



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Heritage Charter School**

**Public charter schools opening the fall of 2016**

**Due by 5:00 pm EST, September 26, 2014**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
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Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2015 Application Process

To open a charter school in the 2016-2017 school year

#### APPLICATION DUE DATE/TIME

**September 26, 2014** A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

**\*Non-Refundable \$1000 Application fee due to the Office of Charter Schools\***

*Application Fee Payment Details can be found on the Office of Charter Schools Website*

#### APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Heritage Charter 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: *Heritage Charter School*

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: *Shirley L. Fulton*

Title/Relationship to nonprofit: *President*

Mailing address: 400 South Summit Ave.  
Charlotte NC 28208

Primary telephone: 704-332-3050 Alternative telephone: 704-713-0169

E-Mail address: *sfulton52@aol.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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:

What is the name of the nonprofit organization that governs this charter school? *Heritage Charter School*

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

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

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05	600
Second Year	K,01,02,03,04,05	612
Third Year	K,01,02,03,04,05	624
Fourth Year	K,01,02,03,04,05	636
Fifth Year	K,01,02,03,04,05	648

*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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.*

heritage  
*Signature*

Heritage Charter School  
*Title*

heritage  
*Printed Name*

09/26/2014  
*Date*

**II. MISSION and PURPOSES**

(No more than three total pages in this section)

**Mission:**

*State the Mission of the proposed charter school in **thirty-five 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:*

Heritage Charter is to provide an academically rigorous, highly individualized program. We will develop customized plans and IEP's for each child that address their strengths through an outcome based approach that will lead to success.

*Clearly describe the mission of the proposed charter school:*

Students will be able to demonstrate increasingly high levels of competency, independence, collaborative skills and self-reliance. The overall learning environment will promote academic excellence, strong character and physical health-wellness.

**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.*

The targeted population and demographics are reflective of the population of the Charlotte Mecklenburg metropolitan area.

(<http://www.clrsearch.com/Charlotte-Demographics/NC/Population-by-Race-and-Ethnicity>)

Our population will reflect the 55% White, 35% Black or African American, 2% American Indian, 5% Asian, and 3% other that the Charlotte Mecklenburg metropolitan area comprises. Currently the local LEAS population serves:

Student Ethnic Distribution

American Indian/multiracial 3%

Asian 5%

African-American 42%

Hispanic 18%

White 32%

(<http://www.cms.k12.nc.us/mediaroom/aboutus/Pages/FastFacts.aspx>)

Specifically, the local LEA STEM schools ethnic distribution:

Student Demographics \*

African-American.....68.2% \*

White.....	5.9% *
Hispanic .....	16.5% *
Asian .....	3.8% *
Other .....	5.6% *
Economically disadvantaged students .....	62.5%

With a 3% growth rate of the city each year, this shows disconnect in the amount of students who are served in the local LEA which leaves the question as to where these students are now receiving their education. Our goal is to provide an educational experience that encompasses STEAM, healthy living and college readiness to students who are seeking their education outside the local LEA due to lack of a consistent K-12 experience. The Local K-8 LEA "math-science magnet in the UNC Charlotte area has just over 1,100 students placed, with another 927 on the waiting list after the first lottery. After last year's lottery the school had just under 1,000 students, with an overflow of 624." (<http://obsyourschools.blogspot.com/2013/03/magnet-results-in-morehead-stands-out.html>) Our charter school will allow for more opportunity for the ever growing population of Charlotte students to pursue educational opportunities in the STEAM field along with healthy living and an end result of an Associates degree upon graduation.

- 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).*

The total projected enrollment at Heritage will be 600 for grades K 5. The Heritage will reflect an average enrollment per class that is lesser than the Charlotte-Mecklenburg Schools LEA. Most of the schools within the LEA boast enrollments as high as 1,200 students. Average class enrollment projections for

Heritage are as follows:

- Grades K-2 = 18 - 20 students per teacher plus a teacher assistant
- Grades 3-5 = 20 - 25 students per teacher without a teacher assistant

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

Heritage Charter School will implement a comprehensive education plan that includes science, technology, engineering, arts and mathematics for its students. This focus does not exist within any elementary school within the LEA. Also, HCS will intentionally partner with organizations, individuals, sponsors, donors and educators to ensure that the curriculum is implemented effectively due to low pupil-teacher ratios and direct involvement of all stakeholders on the governing bodies (e.g., board, advisory council, PTA). HCS will also track parental involvement and community service hours through mandatory agreements that are signed by all families who are a part of the charter school.

- 4. In the appendices (Appendix A1), 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.*

Our charter will have teachers and leaders in the school develop and design professional learning opportunities based upon their own professional needs as assessed through our school collected data, data of local LEAs as well as individual observations both formal and informal. We will ask teachers and leaders to take an honest look at the school/community data and their own individual data to develop professional learning opportunities that will be provided on-site for individual educator growth, student growth and school growth toward our mission for students. We will then have teachers take ownership of the professional learning by tapping in to their strengths and education to share master techniques with others in the building. Investment in the goals for professional learning will increase leadership opportunities that are not often offered for educators in the building level.

Our charter will have individual student plans to measure both formal and informal data for each student in the building. Each person in our charter will carry a caseload of students that they will meet with informally and formally throughout the school year to discuss progress on students individual goals. We will review the state data collected as a staff and as PLC teams to develop specific measurable goals for our students success.

Parents and students who are part of our charter will have the opportunity to have their students experience STEAM, healthy living and college and career preparation all in one building for not only a K-12 experience, but a K-12 experience which allows students to graduate with an Associates degree. We believe in having teachers, parents and students participate in leadership opportunities within our school community and we want to celebrate these accomplishments. Students and parents will have the opportunity to celebrate diversity and culture through multiple in class and out of class opportunities. We will focus on collaboration and character development with all students and encourage honor and pride while developing

mastery of content. Our community bonding will also give students the opportunity to collaborate on community service projects that will enhance the students learning.

Students will be exposed to a variety of success strategies to prepare them for operating in a 21st century environment. With the use of technology in all classrooms and built in to lesson plans, students will be engaged with the future of our post-secondary schools and work environments. We will focus on mastery of students learning through our individual student learning plans. This will allow students to move through material at their pace and fostering independence in learning. Students will learn that the application of STEAM and healthy living will help drive their career and college preparation and help them to become productive members of our society.

The opportunities that our charter will provide will have strategies for success for all students. With our individual plans we will be able to address all students needs whether they are at-risk, gifted or students who are in the middle. We will have informal and formal assessments of these plans to track students progress toward their goals and goals they have set with their teachers and parents. We are looking to educate the entire child through involvement in healthy living, community awareness, 21st century skills and strategies to attack the higher level learning that college courses will bring all within a nurturing environment which celebrates diversity and encourages collaboration.

Since we are working with educating the entire child we will look to the newest teaching methods and those methods of our accomplished educators within the building to achieve student success. We will work with 21st century skills and our individualized plans for each student to gauge appropriate teaching methods for each student, each classroom, and each grade level

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

- 1. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

1.1 Increase student learning and demonstrate improvement on End of year testing (EOG)

Our baseline will be testing in the first year. We will then look for improvement on testing scores at a 2% rate per year over the next five years. Students will have individualized plans that set goals and check in points when working toward improvement on state testing.

1.2 Students are competitive in a 21st century environment (STEAM focus)

Students will be exposed to STEAM lessons in every course. They will be asked to apply knowledge of 21st skills to their projects and presentations. Students will be kept abreast of trending information to be able to apply these new strategies and techniques to their work to keep current with the

trends of STEAM as we move forward in the next five years. Teachers will be informed on new trends to assist in curriculum development and professional development over the next five years.

Each month, teachers and professional development staff will focus on a strategy or technique that will enhance student learning at Heritage Charter based on data driven decisions. Once teachers and professional development staff develop a plan for implementation of the strategies they will be implemented within the classroom within a two week time frame and can be observed within the classroom and lesson plans.

### 1.3 Students are career and college ready (STEAM focus)

Students will be introduced to strategies to assist in career and college readiness and these strategies will be built upon and reinforced year to year in the classrooms and collaborative environment of Heritage Charter. Students will be able to demonstrate learned techniques through binder/portfolio work, note taking skills, goals setting, planning and college study skills. These skills will be addressed daily and students will be able to track progress of grades and goals electronically which can be monitored by teachers and parents/guardians. This information can be looked at on a day to day basis per student.

### 1.4 Students are able to demonstrate the effects of healthy living on college/career readiness

Students will be asked to create a personal wellness plan with parents/guardians and have to track their progress toward goals and how it affects their day to day school activities. Students will research healthy living options in their courses and how it can impact their learning when preparing for college courses. The goal is to develop strategies for healthy living prior to graduation to help students make smart choices when completing a four year degree while living independently.

### 1.5 School and students will collaborate with community

Students/parents will collaborate with Heritage Charter to assess potential partnerships with the community to help students achieve student success. Class projects will be developed by the students and teachers to focus on an area of need for each school year within the community. Classes will then track their progress on their project electronically and present their findings to potential donors in the community at the end of the school year who can help their project grow to the next level. Heritage charter will support our students to develop a sustainability plan for their projects within the community. We are excited at the partnerships that we can develop in the next five years.

