



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Queen's Grant High School

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 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 2015-2016 school year

APPLICATION DUE DATE/TIME

September 6, 2013 A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. 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.

December 6, 2013 A complete online application package, in the Office of Charter Schools **by 5:00 pm.**

December 13, 2013 A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov 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: Queen's Grant High School

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

Name of non-profit organization under which charter will be organized or operated: *Queen's Grant Community School, Inc.*

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

Name of contact person: *Ted Biggers*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 10323 Idlewild RD
Matthews NC 28105

Primary telephone: 705-545-0736 Alternative telephone: 705-545-0736

E-Mail address: carolinaboss@aol.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:

Yes:

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

No:

Yes:

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

What is the name of the nonprofit organization that governs this charter school? Queen's Grant Community School, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10,11,12	525
Second Year	09,10,11,12	575
Third Year	09,10,11,12	650
Fourth Year	09,10,11,12	650
Fifth Year	09,10,11,12	650
Sixth Year	09,10,11,12	650
Seventh Year	09,10,11,12	650
Eight Year	09,10,11,12	650
Ninth Year	09,10,11,12	650
Tenth Year	09,10,11,12	650

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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

smithm
Signature

Mr. Michael Smith
Title

smithm
Printed Name

12/05/2013
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:

Queen's Grant High School seeks to foster a passion for learning and to equip college bound students with the tools for academic success. We will do this through an atmosphere that holds students firmly accountable for their actions in both academics and discipline. Queen's Grant High School is a place of great opportunity for highly motivated students and actively involved parents.

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.*

Queen's Grant High School (QGHS) is a currently operating school with 480 students enrolled. These students have already chosen the high-quality academic program offered by Queen's Grant Community School in grades K-8, and by Queen's Grant High School in grades 9-12. This application is submitted as a request to separate the two programs. The K-8 program is managed by National Heritage Academies (NHA), while we independently operate the high school program. We believe that it is in the best interest of our students and families to now operate the high school program under a separate charter agreement, which we are requesting here. The Queen's Grant Community School board operates both the K8 school and the high school. However, we have decided to partner with NHA for management of the K-8 school and we have independently operated the high school for the last two years. Given the different management strategies for the two campuses and the planned facility development for the high school, we feel it is in the best interest for our students, families and governing board to now operate the high school under a separate charter.

Target Population

As we do this, we plan to expand our high school enrollment to serve up to 525 students in grades 9-12 in the 2015-16 school year. We will grow to serve 650 students by 2017-18. We anticipate that our larger student body will largely reflect the demographic composition of our current student enrollment:

- 54 percent White
- 30 percent Black
- 8 percent Hispanic
- 8 percent Multiracial

- 1 percent Other (Asian and American Indian/Alaskan Native)

We currently serve 3 percent ELL students, 13 percent exceptional children, and 10 percent of our student population qualifies for free and/or reduced priced lunch. Our current student population reflects the ethnic and racial composition of nearby high schools.

As an existing high school program seeking to simply separate from the existing K-8 program by a distinct charter agreement, we fully expect a seamless transition for our current students and their families while providing an attractive high school choice for additional students and families in our community.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Projected Enrollment

We intend to serve up to 525 students in 2015-16 and will grow to serve 650 students by 2017-18.

Percent of Students from Local LEAs

The majority (94 percent) of our currently enrolled students are from Charlotte-Mecklenburg Schools, representing slightly more than 1.1 percent of the LEA's approximately 39,500 students in grades 9-12. We expect this enrollment pattern to continue moving forward as we grow our high school. If 94 percent of our 650 students come from the Charlotte-Mecklenburg LEA, it will represent approximately 1.5 percent of the Charlotte-Mecklenburg enrollment in grades 9-12. We anticipate that 5 percent of our students will come from the Union County LEA and 1 percent from the Cabarrus County LEA, also reflecting the current enrollment pattern at our high school. Union County serves approximately 12,000 students in grades 9-12. If 5 percent of our future enrollment of 650 students comes from the Union County LEA, that will represent 0.28 percent of the Union County enrollment in grades 9-12. Cabarrus County serves approximately 8,785 students in grades 9-12. If 1 percent of our future enrollment of 650 students comes from the Cabarrus County LEA, that will represent 0.8 percent of the Cabarrus County enrollment in grades 9-12.

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

The Queen's Grant High School academic program strives for each student to reach their full academic potential by providing rigorous course studies. In our curriculum, we offer a combination of standard, honors, and Advanced Placement-level classes, meeting the academic needs of and challenging our diverse student body. We offer every course the state allows at the honors level.

Our high school's successful focus on college preparedness is evident when noting our graduates' college acceptances. In 2011-12, for example, our graduates were accepted into at least 65 different institutions of higher learning (see: <http://qgphs.com/index.php/about/college-acceptances/>).

Similar to Local LEAs

At QGHS, we will offer many types of courses to meet the needs of our students. Similar to local high school choices, we will offer Advanced Placement (AP) classes. AP is a program of college-level courses and examinations that gives motivated students an opportunity to earn college credit, college placement, or both while they are still in high school. QGHS is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program. In fact, while a number of Queen's Grant High School courses are designed to prepare students for the AP examination in that subject (such courses include "(AP)" in the course title), other courses are not formally designated but still include concepts from the AP examination to expose even more students to a greater level of academic rigor than typical. While students who master the material in these courses are generally prepared for the AP examination in that subject, extra review materials are offered in many of these subjects for students who become excited about the subject and more confident in their deeper exploration of the content, and decide they want to tackle the optional AP exam and wish to further prepare.

Different than Local LEAs

Queen's Grant High School also will continue to offer a smaller, more personal learning environment for students. While Charlotte-Mecklenburg high schools have 1,750 students on average, Queen's Grant High School will have a maximum total enrollment of 650 students, about one-third the size of a typical district high school.

Many of the nearby high schools in Charlotte-Mecklenburg and Union use block scheduling. This means that students are not able to interact with each content area teacher each day. One of the aspects of Queen's Grant High School that differentiates us is the daily access to all teachers. Combined with our smaller overall size, we will be able to provide students with a more intimate learning environment and a greater level of interaction between students and teachers. We believe this structure will help fulfill our mission to "foster a passion for learning and to equip college bound students with the tools for academic success."

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.*

QGHS will meet many of the legislative purposes for charter schools. We highlight three of these purposes below.

Expanded Choice (Priority 3)

The vision for the Queen's Grant Experience began in August 2002 with the opening of Queen's Grant Community School (K-8). Located in the heart of Mint Hill, this school offers families throughout the region an alternative choice to the Charlotte-Mecklenburg School System. The smaller learning environment characterized by an emphasis on academic achievement and moral character has been exceedingly successful. Here, staff and parents are able to partner together to build a culture characterized by strong minds and personal integrity.

It wasn't long before parents expressed a desire to build a high school so that the Queen's Grant experience would continue through the secondary level. That vision began to take form in December 2006 when the State extended the Queen's Grant charter to include grade 9 and 10, with a plan to grow by a single grade each school year through grade 12.

The doors of our high school opened in August 2007 with 120 students in grades 9 and 10 at its temporary location at Garr Christian Academy on Wallace Road in Charlotte. In the Queen's Grant tradition, school leadership committed to recruiting highly qualified teachers, motivating each student to personal and academic excellence, and preparing students for post-secondary learning and success in life.

On August 19, 2009, Queen's Grant High School started the school year as a full high school (grades 9-12) with nearly 425 students from 40 different schools in the area, beginning a new chapter in the life of the school. On that first day of school, Mint Hill had a permanent charter high school as a quality choice for any student in the Charlotte-Mecklenburg area.

Improving Student Learning (Priority 4)

We are proud that in the 2012-13 school year Queen's Grant High School students were recognized by the North Carolina Department of Public Instruction as making substantially more progress than the state growth standard: the school's growth index was 2.49, which is categorized as Exceeds Expected Growth. Less than one-third of North Carolina public schools achieved this level of growth. The same year, nearly three-fourths (72.0 percent) of Queen's Grant High School students exceeded the minimum ACT composite score of 117, which was higher than both the CMS average (57.2 percent) and state average (58.5 percent). Additionally, 95 percent of students passed the rigorous Math III course. Forty-one percent of Queen's Grant High School students were proficient in all End-of-Course subjects tested (Algebra I, Biology, and English II), compared to the CMS average of

47 percent. Our goal is to now become one of the finest high schools in the state of North Carolina. Queen's Grant High School is dedicated to improving student learning.

Increasing Learning Opportunities for all Students (Priority 5)

With both our full array of honors and AP courses for motivated and gifted students as well as our comprehensive approach to educating our exceptional children population and interventions for other students at-risk of academic failure, we have shown our ability to increase learning opportunities for all students. We desire to continue to excel on this path to provide a choice for families in our area.

Goals for the Proposed Charter School:

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

We've organized our goals for student learning for each year of the charter contract we hope to receive. Our goals are ambitious and we plan to increase the rigor of our metrics each year.

Year One (2015-16)

- At least 60 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 60 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 60 percent of all 10th grade students will score proficient on the Biology EOC Exam.
- QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

Year Two (2016-17)

- At least 63 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 63 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 63 percent of all 10th grade students will score proficient on the Biology EOC Exam.
- QGHS students will outperform local LEAs on the North Carolina Common

Exams: Measures of Student Learning.

- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

Year Three (2017-18)

- At least 65 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 65 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 65 percent of all 10th grade students will score proficient on the Biology EOC Exam.
- QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

Year Four (2018-19)

- At least 67 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 67 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 67 percent of all 10th grade students will score proficient on the Biology EOC Exam.
- QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

Year Five (2019-20)

- At least 69 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 69 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 69 percent of all 10th grade students will score proficient on the Biology EOC Exam.
- QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

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

Our regular board meetings will include a review of data that will help us determine if we are meeting our mission. We will measure our achievement of our mission through academic success, if our students are college bound, parent involvement, and our culture of accountability.

Academic Success

Data we will examine will include: student attendance, student grades, student performance on formative assessments, teacher evaluation and observation data, and annual assessment data (EOC exams, AP exams, ACT, North Carolina Common Exams, etc.),

College Bound

Each year, we will note how many students apply to college and are accepted. We will also determine the number of institutions of higher learning to which our graduates are accepted.

Parent Involvement

Through our parent group Very Involved Parents we will cultivate and sustain collaboration and mutual respect. We will survey our parents to ensure that we are meeting the needs of their children, and the needs of the parents themselves.

Culture of Accountability

Through our student handbook and our honor code, we will strive to maintain a culture of accountability for academic success and for student actions and interactions. We will keep academic and behavioral records in our student information system, PowerSchool, and our board will review these records. As needed, we'll work with our leadership to adjust instruction and improve social interactions at our school.

In total, this data will help us to determine if we are attaining our mission by challenging our students, setting high expectations, and preparing our students for college.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Instructional Program

Each day at Queen's Grant High School students are benefiting from an academically challenging, character-based education. Our school offers Honors- and AP-level courses as well as standard courses. It is our expectation that a college career is the next step in the journey of all our students. For this reason, we have set a high standard for academic performance.

In addition, growing students into contributing, ethical citizens is integral to our education model. This, too, is part of the Queen's Grant High School experience. Here, teachers serve as role models for students and seek to encourage the personal growth of each throughout their high school years. A variety of elective courses are offered to enhance the high school experience, enabling students to explore personal interests and develop habits for healthy living.

Instructional Methods

Our teachers will know and exhibit a variety of instructional methods, including lecture-style, small- and large-group discussion models, computer-based instruction for assignments such as research projects where effective use of the Internet is being taught, programs of student presentations and class discussions, and more.

Assessment Strategies

We will assess student learning in each classroom with formative assessment techniques. We will also measure learning on our teacher made quarterly exams and the end-of-course exams and measures of student learning.

Meeting Student Needs

An unwavering commitment to academic rigor can be a difficult concept for incoming students to grasp to meet our rigorous requirements and expectations. Most students entering the school go through a transitional phase, during which they must relearn basic study skills, test preparation methods, and basic work ethic. At Queen's Grant High School, academic rigor is defined as a multi-faceted concept that encompasses curricular, contextual, institutional, student and faculty behaviors that reflect a core belief system. This belief system is centered on the fact that growth cannot occur without hard work, and that growth is essential to achieving the primary mission of the school: to be prepared for success in higher

education. Academic rigor is teaching, learning, and assessing in order to promote student growth in knowledge of the discipline, and to ensure that students analyze, synthesize, and critically evaluate the content under study. Academic rigor results in assessment outcomes which clearly reflect the full range of academic achievement among students.

Students entering Queen's Grant High School should expect a heavy workload that requires a minimum of twenty minutes of study, reflection, and written homework for each class, each night. In addition, students are expected to complete various assignments outside of class, including but not limited to research papers, test preparation, group and individual presentations, and reading assignments with journaling.

9-12 Curriculum and Instructional Design:

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

Basic Learning Environment

We will offer a traditional period-based schedule, with six periods offered each day. In addition, QGHS provides students with the opportunity to take courses we do not offer through the North Carolina Virtual School. Please see the syllabus for AP European History, presented as a sample course scope and sequence in Appendix B1.

Class Size and Structure

Queen's Grant High School will have a structured learning environment with high expectations for all students. We strive to have class sizes of no more than 25 students per class. Teachers will use a variety of instructional techniques to engage students and challenge them in their learning.

Provide a synopsis of the planned curriculum, including:

- 1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
- 2. As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
- 3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Curriculum Alignment

Our curriculum is proven and is increasing educational outcomes for our students. We are proud that in the 2012-13 school year Queen's Grant High School students were recognized by the North Carolina Department of Public Instruction as making substantially more progress than the state growth standard: the school's growth index was 2.49, which is categorized as Exceeds Expected Growth. Less than one-third of North Carolina public schools achieved this level of growth. The same year, nearly three-fourths (72.0 percent) of Queen's Grant High School students exceeded the minimum ACT composite score of 117, which was higher than both the CMS average (57.2 percent) and state average (58.5 percent).

Mission

Aligned with the state's Future-Ready core course requirements, the academic program at QGHS is designed to ensure that all students leave high with the skills and knowledge for the life course they've set out before them. While ensuring that the state standards are met, this educational program design fulfills our main mission purpose: to foster a passion for learning and equip college bound students with the tools for academic success.

Student Population

As noted previously, QGHS currently offers and operates a grades 9-12 educational program. We know our students and know what supports they need to succeed. Under the requested charter that formally separates us from the existing K-8 program, our high school will continue to meet the needs of students at this school of choice. We have adopted a practice of continuous improvement where we frequently analyze our curriculum, structure, and educational programming to ensure that our students not only meet state Future-Ready requirements, but improve their overall performance year after year.

North Carolina Accountability Model

We will continue to review and revise our model to ensure that we meet the standards set out for us in the North Carolina Accountability Model.

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

QGHS faculty will receive extensive and ongoing professional development in several instructional delivery methods, including teacher-directed instruction, project based instruction, computer assisted instruction, and group and individual learning. To facilitate differentiated and creative teaching methodologies in a teacher-directed classroom, the teacher is both the leader and a model.

The teacher will:

- Prepare the lesson.
- Consider the class' prior knowledge and experience with the material.
- Decide the most effective way to present the material to be mastered.
- Engage the students in a thought-provoking lesson.
- Monitor for student comprehension throughout the lesson.
- Provide for continued learning opportunities and practice with the material.

The teacher carefully leads students through the lesson while simultaneously responding to them and their curiosity.

Our students' probability of success and readiness for college or other postsecondary opportunities will be increased because of the quality of instruction our school provides and the high academic performance and behavioral expectations to which we hold all students. Additionally, students will benefit from the time and information we share in advance of their enrollment with us. Prospective QGHS Families will be provided with a course planning guide that lists the standard courses and elective choices available as a reference when choosing classes for each academic year.

Students will work with our college and guidance counselors on how best to fulfill graduation requirements both for the state of North Carolina and for Queen's Grant High School.

- 5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).*

Our school will provide courses and study tracks that meet the requirements of the state's Future-Ready Core course of study, including options that allow students to meet requirements of the Career Prep course of study and the College/University Prep course of study. These multiple tracks will ensure not only that each student has accumulated the knowledge and skills necessary for success in life after high school, but that each student will be well-prepared for whatever the choice of future plans awaits college or a career in the work-world. Students must meet all requirements for graduation on the track that they select.

We want college to be the next step for all our students. We know that not all students will choose a college path and will prepare these students for other postsecondary opportunities.

- 6. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts?*

We strive to have all students graduate within four years of entering Queen's Grant High School. As part of our commitment to our mission, we have set the state's Future-Ready Core requirements as our graduation requirements. The specific requirements are detailed below.

Earn Credit Hours

Our school will meet the Future-Ready Core requirements, with each students enrolling under our new charter needing to accrue 22 units as follows: 4 credits of English; 4 credits of Mathematics; 4 credits of Social Studies; 3 credits of Science; 1 credit of Health/Physical Education; and 6 Elective Credits. The elective credits will include: 2 credits from Career and Technical Education (CTE), Arts, or Spanish, as the student chooses, and 4 credits in an area of concentration chosen by the student with the input of parents and the school guidance counselor. The concentration area will be in any of the elective areas, or will be in a core subject area.

Staff at the school will ensure students meet these graduation requirements in several ways: we will assist entering freshmen develop a four-year plan of study and will revisit this plan individually with each student to ensure he/she is on-track to earn 22 credits in the proper core distribution; we will ensure that any exceptions made in a student's educational plan still will allow him/her to graduate according to the Future-Ready Core requirements; and, we will provide professional development to our school staff that emphasizes the need to collaborate with families to ensure students stay on track to be Future-Ready.

Calculation of Grade Point Averages

Students will earn credit hours by taking a year-long course (1.0 credit) or a semester course (0.5 credit) and earning at least a grade of 70/D-. Grade

point averages (GPAs) are calculated using only courses that were taken by a student while in high school. The cumulative GPA is calculated by dividing the sum of all quality points earned by the sum of all courses attempted while in high school.

Quality points will be assigned based on the grade earned as follows: A+ or A (96 or above), 4.0 points; A- (93-95), 3.667 points; B+ (91-92), 3.333 points; B (88-90), 3.0 points; B- (85-87), 2.667 points; C+ (83-84), 2.333 points; C (80-82), 2.0 points; C- (77-79), 1.667 points; D+ (75-76) 1.333 points; D (73-74), 1.0 point; D- (70-72), 0.667 point; F (0-69), 0.0 points. An additional point is added to these amounts for any course taken that is an Honors level course; two additional points are added for any course taken that is an AP course.

