18	
Grade 01	67	17		67	17		67	17		67	17		67	17	
Grade 02	67	17		67	17		67	17		67	17		67	17	
Grade 03	67	17		67	17		67	17		67	17		67	17	
Grade 04	67	17		67	17		67	17		67	17		67	17	
Grade 05	67	17		67	17		67	17		67	17		67	17	
Grade 06	0	0		65	16		65	16		65	16		65	16	
Grade 07	0	0		0	0		65	16		65	16		65	16	
Grade 08	0	0		0	0		0	0		62	16		62	16	
	405	103		470	119		535	135		597	151		597	151	
	508			589			670			748			748		

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

#### Transportation Plan

We will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend Matthews-Mint Hill Charter Academy. We anticipate that the majority of our students will reside within a close proximity to our school.

We do not intend to directly provide school bus services, nor contract with Charlotte-Mecklenburg School District for the provision of transportation services. We believe that asking parents to partner with us in transportation will allow members of the staff to greet students and parents during morning drop-off and afternoon pick-up. This will give students a transition between school and home that is safe, smooth, and welcoming. This approach will also involve parents who transport their children more deeply in the day-to-day life of the school. In this way, parents will develop a deeper rapport with teachers, school leaders, and other families. Finally, we believe that this method allows students to arrive at school more focused on the activities of the day and with lower levels of anxiety. This system has worked well at Queens Grant K-8 as well as other NHA partner schools in North Carolina.

We recognize that this transportation strategy may not be a viable option for every family. In these cases, other options may include carpools, private carriers, and public transportation. During orientation before the first day of school, we will offer parents and guardians resources to coordinate their transportation needs. We will not let transportation be a barrier to any child attending the school. Once we determine a school location, we will work to identify and share public transportation options that are available. Weve also built in \$5,000 in our budget for possible transportation needs, including for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

We may use an online program that has been successful at other NHA partner schools called Ride Finder. In this program, an office administrator will serve as the schools transportation liaison, will coordinate the transportation needs of students, and will work to connect families that may be able to carpool and share transportation responsibilities.

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

#### School Lunch Program

We recognize the importance of providing meals to our students, many of whom

may rely on our school to provide two meals per day. Following USDA procurement requirements and in compliance with Federal Regulation 7 CFR 210.16, a food service provider will be contracted to operate our food service program. Students will pay a predetermined price for school meals unless they qualify for free or reduced-price meals under the National School Lunch Program and the School Breakfast Program. NHA has extensive experience in handling all the required aspects of these programs. We will hold NHA accountable for the success of this program.

All meals will meet the nutritional requirements set forth by the United States Department of Agriculture in accordance with the National School Lunch Program and School Breakfast Program. Our food service provider will also provide extensive support with menu planning, nutritional analysis, food handling safety, and sanitization. Cold breakfast and a hot meal for lunch will be offered daily to meet students needs and ensure that students can focus on the work of learning and not their physical hunger.

**Civil Liability and Insurance (GS 115C-238.29F(c)):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$2,225.00
Officers and Directors/Errors and Omissions	\$3,000,000		\$1,000.00
Property Insurance	\$25,000		\$415.00
Motor Vehicle Liability	\$1,000,000		\$185.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$275.00
Other	\$2,000,000		\$750.00
Total Cost			\$4,850.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

edsieber

02/27/2013

(Board Chair Signature)

(Date)

**Facility:**

*Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.*

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).*

**Real Estate Acquisition**

To date, we have combined our own local knowledge of the community with insights from members of NHAs real estate acquisition team to begin an exhaustive review of opportunities for renovating or constructing a school building. We prefer to find a suitable parcel where a new facility can be constructed consistent with our intended educational model. However, in our real estate search efforts, we are not ruling out existing facilities that can be renovated cost-effectively to suit our schools programmatic needs. Currently, we have identified several potentially viable parcels that may be suitable for the construction of Matthews-Mint Hill Charter Academy. We will continue to investigate these options and conduct the necessary due diligence. More information on real estate acquisition efforts will be provided should we be granted an interview by the Public Charter School Advisory Council.