### 1.6 Develop family investment in mission and students success

At Heritage Charter, we are a community of learning. Families are asked to be invested in their students learning and are encouraged to learn at the same time. We will schedule regular parent meetings where students will present and showcase their learning to parents/guardians. Students will assume the role of the teacher to share their strategies for success with

parents/guardians.

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

Heritage charter is committed to our student increasing mastery of their content thereby increasing competency, independence, collaborative skills, and self-reliance all of which is outlined in our mission. Our charter is committed to operating with high expectations and accountability. Of data both informal and formal as well as our individual student achievement plans will showcase academic excellence, report on student character development and physical health and wellness development as student move toward success in their college preparatory high school program.

Heritage Charters leadership team, in compliance with North Carolina 115C 238.29F, the school will report annually its progress in meeting its goals and objectives to parents/guardians, the community and the North Carolina State Board of Education. All data and results will be analyzed to drive the decisions made by the school to increase student achievement.

### 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.

The instructional program at Heritage Charter School is a research-based curriculum that employs inquiry and project-based learning for all students. National studies show that STEAM curriculum implementations have improved student learning for all student populations, including those who are at-risk of academic failure, as well as academically gifted students. Heritages instructional approach and school environment will prepare them to be career ready and college ready students in the STEAM fields. Our average class size will fall below the average student: teacher ratios in surrounding NC public schools.

All Heritage teachers and staff will implement the instructional best practices as defined by Robert Marzano. (Classroom Instruction That Works, Marzano, 2001) Teachers will employ a variety of methods to support and ensure high academic expectations and indicators for student performance. Heritage teachers will also offer students:

Project-based Performance Tasks

\* Inquiry-based Projects - students will participate in problem solving tasks, hands-on experiments, specialized health and wellness and other inquiry-based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001) and Buck Institute for Education (BIE 2010).

\* Real World Application teachers will ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios (EIE).

\* Thematic Units focus on study with student work samples that focus on and document the development of reading, writing, and communication skills (EIE and STC).

All Heritage teachers and staff will be expected to demonstrate proficiency for teaching in the classroom using the gradual release model for explicit instruction, modeling activities, shared practice, and individual assessment. This method of instruction will be used throughout the curriculum across all content areas.

In science and mathematics, teachers will also be required to use a

research-based practice for incorporating hands-on learning and exploratory activities called the CRA approach. Students have shown increased achievement when they are taught in a progressive method called Concrete, Representational, and Abstract. (CRA) is a three step instructional approach that has been found to be highly effective in teaching science and math concepts. The first step is called the concrete stage. It is known as the "doing" stage and involves physically manipulating objects to solve a math problem. This will also be an integrated element throughout health and wellness curriculum implementation using math and science strategies. The representational (semi-concrete) stage is the next step. It is known as the "seeing" stage and involves using images to represent objects to solve a math problem. The final step in this approach is called the abstract stage. It is known as the "symbolic" stage and involves using only numbers and symbols to solve a math problem. CRA is a gradual systematic approach. Each stage builds on to the previous stage and must be taught in sequence.

Although all students will be expected to meet or exceed the Common Core and NC Essential Standards, Heritage will not "teach to the test". Instead, we will administer interval benchmark assessments to ensure that the teachers are following our scope and sequence for appropriate teaching and learning at each grade level. The instructional program is specifically designed to engage the students with authentic learning opportunities with teachers facilitating learning through modeling. Our students will be expected to complete authentic artifacts and examples to demonstrate mastery of content. The portfolio program will monitor student progress in project-based learning.

### **Curriculum and Instructional Design:**

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

See Appendix B

Provide a synopsis of the planned curriculum, including:

- 1. One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
- 2. If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
- 3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

HCS was developed to offer the Charlotte Community, students and parents the opportunity to enroll their child(ren) in an enriched, innovative program focusing on STEAM (Science Technology, Engineering, Arts, and Math), reading writing, English language and other core disciplines. Through these researched based educational programs, students will master the art of critical thinking skills, highly

rigorous lesson content customized individual educational plans and technology in each K-5 classrooms. Charter development and wellness specialized daily activities will also be integrated through all disciplines. A variety of standardized assessment tools will be used as data sources throughout the school year.

"Heritage Charter School believes that every student has a unique potential to excel academically if he or she receives quality instruction, proper motivation, and the necessary system of support. Heritage will offer an innovative academic curriculum that includes an emphasis on science, technology, engineering, and mathematics (STEAM) for students in grades K-5. This curriculum will be supported a variety of instructional strategies, careful attention to student needs, and effective assessments and evaluations. "It is generally accepted that science and math competencies are vital to full participation in a global economy (National Research Council, 2005) and the traditionally underrepresented subpopulations need access to opportunities to develop these competencies.

Heritage's Math, Science Technology, Engineering, Wellness and Charter Development program will be customized academic strategies with a specific focus that will build capacity for students to be successful and move through their school progression as well as transition in to college seamlessly and meet the demands in the field of technology, engineering and scientific as the high demand occupations in our world, today. The curricular for all disciplines are rigorous and aligned to the common core strategies as dedicated by the North Carolina Standards. It is important that we build a strong foundation in math/science/ literacy skills that will also promote increase reading skills and provide students with problem solving techniques to master testing at the end of each grade span. Common Core and Learning Focus strategies will be natural fit for all classrooms. Heritage is aimed equipping our students to become lifelong learners to meet the 21st century opportunities they will in counter. We also aim to enroll students from all socio-economic levels, including low- income and minority students who are sometimes not recognized. Students will encouraged to follow the pathway we invest in them through STEAM, Charter Development and teach them how to eat healthy and are more physically fit.

In our ever changing society, the study of Math, Science, technology, Engineering, and Math are one of the on demand occupations that will take over the highly competitive studies in the world. According to statics and companies in the field of STEAM education pipeline we need to increase and motive our students to achieve academic success in these areas. Students who are at levels 3 or 4 at grade level or above grade level will be competitive with students in Charlotte Mecklenburg Schools and non-public/ charter schools.

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Our educational model begins with a firm belief that all students can learn and more students will learn if material is presented in a variety of engaging ways. One method does not work for all students all the time. A variety of learning styles instructional strategies need to be incorporated and students need to be motivated to achieve a productive learning

environment. We strongly believe in a student-centered experiential learning environment where students will have the opportunity to work collaboratively on reflective, hands-on assignments. Heritages learning environment will be designed to meet a wide range of academic levels and learning styles within the multi-age classroom setting. Low pupil-to-teacher ratio, individualized and group instruction, instructional technology such as SmartBoards, and multi-sensory teaching approaches and child-centered learning will be classroom features that will help students meet their academic potential in the least restrictive educational environment. Recognizing that educational success will be realized only when the essential student-teacher-parent triad functions in school, HCS will provide our youth with the support necessary to reach their highest intellectual, social, emotional, and physical potential. This mission requires vision and innovation, as revealed in the educational process design explained below:

Figure : Educational Process at HCS (see Appendix T1 for the figure)

HCSs teaching philosophy finds its roots primarily in constructivism.

Constructivist theory focuses on each students unique way of learning and creating their own knowledge by integrating their existing knowledge with the new knowledge. To support students to form their personal understanding, HCS will use teaching approaches that allow students to get involved in effective learning experiences such as indirect instruction; project-based learning, discovery learning, and student-based learning that will be explained in detail later in this document. We believe that our teachers will benefit from such instructional methods and related teaching approaches, and thus they will be able to sustain a high quality teaching and learning atmosphere in the classroom.

HCS believes in the value and importance of integrating multimedia learning & teaching approaches and computer assisted instruction in all the learning and teaching approaches presented above. Both multimedia learning principles and computer assisted instruction facilitate students learning. Mayer and Moreno (2007) state that students, who acquire any information through multimedia whether it is verbal, image-base, text-base, or visual, learn more because information presented in this way employs multiple cognitive processes that support enhanced learning. HCS specifically believes that computer-assisted instruction improves education of all students due to the immediate feedback in the process. Computers also provide opportunities for a wide range of exploration, especially for academically gifted students. In conclusion, multimedia learning and computer assisted instruction in HCS lesson plans will result in better educational environments for both the students as well as the teachers.

*5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

Standard: All students will score at least one or more year(s) academic growth in reading, math, and science.

Measurement/Timeline:

- \* DIBELS & TRC - August, January, & May
- \* Benchmark Test October, January, & April
- \* EOG test May

Outcome: At least 75% of students will demonstrate 1.5 years of growth.

Goal 2: Increase students reading fluency & comprehension

Objective: A personal education plan will be prepared for all students in reading at the end of first nine weeks.

Measurement/Timeline:

- \* STAR(reading test) August, January, & May
- \* Guided Level Reading and Accelerated Reading - ongoing
- \* Benchmark Test October, January, & April

Outcome: At least 75% of students will demonstrate grade level appropriate vocabulary, fluency and comprehension.

Goal 3: Improve students math and science performance through STEM focused instruction

Objective: A personal education plan will be prepared for all students in math and science at end of first nine weeks.