Information on Transcripts

Each course taken and the grade earned will be recorded on a student's transcript. If a student fails a course and enrolls in a Credit Recovery course, both the original course taken and failed and the credit recovery course will appear on the student's transcript.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours)*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

As shown in Appendix C, our students are in class 180 days per year. Our school day runs from 7:50 a.m. to 2:40 p.m. (with 30 minutes allocated daily for lunch). We provide 1,140 instructional hours per year, exceeding the 1,025 minimum hour requirement.

Tenets of Mission

We have organized this schedule and our academic calendar to align with our mission. By providing a consistently longer school day, we allow students to daily interact with each of their teachers and receive support daily. This helps students to foster a passion for learning and allows teachers to formatively assess student progress and adjust instruction as needed so that students are well prepared for college.

Education Plan

As noted previously, our school calendar contains six daily periods so that our students interact with each teacher, each day. We believe that this creates an intimate learning community that enhances student success.

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.*

Queen's Grant High School believes in taking a proactive approach to student growth. Weekly departmental and all-staff meetings provide teaching staff and school administration the opportunity for team planning with an instructional focus. Staff training and workshops in the areas of learning

style and differentiation are conducted annually. Students identified as being at risk for academic failure are offered before- and after-school tutoring to help address deficits in achievement in all core academic areas. Teaching staff are provided with building-level support through the school psychologist, guidance counselors, and student services staff.

Students identified as at-risk of academic failure are referred to the Child Study Team for additional evaluation and academic and/or behavioral support. Formal school-based plans, including Individualized Education Programs (IEPs), Section 504 Plans, English Language Learner Plans, and Positive Behavior Supports are developed, implemented, and monitored.

As noted above, the before- and after-school tutoring offered is not just for students with IEPs or 504 Plans, but for any student that wants additional help or who has been identified by teachers or parents as struggling with their regular classwork. Also as noted above, the school offers a specially designed "math lab" to provide extra instructional help and academic coaching to students specifically struggling with any level of math.

Systems and Structures for At Risk Students

Drop Out Prevention

We believe that many students consider dropping out of high school when they believe that no one sees them and their unique needs. Our small learning environment will serve as a means to ensure that students are known and that they are able to take advantage of our systems for support (detailed below) for at risk student.

Meeting Graduation Requirements

The school arranges for teachers to provide tutoring before and after school to meet student needs. Such services are provided not just for students with IEPs or students with 504 Plans (we currently have about 70 students enrolled on 504 plans), but also to students who are identified as simply struggling with their regular classwork. All teachers participate in this tutoring program, fostering our commitment to creating an intimate learning community at our school.

In fall 2013 the school started a specially designed "math lab" to provide extra instructional help and academic coaching to students specifically struggling with any level of math. This math lab assistance program will continue under our new charter.

The school also has instituted a "credit recovery" program Monday through Thursday, providing blocks of instruction that deliver a subset of the Standard Course of Study to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The length of these credit recovery courses will be consistent with the time needed to ensure that students "recover" the missing skills and knowledge.

- 2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Identification of ELL Students

Queen's Grant High School will identify for ELL screening any new student who indicates that his or her primary language used at home is not English. A home language survey will identify students that must take the W-APT provided by World-Class Instructional Design and Assessment (WIDA; see: www.wida.us/) to determine their proficiency in English.

Parents and guardians of students identified by the W-APT as ELL will be provided a document that includes the placement decision for the student into ELL services and their right to refuse ELL services at any time, written in the primary language of students' homes. At QGHS, ELL students will be expected to participate in all required assessments to monitor their academic progress as well as their English proficiency.

Instructional Programs

As needed, our school will implement programs specifically designed to deliver academic content knowledge to ELL students and to assist in students' acquisition of English language skills. Programs currently at place in the K-8 part of the school Sheltered English Immersion (SEI) and English Language Development (ELD) will be the preferred programs used in our high school.

Monitoring ELL Students

Another assessment offered by WIDA, the ACCESS test, will measure students' proficiency and progress in learning English. Queen's Grant High School will administer the ACCESS assessment each year to every ELL student. Results on this assessment will determine whether the student is ready to exit the ELL program (see below), or to inform the design of ELL educational services needed for each individual ELL student in the coming school year.

Exiting the ELL Program

For an ELL student to exit the program, he or she must score at the state-approved level for exit on the ACCESS. In addition, the school will examine data to verify that the student's classroom performance also indicates that the student is ready to exit the ELL program and succeed without additional supports and programming. School staff will closely monitor students for two years after they leave the ELL program to ensure that they 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 reassessed 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.

Instructional Programs for Intellectually Gifted Students

QGHS teachers will continuously observe and frequently monitor student academic progress. During this process, students who may be intellectually gifted and who continuously excel at assigned classroom work will be identified and counseled, with parental collaboration, to enroll in Honors courses to ensure that they remain continuously challenged. The school also offers an array of Advanced Placement courses for its exceptionally performing students wanting a more intense challenge and the opportunity to earn college credit.

Monitoring and Evaluating Progress of Intellectually Gifted Students

In collaboration with these students and their parents or guardians, school staff will provide counseling and information that specifically tracks progress toward fulfillment of requirements for the state's College/University Prep Course of Study. This may include taking classes through the North Carolina Virtual School for advanced courses desired to be taken by the student that are not offered on the QGHS campus.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have 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)*

Identification of Exceptional Children

Staff will request and review all relevant records from a student's prior school for each newly enrolling student, and particular attention will be made to determine whether a student had received special education services in a previous year. Whenever a new student enrolls at QGHS, the student's parents or guardians will be asked if their child has an IEP or a 504 Plan, and if so, will be asked to provide all relevant documentation they may have. School staff will immediately request all relevant student records from the prior school, QGHS will begin providing any needed services identified in a student's current IEP or 504 Plan immediately.

Students who need special education services may enter the school without an active IEP. A teacher or a parent who finds that a student is unusually struggling with classroom assignment may request that the student be referred to the school's Child Study Team (CST). The CST will include appropriate members of the school's special education instructional and services staff, and a representative of the school's leadership team. The student's parents also will be given the opportunity to participate in the CST deliberations. The CST will analyze all prior-school records and all current data on classroom performance, behavior incidents, state assessments, and any other relevant information that may help determine whether the child should be referred for services or evaluated formally. If parents disagree with a decision by the CST against an evaluation, they may request and receive one.

The team will determine whether testing is needed to determine if the student has an eligible exceptionality (if so, parent notice and consent will be requested). This team also will be responsible for identifying the student's needs and developing an IEP to address these needs

ChildFind

The school will be open for enrollment to any child wishing to enroll and qualified for enrollment in a public high school in North Carolina. We will advertise the school and conduct area outreach without bias, and will ensure that all outreach efforts include information acknowledging that our school is welcoming to exceptional children. Any parent with an exceptional child wanting to enroll in QGHS will be offered an opportunity to meet with school leadership and the school's special education instructional staff and Child Study Team to get information and to have any questions answered. The school will comply with Child Find requirements of IDEA, including 34 CFR 300.125, and will provide notification to parents consistent with state and federal requirements.

Records

If a complete copy of any EC student's record is not received from the prior school within 14 days of the request, we will reach out to the prior school once again for additional information, and if the response is or records are insufficient, the CST will initiate the special education referral or re-evaluation process.

Records will be managed confidentially as defined in the North Carolina Policies Governing Services for Exceptional Children and any additional guidance from the Department of Public Instruction. Access to records will be provided only 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 will be entered and maintained in a password-protected system.

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.*

Queen's Grant High School is committed to serving students in the least restrictive environment, and strives to ensure that exceptional children are part of the general education program at least 80 percent of each school day, as allowed by their IEPs and 504 Plans, We are committed, too, to providing individualized one-to-one and small-group instruction in both general education and pull-out settings, again as allowed by students' IEPs and 504 Plans, whenever student needs call for this instructional approach.

Services for exceptional children involving specified special instruction will, when possible, practical, and in the best interest of the student, be delivered in general education classroom. Otherwise, services will be provided to EC students in a resource room based on determinations by the school's Child Study Team (CST). Any teacher involved in the education of exceptional students will receive support from a supervisor (dean; principal; etc.) and/or a dedicated member of the CST to ensure that EC students are receiving the proper and complete modification of instruction and other accommodations required by the IEPs or 504 Plans.

All EC students with IEPs or 504 Plans will receive instruction from highly-qualified teachers certified in special education, and the school will ensure that enough special education teachers are on staff to provide services in a high-quality manner to all EC students. Special education teachers will work closely with a member of the school's leadership team and the CST to ensure that any special or additional professional development needs are met to ensure the ongoing delivery of high-quality services. Deans will discuss student progress to their IEP annual goals at one-on-one meetings with teachers.

The school will contract with or have on staff a school social worker, psychologist, and therapists (such as OTs or PTs). Additional special education-related staff also may be added in any given year once the school knows the needs of its entering student population. All contractors and ancillary staff will possess state-required credentials before providing services to eligible students. All related services required by student IEPs and 504 Plans will be scheduled and arranged to be provided in accordance with those plans, whether contracted, arranged with the local school district, or provided by a qualified staff member.