**Construction Process**

Once a site has passed the necessary due diligence and site acquisition has been finalized, NHA will manage the construction process. The facility will be constructed and equipped in a fashion similar to other NHA partner schools and will comply with all health, building code, and safety requirements, as well as meet all regulations as outlined by the Americans with Disabilities Act. Given NHAs knowledge of and experience with site acquisition and construction and our research of our municipalitys land use approval processes, we are confident that our school will be complete, and the Educational Certificate of Occupancy provided, in sufficient time for an August 2014 opening.

**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.*

**Contingency Plan**

We are confident that our school will be complete in sufficient time for an August 2014 opening. If there are any unforeseen hurdles with the identified property, we believe we are well-positioned to move expeditiously to secure one of the other properties from a "short-list" of real estate opportunities that we are developing. Ultimately, we will ensure that the school is equipped for 21st-century teaching and learning, and is the most prudent choice for us, and, most importantly, will provide the greatest opportunity for students and families who choose our school.

### Spatial Needs

When our school is complete, the total square footage of the building will be approximately 45,000 square feet and will provide sufficient space for a play area, a play field, and adequate parking. The facility will be safe, clean, and conducive to student learning. The school will be accessible and will accommodate all students. The school building will include: classrooms (28); a gymnasium; an art room; a music room; a media center/library; a parent room; multiple student support rooms; administrative spaces; and a front office.

**V. FINANCIAL PLAN**

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

**Budget: Revenue Projections from each LEA 2014-15**

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

*The formula for figuring these allotments can be found in the Resource Manual Finance Section.*

See Charter School Dollars per ADM on the following link for per pupil allotments by county.  
<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

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

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	405	\$1,797,552.00
Local Funds	\$2,262.96	405	\$916,498.80
Federal EC Funds	\$3,743.48	35	\$131,021.80
<b>Totals</b>			\$2,845,072.60

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

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,446.57	103	\$457,996.71
Local Funds	\$1,941.85	103	\$200,010.55
Federal EC Funds	\$3,743.48	9	\$33,691.32
<b>Totals</b>			\$691,698.58



**Total Budget: Revenue Projections 2014-15 through 2018-2019**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
-Exceptional Children Federal Funds	\$164,713	\$197,600	\$229,300	\$261,200	\$266,300
-Local Per Pupil Funds	\$1,116,509	\$1,294,700	\$1,472,800	\$1,644,200	\$1,644,200
-Other Funds*	\$1,336,041	\$757,555	\$477,905	\$142,860	\$125,695
-State ADM Funds	\$2,255,549	\$2,614,200	\$3,003,600	\$3,386,900	\$3,420,600
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	<b>\$4,872,812</b>	<b>\$4,864,055</b>	<b>\$5,183,605</b>	<b>\$5,435,160</b>	<b>\$5,456,795</b>