Measurement/Timeline:

- \* STAR Math August, January, & May
- \* Benchmark Test October, January, & April
- \* End-of-grade test (math & science) May

Outcome: At least 75% of students will demonstrate a level 3 or 4 on the end-of-grade test in math and science.

Goal 4: Promote students understanding for the interrelatedness of the cultural arts, health and physical education and STEM in addressing real life problems & challenges

Objective:

- \* All students will participate in appropriate grade level instructions and hands-on activities in science, technology, engineering, and math.
- \* All students will participate in appropriate grade level instructions and hands-on activities in music, art, and physical education.

Measurement/Timeline:

Teacher assessments in science, technology & engineering - ongoing

- \* Teacher observations - ongoing
- \* Projects/demonstrations and performances - ongoing
- \* Science/ Math EOG May

Outcome: At least 75% of students will demonstrate proficiency on STEM teacher assessments, math and science EOG.

Percentage of students achieving or exceeding mastery on identified educational goals per year in each grade level for the first five years:

1	75 %	78 %	81%	83 %	85+ %
2	75 %	78 %	81%	83 %	85+ %
3	78 %	81%	83 %	85+ %	
4	81%	83 %	85+ %		
5	83 %	85+ %			

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
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.*

The school day will begin at 7:30 AM to 3:30 PM daily. HCS will allow students to take additional enrichment courses (i.e., visual and performing arts, engineering/robotics, technology). The proposed calendar will also provide for increased collaborative planning among teachers who will be able to focus intentionally on meeting the holistic needs of all learners. HSCs extended school day will allow more time for students personalized education plans as designed.

**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.*

Heritage Academy will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. Heritages Response to Intervention (RTI) method is a three-tiered instructional and assessment framework designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention. Heritage Academy will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act of 2004, which requires each school to identify whether appropriate instruction in reading has been offered through the use of North Carolina Standard Course of Study (NCSCS). The Academys RTI model prepares struggling learners to prepare for the state adopted assessments which are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the CCSS and NC Essential Standards.

TIER I Core, Universal Academic and Behavior Support (Goal:100% of students achieve at high level) all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the CCSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports. Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal instruction.

TIER II Targeted, Supplemental Interventions & Supports targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. Tier II: Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/ or progress monitoring standards).

TIER III: Intensive, Individualized Interventions & Supports increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. Tier III will be shown as effective if there is progress toward the benchmark and/or progress monitoring.

The Heritage Academics curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the RTI Tier Model that support and prepare all learners for the state adopted assessment. In addition to the RTI plan discussed in the instructional programming section, the

In addition Heritage Academy will also use the following supports and programs;

\*Comprehensive Intervention Reading Programs-Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Research-based programs that the teacher may utilize are:

\*A prescribed set of curricular materials per grade level will be utilized that correspond to the common core curriculum.

\*Tutoring will be provided for students who require additional intervention, tutoring will be available at the Academy. Teachers use a set curriculum in a small group setting, targeted to students skill deficiencies, as determined by diagnostic and formative data.

\*Teachers will make themselves available for additional support during a time that is outside of the instructional block.

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.*

1. English language learners will be identified using the Home Language Survey (<http://dpi.wi.gov/ell/pdf/homelang.pdf>) and from thoroughly assessing student academic history to determine if lack of progress is a direct correlation to inability to comprehend English. Note that all students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

If students are language-minority students, they will be scheduled to be administered the W-APT within thirty calendar days of enrollment and the parent will be notified. If a student is tested, and it is determined that the student is limited English proficient, the student will be tested annually to monitor growth as well as to assess the need for further ELL instruction.

Once the assessment results are collected, an instructional plan for students who qualify will be created including the integration of scaffolding methods to address the ELL and setting goals for achieving mastery of the NC English Language Proficiency Standards, which correspond to WIDA standards. As prescribed by law, appropriate interventions will be administered that facilitates growth in English mastery, while promoting content knowledge.

2. Heritage Academy will meet state and federal requirements regarding the education of English language learners. Upon identification, teachers will support English language learners by incorporating Sheltered Instruction Observation Protocol (SIOP) strategies in the classroom. Some examples of the SIOP strategies include: promoting comprehension with supplementary materials (charts, illustrations, multimedia), providing access to hands-on materials and manipulatives for student practice, and allowing frequent opportunities for peer collaboration. In addition, the NC English Language Proficiency Standards, the world-class instructional design and assessment (WIDA) English Language Proficiency Standards [approved by the State Board of Education June 5, 2008] will be referenced. Note that these standards are K-12 and include the following English language proficiency standards:

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

3. ELL students will be provided services primarily through an inclusion/mainstream model. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The Personalized Learning Plan will be used to show the areas of success and growth that the student maintains. The ELL strategies will be documented in the teachers lesson plan and in the students Personalized Learning Plan and ELL Portfolio.

The exception will be for newcomers/early learners of English. In this event, these students will receive private instruction outside of the classroom as well as inclusionary instruction to acclimate him/her to the English language. All students identified as ELL receive a learning plan that will include benchmarks and goals for the student.

Monitoring for all ELL students will occur through formal and informal assessments, teacher observations, anecdotal records, and student work samples.

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.*

Heritage Charter will provide a Free and Appropriate Public Education (FAPE) to those that are identified as Academically/Intellectually Gifted (AIG). The program will meet the NC AIG Program Standards in accordance with Article 9B (N. C. Gen. Stat. 115C - 150.5 150.8).

Heritage Charter ensures that student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services through careful monitoring during school site visits. The Academy will ensure all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the North Carolina AIG Program Standards.

Heritage Charter ensures consistency in implementation of screening, referral, and identification processes. The Academy's screening procedure will provide equal opportunity for all students using the following:

- \* Multiple criteria for decision-making including informal assessments such as benchmark assessments, state assessments, end of course and end of grade assessments
- \* Assessments that go beyond a narrowed conception of giftedness
- \* Reliable instruments/strategies for assessing giftedness,
- \* Appropriate instruments to be used with underserved populations, and relevant data which provide relevant information for instructional decision-making rather than labeling.
- \* All data obtained will become part of the student's AIG Differentiation Program folder and will be used throughout the process to determine appropriate services.
- \* Screening procedures and processes as well as a list of specific assessments used to determine aptitude and achievement will be included in the folder.
- \* Students who have been identified and qualify for AIG will each have a Differentiated Educational Plan written every four educational phases (K-3, 4-5) which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.
- \* Heritage's Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education which are aligned to the North Carolina AIG.

### **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)*

1. Heritage Charter is aware that exceptional children must be evaluated in accordance with NC 1503-3 through NC 1503-5. A student may not be given special instruction or services as an exceptional child until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the IDEA and the N.C. Policies Governing Services for Children with Disabilities. The parent of an exceptional student who has been evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

Heritage is aware that general education activities and interventions are required prior to referral. When general education interventions have been implemented, with indications that a student should be considered for exceptional children eligibility, a group of qualified personnel will consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

Written procedural safeguards for students with disabilities will be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Education Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand.

Heritage Charter personnel will ensure the parent(s) has understood the information. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the

evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

2. The IEP Team for each child must include the parent, a regular education teacher, a special education teacher, a qualified representative of the LEA, and an individual that can interpret the instructional implications of evaluation results. The IEP Team will determine a student's eligibility for services based on the results of the evaluation data. Placement of the student in student with disabilities services will be in the least restrictive environment.

The IEP Team will:

- \*Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- \*Review placement decisions annually at the IEP review meeting
- \*Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- \*The Academy will review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality.
- \*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. A) A school records release signed by the parent/legal guardian of the student will be provided to the releasing school.

B) IEPs/504 plans will only be shared with staff that is required to have knowledge of the student's disability.

#### 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.*

Heritage Charter will develop and oversee an annual strategic plan for exceptional children services in accordance with the federal "Child Find" mandate that include:

- (1) How students will be identified and evaluated for exceptionalities
- (2) The procedures for developing and implementing IEPs
- (3) How students with exceptionalities will be integrated in the school's instruction and culture
- (4) Specific procedures and expectations for including parents and other stakeholders in the process of delivering special services.

Further, the ESE Director/Specialists lead responsibilities will include assembling an IEP Team; coordinating the meeting and activities of the IEP

Team; coordinating staff professional development regarding the delivery of Heritage Charter will develop and oversee an annual strategic plan for exceptional children services that includes:

(special services; encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality; ensuring delivery of IEP services; and ensuring compliance with all reporting and documenting requirements.

Heritage Charter will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment by utilizing a service delivery model of inclusion.

Heritage Charter believes that it is imperative that each student receive the opportunity to learn and grow within their community so that he/she will be productive citizens upon graduation from the school.

2. Heritage will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services."

If it is determined that a student is disabled under Section 504, one must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and programs designed to meet the students needs.

3. Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students Individualized Education Plan (IEP). Based on the enrollment of exceptional children, Heritage Charter will hire and train the appropriate number of teachers/para-professionals, to ensure adherence to the federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

4. Heritage Charter will employ or contract with the necessary personnel to provide related services, including Vision, Speech and Language services, Occupational Therapy and Physical Therapy as required by the students IEP. In providing for the educational needs of the exceptional student, the Principal, exceptional children the teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of Heritages exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The IEP Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs.