Parents will be provided progress reports on IEP goals and objectives along with the school's progress report and report card period.

The school's formative assessment process, the Teacher Prepared Quarterly Benchmarks (similar in design to the state's EOC exams) will provide baseline measurements for EC students (as well as all other students). Special education teachers and the CST will use results from these exams for EC students to measure academic progress and identify areas needing additional intervention and services. The CST will work with the teachers to adjusted instruction if necessary to meet the student's needs. The final administration of these internal assessments will help measure whether these students are making appropriate progress toward specified growth targets

The principal is the school's Section 504 compliance official, ensuring that all students qualifying under the IDEA receive a free and appropriate public education. The school will abide by the applicable provisions of IDEA and the Family Educational Rights and Privacy Act of 1974 as they relate to exceptional children. The school will retain this data and prepare any reports needed by the state to comply with federal law and regulations.

Student Performance Standards

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

In brief, our student performance standards are for our students to outperform the traditional public school districts available to them. We plan to measure performance specifically on the Algebra EOC exam, the English II EOC Exam, the Biology EOC Exam, and the North Carolina Common Exam: Measures of Student Learning. We will also measure our ACT Composite score against the state average to ensure that we are providing a better educational opportunity for students. These ambitious goals, with accelerating target proficiency levels each year, help us to meet not only the legislative purposes of charter schools but the expectations of our students and families.

Our first year goals are as follows, noting that the proficiency level increases each year until the fifth year of operations when nearly 70% of students are proficient on each measure:

- At least 60 percent of all 9th grade students will score proficient on the Algebra I End of Course (EOC) Exam.
- At least 60 percent of all 10th grade students will score proficient on the English II EOC Exam.
- At least 60 percent of all 10th grade students will score proficient on

the Biology EOC Exam.

- QGHS students will outperform local LEAs on the North Carolina Common Exams: Measures of Student Learning.
- Eleventh grade students at QGHS will outperform the state average on the state ACT Composite measure.

We will also monitor our school's implementation of the Future-Ready track and graduation requirements.

Queen's Grant High School will administer all state and federally mandated tests, evaluating results in a manner that informs our instructional practices, educational program, and course offerings.

Additional Assessment Tools

We also will continue our current practice of developing and using Teacher Made Quarterly Benchmark exams. These exams are a cumulative assessment of student knowledge and skill, and the data from results of the first quarter's exam will be relied upon heavily to inform instruction early in the school year. Our year-long course structure will similarly benefit by these quarterly assessments, with each subsequent quarter's result allowing teachers to more precisely refine their teaching techniques, and to allow the opportunity to revisit any content as determined to be needed.

Using Data to Drive Instruction and Improve the Curriculum

While additional assessment data is useful in tracking student achievement throughout the elementary and middle school years, state-mandated assessments at the high school level provide comprehensive evaluation of both student achievement and progress, and the effectiveness of curriculum and instruction. End Of Course (EOC) tests are administered in:

- Algebra I.
- English II.
- Biology.

Measures of Student Learning are administered in:

- Geometry.
- Algebra II.
- Pre-Calculus.
- Advanced Functions and Modeling.
- English I.
- English II.
- English IV.
- Earth Environmental Science.
- Physical Science.
- Chemistry.
- Physics.
- World History.
- Civics and Economics.
- United States History.

These assessments provide standardized data that will enable us to monitor student achievement in these courses. The ACT-PLAN and the ACT, administered to all tenth and eleventh grade students, respectively, provide standardized

data on whether students meet the benchmarks for college-level coursework in the areas of reading, English, math, science, and writing. Additionally, the results of Advanced Placement (AP) exams will be used to determine the effectiveness of instructional strategies in place in those accelerated classes.

Policies and Standards for Student Promotion

To be promoted from one grade to the next, QGHS expects students to earn a specified number of credits in designated subject areas.

To be promoted from a freshman to a sophomore:

To be designated as a 10th-grade student, a student must have earned a grade of 70 ("D") or above, gaining four units of credit, one each in in the following: English (English 9); Math (Algebra I or higher); History; and one other unit of credit.

To be promoted from a sophomore to a junior:

To be designated as a 11th-grade student, a student must have earned a grade of 70 ("D") or above, having accumulated a total of 10 units of credit in his or her high school years, in the following: 2 credits in English (English 9, English 10); 2 credits in Math (Algebra I and Geometry, or higher); 2 credits in History; 1 credit in Science; and, 4 other units of credit.

To be promoted from a junior to a senior:

To be designated as a 12th-grade student, a student must have earned a grade of 70 ("D") or above, accumulating 18 units of credit in high school, in the following: 3 credits in English (English 9, English 10, English 11); 3 credits in Math (Algebra I, Geometry, Algebra 2, or higher); 3 credits in History; 2 credits in Science; 1 credit in Foreign Language; and, 7 other units of credit.

Queen's Grant High School students enrolled in English II, Algebra I, and Biology will participate in the EOC (End of Course) tests. Results from the End of Course assessments will be used as at least 25 percent of the student's final grade for each respective course. All sophomores will take the PLAN. All juniors will take the ACT.

Promotion of Students with Special Needs

Students with special needs will be provided exceptions from these standards as dictated by their IEPs, and all other exceptions made by the school will be in accordance with state regulations for doing so. All promotion decisions for students with special needs will be made by the principal, in conjunction with the Child Study Team.

Communication with Parents

All promotion criteria will be discussed with parents/guardians upon enrollment and at orientation sessions before school starts each year.

Exit Standards for all Students

At our school, graduating from high school in four years is an expectation, and we work to provide every support and opportunity that allows each student to achieve this goal. As noted above, we will follow the Future-Ready high school program standards and all graduation requirements and exit

standards will be aligned with this program.

Additionally, Queen's Grant High School's graduates have the opportunity to be recognized for their academic achievements while in high school. The following honors noting outstanding student academic achievement will be awarded:

- Principal Honors: Students with a weighted GPA of 4.200 or higher
- Highest Honors: Students with a weighted GPA between 4.00 and 4.19
- Honors: Students with a weighted GPA between 3.75 and 3.99

All students that have taken a minimum of 22(graded) credits and have been enrolled as full-time students for 4 semesters are eligible for consideration for graduation honors.

In order to qualify for Valedictorian or Salutatorian status, students must have attended Queen's Grant for two full years. The appropriate denotation for any of these awards will be placed on the graduate's diploma.

Any student who successfully satisfies the school's graduation requirements for credit hours is allowed to graduate.

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 specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

Please see Appendix L for the school's policies regarding student discipline and the code of conduct.

Promote Effective Discipline

To promote effective discipline, QGHS maintains a student Honor Code, a "standard of behavior that every person should have for oneself." The Honor Code, appearing prominently in the Student Handbook provided to each student and his or her family prior to the start of each school year, covers topics such as academic integrity, plagiarism, inappropriate collaboration, dishonesty in in-class or take-home examinations, dishonesty in papers, duplicating work to submit for different courses, interference with other students' work, purposefully missing deadlines, and more.

The Student Code of Conduct itemizes unacceptable behavior by students and

categorizes violations by seriousness into four tiers of offenses. Disciplinary responses include actions, specified in the Code, ranging from conferences and detentions to in-School suspensions, short-term out-of-school suspensions, medium-term out-of-school suspensions, long-term out-of-school suspensions, or expulsion.

Alignment with Mission and Educational Plan

Our Honor Code serves to promote a culture of accountability among students, a key tenet of our mission. We believe that students are unable to excel academically without accountability for their behaviors and actions. We will create this culture from day one with each newly enrolling class and will maintain this culture as students' progress through the school.

Student Handbook

Also included in the student handbook are the practices we will use to promote effective discipline; a list of offenses, including definitions, that may result in suspension or expulsion; the rights of students with disabilities in actions that may lead to suspension or expulsion; and policies and procedures defining due process rights for students that are suspended or expelled, including grievance procedures.

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: Queen's Grant Community School, Inc.

Mailing Address: 10323 Idlewild Road

City/State/Zip: Matthews NC 28105

Street Address: 10323 Idlewild Road

Phone: 704-545-0736

Fax:

Name of registered agent and address: Ted Biggers, 10323 Idlewild Road, Matthews, NC 28105

FEDERAL TAX ID: 56-2241498

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Jef Freeman	Treasurer	MECKLENBURG	Business Owner
Ted Biggers	President	MECKLENBURG	Mayor of Mint

			Hill
Todd Lamb	Director	MECKLENBURG	Banker
Vickey Cook	Secretary	MECKLENBURG	Educator
Carol Weddle	Vice President	MECKLENBURG	Private Business

Please provide the following in this location of the APPLICATION:

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

Our board of trustees will govern the school. All policies needed in the fundamental operation of the school shall be reviewed and approved by the board. Programs and procedures of the school will be designed collaboratively by the school leader (with participation from the school's leadership, faculty, staff, and parent community as arranged) and the board with the purpose of advancing the school's mission to achieve consistent academic excellence.

The principal, who serves at the pleasure of the board, will be responsible for and accountable to the board for the performance of the school. He or she will report to the board at regularly scheduled time periods and any other times the board deems necessary on that performance on a variety of metrics.