**\*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 statements, etc., on the availability of these funds.**

**Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.**

**Personnel Budget: Expenditure Projections 2014-15 through 2018-2019**

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
<b>Personnel:</b>															
Principal	1	\$85,000	\$85,000	1	\$87,600	\$87,600	1	\$90,200	\$90,200	1	\$92,900	\$92,900	1	\$95,700	\$95,700
Dean	2	\$43,500	\$87,000	3	\$44,600	\$133,800	3	\$45,700	\$137,100	3	\$46,800	\$140,400	3	\$48,000	\$144,000
Registrar	1	\$29,300	\$29,300	1	\$30,000	\$30,000	1	\$30,700	\$30,700	1	\$31,500	\$31,500	1	\$32,300	\$32,300
Office Administrator	1	\$22,800	\$22,800	1	\$23,300	\$23,300	1	\$23,900	\$23,900	1	\$24,500	\$24,500	1	\$25,100	\$25,100
Admissions Representative	.38	\$36,900	\$14,022	.38	\$38,000	\$14,440	.38	\$39,200	\$14,896	.38	\$40,400	\$15,352	.38	\$41,600	\$15,808
Core Content Teacher(s)	19	\$34,400	\$653,600	22	\$35,300	\$776,600	25	\$36,100	\$902,500	28	\$37,000	\$1,036,000	28	\$38,000	\$1,064,000
Electives/Specialty Teacher(s)	3	\$34,400	\$103,200	3	\$35,300	\$105,900	3	\$36,100	\$108,300	3	\$37,000	\$111,000	3	\$38,000	\$114,000
Library Technology Specialist	1	\$32,500	\$32,500	1	\$33,300	\$33,300	1	\$34,200	\$34,200	1	\$35,000	\$35,000	1	\$35,900	\$35,900
Exceptional Children Teacher(s)	1.5	\$34,400	\$51,600	2	\$35,300	\$70,600	2	\$36,100	\$72,200	2	\$37,000	\$74,000	2	\$38,000	\$76,000
Exceptional Childrens Aides	.8	\$21,300	\$17,040	.8	\$21,900	\$17,520	1.6	\$22,600	\$36,160	1.6	\$23,200	\$37,120	1.6	\$23,900	\$38,240
Social Worker	.2	\$37,800	\$7,560	.2	\$38,700	\$7,740	.4	\$39,700	\$15,880	.4	\$40,700	\$16,280	.4	\$41,700	\$16,680
Recess Aides	.75	\$20,500	\$15,375	.75	\$21,100	\$15,825	.88	\$21,700	\$19,096	1	\$22,400	\$22,400	1	\$23,000	\$23,000
Substitute Teachers	.72	\$21,851	\$15,733	.83	\$22,269	\$18,483	.92	\$23,183	\$21,328	1.02	\$24,030	\$24,511	1.02	\$24,720	\$25,214
Total Personnel	32.3 5	\$454,651	\$1,134,730	36.9 6	\$466,669	\$1,335,108	41.1 8	\$479,383	\$1,506,460	44.4	\$492,430	\$1,660,963	44.4	\$505,920	\$1,705,942
<b>Benefits:</b>															
Benefit Waive	4.3	\$209	\$899	4.8	\$209	\$1,003	4.6	\$263	\$1,210	5.5	\$235	\$1,293	5.5	\$237	\$1,304
Federal & State Unemployment Taxes	31.6 3	\$398	\$12,589	36.1 3	\$407	\$14,705	40.2 5	\$415	\$16,704	43.3 8	\$427	\$18,523	43.3 8	\$438	\$19,000
Health & Dental	26	\$10,100	\$262,600	30.0 1	\$10,300	\$309,103	34.0 3	\$10,500	\$357,315	36.0 7	\$10,700	\$385,949	36.1 1	\$10,900	\$393,599

Matthews-Mint Hill Charter Academy

Insurance															
Incentives/Stipends/Bonuses	31.6 3	\$1,916	\$60,603	36.1 3	\$1,971	\$71,212	40.2 5	\$1,916	\$77,119	43.3 8	\$1,888	\$81,901	43.3 8	\$1,948	\$84,504
Life & Disability Insurance	29.8	\$89	\$2,652	34.8	\$92	\$3,202	38.6	\$93	\$3,590	41.6	\$96	\$3,994	41.6	\$99	\$4,118
Retirement Plan	31.6 3	\$908	\$28,720	36.1 3	\$933	\$33,709	40.2 5	\$944	\$37,996	43.3 8	\$964	\$41,818	43.3 8	\$989	\$42,903
Social Security & Medicare Tax	31.6 3	\$2,789	\$88,216	36.1 3	\$2,868	\$103,621	40.2 5	\$2,899	\$116,685	43.3 8	\$2,963	\$128,535	43.3 8	\$3,039	\$131,832
Total Benefits	249. 88	\$16,994	\$474,782	286. 39	\$17,361	\$557,547	318. 73	\$17,617	\$634,245	343. 45	\$17,872	\$687,998	343. 49	\$18,263	\$703,852
Tuition Reimbursement	31.6 3	\$455	\$14,392	36.1 3	\$448	\$16,186	40.2 5	\$450	\$18,113	43.3 8	\$461	\$19,998	43.3 8	\$470	\$20,389
Workers Compensation	31.6 3	\$130	\$4,112	36.1 3	\$133	\$4,805	40.2 5	\$137	\$5,514	43.3 8	\$138	\$5,986	43.3 8	\$143	\$6,203
<b>Total Personnel Budget</b>	282. 23	\$471,645	\$1,609,512	323. 35	\$484,030	\$1,892,655	359. 91	\$497,000	\$2,140,705	387. 85	\$510,302	\$2,348,960	387. 89	\$524,183	\$2,409,795