## **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.*

The following student performance standards for the school as a whole have been identified:

Goal 1.1: Heritage Charter School will increase learning and demonstrate consistent improvement of student achievement in End-of-Grade (EOG) tests in all subjects (Reading, Mathematics and Science)

\*Objectives for Goal 1.1

-Increase the percentage of students who are proficient by an average of 3 percentage points each year for applicable grades up to 90% or AMO target whichever is greater. Data from the 2016-2017 school year will be considered baseline.

Goal 1.2: Students at Heritage Charter School will be positioned to compete with students across the nation and world.

\*Objectives for Goal 1.2:

-Increase the percentage of students scoring at or above the national norm on the Measure of Academic Progress (MAP) test in all subjects by an average of 2 percentage points each year. If the percentage of students at or above the national norm in any given year of term of the charter is 50 percent or above, the expectation for each subsequent year is to increase the percentage of students at or above the national norm by 1 percentage points each year thereafter.

Each year, Heritage Charter School will also use data from standardized tests to provide accountability as well as give administrators, teachers, and parents additional data to evaluate the effectiveness of the school's educational program. Student performance data will be compared to student results on the EOGs for the district and state. Accommodations, as specified in either a students IEP or 504 plan will be implemented.

Assessments tools used in addition to state and federally mandated tests:

\* Measures of Academic Progress (MAP) test - this nationally normed standardized test will be offered in both reading and math. This will provide a detailed snapshot of individual student progress towards goals and allow teachers to design lessons with more intention.

\* Benchmarks Periodic benchmark assessments in reading, language arts and math will be administered to students in grades 1-8. Benchmark test will be aligned with the state standards and provide an invaluable tool for the

teachers to monitor student progress and identify areas of need. Teachers will meet regularly to discuss performance data that includes benchmark results and plans for remediation and acceleration.

\* The AIMS Web system will be used to establish benchmarks and monitor progress in the areas of reading, writing and math.

Student progress will be reported to parents four times a year through Quarterly Learning Conferences. The school Principal will file a mid-and end-of-year report to the school's Board of Directors. In addition, the school will file an annual detailed year-end report on the school's performance to the community and the State Board of Education. This report will be published on the Heritage Charter School website and submitted in writing to the State Board of Education by September 1 of each year.

In all grades, Heritage Charter School will use a body of ongoing, individualized assessments throughout the year and summative evaluation at the end of the year to track student progress towards grade-level appropriate competencies and standards. These assessments along with attendance data, class work, and developmental benchmarks will be used to make promotion/retention recommendations.

All promotion/retention recommendations will be made according to the best interest of the student. The classroom teacher, Principal, remedial teachers, the grade level team will confer to discuss promotion/retention. At the end of each quarter a thorough report of student progress is presented in the form of a Student Learning Contract. The SLC reports the student's grade in each course, a summary of the student's academic achievements, an assessment of the student's performance level, and a plan of action for the next quarter. The SLC reports four concrete evaluations to the family about student progress

### **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.*

### DISCIPLINE POLICY/STANDARDS FOR SCHOOL BEHAVIOR

Heritage Elementary School has a uniform set of high expectations and school rules that are aligned with our mission. Since cooperative behavior is important to learning, you can help make this a successful year by emphasizing the importance of good behavior at school. Our school rules are to be observed on school property, at school sponsored activities or events, and while children are transported to and from school.

The Heritage Charter Elementary School has created a PRIDE system for all members. PRIDE stands for:

- P -Perseverance
- R -Respect
- I -Integrity
- D -Determination
- E -Excellence

As our students show their PRIDE each day, all Heritage family members have been trained to use proper social skills outlined through the Houston Project Class Program. Our social skills include: paying attention, listening, looking at the person talking, following instructions, accepting no, accepting feedback, and using kind words. These skills are the building blocks for responsible relationships that will prepare our children for the future. Parents will see these social skills referenced on daily logs and forms that go home to inform parents how their child did in school each day. When students demonstrate appropriate behavior, we will recognize and praise their good performance. However, when a child has difficulty following school rules or meeting expectations for appropriate behavior, teachers will use the following system of behavior consequences (Teachers may use one or more of the following consequences):

- \*call home
- \*home visit
- \*a "cool down" area in the classroom
- \*take away incentive
- \*loss of team points, letters of name on board, clip moved on clipboard, etc.
- \*silent lunch WITH the teacher
- \*have a buddy teacher... send for some time out with work...
- \*separate student from the whole class or in other special areas
- \*loss of outside recess time, inside recess time or special area time
- \*referral to guidance counselor or other mentor teacher
- \*after school detention with classroom teacher
- \*any other consequence that may be deemed appropriate by the teacher or administrator

#### Office Referral to the Administration:

A student discipline referral to the principal/assistant principal is a serious matter. Although the majority of student discipline is handled in the classroom by teachers, there are some cases when a student's inappropriate behavior requires the involvement of the administrator. Parents will be contacted about any serious office referrals. In some cases a student/parent conference may be required to encourage students to make better choices. Although positive behavior reinforcement is our goal, sometimes inappropriate student behavior requires alternative consequences. We make every reasonable effort to maintain discipline in our school. We do not have the personnel for in-school suspension so we use out-of-school suspension and/or expulsion only as a last resort.

The following inappropriate behaviors are examples that will result in a direct referral to the office: Fighting, Kicking or Pushing Other Children or Staff Members, Disruptive Outbursts during Instruction, Vandalism, Threatening or Intimidating Behavior towards Another Student or Staff Member, Abusive Language or Disrespect towards Staff or Refusal to Obey Staff, Possession or Use of Unauthorized Substances/Materials, Truancy, Cutting Class or Leaving Class without Permission, Forgery/Cheating, or

Theft.

The administration may use one or more of the following consequences when a student has been referred:

- \*time out
- \*call home
- \*home visit
- \*referral to guidance
- \*parent conference
- \*withdrawal of privilege
- \*loss of field experience
- \*after-school detention
- \*sent home for rest of day
- \*suspension
- \*any other consequence that may be deemed appropriate by the administrator

\*\*\*\*Please note: 3 or more discipline referrals in one year may result in the student being denied permission to return to Heritage Charter School th

**IV. GOVERNANCE 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 upon application submission.

*Name of Private Nonprofit:* Heritage Charter School

*Mailing Address:* 400 South Summit Ave.

*City/State/Zip:* Charlotte NC 28208

*Street Address:* 400 South Summit Ave.

*Phone:* 704-332-3050

*Fax:* 704-332-3399

*Name of registered agent and address:*

Shirley L. Fulton  
Heritage Charter  
400 South Summit Ave.  
Charlotte, NC 280208

*FEDERAL TAX ID:* 46-5436707

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

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

Yes (copy of letter from federal government attached: Appendix 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	Board	County/State	Current	Past or Present	Has any disciplinary
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov).

Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Michael O. Jones, Ed.D.	Director	IREDELL	Educational Consultant, Principal	NC Principal's License K-12	N
Patrice D. Petroff, Ph.D.	Director	MECKLENBURG	Associate Professor, Educational Consultant	NC Pre-K/Elem.Ed, NC Reading K-12	N
Donna Parker-Tate, M.Ed.	Director	MECKLENBURG	Educational Consultant	Principal Certification, Math/Science K-8	N
Shirley L. Fulton, J.D.	President	MECKLENBURG	Ret. Superior Court Judge, Legal Consultant	NC State Bar, Federal Court Licenses	N

**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.*

Heritage Charter School Board of Directors will govern in a manner pursuant to its By-laws and

Articles of Incorporation of the Heritage Charter School, Inc. The governing body of Heritage

Charter School will be its Board of Directors consistent with the provisions of GS115C-238.29 regarding charter school operation and conduct.

The Board of Directors will have full authority to govern, implement policies and execute fiduciary responsibilities in accordance with the Heritage High School Charter, Inc. by-laws and North Carolina open meeting laws. The Board will further be subject to the provisions of NC G.S. 143:318 outlining open and public meetings and inspection of public records.

Board responsibilities will include:

- a. Hiring and firing employees and administrative personnel
- b. Contracting services such as staff development, financial management, program evaluation and legal
- c. Developing school policies with the input of the professional staff, parents and where appropriate, students
- d. Developing personnel policies, including pay scales, benefits and performance management
- e. Ensuring that all certified personnel and noncertified personnel undergo background checks and other investigations and verifications before they are employed in the school

- f. Adopt a budget
- g. Approve the schools educational program
- h. Approve the schools accountability plan
- i. Work to establish partnerships with community organizations, institutions of higher learning, entrepreneurs, other profit and nonprofit corporations for financial and educational support of programming and operations of the school
- j. Evaluate the principals performance
- k. Ensure that the school adheres to its charter, state and federal policies and laws

The principal will be responsible for daily operations of the school.

The Board will be responsible for governance, fiduciary and policy matters.

