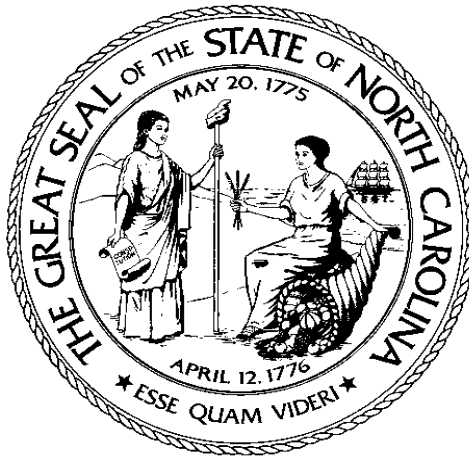


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Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

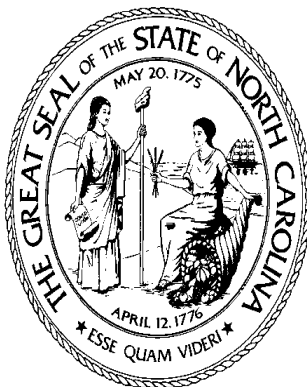
Deanna Townsend-Smith
Anthony Helton
Alex Quigley
Nicole Charles
Phyllis Gibbs
Glenn Allen
Kristen Parker
Douglas Price
Shaunda Cooper
Robert McOuat
Becky Taylor
Steven Walker
Greg Schermbeck
Tammi Sutton
Sherry Reeves

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Date of Review:

09/30/2016

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Apprentice Academy of North Carolina

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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: *Apprentice Academy of North Carolina*

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: *Apprentice Academy HS of NC, Inc.*

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

Name of contact person: *Barry Ross*

Title/Relationship to nonprofit: *Board Member*

Mailing address: *8201 Willow Branch Drive
Waxhaw NC 28173*

Primary telephone: *704-607-5304* Alternative telephone: *704-607-5304*

E-Mail address: *aahsnc@gmail.com*

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

County: *UNION*

LEA: *900-Union County Public Schools*

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

No:

Yes:

If so, provide the name of the third party person or group. *The NC Charter School Accelerator Program*

List the fee provided to the third party person or group. *\$0.00*

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

The NC Charter School Accelerator Program supports the development of public school charter applications through teaching, coaching and application

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feedback. This program provides applicants with resources and access to experts in the areas of educational and instructional design, fiscal budgeting, facility selections, and legal requirements. It is the mission of the NC Public Charter School Accelerator Program to aspire a vibrant pipeline of high-quality, highly innovative, public charter schools. These public charter schools will produce strong academic results while introducing dynamic new teaching models and technology-rich learning strategies.

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:

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Apprentice Academy HS of NC, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018

Month August

Will this school operate on a year round schedule?

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No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08,09,10	135
Second Year	06,07,08,09,10,11	210
Third Year	06,07,08,09,10,11,12	270
Fourth Year	06,07,08,09,10,11,12	300
Fifth Year	06,07,08,09,10,11,12	315

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.

barryrossnc01
Signature

Board Chair
Title

barryrossnc01
Printed Name

09/15/2016
Date

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Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>Student enrollment numbers seem small - roughly 27 students per grade level. The applicant should explain the reason behind these figures and how the school plans to be financially sustainable.</u>	<u>Greg Schermbeck</u>	<u>Grade Levels</u>
<u>I'm concerned about the size in the early stages.</u>	<u>Alex Quigley</u>	<u>Grade Levels</u>
<u>The enrollment numbers from grades are confusing. 45 in one grade, 15 the next. If the applicate could explain.</u>	<u>Anthony Helton</u>	<u>Grade Levels</u>
<u>Explain the projected enrollment figures (i.e. Year 1 45 6th graders, 15 7th and 8th graders, 45 9th graders, 15 10th graders). How will staffing serve these grades with such variance in enrollment numbers?</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Deanna Townsend-Smith</u>	
<u>Anthony Helton</u>	
<u>Alex Quigley</u>	<u>Fail</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Glenn Allen</u>	
<u>Kristen Parker</u>	<u>Pass</u>
<u>Douglas Price</u>	<u>Pass</u>
<u>Shaunda Cooper</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Becky Taylor</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Greg Schermbeck</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Sherry Reeves</u>	<u>Pass</u>

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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:

The mission of Apprentice Academy of North Carolina is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations.

Clearly describe the mission of the proposed charter school:

Apprentice Academy will accomplish its mission by providing students an education they value by meeting the students' academic, career and nonacademic needs. Academic needs will be met through the use of individual student education plans. Students will acquire the skills they need for in demand, high paying jobs through a state approved apprenticeship program. Their nonacademic needs will be met through the use of school and community based comprehensive social services.