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

**Operations Budget: Expenditure Projections 2014-15 through 2018-2019**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books And Supplies	Copier & Printing Costs	\$13,800	\$15,900	\$18,200	\$20,600	\$21,000
	Instructional Equipment	\$108,200	\$113,000	\$119,000	\$125,000	\$126,200
	Office Supplies	\$19,600	\$20,600	\$23,700	\$27,000	\$27,500
Books and Supplies	Curriculum/Texts	\$206,500	\$49,500	\$56,300	\$56,100	\$5,100
	Instructional Materials	\$91,800	\$90,400	\$93,400	\$84,500	\$84,200
	Testing Supplies	\$32,400	\$32,100	\$33,900	\$36,100	\$36,100
Human Resources Costs	Staff Development	\$95,400	\$66,000	\$67,300	\$68,700	\$69,700
	Staff Recruitment & Retention	\$155,900	\$89,200	\$96,000	\$97,800	\$87,300
Other	Administrative Support	\$172,700	\$172,700	\$172,700	\$172,700	\$172,700
	Contracted Services	\$125,700	\$158,900	\$204,100	\$210,400	\$216,800
	Curriculum Development & Intervention Services	\$50,200	\$50,200	\$50,200	\$50,200	\$50,200
	Facility Acquisition	\$141,400	\$0	\$0	\$0	\$0
	Food Plan	\$100,200	\$113,900	\$128,200	\$142,500	\$145,300
	Insurances	\$13,300	\$13,600	\$13,900	\$14,100	\$14,200
	Legal & Audit	\$72,100	\$72,200	\$72,400	\$72,500	\$72,700
	Marketing Plan	\$75,300	\$75,500	\$75,600	\$75,800	\$75,900
	Office Equipment	\$7,100	\$10,100	\$10,600	\$11,200	\$11,400
	Other (Field Trips, Dues & Fees, Board Exp)	\$43,200	\$43,800	\$44,300	\$44,900	\$45,100
	Partner Relations	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Property Taxes	\$40,300	\$82,400	\$84,100	\$85,800	\$87,600
	Transportation Plan	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel, Meetings & Meals	\$13,500	\$14,100	\$14,800	\$15,500	\$15,800
Rents And Debt Services	Custodial	\$116,100	\$118,400	\$120,800	\$123,200	\$125,700
	Maintenance & Repair	\$126,400	\$130,000	\$97,400	\$98,500	\$99,700
	Rent Of Equipment	\$12,200	\$13,000	\$13,900	\$14,700	\$14,800
Rents and Debt Services	Facility Lease/Mortgage	\$1,157,900	\$1,157,900	\$1,157,900	\$1,157,900	\$1,157,900
Technology Technology Hardware	Software	\$11,800	\$1,800	\$1,900	\$1,900	\$1,900
	Technology Services	\$143,400	\$145,300	\$147,300	\$149,400	\$151,500
Utilities	Electric	\$41,500	\$42,400	\$43,200	\$44,100	\$44,900
	Energy	\$3,300	\$3,400	\$3,400	\$3,500	\$3,600
	Phone	\$2,200	\$2,600	\$3,000	\$3,400	\$3,500
	Water/Sewer/Trash	\$14,900	\$17,500	\$20,400	\$23,200	\$23,700
	<b>Total Operations</b>	<b>\$3,263,300</b>	<b>\$2,971,400</b>	<b>\$3,042,900</b>	<b>\$3,086,200</b>	<b>\$3,047,000</b>

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,609,512	\$1,892,655	\$2,140,705	\$2,348,960	\$2,409,795
TOTAL EXPENDITURE (OPERATIONS)	\$3,263,300	\$2,971,400	\$3,042,900	\$3,086,200	\$3,047,000
TOTAL EXPENDITURES	\$4,872,812	\$4,864,055	\$5,183,605	\$5,435,160	\$5,456,795
TOTAL REVENUE	\$4,872,812	\$4,864,055	\$5,183,605	\$5,435,160	\$5,456,795
ANNUAL NET PROJECTIONS	-\$0	\$0	-\$0	-\$0	\$0