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.*

Heritage Charter School Board will have representation from parents, professional educators, at least one teacher, community representatives, and business and industry leaders. Diversity of membership will reflect a cross-section of the school community for the purposes of intentionally capturing talent that will operate and manage the charter school with excellence in educational policies, law policies, finance, budget and human resources.

Nominations will be taken through April 30th. Heritage Charter will announce a date allowing ample time for parents and employees to receive information about nominees and talk with them prior to the election. An election of not less than nine (9) and not more than fifteen (15) members of the Board will be held in May each year to serve the term of July 1st through June 30th.

All Board meetings will be communicated via email, monthly calendar or letter to parents and staff. Although attendance will not be mandatory, Heritage Charter will strongly encourage attendance. Heritage Charter School, Inc. will reserve the right to amend its by-laws in the future and will forward a copy of the amended by-laws to the State Board of Education.

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?*

The founding directors will be the persons named in the Certificate of Incorporation who will serve diligently until the first annual meeting of the Board of Directors. After that time, Heritage Charter School Board of Directors will be elected by a majority vote of the Directors in office at that time. All Directors will serve a one-year term until nominees are elected, their untimely death, resignation or removal.

Vacant positions will be filled at any time by a majority vote of the Board

of Directors at any called or monthly meeting regardless of their number.

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

The Board will meet on a monthly basis or upon request of a called meeting during the school year.

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).*

The Board will adhere to educational and professional trainings as a bona fide professional learning community. This will be manifested through a variety of approaches as outlined below:

a. Online training provided by North Carolina Department of Public Instruction and National Charter School Resource Center.

b. Each Board member will participate in a comprehensive orientation to the Board and Heritage Charter School to include a literature packet, brief history of the school, guiding philosophy of education and introduction to firm partnerships with school community constituents and corporations

c. Time set aside in monthly Board meetings for professional development and training of members

d. The Chairman/President of the Board will ensure that all members have received initial and monthly trainings as outlined above

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.*

Heritage Charter School Board of Directors acknowledge its responsibility for the governance of this school, which requires a high standards of personal integrity and conduct that it seeks to instill in the children of the school. Heritage Charger School Board of Directors Code of Ethics will be adopted to guide the conduct of the members official duties as guardians of this trust. Each Board member will read and sign a conflict of interest statement. By doing so, they acknowledge their understanding and agreement with the adopted policy as outlined below:

The purpose of the conflict of interest policy is to protect this tax exempt organizations interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest application to nonprofit and charitable organizations.

## Definitions

\* Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

\* Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (b) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3.2, (by-laws to be inserted after conferring with Shirley) a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

## Procedures

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

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

### Procedures for Addressing the Conflict of Interest.

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

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

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

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest,

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

A majority of the number of directors fixed by the Articles of Incorporation shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. A quorum shall not be established if more than 50

percent of such quorum is related by blood or marriage or otherwise have joint financial interests, such as business partnerships, etc. If less than a majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Any action that may be taken by the Board of Directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so to be taken, shall be signed before such action by all of the directors.

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.*

In an effort to ensure that Heritage Charter School is truly a community school, parents and community members will serve on the Heritage Charter School Board of Directors, and educators will serve on sub-committees of the Board. The Board reserves the right to amend the organizational chart and/or form additional advisory bodies, councils or associations. An Education Advisory Council will be formed to work alongside the Board in executing Heritage Charter School, Inc.'s charter, policies and educational plan. Also, the Board will form a Parent-Teacher Association to foster a positive, interactive school culture in which professional and personal development is consistently activated for Heritage Charter School families.

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

In the interest of effective personnel management, the administration and Board recognizes the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators or parents. Such procedure would be available to all employees, regardless of whether they are teaching employees or staff.

1. The School has adopted the following Grievance and Hearing Procedure for Employees:

(a) All school employees are encouraged to discuss any concerns regarding his or her employer with the employer's immediate supervisor. This discussion should occur within ten working days after the event/action which results in the grievance.

(b) Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the school's Principal or the Principal's designee.

(c) The Principal or the Principal's designee will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Principal or the Principal's designee within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.

(d) The Board will consider appeals as required by N.C. Gen Stat. Sec. 115C-45 (c)

2. The School has adopted the following Grievance and Hearing Procedure for Parents:

(a) Heritage Charter School intends to foster a safe and secure learning environment for students and staff to share mutual respect and courtesy. Parents/guardians should make every effort to resolve a conflict direct with the employee. If unsatisfied with the outcome, he or she should schedule a face-to-face conference with the appropriate administrative designee to discuss the concern. If the issue remains unresolved, the parent/guardian will schedule a conference with the principal. A grievance form should be completed prior to this conference with the principal. All parties involved with complete the schools grievance summary that should be submitted to the Board Chair. A written response from the Board to all involved parties will be given within 30 days of receipt. The Board will consider appeals as required by N.C. Gen Stat. Sec. 115C-45 (c).

**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 from the NC Department of the Secretary of State. (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**

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not 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.*

**X Not Applicable**

**Projected Staff:**

Outline below, 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.

Projected Staff Chart for 2016-2017

Position Full Time/ Part Time Number

Executive Dir. FT 1

Principal FT 1

Assistant Principal FT 1

Dean of Students FT 1

Administrative Assistant FT 2

Compliance Officer FT 1

Finance Secretary FT 1

Counselor FT 1

Social Worker FT 1

Master Teachers FT 42

Teacher Assistant(s) PT 12

Specials Teacher (PE) PT 2

Exceptional Childrens Teacher(s) FT 2

Technology & Media Coordinator FT 1.5

Special Programs Coordinator FT 2

Food Services Personnel Coordinator PT 1

Parent Advocate PT 1

Custodial Staff FT 2

Security FT 2

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

Heritage provide personalization of learning with low student-teacher ratios and no classes with more than 25 students. Because the Charlotte area is so diverse and we will be drawing students from all over the county, Heritage will offer clubs and activities to allow every student to feel part of its family. We will establish a tone of decency and respect in the school, emphasizing responsibility and accountability as important character attributes. Service to the community is one way our students will not only practice self-reliance, but also empathy and a spirit of giving. All students (9th 12th) must complete 50 hours of service (25 hours for 5th 8th) to the school and community each year, accumulating 200 total hours before graduation. We will also have an Advisory Program that pairs groups of 10-12 students with an adult. These Advisories will meet weekly to discuss issues, set goals, build relationships and celebrate successes. Students may build leadership skills by leading advisory meetings. Students will complete career interest surveys and career awareness programs as they develop their individualized career and academic plans. Parents will be an essential part of the students planning. Student-led conferences involving students, parents and advisor will give students ownership of their learning program.

With the right mix of challenge and support, all Heritage students will flourish. The small classes, individualized and personalized learning experiences, and support programs will enable all students to meet their potential and ultimately provide a layer of support necessary to retain highly qualified teachers.

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

Heritage Charter School will execute excellence in servant leadership, professionalism and scholarship at all times. Therefore, we intentionally build strong human relations among Board members and employees through consistent visibility and presence, joint ceremonial and seasonal functions (e.g., staff holiday gathering, end-of-the year recognition of students, staff and parents, etc.). The following employment policies will govern the conduct of all employees.

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

Heritage Charter School Board of Directors will govern in a manner pursuant to its By-laws and Articles of Incorporation of the Heritage Charter School, Inc. The governing body of Heritage Charter School will be its Board of Directors consistent with the provisions of GS115C-238.29 regarding charter school operation and conduct.

The Board of Directors will have full authority to govern, implement policies and execute fiduciary responsibilities in accordance with the Heritage School Charter, Inc. by-laws and North Carolina open meeting laws. The Board will further be subject to the provisions of NC G.S. 143:318 outlining open and public meetings and inspection of public records.

Board responsibilities will include:

- a. Hiring and firing employees and administrative personnel
- b. Contracting services such as staff development, financial management, program evaluation and legal
- c. Developing school policies with the input of the professional staff, parents and where appropriate, students
- d. Developing personnel policies, including pay scales, benefits and performance management
- e. Ensuring that all certified personnel and noncertified personnel undergo background checks and other investigations and verifications before they are employed in the school
- f. Adopt a budget
- g. Approve the schools educational program
- h. Approve the schools accountability plan
- i. Work to establish partnerships with community organizations, institutions of higher learning, entrepreneurs, other profit and nonprofit corporations for financial and educational support of programming and operations of the school
- j. Evaluate the principals performance
- k. Ensure that the school adheres to its charter, state and federal policies and laws

The principal will be responsible for daily operations of the school.

The Board will be responsible for governance, fiduciary and policy matters.

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

Heritage will use the Charlotte-Mecklenburg Schools Salary Schedules a base salary and provide additional compensation to employees who are eligible for performance bonuses based upon overall school achievement or individual attainment of individualized growth plan outcomes.

Heritage will provide shared costs health and dental insurance plans to eligible full-time employees. Other benefits will include 401k retirement, disability and life insurance. In the event that salaries and benefits need to be altered, Heritage Board will reserve the right to amend salary ranges and benefits offered.