When a vacancy in the principal position occurs, the board will advertise for the position locally, statewide, and on various national job-posting services that cater to the school-leadership community. If determined necessary or desirable, the board also may contract with a recruiting firm for its services. Finalists for the principal will be interviewed by the board. Input from the out-going principal, representatives of the school's leadership team, and/or the faculty also may be considered during the hiring process.

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.*

Our board is currently composed of five members. We are community leaders, educators, and parents in the community with experience governing a charter school. We have all the powers and duties permitted by law to manage the business, property, and affairs of our non-profit corporation. The board of trustees will ensure that the school operates according to the terms and conditions of our authorizing charter, as well as all applicable federal and state laws.

The board evaluates the performance of the school leader annually, providing feedback sufficient to support professional development and growth plans for the subsequent school year. The academic and operational performance of the school will be the dominant features of any such evaluation.

If awarded the requested new charter to continue the operation of our school

as a separate high school, our board will explore adding an additional seat on the board to accommodate the leaders of the school's parent group in a governance capacity. We also will explore creating a more formal advisory role for the leadership of the school's student governance committee.

- 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?*

Our board has served together for many years to govern Queen's Grant Community School, including Queen's Grant High School. We came together as a board because of our interest in public school choice and our desire to provide a high-quality, character-based education to students in grades 9-12.

We will seek to anticipate upcoming vacancies on our board. To do this, our directors are asked to notify the board president if a director does not wish to remain on the board early in the year of the member's term expiration. We will be proactive in recruitment for potential vacancies by maintaining a list of contacts who may wish to serve on the board. Appointments to the board will be made in accordance with the school's bylaws.

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

The board will meet every other month.

- 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 J).*

We will continue to participate in on-going professional development opportunities that allow us to grow as a board. We will look for opportunities provided by the Office of Charter Schools, North Carolina Charter Schools Association, and North Carolina Charter Schools Alliance. We will also seek out online development opportunities. Our board also will reach out to other charter high schools to explore the potential to tap other successful governance training resources, and to foster collaborative training opportunities.

As an existing board, we will require that all directors participate in training each year, though each director will be free to select the topics that best meet his or her needs.

- 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.*

We will adopt a conflict of interest policy, if granted a new charter, to ensure that no actual or perceived conflicts of interest arise. As a standing board, we do not have any conflicts of interest currently.

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

We will use and follow Robert's Rules of Order to govern meetings of the board and to establish procedures for the adoption of new school policies. Any desired new policies developed by the school's leadership shall be put before the board for discussion and potential adoption.

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.

At this time, we do not intend to create any advisory bodies, councils, or associations to participate in governance of the school.

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

Parent Grievances

Our teachers will be the first place for parents and guardians to bring grievances. Teachers will respond to parents quickly and respectfully. If the grievance is not resolved, parents or guardians can take their concern to an assistant principal or the principal.

If the grievance is not resolved with school leadership, the grievance may be brought to our board. We will address all written or verbal grievances at our public meetings, or before.

Staff Grievances

Staff should first take their grievance to the head of their department, then to an assistant principal, and finally to the principal. If the grievance is not resolved at any of these levels, it can be brought before our board.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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 an existing charter school board
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.

This application requests the separation of the high school grades (9-12) from the current K-12 Queen's Grant Community School. The elementary and middle school grade levels (K-8) are currently managed by the education management organization National Heritage Academies, an arrangement in place since the school's inception. The high school grades, in contrast, have not been operated by National Heritage Academies. This request formalizes this construct by, appropriately, separating the organization into a K-8 school and the high school described here. (We are informed that if this requested charter is granted, the K-8 school will seek a material change to its charter to formalize that side of this construct.)

Queen's Grant High School is ready, willing, and very able to continue the programs we have successfully implemented over the past six years. We are even more excited, however, to empower ourselves as a separate school through this new charter in a way that positions us for growth increasing student academic success, enhancing our ability to serve more students, and deepening our presence in the community and our contributions to the area's economic and social success.

Parental demand for our high school programs is sufficient to allow us to grow thoughtfully, and the lessons we've learned over the past six years of operation have allowed us to refine our program and replicate best practices continuously. These efforts are demonstrated in our academic results: in 2012-13, our students achieved a growth rating of 2.49, rated as Exceeds Expected Growth (which less than one-third of public schools achieve). While our performance on End-of-Course assessments is comparable to that of CMS, nearly three-fourths of our students (72 percent) meet or exceed an ACT composite score of 117, compared to 57.2 percent among their CMS counterparts and 58.5 percent of students statewide.

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

Our high school projects that the demographics of its future student enrollment will be similar to the demographics of its current student population: 54 percent White; 30 percent Black; 8 percent Hispanic; 8 percent Multiracial; 1 percent Other (Asian and American Indian/Alaskan Native). We currently serve 3 percent ELL students, 13 percent exceptional children, and approximately 10 percent of our student population qualifies for free and/or reduced priced lunch.

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.

The governing board for the Queen's Grant High School will be the board currently governing the K-12 configuration. This body is intimately familiar with the high school operation, and the historical knowledge and experience of its members will be the best fit for our operation as a stand-alone high school. We have already proven our ability to implement our mission and have

increased academic outcomes for students. We are proud that in the 2012-13 school year Queen's Grant High School students were recognized by the North Carolina Department of Public Instruction as making substantially more progress than the state growth standard: the school's growth index was 2.49, which is categorized as Exceeds Expected Growth. Less than one-third of North Carolina public schools achieved this level of growth.

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

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Because our school is currently in operation, we benefit from already having in place a complete, qualified staff. Only new vacancies and staff needed for our growth plan will need to be filled, and we will do so with highly-qualified teachers. As our school grows, we will add teachers that are highly-qualified and who show alignment to our mission and vision.

Recruiting High-Performing Teachers

We will continue to conduct outreach for new teachers at notable teacher education programs in North Carolina, as well as posting vacancies with various electronic job-search services, including those that specialize in teaching positions. Methods used methods that have proven to be successful recruiting tools for us in the past include Teacher-Teacher.com, and Craigslist.com.

Retaining High-Performing Teachers

Our professional development program actively supports the needs and interests of teachers, providing a welcoming and supportive environment for career progression that creates an incentive for excellent teachers to stay with us.

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.*

Our board will govern and oversee the school. As noted in our organizational chart, all staff will report up through the school's principal. The principal is the only employee that will report directly to our board. Our intended governance structure is displayed in Appendix M and we have included our employment policies as Appendix N.

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

We have created a standard process and timeline for newly hired staff members to ensure that all documentation is completed. This process also includes our criminal background check process, which is consistent with that of Charlotte-Mecklenburg Schools, as required by law (see Appendix J and N for a draft of this policy).

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

Our school budget offers details on the salary ranges and benefits that will be offered to our employees. Our teaching salaries, including benefits, will range from \$46,000 to \$60,000. Our administrative salaries, including benefits, will range from \$46,000 to \$110,000.

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

Any formal grievances between employees will be brought to the school principal in writing. The principal will review and propose resolution for each grievance. In the event of a grievance against the principal, the grievance will be brought to the board in writing. The board will review and respond to each grievance it receives.

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

We do not anticipate any positions with dual responsibilities at this time.

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

QGHs will ensure that we have adequate staff to meet the needs of our exceptional children, ELL, and gifted students. Each year, we will analyze the needs of our student population and will build in appropriate staffing to meet those needs. As our school grows, we will hire not only regular classroom teachers that meet the needs of our students, but specially skilled teachers that will meet the needs of students with special needs, ELL students, and gifted students.

Our budget includes [x] staff that will serve students with special needs for the first year of operations, growing to [x] staff at full capacity. At this time, we do not see a need for an ELL staff member. We will continually evaluate student needs through the W-APT and ACCESS assessments to ensure that all student needs are met.

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

Our board will only directly supervise the school's principal, who will report directly to the board. All other employees will report to us through the principal. Qualifications for the principal, administrative positions, and instructional staff are detailed below.

All staff will meet "highly-qualified" requirements, as possible, for the grade levels and subject matter that they teach.

Principal: The principal will be dedicated to achieving the school's mission. We have a current principal in place and here we list the qualifications desired for any new principal candidates.

Qualified applicants for our school will have a proven record of achieving significant rates of student growth. Strong leadership and management skills

are also required, as is the ability to provide instructional support to teachers. The responsibilities involved in this are: developing and evaluating the educational program to ensure conformance to state, federal, and board standards; collaborating with our board on hiring and evaluating school staff; implementing a school-wide tool for parent and community communication; reporting school activities and academic achievement to our board at regular board meetings; establishing all school procedures and systems; monitoring the use of data in lesson planning, and evaluating effectiveness in student academic growth; and much more.

Assistant Principal: In addition to sharing administrative responsibilities of the school with the principal as assigned, the primary responsibility of the assistant principal is to observe, coach, and provide feedback to all assigned teachers. Additional responsibilities include: overseeing and monitoring the character development curriculum and its lesson integration, design, and delivery; and, delivering professional development; providing training for effective classroom management.

Teachers: Teachers will have the appropriate teaching licensure as required by law. In addition, teachers will be expected to: meet and instruct students at designed times and locations; supervise assigned students at all times; arrive and leave at designated times or until all students have vacated the teacher's area of responsibility; serve duty according to assigned area; maintain professionalism and courtesy when dealing with students, parents, and staff; attend and participate in faculty and staff meetings; enforce and uphold all rules; maintain records as required; maintain communication with parents; and take reasonable steps to ensure a clean, pleasant, and positive educational environment.