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

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

- Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

## Revenue Consideration

In accordance with N.C. Gen. Stat. 115C-228.29H and as stated on page 35 of the Charter Resource Manual, "the state allocates dollars depending on the county or city school system in which the charter school is located", not where a student resides. However, the online application system does not allow the applicant to reflect this in year one, and instead bases state funding allocations on the county or city school system in which the student resides, not where the school is located. It is our understanding that a student's residence is only considered for the allocation of local per pupil funds, not state ADM dollars. Due to the system constraints, we recognize that our budget for State ADM Funds in year one may be slightly overstated.

Additionally, although the online application classifies the Exceptional Children Funding as "Federal", it is our understanding that these funds are a state allotment and should be classified as "State" funding. The Department of Public Instructions website (<http://ec.ncpublicschools.gov/finance-grants/allotment-allocations/per-child-allocations>) supports this understanding by noting that the per pupil funding is State Aid (PRC 32). To be conservative, we have not budgeted federal exceptional children funds (i.e., IDEA), because we do not have a formal commitment for funding.

## Revenue Assumptions

We plan to open our school with capacity for 508 students in grades K through 5, increasing to a full capacity of 748 students in grades K through 8 by 2017-18. We are confident, because of the demand for Queens Grant Community School and the positive results of our survey, that we can meet our projected enrollment numbers.

\* The per-pupil state allocation is estimated at \$4,438 per student, and as a conservative measure, we are projecting no funding increases for the first two years of the forecast period. For years three through five, a one percent annual increase is budgeted.

\* Our budget reflects a mix of students from Mecklenburg County (80 percent) and Union County (20 percent). We anticipate local per pupil funding of \$2,263 for students residing in Mecklenburg County and \$1,942 for students residing in Union County. As a conservative measure, we have not incorporated any increase in the local per pupil funding during the five-

year forecast period.

\* We assume that 8.6 percent of our student population will require some level of special education services. We have incorporated into the budget our understanding that the special education allotment from the state will be at a rate of \$3,743 per pupil. (continued below)

2. *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

#### Financial Systems and Processes

As mentioned previously in the application, our services agreement with NHA provides us with a full suite of school operations services including administrative services such as accounting, purchasing, and payroll.

**Payroll:** To fulfill its obligations to the Board for complying with generally accepted accounting principles, NHA will utilize a standardized software system, Lawson. Lawson will internally manage all transactions related to the payroll function.

Employees will be paid every other Thursday. Hourly employees must enter their time for the two-week pay period into the Lawson system. The supervisor must approve and release all time entered into the Lawson system before it can be utilized to generate the payroll. Once payroll has been computed, it will be transmitted to an outside service provider, ADP. ADP will print the checks and distribute them to the school. The checks will then be disbursed to employees by the schools office staff.

There are many controls surrounding the payroll processes. In addition to those described above, any changes to payroll amounts must be processed through the Lawson system and will require our principals approval as well as approval from NHAs People Services department. All hours worked will be submitted through the Lawson system and must be approved by a member of the school leadership team. The hours worked will be further reviewed by NHAs payroll department for reasonableness. Throughout the year, the schools business analyst will compare the actual positions and payroll from the Lawson system to the budget and discuss any discrepancies with the principal.

**Purchases:** NHA also uses Lawson to manage its purchasing, general ledger, grant accounting, fixed assets accounting and cash disbursements activities. NHA has formalized written policies for purchasing (grant and non-grant), accounts payable, corporate credit cards, Board discretionary funds, principal discretionary funds and school money handling, deposits, and security policy.