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

In the interest of effective personnel management, the administration and Board recognizes the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators or parents. Such procedure would be available to all employees, regardless of whether they are teaching employees or staff pursuant to the Employee Handbook.

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

N/A

*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.*

The educational excellence of Heritage is to meet the needs of a diverse student population. To that end, the Teacher Recruitment and Retention Committee (TRRC) will work diligently to hire dual certified general education and exceptional children teachers. TRRC and the Advisory Council will build a solid partnership with Teach for America (TFA), Teach Charlotte and local universities/colleges to recruit ELL, gifted and core content teachers who are highly qualified and proven proficiency in their performance assessments.

*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).*

All teachers hired by Heritage Academy will be certified as highly qualified per the North Carolina Professional Educators Licensure to include provisional certification. Teachers who do not meet requirements within the

timeframes specified by the State and Board will not be rehired or allowed to continue employment with Heritage. At all grade levels, we will strive to recruit and employ highly qualified, effective teachers and teacher leaders possessing National Board Certification and a proven academic performance record of 85% proficiency or higher as applicable.

The following job descriptions will govern the professional and instructional leadership of Heritage Charter.

Principal and assistant principal will be required to hold a valid NC Administrative License, 3 to 5 years of teaching experience and 3 to 5 years of administrative experience on the elementary and secondary education levels. The principal will delegate responsibilities to the assistant principal to complete the following in excellence.

- \* Supervises teachers and staff; assigns workloads and establishes work schedules. Supervisory duties include instructing; assigning, reviewing and planning work of others; maintaining standards; coordinating activities; selecting new employees; acting on employee problems; and recommending the transfer, discipline and discharge of employees as appropriate.

- \* Reviews the work of subordinates for completeness, accuracy and adherence to policies; evaluates employees and makes recommendations as appropriate; offers advice and assistance as needed.

- \* Supervises, reviews and evaluates the instructional program; observes classroom environment and makes recommendations for improvement in instruction and class management as appropriate. Plans and conducts a program of professional development.

- \* Receives and responds to inquiries, concerns and complaints from teachers, students and parents. Works to resolve administrative, instructional and behavioral problems.

Oversees preparation of the master class schedule. Conducts meetings of the staff regularly; Reviews, approves, plans and exercises ultimate supervision over all school programs, special events and publications; enforces policies and procedures designed to protect the safety and welfare of students and staff while on campus.

Reviews, approves, plans and exercises ultimate supervision over all school programs, special events and publications from policy and direction of Heritage Board.

Keeps abreast of developments and innovations in the profession and ensures that staff members remain current as well.

Performs computer data entry to record and retrieve various information and to prepare reports and correspondence.

Receives, reviews, prepares and/or submits various records and reports including budget documents, financial reports, testing data, staff reports, master schedule, faculty manual, strategic plans, exam schedules, calendars, job applications, performance appraisals, staff development reports, requisitions, inspection reports, technical and professional reports, memos, correspondence, etc.

Operates a variety of equipment such as a computer, printer, typewriter, two-way radio, telephone, calculator, etc.

Manages student discipline.

Plans, attends and/or conducts community meetings/recruiting events.

Dean of Students will be required to have a valid NC Administrative License and will assist the principal and assistant principal in the aforementioned duties as a cohesive unit. It will be the ultimate responsibility of the principal to ensure instructional leadership effectiveness from his administrative and teaching team.

Teachers will be required to hold a Bachelors degree in elementary or secondary education, their specific content or subject area and be highly qualified by the State of NC as a licensed teacher.

#### ESSENTIAL JOB FUNCTIONS:

Plans a program of study that meets the needs, interests and abilities of students. May teach multiple disc

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

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

The Board will hold the principal directly responsible for ensuring that all teachers adhere to all State charter, Heritage by-laws in fulfillment of teacher licensure requirements along.

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.*

Heritage provide personalization of learning with low student-teacher ratios and no classes with more than 25 students. Because the Charlotte area is so diverse and we will be drawing students from all over the county, Heritage will offer clubs and activities to allow every student to feel part of its family. We will establish a tone of decency and respect in the school, emphasizing responsibility and accountability as important character attributes. Service to the community is one way our students will not only practice self-reliance, but also empathy and a spirit of giving. All students (9th 12th) must complete 50 hours of service (25 hours for 5th 8th) to the school and community each year, accumulating 200 total hours before graduation. We will also have an Advisory Program that pairs groups of 10-12 students with an adult. These Advisories will meet weekly to discuss issues, set goals, build relationships and celebrate successes. Students may build leadership skills by leading advisory meetings. Students will complete career interest surveys and career awareness programs as they develop their individualized career and academic plans. Parents will be an essential part of the students planning. Student-led conferences involving students, parents and advisor will give students ownership of their learning program.

With the right mix of challenge and support, all Heritage students will flourish. The small classes, individualized and personalized learning

experiences, and support programs will enable all students to meet their potential and ultimately provide a layer of support necessary to retain highly qualified teachers.

- 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.*

Heritage will adopt a tiered professional development system for beginning, provisional and professional teachers. These sessions will be implemented based upon the overall instructional needs as evidenced by walk-throughs and formal/informal observations of pedagogical practices within the learning environment. Flexible Fridays will include a half-day for the express purpose of ongoing teacher workday/professional development and professional learning community collaboration within and without the school. This process will be guided by the principal and his instructional leadership team and overseen by the Advisory Council. All professional development will be aligned to the Heritage Academy Strategic Plan and targeted outcomes (to be drafted).

- 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.*

All instructional staff will participate in a 10 day academic year professional development training in order to become familiar with the schools culture, expectations, policies, guidelines, strategic plan, pedagogical practices and build relationships with each other to strengthen the academic and social experiences for the students and school community members of Heritage Academy.

The following topics will be covered.

- \* Best teaching practices
- \* STEAM and Wellness foci components of Heritage
- \* Social and emotional intelligence
- \* Cultural competency diversity, awareness and inclusion
- \* Teacher and administrative effectiveness
- \* Data aggregation and disaggregation for informed decision-making
- \* Global education and 21st century education practices
- \* Parent and community engagement

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- \* Data aggregation and disaggregation for informed decision-making
- \* Global education and 21st century education practices
- \* Parent and community engagement

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.

Heritage Charter Schools professional development will emphasize components of the STEAM curriculum as prescribed monthly by the principal and his/her designee pursuant to the Heritage Charter. Our weekly schedule will reflect professional development via allocation of half school days that will be observed on Fridays (e.g., Professional Fridays) for the purpose of staff trainings and parent conferences/development throughout the school year. In addition to Professional Fridays, we will observe the following:

August 15-19	Teacher Workdays (Required)
October 28, 31	Teacher Workday/Parent Conferences/First Report Card
November 23	Workday/Annual Leave Day
January 20	Early Dismissal/Teacher Workday/Parent Conferences/Second Report Card/3rd Quarter Begins
February 13	Workday
June 7	4th Quarter Ends/Parent Conferences
June 15-16	Teacher Workdays

**Enrollment and Marketing:**

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

**Marketing Plan**

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

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to serve: (G.S.115C-238.29F(g)(5)).

Heritage will adopt and execute a robust marketing and communication plan that will include but not be limited to the following:

- \* Flyers, brochures, door hangers, and other school literature outlining the schools educational philosophy, mission and values, the student enrollment process, contact information for the school principal, and employment process for potential employees. All materials will also be translated into Spanish.

- \* Community Open Houses/Interest Meetings to engage the community for input on school design and community need. Provided Heritages charter application is approved, parents and families will have the opportunity to meet the school principal, hear more about the schools educational philosophy/mission, and ask questions about the school experience. These meetings will be held in easily accessible community meeting spaces such as public libraries, YMCAs or other recreation centers. Meetings will be advertised online, through flyers/brochures, and announcements at local churches and other community institutions.

- \* Door-to-door recruitment will give us access families without access to the Internet. The principal and other school representatives will spend time in communities across Mecklenburg County, sharing information about the school and passing out enrollment packets.

- \* Heritage will also work in collaboration with its community partners to attract families and raise awareness about the school. For example, Heritage will collaborate with community partners to sponsor/be involved with existing community events such as summer camps, wellness fairs and expos.

- \* The schools website will provide with provide parent/family information, calendar of events, and enrollment information. The school will also announce board meetings here and welcome families to attend. Heritage will also post the school's annual report on the website.

- \* Social media such as Facebook, Twitter, and YouTube will be used to raise awareness and share school events.

- \* School mascot contest will involve families in school culture by inviting feedback/ideas on the schools mascot.

- \* Newspapers, radio advertisement and community blogs will be utilized along with print and radio media to raise awareness among the target population.

\*Parents will be able to sign-up for text and phone message alerts from the school through a parent-student portal.

#### 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.

Heritage will utilize a variety of strategies and outlets in its efforts to maximize parental involvement.

- \* Parent/Teacher Conferences: Parents and staff will meet each nine weeks to discuss student performance and growth. Meanwhile, Heritages best practice will include teachers and administrators maintaining regular, ongoing communication with parents and families.

\* Weekly updates: The school will send various updates to parents on a weekly basis through student folders. Parents will be asked to sign their students folder upon review each week. This will allow for consistent communication between the school and families.