Staff Evaluation and Professional Development

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

The assistant principal, with support from the principal, will ensure that all teachers have appropriate licenses and receive professional development to support their instructional practices.

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.*

Mentoring and Retaining Staff

The school provides a minimum of 30 hours of professional development opportunities for teachers, including one 10-hour Continuing Education Unit (CEU) in literacy instruction that will fulfill the requirements for teacher licensure. We also implement the beginning teacher support program (BTSP) to mentor our new teacher. This level of support will help to ensure we retain our teachers.

Staff Evaluations

Staff evaluations are done using the format and process available through PowerSchool. In previous years, QGHS evaluated teacher using the process prescribed by the State Board of Education (the "McREL system"), and much of the content of that process continues. All teachers, principals and peer evaluators receive training on the evaluation process, and all teachers are provided with the evaluation rubric to be use and a schedule of all

components of the evaluation process. As part of the process, teachers rate their own performance at the beginning of the year and reflect on their performance throughout the year. Before the first formal observation, the principal meets with each teacher to discuss the lesson to be observed and a copy of the lesson plan is shared. Formal observations last an entire class period, and the principal conducts at least three observations annually, including at least one formal observation. Following the formal observations, the principal meets with each teacher to discuss the strength and weaknesses of the teacher's performance as categorized by the evaluation rubric. The teachers' performance is scored according to the rubric, and a professional development/growth plan is developed to accompany the evaluation.

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

Central to our school's professional development program are three major units: one on literacy, noted above, to ensure our teachers have the continuing education necessary for licensure renewal; a second on what we call "Establishing the Stallion Standard," focused on what it takes to become and stay a successful teacher in our school; and the third unit is called "Reaching the Next Level," which focuses on using data to drive instruction and strategies for individually tailoring the delivery of academic content (differential instruction) to ensure the greatest student success.

We are currently reviewing and updating our professional development offerings to ensure that we continue to provide opportunities for our teachers to learn and improve their teaching practice.

These professional development programs are provided in-house to all teachers.

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

Each year before the first day of school, we start our professional development program with sessions designed to acculturate teachers to the academic and behavior performance expectations of our school. We will continue this if we are granted a new charter.

Additionally, teachers receive training on data-driven instruction, differentiated instruction, and the support systems (Child Support Team; tutoring programs, math lab, etc.) that exist for assisting students who struggle with classroom assignments.

- 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 Offerings

We will offer a minimum of 30 hours of professional development programming for our teachers during the school year, all of which is accommodated in the scheduling for the year.

We have created our school calendar to allow for professional development prior to the start of school, during the school year, and after classes are dismissed each summer. We will incorporate professional development opportunities into our daily schedule through department and other staff meetings. Our staffing structure includes experts who are able to provide professional development sessions and assist staff as they implement new learning.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Admission information meetings are held at the Queen's Grant High School campus on numerous, well-advertised evenings during the school year (for example, admission information meetings this year are scheduled for November 7, December 5, January 9, 2014, and February 6, 2014) . These meetings are led by the school principal, who is available to all parents for questions and requests for additional information. For the 2012-13 school year, our tours resulted in nearly 300 applications and over 150 students that enrolled at Queen's Grant High School.

Additionally, the school arranges for walking tours of the high school campus each week beginning in early October. These consist of small, personalized tours that last about 45 minutes, and provide prospective parents and students with a chance to see what life in our high school will be like.

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.*

Queen's Grant High School has an active and engaged parent community. Called the VIPs Very Involved Parents this group actively supports the school with fundraising, teacher appreciation luncheons, ideas for improving the programming at the school, volunteering for clean-up and other activities, providing student recognition services, and more. In past years, VIPs have given \$1,000 each year to each academic department. The VIPs (see <http://qghsvip.wordpress.com/>) note its mission to "benefit your child, and help your school." Among the benefits of this active parent group, it notes, are the following:

"There's no better way to know what's happening in your school."

"The VIP offers a variety of programs designed for parents as well as students."

"VIP functions are opportunities to meet other parents and teachers, building rapport and discussing issues that are on your mind. You can share ideas, concerns, and experiences."

"VIP can be a way for you to more effectively suggest change at your child's school."

"You'll demonstrate to your child the importance you place on education."

The well-developed, active VIP organization provides a wonderful outlet for communication from the school to parents, as well as tremendously valuable organization to ensure parent engagement in the school. We have a great working relationship with our VIPs and count on their feedback and insights.

In addition to the activities of our parent group, the VIPs (see above), the school has created numerous clubs that partner the school with students and their families for a variety of extracurricular activities, activities that are designed to deepen the student's commitment to the school, broaden his/her experience beyond academics, and create an additional opportunity to form a bond between the school and families of its students.

Among the activities that have been created many initiated by students and parents themselves and which exist at the school are: Art Club; Community Connections; Music Club; National Honor Society; Photography Club; Recycling Team; and Student Council.

Admissions Policy

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

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

We will begin taking applications for the successive school year after the 20th day of the start of the current school year. For the purposes of this application, we will begin taking applications in September of 2014 for enrollment in the 2015-16 school year. The deadline for application for lottery/enrollment will be the second Friday in December. We will accept applications for enrollment until the 20th day of the new school year.

Open enrollment is designed to give all interested parents equal opportunity

for their student to attend Queen's Grant High School. During open enrollment, all applications get equal consideration regardless of date submitted: an application received at the end of open enrollment receives equal treatment to one received on the first day of open enrollment. Open enrollment for the next school year always ends on the second Friday in December.

Following the close of open enrollment, if the number of applications exceeds the number of open seats, a random selection lottery determines acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade.

Lotteries are open to the public. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted will be placed on a waiting list in the order their names were selected. Students currently enrolled in the school will automatically be admitted for the next school year as long as they have applied for reenrollment by the deadline date.

Sibling Preference: In order to accommodate parents who have more than one child eligible for enrollment; siblings of currently enrolled non-12th grade students are given preference over students who don't have accepted or enrolled siblings. Siblings will be offered the first available seat in their respective grade or placed on a waiting list with sibling preference. Sibling preference is defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50 percent of the time.

Subsequent preference is given to children of the principal, teachers, and teacher assistants.

Waiting Lists: Applicants who are not accepted are placed on a waiting list in the order their names were selected.

Lotteries are open to the public. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn.

As grade levels are filled by the lottery, students are added to grade level wait lists in the order applications are received. Students will remain on the waitlist until a seat becomes available or enrollment closes on the 20th day of school. Currently enrolled students do not need to reapply but must express their intention to return for the following school year. If a student expresses that they will not return, then they release their seat for the following year. When withdrawing, a parent/guardian must sign a withdrawal/transfer form before student records will be released to the receiving school.

We will not require any pre-admission activities, and therefore, this question is not applicable.

A withdrawal form is to be signed by the parent or guardian. Students are required to have each of their teachers sign their withdrawal form with current grade information and that all textbooks, classroom supplies, and any other school property have been returned in good condition. Students may not transfer in after the 20th day of the current school year as our enrollment will be closed for that year.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg
Schools

LEA #2 Union County Public Schools

LEA #3 Cabarrus County Schools

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130
Grade 09	158	8	2	173	9	2	196	10	2	196	10	2	196	10	2
Grade 10	138	8	1	151	8	2	171	9	2	171	9	2	171	9	2
Grade 11	118	7	1	130	7	1	147	8	1	147	8	1	147	8	1
Grade 12	79	4	1	86	5	1	98	5	1	98	5	1	98	5	1
	493	27	5	540	29	6	612	32	6	612	32	6	612	32	6
	525			575			650			650			650		

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.

Queen's Grant High School does not provide student transportation, but does encourage the use of and provides parent orientation on the free, on-line service called CarpoolAssist (see: <http://www.carpoolassist.com/home/index>). Billed as "one stop for all your carpooling needs," and highlighted as providing handy carpool-connection services for parents whose children go to a local school or to make after-school activities more convenient. The service is free to all users.

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.

Queen's Grant High School's hot lunch program is run by a group of parent volunteers. During the school year, single-item lunch purchases are available any day school is open. We have vendors who offer hot lunch items for purchase several days a week, too, such as Pizza Hut and Chick-Fil-A. Additionally, the school makes available a number of items to supplement student lunches: sliced apples, yogurt, string cheese, granola snacks, grapefruits, juices, water, milk, trail mix, vitamin waters, lemonade, snack crackers, chips, cookies, fruit snacks, etc.

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	\$1,000,000		\$14,166.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,400.00
Property Insurance	\$4,122,500		\$25,474.00
Motor Vehicle Liability	\$1,000,000		\$500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$628.00

Other	\$1,000,000	\$3,832.00
Total Cost		\$47,000.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) 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.

smithm 12/05/2013

(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).

Our school is currently operating in a facility that meets most of our needs, and can operate at this campus under the plans of the new charter. If granted this new charter, however, we intend to explore a variety of possibilities that will allow the school to expand physically and provide a greater sense of permanence through more traditional school structures. We currently are exploring various options for facilities, including an arrangement with a company that would construct a school building for us and allow us to lease the facility on "rent to own" terms that will establish a schedule allowing us to eventually purchase the building while allowing affordable rental rates up to that point.