Most Matthews-Mint Hill Charter Academy purchases will begin with a purchase order. The purchase order must be submitted electronically by the school to NHAs purchasing and accounting departments via the Lawson system. The school must make a note in the Lawson system when the item is received. When the invoice is received, the Lawson system will match it against the purchase order and the receipt prior to payment. Once the invoice is properly matched, it will be assigned the proper general ledger account number and processed for payment. The invoice will then be sent for review and approval by an accounting staff member. All checks in excess of \$2,500 will be reviewed by NHAs senior manager of school accounting. (continued below)

- 3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

#### Alignment of Spending Priorities

\* Schools mission: We are committed to providing a high-quality education that places students on the path to college readiness and have prepared our budget consistent with this aim. We have prioritized our academic program from day one to achieve our goals.

\* Curricular offerings: Our budget has been drafted to include the costs for teachers and the curricular tools necessary to implement our academic program.

\* Transportation plans: We do not plan to provide transportation. However, to meet the needs of our exceptional children, we have budgeted \$5,000 per year for transportation in the event a need exists.

\* Professional development needs: We know that nothing has a greater impact on student learning than great teaching in every classroom. We have included the costs for initial staff development and on-going sessions to meet the needs of all teachers at our school.

#### Contingency Reserve

We will ensure Matthews-Mint Hill Charter Academy remains fiscally solvent through the utilization of a balanced budget. As mentioned throughout this application, we intend to enter into a services agreement with NHA, which includes a commitment by NHA to cover insufficiencies in revenue. It is anticipated that in the first years of operation, Matthews-Mint Hill Charter Academy will require a contribution from NHA to provide a fully operational program to our students. The attached budget anticipates a contribution from NHA of just under \$1.3 million in the first year of operation, \$678 thousand in Year 2, and \$388 thousand in Year 3, declining through Year 5 until the school nearly stands on its own financially. While it is likely, and our intent, that the school be fiscally solvent once full enrollment is reached, the services agreement with NHA will ensure that our school has sufficient cash flow for operations and eliminate the need for any defined contingency reserve. NHA contributions will be budgeted and approved by our Board. Please see Appendix P for a letter of financial commitment from NHAs interim chief financial officer, reinforcing the language in our draft services agreement.

- 4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

#### Sources of Funds

As indicated in Appendix P, NHA has committed to funding all aspects of school operation as needed.

- 5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

#### Contingency Plan

We will ensure Matthews-Mint Hill Charter Academy remains fiscally solvent through the utilization of a balanced budget. As mentioned above, we intend to enter into a services agreement with NHA, which includes a commitment by NHA to provide a facility for the school and to cover expenses incurred



prior to the start of school, before state funding becomes available. While it is likely, and our intent, that the school be fiscally solvent once full enrollment is reached, the services agreement with NHA will ensure that Matthews-Mint Hill Charter Academy has sufficient cash flow for operations and eliminate the need for any defined contingency reserve. NHA contributions will be budgeted and approved by our Board. Due to our partnership with NHA, we do not have, nor do we need, break-even student enrollment projections.

*6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.*

Year One Cash Flow Contingency

Our services agreement with NHA provides us with access to funds, if necessary, to cover expenditures in the first year, and beyond. This allows us to focus on our mission and vision for Matthews-Mint Hill Charter Academy and to govern the school and oversee NHA.

(Continued from Question 1) Expenditure Assumptions

\* Our school leadership team will strive to meet the needs of all students. To advance this effort, the school will use available Title I and II-A grant monies to invest in a variety of research-based academic interventions, including academic specialists and paraprofessionals who support classroom teachers and provide small-group interventions. Other interventions may also be considered. Because these funds have not been guaranteed, they are not incorporated in the budget provided with this application.

\* We anticipate reimbursement from the National School Lunch Program through the Department of Agriculture to cover approximately 30 percent of the food service expenditures at the school. Food sales to students are expected to cover around 35 percent of total food service costs.

\* As mentioned previously in the application, our services agreement with NHA provides us with access to funds, if necessary, to cover expenditures in the early years of the schools operations. The budget includes an expected contribution from NHA of just under \$1.3 million in the first year of operation, \$678 thousand in Year 2, and \$388 thousand in Year 3, gradually declining through Year 5 until the schools revenue is nearly sufficient to cover its operating costs.