\* Parent Workshops: The school will host a variety of parent workshops throughout the year where parents can learn more about educational programs specific to the school (i.e., 12 most ef

### **Parent and Community Involvement**

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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.*

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

Heritage will adopt and execute a robust marketing and communication plan that will include but not be limited to the following

\* Flyers, brochures, door hangers, and other school literature outlining the schools educational philosophy, mission and values, the student enrollment process, contact information for the school principal, and employment process for potential employees. All materials will also be translated into Spanish.

\* Community Open Houses/Interest Meetings to engage the community for input on school design and community need. Provided Heritages charter application is approved, parents and families will have the opportunity to meet the school principal, hear more about the schools educational philosophy/mission, and ask questions about the school experience. These meetings will be held in easily accessible community meeting spaces such as public libraries, YMCAs or other recreation centers. Meetings will be advertised online, through flyers/brochures, and announcements at local churches and other community institutions.

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\*Parents will be able to sign-up for text and phone message alerts from the school through a parent-student portal.

## **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.*

Heritage will adhere to all admission provisions as outlined in charter school law GS 115C.238.29F(g) (1-7). Heritage will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

For the 2016-2017 academic year, Heritage will begin enrolling students in December of 2015. The enrollment period will continue through March 2016. Parents seeking to enroll their children must submit an enrollment form during this enrollment window. During each enrollment window, Heritage will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods.

Heritage may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, Heritage may give enrollment priority to children of the initial members of the charter school's board of directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or 20 students, whichever is less, and (ii) the charter school is not a former public or private school.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29F (g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the

school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

Heritage shall maintain a written waitlist for those students who were not enrolled due to lack of space. Any openings during the school year will be filled according to this written wait list. Parents may withdraw or transfer their students at any time throughout the school year. Upon a students withdrawal or transfer, Heritage will forward student records to the students receiving school. If a parent chooses to re-enroll his or her student at, the parent must follow the schools standard enrollment process.

**PROJECTED ENROLLMENT 2016-17 through 2020-2021**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools  
 LEA #2  
 LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
Grade 01	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
Grade 02	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
Grade 03	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
Grade 04	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
Grade 05	100	0	0	102	0	0	104	0	0	106	0	0	108	0	0
	600			612			624			636			648		

## V. OPERATIONS

### **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.*

Heritage Charter will contract with a high-quality contractor to provide transportation to all students living within a 3-mile radius of the school. Families living along pedestrian-friendly routes to the school will be encouraged to walk/escort their children to school. Secure bike parking options will be available for students and faculty. Carpool transportation will also be heavily encouraged and utilized. Heritage will host a number of carpool meetings at the opening of each school year to help parents plan and arrange carpools. If the need arises, Heritage Charter may contract with a local agency to provide additional bus transportation to and from school each day for eligible families, depending on need and available resources. As reflected in the proposed budget, contingency funds have been allocated to assure students will be served in extraordinary situations as approved by the schools Board of Directors and according to North Carolina state law. Heritage Charter will only contract with a company that maintains compliance with all applicable U.S. Department of Transportation rules and regulations and state laws, rules and regulations governing vehicle safety equipment, inspections, and licenses.

### **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.*

Heritage Charter will contract with a food service vendor for breakfast and lunch. The school's food vendor will provide appropriate food equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health. Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school.

The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. The vendor will ensure that its point-of-

sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The

School will adopt the sanitation and reporting requirements prescribed by the Health Department. The local health department will be notified of the schools existence and intent to provide food service to public school students. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state and the School will post the results of health and food inspections on its website. Heritage Charter will follow all required procedures when distributing and processing Free and Reduced Meal Applications.

**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		\$3,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,000.00
Property Insurance	\$1,500,000		\$4,500.00
Motor Vehicle Liability	\$1,000,000		\$300.00
Bonding Minimum/Maximum Amount		\$2,000,000	\$20,300.00
Other			
Total Cost			

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

heritage 09/26/2014

(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 Q).

We will retain a realtor to negotiate a contract for an already identified building. Therefore, we have not included Appendices Q and R.

Please attach copies of Facilities Inspections as Appendix R.

*What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.*

To be determined.

**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.*

N/A

**VI. 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 2016-17**

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

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**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 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,505.20	600	\$2,703,120.00
Local Funds	\$2,262.96	600	\$1,357,776.00
Federal EC Funds	\$3,768.11	120	\$452,173.20
<b>Totals</b>			\$4,513,069.20

**Total Budget: Revenue Projections 2016-17 through 2020-2021**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>-State ADM Funds</b>	\$2,703,120	\$2,575,182	\$2,811,240	\$2,865,300	\$2,919,360
<b>-Local Per Pupil Funds</b>	\$1,357,776	\$1,384,932	\$1,412,088	\$1,439,244	\$1,466,400
<b>-Exceptional Children Federal Funds</b>	\$452,173	\$461,221	\$470,269	\$479,317	\$488,365
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$4,513,069	\$4,421,335	\$4,693,597	\$4,783,861	\$4,874,125

**\*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 S.**

**Personnel Budget: Expenditure Projections 2016-17 through 2020-2021**

*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.*

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$95,000	\$95,000	1	\$95,800	\$95,800	1	\$96,600	\$96,600	1	\$97,400	\$97,400	1	\$98,200	\$98,200
Assistant Administrator	2	\$67,000	\$134,000	2	\$67,800	\$135,600	2	\$68,600	\$137,200	2	\$69,400	\$138,800	2	\$70,200	\$140,400
Finance Officer	1	\$27,000	\$27,000	1	\$27,500	\$27,500	1	\$28,000	\$28,000	1	\$28,500	\$28,500	1	\$29,000	\$29,000
Clerical	1	\$27,000	\$27,000	1	\$27,500	\$27,500	1	\$28,000	\$28,000	1	\$28,500	\$28,500	1	\$29,000	\$29,000
Food Service Staff	2	\$12,000	\$24,000	2	\$12,125	\$24,250	2	\$12,250	\$24,500	2	\$12,375	\$24,750	2	\$12,500	\$25,000
Custodians	2	\$12,000	\$24,000	2	\$12,125	\$24,250	2	\$12,250	\$24,500	2	\$12,375	\$24,750	2	\$12,500	\$25,000
Executive Director	1	\$75,000	\$75,000	1	\$75,800	\$75,800	1	\$76,600	\$76,600	1	\$77,400	\$77,400	1	\$78,200	\$78,200
A - Total Admin and Support:	10		\$406,000	10		\$410,700	10		\$415,400	10		\$420,100	10		\$424,800
Instructional Personnel:															
Core Content Teacher(s)	28	\$33,000	\$924,000	38	\$33,800	\$1,284,400	38	\$34,600	\$1,314,800	38	\$35,400	\$1,345,200	38	\$36,200	\$1,375,600
Electives/Specialty Teacher(s)	5	\$33,000	\$165,000	5	\$33,800	\$169,000	5	\$34,600	\$173,000	5	\$35,400	\$177,000	5	\$36,200	\$181,000
Exceptional Children Teacher(s)	1	\$33,000	\$33,000	1	\$33,800	\$33,800	1	\$34,600	\$34,600	1	\$35,400	\$35,400	1	\$36,200	\$36,200
Instructional Support	4	\$37,000	\$148,000	4	\$37,800	\$151,200	4	\$38,600	\$154,400	4	\$39,400	\$157,600	4	\$40,200	\$160,800
Teacher Assistants	10	\$19,000	\$190,000	10	\$19,800	\$198,000	10	\$20,600	\$206,000	10	\$21,400	\$214,000	10	\$22,200	\$222,000
B - Total Instructional Personnel:	48		\$1,460,000	58		\$1,836,400	58		\$1,882,800	58		\$1,929,200	58		\$1,975,600