Once we determine the best route to a facility for our school, we will ensure that we remain in compliance with all building codes and requirements. We will work with a local building inspector to secure an educational certificate of occupancy is in effect at all times.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

We believe that our current facility meets our needs and will use this facility as our contingency plan. We rent this facility and have ensured that, should we be granted a charter, we will be able to remain in this lease as long as it takes for us to finalize plans to meet our long-term

facility needs.

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 2015-16

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$4,582.77	493	\$2,259,305.61
	Local Funds	\$2,254.40	493	\$1,111,419.20
	Federal EC Funds	\$3,743.48	40	\$149,739.20
	Totals			\$3,520,464.01
	<p>LEA #2 900 - Union County Public Schools</p>			
	Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
	State Funds	\$4,579.98	27	\$123,659.46
Local Funds	\$1,983.41	27	\$53,552.07	
Federal EC Funds	\$3,743.48	10	\$37,434.80	
Totals			\$214,646.33	
<p>LEA #3 130 - Cabarrus County Schools</p>				
Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016	
State Funds	\$4,476.25	5	\$22,381.25	
Local Funds	\$1,590.00	5	\$7,950.00	
Federal EC Funds	\$3,743.48	1	\$3,743.48	
Totals			\$34,074.73	

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$2,405,346	\$2,634,427	\$2,978,048	\$2,978,048	\$2,978,048
-Local Per Pupil Funds	\$1,172,921	\$1,284,628	\$1,452,188	\$1,452,188	\$1,452,188
-Exceptional Children Federal Funds	\$190,917	\$208,793	\$236,026	\$236,026	\$236,026
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,769,184	\$4,127,848	\$4,666,262	\$4,666,262	\$4,666,262

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

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

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$84,900	\$84,900	1	\$87,477	\$87,477	1	\$90,070	\$90,070	1	\$92,773	\$92,773	1	\$95,556	\$95,556
Assistant Principal	2	\$56,700	\$113,400	2	\$58,401	\$116,802	2	\$60,153	\$120,306	2	\$61,958	\$123,916	2	\$63,816	\$127,632
Secretary	1	\$37,200	\$37,200	1	\$38,316	\$38,316	1	\$39,465	\$39,465	1	\$40,649	\$40,649	1	\$41,869	\$41,869
Receptionist	1	\$30,400	\$30,400	1	\$31,312	\$31,312	1	\$32,251	\$32,251	1	\$33,219	\$33,219	1	\$34,215	\$34,215
Finance Officer	1	\$56,200	\$56,200	1	\$57,886	\$57,886	1	\$59,623	\$59,623	1	\$61,411	\$61,411	1	\$63,254	\$63,254
School Nurse	.03	\$48,000	\$1,440	.03	\$49,440	\$1,483	.03	\$50,923	\$1,528	.03	\$52,451	\$1,574	.03	\$54,024	\$1,621
College Counselor	1.5	\$43,100	\$64,650	1.5	\$44,393	\$66,590	1.5	\$45,725	\$68,588	1.5	\$47,097	\$70,646	1.5	\$48,509	\$72,764
Athletic Director	.5	\$16,650	\$8,325	.5	\$17,150	\$8,575	.5	\$17,664	\$8,832	.5	\$18,194	\$9,097	.5	\$18,740	\$9,370
Facilities Manager	1	\$32,400	\$32,400	.38	\$33,372	\$12,681	.38	\$34,373	\$13,062	.38	\$35,404	\$13,454	.38	\$36,466	\$13,857
A - Total Admin and Support:	9.03	\$405,550	\$428,915	8.41	\$417,747	\$421,122	8.41	\$430,247	\$433,724	8.41	\$443,156	\$446,738	8.41	\$456,449	\$460,137
Instructional Personnel:															
Core Content Teacher(s)	24	\$36,250	\$870,000	24	\$37,338	\$896,112	24	\$38,458	\$922,992	24	\$39,611	\$950,664	24	\$40,800	\$979,200
Music Teacher	.75	\$33,333	\$25,000	1	\$34,333	\$34,333	1	\$35,363	\$35,363	1	\$36,424	\$36,424	1	\$37,517	\$37,517
Physical Education Teacher	2.5	\$33,300	\$83,250	2.5	\$34,299	\$85,748	2.5	\$35,328	\$88,320	2.5	\$36,388	\$90,970	2.5	\$37,479	\$93,698
Art Teacher	1	\$32,400	\$32,400	1	\$33,372	\$33,372	1	\$34,373	\$34,373	1	\$35,404	\$35,404	1	\$36,466	\$36,466
Drama Teacher	1	\$37,080	\$37,080	1	\$38,192	\$38,192	1	\$39,338	\$39,338	1	\$40,518	\$40,518	1	\$41,734	\$41,734

Queen's Grant High School

Exceptional Children Teacher(s)	2	\$35,400	\$70,800	2	\$36,462	\$72,924	2	\$37,556	\$75,112	2	\$38,683	\$77,366	2	\$39,843	\$79,686
Exceptional Children Aides	2	\$18,000	\$36,000	2	\$18,540	\$37,080	2	\$19,096	\$38,192	2	\$19,669	\$39,338	2	\$20,259	\$40,518
Substitute Teachers	1	\$47,500	\$47,500	1	\$48,925	\$48,925	1	\$50,393	\$50,393	1	\$51,905	\$51,905	1	\$24,000	\$24,000
B - Total Instructional Personnel:	34.25	\$273,263	\$1,202,030	34.5	\$281,461	\$1,246,686	34.5	\$289,905	\$1,284,083	34.5	\$298,602	\$1,322,589	34.5	\$278,098	\$1,332,819
A+B = C - Total Admin, Support and Instructional Personnel:	43.28	\$678,813	\$1,630,945	42.91	\$699,208	\$1,667,808	42.91	\$720,152	\$1,717,807	42.91	\$741,758	\$1,769,327	42.91	\$734,547	\$1,792,956
Administrative & Support Benefits															
Retirement Plan	9	\$507	\$4,563	9	\$522	\$4,698	9	\$538	\$4,842	9	\$554	\$4,986	9	\$571	\$5,139
Fica/Medicare Tax	9	\$3,251	\$29,259	9	\$3,349	\$30,141	9	\$3,449	\$31,041	9	\$3,552	\$31,968	9	\$3,659	\$32,931
Federal And State Unemployment	9	\$907	\$8,163	9	\$934	\$8,406	9	\$962	\$8,658	9	\$991	\$8,919	9	\$1,021	\$9,189
Benefit Waive	9	\$5,187	\$46,683	9	\$5,343	\$48,087	9	\$5,503	\$49,527	9	\$5,668	\$51,012	9	\$5,838	\$52,542
D - Total Admin and Support Benefits:	36	\$9,852	\$88,668	36	\$10,148	\$91,332	36	\$10,452	\$94,068	36	\$10,765	\$96,885	36	\$11,089	\$99,801
Instructional Personnel Benefits:															
Retirement Plan	33.5	\$682	\$22,847	33.5	\$702	\$23,517	33.5	\$723	\$24,221	33.5	\$745	\$24,958	33.5	\$767	\$25,695
Fica/Medicare Tax	33.5	\$2,706	\$90,651	33.5	\$2,787	\$93,365	33.5	\$2,871	\$96,179	33.5	\$2,957	\$99,060	33.5	\$3,046	\$102,041
Federal And State Unemployment	33.5	\$853	\$28,576	33.5	\$878	\$29,413	33.5	\$904	\$30,284	33.5	\$932	\$31,222	33.5	\$960	\$32,160
Benefit Waive	33.5	\$4,336	\$145,256	33.5	\$4,467	\$149,645	33.5	\$4,601	\$154,134	33.5	\$4,739	\$158,757	33.5	\$4,881	\$163,514
Incentives/Stipends/Bonuses	33.5	\$313	\$10,486	33.5	\$323	\$10,821	33.5	\$333	\$11,156	33.5	\$342	\$11,457	33.5	\$353	\$11,826
E - Total Instructional Personnel Benefits:	167.5	\$8,890	\$297,815	167.5	\$9,157	\$306,760	167.5	\$9,432	\$315,972	167.5	\$9,715	\$325,453	167.5	\$10,007	\$335,235
D+E = F - Total Personnel Benefits	203.5	\$18,742	\$386,483	203.5	\$19,305	\$398,092	203.5	\$19,884	\$410,040	203.5	\$20,480	\$422,338	203.5	\$21,096	\$435,036
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	45.03	\$1,888,574	\$517,583	44.41	\$1,923,520	\$512,454	44.41	\$1,959,449	\$527,792	44.41	\$1,996,491	\$543,623	44.41	\$2,034,641	\$559,938
B+E = H - Total Instructional Personnel (Salary & Benefits)	201.75	\$359,613	\$1,499,845	202	\$370,403	\$1,553,445	202	\$381,514	\$1,600,055	202	\$392,960	\$1,648,042	202	\$375,287	\$1,668,053