Expenditure Assumptions

Our budget assumes that our school will open with enough teaching staff to serve 19 classrooms, as well as music, art, and physical education programs. The budget incorporates a resource room staffed with sufficient teachers and paraprofessionals to meet the needs of special education students. Based on current estimates for the first year, the budget includes 1.5 full-time equivalent (FTE) resource room teachers and one 0.8 FTE paraprofessional, supplemented with contracted speech, occupational therapy, and psychology services. Our budget also incorporates a part-time social worker. We plan to adjust our staffing based on student needs once the school opens, and we will increase staffing as appropriate, including support for English language learners (ELL) if needed, as the student population grows.

Certain other operating expenses are more fixed in nature, such as administrative personnel costs, facilities related expenditures, legal and audit fees, marketing, and partner relations (which includes administrative support from NHA to our Board). Instead of increasing in correlation with

student enrollment, we expect these costs to grow only by inflation each year.

#### Break-even Student Enrollment

While our experience, the waiting list for the K-8 program at Queens Grant, and due diligence have made us confident that our enrollment projections are achievable, we believe we are uniquely positioned to operate a financially viable school irrespective of the pace of enrollment due to our partnership with NHA and its commitment of capital to our mission. In accordance with the attached services agreement, NHA will be responsible for providing the facility, the staff, and the materials for a fully operational school. This eliminates the burden of private fund-raising and philanthropy. It also relieves the Board of the equally difficult task of seeking funds from a bank or lending institution to supplement per-pupil funding. What's more, NHA will make all necessary financial contributions to our school to ensure that Matthews-Mint Hill Charter Academy has all necessary operating resources from day one. We also expect our school to receive contributions from NHA during the start-up phase and the initial years of operation. For these reasons, we do not have a defined break-even point, only a focus on providing the best public charter school choice possible to the students and families who choose Matthews-Mint Hill Charter Academy.

(Continued from Question 2)

All checks, regardless of value, will require two signatures. The only authorized signers are NHAs senior manager of school accounting and director of corporate finance. Our Board Chair and Treasurer will also be authorized signatories on the schools bank account. Bank reconciliations will be performed monthly. All cash receipts and transfers to the bank accounts will be posted individually, and NHAs accounting department will ensure a proper segregation of duties. On a monthly basis, NHA will compare the actual expenditures to the Board approved budget and discuss any discrepancies with the principal.

**Audits:** Annually, we will select an independent, state-licensed public accounting firm with experience in the K-12 sector. The selected firm will perform a financial statement audit for the school and, if required, State and Federal Single Audits. The audit will also review the adequacy of the system of internal control to ensure that financial statements are accurately presented in accordance with generally accepted accounting principles in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

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

*Describe the procedure and method for conducting an independent financial audit for the proposed charter school.*

We will annually contract with an independent public accounting firm licensed by the state of North Carolina to perform the financial statement audit for our school. The firm will review the adequacy of the system of internal control to ensure that financial statements are accurately presented in accordance with generally accepted accounting principles in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. A report will be issued on the auditor's considerations of the internal control system over financial reporting and also will test compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters.

The audit will include a State Single Audit, per the State of North Carolina requirements. In the event the school should expend \$500,000 or more in federal funds during a fiscal year, the independent auditor will also perform the federally required A-133 Federal Single Audit. The audit fieldwork will be conducted in a timely manner to ensure that the report will be completed by the states deadline. The audit expense will be included in the schools Board-approved budget.

*Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.*

Our board is currently investigating the following firms to conduct our audit:

Name: Deloitte & Touche, LLP  
Address: 550 S. Tryon Street, Ste. 2500, Charlotte, NC 28202  
Phone Number: 704-887-1500  
Fax Number: 704-887-1631

Name: BDO USA, LLP  
Address: 1001 Morehead Square Drive, Ste. 300, Charlotte, NC 28203  
Phone Number: 704-887-4236  
Fax Number: 704-887-4290

**VI. AGREEMENT PAGE**

**LEA Impact Statement:**

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

**Applicant Signature:**

The foregoing application is submitted on behalf of Matthews-Mint Hill Charter Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: edsieber

Board Position: Lead Applicant/Board Chair

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

Date: 02/27/2013

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

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.