A+B = C - Total Admin, Support and Instructional Personnel:	58		\$1,866,000	68		\$2,247,100	68		\$2,298,200	68		\$2,349,300	68		\$2,400,400
Administrative & Support Benefits															
Health Insurance	9	\$5,285	\$47,565	9	\$5,285	\$47,565	9	\$5,285	\$47,565	9	\$5,285	\$47,565	9	\$5,285	\$47,565
Retirement Plan--Other	9	\$1,840	\$16,560	9	\$1,858	\$16,722	9	\$1,877	\$16,893	9	\$1,897	\$17,073	9	\$1,918	\$17,262
Medicare	9	\$667	\$6,003	9	\$674	\$6,066	9	\$681	\$6,129	9	\$688	\$6,192	9	\$695	\$6,255
Social Security	9	\$3,519	\$31,671	9	\$3,554	\$31,986	9	\$3,589	\$32,301	9	\$3,642	\$32,778	9	\$3,659	\$32,931
D - Total Admin and Support Benefits:	36		\$101,799	36		\$102,339	36		\$102,888	36		\$103,608	36		\$104,013
Instructional Personnel Benefits:															
Health Insurance	48	\$5,285	\$253,680	48	\$5,285	\$253,680	48	\$5,285	\$253,680	48	\$5,285	\$253,680	48	\$5,285	\$253,680
Retirement Plan--Other	48	\$1,263	\$60,624	48	\$1,318	\$63,264	48	\$1,373	\$65,904	48	\$1,428	\$68,544	48	\$1,483	\$71,184
Social Security	48	\$2,416	\$115,968	48	\$2,520	\$120,960	48	\$2,624	\$125,952	48	\$2,728	\$130,944	48	\$2,832	\$135,936
Medicare	48	\$458	\$21,984	48	\$478	\$22,944	48	\$498	\$23,904	48	\$518	\$24,864	48	\$538	\$25,824
E - Total Instructional Personnel Benefits:	192		\$452,256	192		\$460,848	192		\$469,440	192		\$478,032	192		\$486,624
D+E = F - Total Personnel Benefits	228		\$554,055	228		\$563,187	228		\$572,328	228		\$581,640	228		\$590,637
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	46		\$507,799	46		\$513,039	46		\$518,288	46		\$523,708	46		\$528,813
B+E = H - Total Instructional Personnel (Salary & Benefits)	240		\$1,912,256	250		\$2,297,248	250		\$2,352,240	250		\$2,407,232	250		\$2,462,224
G+H = J - TOTAL PERSONNEL	286		\$2,420,055	296		\$2,810,287	296		\$2,870,528	296		\$2,930,940	296		\$2,991,037

**Operations Budget: Expenditure Projections 2016-17 through 2020-2021**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
	Administrative & Support:					
Office:	Office Supplies	\$8,000	\$8,424	\$9,424	\$10,424	\$11,424
	Computers & Software	\$13,000	\$11,000	\$5,000	\$5,000	\$5,000
	Communications & Telephone	\$6,000	\$5,500	\$4,500	\$4,000	\$4,000
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,500	\$5,500	\$5,500
	Student Accounting	\$40,000	\$45,000	\$48,000	\$51,000	\$54,000
	Financial	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other Professional	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
Facilities	Facility Lease/Mortgage	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	Maintenance	\$9,500	\$25,000	\$50,000	\$5,000	\$50,000
	Custodial Supplies	\$7,980	\$7,980	\$9,980	\$9,980	\$9,980
	Insurance (pg19)	\$0	\$0	\$0	\$0	\$0
	Other	\$7,980	\$7,980	\$7,980	\$7,980	\$7,980
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$5,985	\$5,995	\$6,085	\$6,185	\$6,285
	Travel	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Other	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000
Office:	Furniture	\$7,000	\$7,500	\$3,000	\$3,000	\$2,000
Utilities	Utilities	\$46,063	\$57,263	\$68,460	\$79,663	\$90,863
Other	Classroom Furniture	\$10,773	\$35,910	\$17,955	\$17,955	\$17,955
	K - TOTAL Administrative & Support Operations	\$245,281	\$301,552	\$315,384	\$286,187	\$345,987
	Instructional:					
Classroom Technology	Software	\$14,962	\$15,587	\$16,187	\$16,787	\$17,387
	Instructional Technology	\$79,268	\$69,268	\$59,268	\$39,268	\$39,268
	Other	\$14,962	\$15,587	\$16,187	\$168,787	\$17,387
Instructional Contract	Staff Development	\$27,000	\$32,000	\$37,000	\$42,000	\$45,000
Books and Supplies	Instructional Materials	\$20,000	\$15,000	\$15,000	\$10,000	\$10,000
	Curriculum/Texts	\$79,800	\$10,000	\$10,000	\$10,000	\$10,000
	Copy Paper	\$53,865	\$43,865	\$33,865	\$33,865	\$43,865
	L - TOTAL Instructional Operations	\$289,857	\$201,307	\$187,507	\$320,707	\$182,907

	K+L = M - TOTAL OPERATIONS	\$535,138	\$502,859	\$502,891	\$606,894	\$528,894
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**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
J - TOTAL PERSONNEL	\$2,420,055	\$2,810,287	\$2,870,528	\$2,930,940	\$2,991,037
M - TOTAL OPERATIONS	\$535,138	\$502,859	\$502,891	\$606,894	\$528,894
J+ M =N TOTAL EXPENDITURES	\$2,955,193	\$3,313,146	\$3,373,419	\$3,537,834	\$3,519,931
Z - TOTAL REVENUE	\$4,513,069	\$4,421,335	\$4,693,597	\$4,783,861	\$4,874,125
Z - N = SURPLUS / (DEFICIT)	\$1,557,876	\$1,108,189	\$1,320,178	\$1,246,027	\$1,354,194

**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.*

Heritage Charter School has projected student enrollment based upon the rate of accelerated growth for the Charlotte-Mecklenburg Schools LEA that has overcrowded schools and high teacher-pupil ratios in the western corridor. Also, HCS will offer a uniquely comprehensive curriculum for students within the western school community in science, technology, engineering, arts, mathematics and health/wellness (STEAM) that does not currently exist in the aforementioned LEA.

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

The proposed budget includes a 4% operational contingency fund that will support the school in the event of negative enrollment variances or expenditures that exceed budget projections. HCS may also use this pool to supplement transportation services or contracted EC services if such needs arise. HCS will execute fundraisers, solicit sponsors, partnerships, secure grants and personal funding on a consistent basis through a professional fundraiser that has been hired by the board to guide the process of a continuous flow of income toward the vision and mission of our charter school.

*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*

N/A

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

Grades K-2 1.5:18; Grades 3-5 1:20

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.*

HCS will hire a financial secretary who will work directly with the principal and the board to ensure proper management of funds for the charter school. Professional auditors will conduct an annual audit each year for the benefit of maximum fiduciary accountability. A Request for Funding (RFF) will need to be completed for all monies that are spent for any given reason at HCS. The Board must approve any amounts of \$1000 or higher, and the principal may approve amounts that are \$999 or less without board approval. All RFFs for \$5000 or higher must be approved by the Board and require three bids from different vendors for consideration.

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

The budget is a reflection of the schools mission and commitment to preparing students for success in 21st century society. To ensure this alignment, the planning team prioritized the following areas when developing the budget

\*High Quality Teachers and Leaders

In order to attract and retain a faculty of the highest quality, HCS will make a significant investment in professional learning. The school has also set aside a pool of funds for staff performance bonuses.

\*Staffing model

The budget reflects HCSs commitment to educational excellence. In order to maximize support in the lower grades, RWNA will staff a teacher and teachers assistant in every Kindergarten and first grade classroom. Teacher assistants will also support 2nd and 3rd grade teachers. In addition, the school will departmentalize beginning in the fourth grade. The school has also allocated funds for remedial and gifted support teachers.

\*STEAM/Focus on Literacy

HCS will focus on a partnership with the YMCA and other charter schools for additional support around curriculum development particularly in the areas of literacy and STEAM. The school has also planned for investments in high quality instructional equipment and appropriate classroom technology.

Wraparound services

Heritage has committed to providing funding to support a school-based nurse and social worker as these are vital component of the wraparound services model. HCS will support a portion of those positions cost with its per-pupil allotment.

\*Transportation

Heritage will provide transportation to those families within a 3-mi radius of the school. Funds have been set aside for transportation costs each year.

HCS has projected a budget to directly support the educational plan for 600 students to include food, educational materials and supplies, personnel necessary to execute the curriculum and ensure adherence to the mission and educational policies of the charter school.

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.*

HCS aims to have at least one month of expense coverage in its contingency fund after five years of operation. The proposed budget includes a 4% operational contingency fund that will support the school in the event of negative enrollment variances or expenditures that exceed budget projections. The school will also leverage its existing partnership with our fundraiser to write grants and seek out nonrestricted philanthropic donations. Teachers will also be encouraged to use sites such as DonorsChoose to fund smaller classroom projects as enrollment stabilizes.

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

As demonstrated in the budget, Heritage will lease a building during the first two years of operation. The Board of Directors is weighing a variety of financing options for the construction of the schools permanent facility. The proposed financing for the permanent facility include a combination of private financing (i.e. New Market Tax credits and/or a bank loan) and private donations. It is expected that a portion of the schools total per pupil allocation will be allocated to cover the monthly debt for the building.

6. *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.*

N/A

**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?*

Heritage Charter Scholl will employ a financial secretary who will fulfill the duties and responsibilities as outlined by the Board and overseen by the principal. A professional financial audit will be conducted annually for the purposes of assets, accurate, and adequate record keeping.

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

N/A

*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.*

Grant Thornton  
201 S. College Street  
Charlotte, NC  
28244  
704-632-3500 T  
704-334-7701 F

Greer Walker  
227 W. Trade Street  
Charlotte, NC  
28202  
704-337-0239 T  
704-337-8663 F

RSM McGladrey  
4725 Piedmont Row Drive  
Suite 300  
Charlotte, NC  
28210  
704-367-6251 T  
704-367-6264 F

VII AGREEMENT PAGE

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EDT deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.*

*\*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 26, 2014 5:00 pm EDT. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

heritage

Date: 09/26/2014

**Applicant Signature:**

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

Print/Type Name: heritage

Board Position: Heritage Charter School

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

Date: 09/26/2014

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

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

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

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