Queen's Grant High School

G+H = J - TOTAL PERSONNEL	246. 78	\$2,248,187	\$2,017,428	246. 41	\$2,293,923	\$2,065,899	246. 41	\$2,340,963	\$2,127,847	246. 41	\$2,389,451	\$2,191,664	246. 41	\$2,409,928	\$2,227,991
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Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
	Office Equipment	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Facilities	Facility Lease/Mortgage	\$724,777	\$724,777	\$724,777	\$724,777	\$724,777
	Rent Of Equipment	\$2,600	\$2,678	\$2,758	\$2,841	\$2,926
	Maintenance & Repair	\$131,000	\$134,930	\$138,978	\$143,147	\$147,442
	Custodial	\$41,500	\$42,745	\$44,027	\$45,348	\$46,709
Utilities	Phone	\$5,500	\$5,665	\$5,835	\$6,010	\$6,190
	Gas	\$1,650	\$1,700	\$1,750	\$1,803	\$1,857
	Electric	\$42,000	\$43,260	\$44,558	\$45,895	\$47,271
	Water/Sewer	\$6,500	\$6,695	\$6,896	\$7,103	\$7,316
	Trash	\$5,700	\$5,871	\$6,047	\$6,229	\$6,415
Other	Administrative Support	\$37,400	\$38,522	\$39,678	\$40,868	\$42,094
	Contracted Services - Management Services	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	Contracted Services - Special Education Services	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
	Contracted Services - Office	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
	Contracted Services - Athletics	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
	Insurances	\$47,000	\$48,410	\$49,862	\$51,358	\$52,899
	Legal And Audit	\$95,000	\$97,850	\$100,786	\$103,809	\$106,923
	Marketing Plan	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
	Travel And Meetings & Meals	\$6,150	\$6,335	\$6,525	\$6,720	\$6,922
	Other - Field Trips, Dues, Board, Athletics	\$106,395	\$109,587	\$112,874	\$116,261	\$119,749
	K - TOTAL Administrative & Support Operations	\$1,473,172	\$1,495,625	\$1,518,750	\$1,542,570	\$1,567,103
	Instructional:					
Books And Supplies	Instructional Materials And Supplies	\$29,050	\$29,922	\$30,819	\$31,744	\$32,696
	Curriculum/Texts	\$29,050	\$29,922	\$30,819	\$31,744	\$32,696
	Copier & Printing Costs	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
	Testing Supplies	\$7,360	\$7,581	\$7,808	\$8,042	\$8,284
	L - TOTAL Instructional Operations	\$77,460	\$79,785	\$82,177	\$84,643	\$87,182
	K+L = M - TOTAL	\$1,550,632	\$1,575,410	\$1,600,927	\$1,627,213	\$1,654,285

	OPERATIONS					
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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$2,017,428	\$2,065,899	\$2,127,847	\$2,191,664	\$2,227,991
M - TOTAL OPERATIONS	\$1,550,632	\$1,575,410	\$1,600,927	\$1,627,213	\$1,654,285
J+ M =N TOTAL EXPENDITURES	\$3,568,060	\$3,641,309	\$3,728,774	\$3,818,877	\$3,882,276
Z - TOTAL REVENUE	\$3,769,184	\$4,127,848	\$4,666,262	\$4,666,262	\$4,666,262
Z - N = SURPLUS / (DEFICIT)	\$201,124	\$486,539	\$937,488	\$847,385	\$783,986

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

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

1. *How was the student enrollment number projected?*

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

Provide the break-even point of student enrollment.

Our school currently serves about 480 students. We have planned our enrollment conservatively so that our first year budget only expects 525 students. Our school will grow to serve 650 students in 2017-18. As we are still determining the best long-term facility plan for our school, we have kept overall enrollment assumptions conservative as well. We do not have a break-even point of student enrollment: we will adjust our facility plan and our annual budget to enable our school to serve all students that enroll.

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

If our school receives fewer funds than anticipated or funding amounts are lower than anticipated, we will be forced to make some difficult decisions. As much as possible, we will strive to maintain the academic program that is offered for our students. If we must make budget cuts, we will first look to do so in elective courses and athletic opportunities. Should these types of budget reductions be insufficient, we will look to reduce staff and yet maintain instructional quality, possibly by such measures as slightly increasing the class size of each section in each grade.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Our budget does not rely on sources of funds other than state, county, and federal allocations to schools. In order to supplement our academic program, our parent organization (VIPs) will fundraise and provide additional opportunities for our students.

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

See additional space.

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

We do not intend to contract for services with third party organizations. We may, as student needs dictate, contract for services for exceptional

children, based on their IEP requirements. We intend to have our chief financial officer oversee all accounting and financial services. This includes developing policies and procedures for our board to approve to select contractors and issue requests for proposals for large purchases. We will ensure that all competitive bidding requirements are followed for all purchases that we may make.

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

Our budget has been constructed to deliver our academic program and curricular offerings that will put students on the path to college acceptance, in accordance with our mission. As a school that has operated successfully for more than six years, our decision not to provide student transportation has proven not to be a barrier for students to enroll in and attend the school. Our program currently has approximately 480 students enrolled who provide their own transportation or use our CarpoolAssist services online.

As referenced elsewhere in this application, we continue to explore new and better facility options for our school, while knowing that the facilities we currently occupy on our campus will provide suitable accommodations if we wish to stay in our the current arrangement. We believe that we have a good school facility, but hope to be able to eventually provide the world-class learning campus that we desire for our students. If we are granted this charter, we will go ahead with our plans to make our desires into a reality and will research all the facility options available to us.

Finally, our budget is a balanced budget and school leadership is held accountable to meet the budget. This aligns with our mission's stated goal of creating a culture of accountability for students, parents, staff, and our school leaders. Our board will make difficult decisions to model this accountability, especially in our fiscal responsibilities.

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

We have not identified a specific percentage of expenditures to serve as a goal for a general fund balance, but will follow what we believe to be educational best practices and set aside one month of operating expenses in our general fund balance. Each year, our school will set aside funds for this fund balance until we have at least the equivalent of three months operating expenses in our fund balance. It is our intention to first satisfy all the outstanding obligations of our currently operating high school program during the 2013-14 and 2014-15 school years and prior to the charter term requested here.

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

As our school is currently in operation, we have a facility and receive state, local, and federal funding for the students that we serve. We also have many of the fixed assets necessary to run our school, including technology, furnishings, and curricular tools. As such, we do not plan to lease assets and will purchase new resources through our per-pupil funding

as our school grows.

As mentioned earlier, we continue to explore long-term facility options to better meet the needs of our anticipated larger student body. We may choose to work with an external firm to construct a building and lease the building to us. We have had many conversations with companies with experience in building charter schools. If we are granted this charter, we will continue these conversations and seek all facility options for our students.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

At this time, we do not plan to have assets from other sources.

(Student to teacher ratio) We do not base our budget on a particular student to teacher ratio. Our projected enrollment and staffing result in a student to teacher ratio of 25:1 in Year 1, increasing to 27:1 by full enrollment in Year 3.

Financial Compliance: (No more than a half of a page)

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

Our school's chief financial officer serves as a member of the administrative team at the school and will oversee our internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping. If we are granted this charter, we will formally adopt policies that enumerate the level of internal control we desire.

We will contract with an independent auditor annually to perform an audit of our school. We will make sure the audit report is completed prior to any required state deadline. We will include the costs of this annual audit in our budget.

Our board takes financial compliance matters very seriously and understands the importance of strong financial governance. The school has had financial challenges over the past three years due to both underperformance by our prior management company, which was terminated at the end of fiscal year 2012, and efforts related to building a permanent school facility. A brief chronology of events follows:

On February 2, 2012, Queen's Grant Community School was placed on "Financial Cautionary Status" as the result of a significant decrease in the fund balance and ending deficit in the General Fund for FY 2010-11 of \$6,971. The school was informed that the status would remain until the deficit was removed. The deficit was created by expenditures initiated by the prior management company to develop a permanent facility plan and also by investments required to provide adequate temporary facilities.

During the 2012-13 school year, we made significant improvements to the school site and the negative fund balance increased to \$120,744. We received a follow-up communication from NC Treasurer, Local Government Commission in May 2013, concerning the continued negative fund balance, completion of the annual audit after the standard due date of October 31, 2013, and adoption of a balanced budget for the 2012-13 school year. The school submitted a formal response in June to address these concerns.

As of June 30, 2013, the school continued to carry a negative fund balance of \$126,113, essentially the same amount as the previous year. The cause of these negative fund balances is almost exclusively related to facility development costs and the lease rate with our previous management company, including \$275,000 in disputed rent payments to this management company. We chose to account for this amount, in order to be conservative, while we work through the issue with our previous management company. If we are successful in our efforts and do not need to pay this rent amount, we will immediately have a positive fund balance. We expect to resolve this issue prior to the 2015-16 school year and our request for a new charter.

As our school is now self-managed, our financial status has stabilized. Favorable resolution of the rent dispute with the former landlord will eliminate the negative fund balance. We believe the school is in a strong position to get relief from this rentclaim and therefore will have a

positive fund balance. The school has paid reduced rent for over a year and has been allowed to continue operation and the rent as claimed by the landlord was rejected as a matter of law by the court. As we move forward with this application, we are also seeking a qualified partner to undertake a facility development plan that will enhance the schools ability to serve the community and will protect the school from the financial strain caused by the prior flawed facility development plan.

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

We have no known or possible related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

In the past, our board has contracted with Deloitte and Touche to conduct our annual audit. We will also investigate other firms.

Name: Deloitte & Touche, LLP

Address: 550 S. Tryon Street, Ste. 2500, Charlotte, NC 28202

Phone Number: 704-887-1500

Fax Number: 704-887-1631