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.*

AANC seeks to primarily serve students who are at-risk of dropping out of school due to academic and nonacademic needs that are not being met in the traditional public school setting. We also seek to serve those students who seek a flexible, non-traditional path to a high school diploma and are looking for a career pathway rather than a four year university one. The targeted population represents an underserved student population residing in Union County. Union County Public Schools (UCPS) had 2966 seniors in its 4 year cohort graduation class of 2015. The district graduated 93% of those students. The 207 students who comprised the group who did not make it to graduation, are the at-risk students we are primarily targeting. What is important to note is that these are the known students for that cohort that began the 9th grade together. Unknown to us, is the number of students who never made it to their freshman year. These students are not counted in the ranks of the cohort in the first place. Regardless, what is for certain is that students are more at-risk for dropping of school earlier rather than later. We believe the 2015 graduation cohort is representative of years yet to come. According to the latest data available from the 2015 Ethnic Data

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Report, AANC anticipates serving a mirror representation of the district's student population consisting of the following demographics: Black: 12.86%, White: 64.42%, Hispanic: 16.59% and other 6.12%.

Additionally, according to the 2015-2016 NC school report card, the lion's share of our target population currently attend schools that seemingly are struggling. The two high schools, Monroe and Forest Hills received a C grade while East Union Middle received a D and Monroe Middle received an F.

- 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 first year total projected enrollment is 135 students broken down as follows:

6th	7th	8th	9th	10th	11th	12th	EC	Total
45	15	15	45	15	N/A	N/A	27	135

This number represents a tiny fraction of the 11,200 middle school students in grade 6-8 and the 13,600 high school students in grades 9-12 for year 2015.

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

AANC's goal is to increase the graduation rate for all of its students. We will differ significantly from UCPS by providing students an education they value by meeting the students' academic, career and nonacademic needs. Academic needs will be met through the use of Individual Learning Plans (ILP). Students will acquire the skills they need for in demand, high paying jobs through a state approved apprenticeship program. Their nonacademic needs will be met through the use of school and community based comprehensive social services.

Mission Alignment and Instructional Strategy. The mission of Apprentice Academy is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations. Our mastery learning based curriculum is perfectly aligned to accomplish that mission by providing students with a flexible, individualized learning experience. AANC will offer each student a mastery based Individual Learning Plan (ILP) that is designed in collaboration with their teachers, guidance counselor and parent. In the case of our students in grades 11 and 12, their learning collaboration teams will include an employer apprenticeship representative as well the local NC Department of Commerce's Apprenticeship Consultant.

Mission Alignment: Instructional Method. Differentiated Instruction (DI) is the method by which we will implement Benjamin Bloom's Mastery Learning Strategy. DI is perfectly suited to our mission to provide a flexible and individualized learning pathway for our students. On any given day in an AANC differentiated classroom, one will see a learning environment where students sometimes work alone and sometimes work in small groups with the teacher. They might also be working individually with an interventionist. You will see a place where students are wearing headphones while seated at a

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computer station working on their own assignment, at their own pace, completing assignments at different times from others in the classroom and moving on when they are ready to do so. This is why we use DI to implement Mastery Learning.

Mission Alignment: Instructional Practices. AANC will employ a web based curriculum program as the vehicle for our instructional practice of blended learning. We will utilize a program that is aligned to the NC Common Core State Standards and one that features a wide variety of instructional materials to help teachers customize material to fit the individual needs of each student. We will utilize a curriculum that allows students to progress academically at their own pace just as our instructional method of DI dictates. Teachers will be the course facilitator, but the student wont be able to progress through the course until they've mastered the material as dictated by our mastery learning strategy. Ultimately, this will empower our students to take ownership over his/her learning.

Mission Alignment: Vocation Training. Our students begin vocation exploration in grades 6-8 with an exploratory career development program to increase knowledge of career options and career paths. In high school, students in grades 9-10 experience an extension of vocational exploration through core career and technical programs. The 10th grade provides the framework for their grade 11 and 12 Pre-Apprenticeship Program.

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.*

Mission Alignment: Legislative Purposes. AAHSNC will meet Purpose 5, increasing learning opportunities for all students, with a special emphasis on at-risk or gifted learners and Purpose 6, encourage the use of different

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and innovative teaching methods. We will meet Purpose 5 by designing a school that meets the academic, nonacademic and vocational needs of our targeted student population. We will meet Purpose 6 by implementing Benjamin Blooms Mastery Learning Theory as our instructional strategy. We have selected differentiated instruction for the purposes of instructional method using a web based instructional practice of blended learning.

Purpose 5. Learning Opportunities for at-risk students. Each student attending AAHSNC will receive an Individualized Learning Plan (ILP) that will serve as their roadmap to high school graduation and beyond. These plans will include goals related to their academic, social and vocational goals. The primary purpose of which is to facilitate student success in a new environment that is intentionally driven by individual student need. This process calls for each student to develop and ILP with the input of his/her family and AAHSNC staff. Each ILP will be based on a. the student's talents and interests, b. graduation requirements that best meet his/her post-secondary goals, c. required sequence of courses for successful completion of each grade attending, d. chosen vocational education and workforce standards, e. physical and mental health needs. These plans will be reviewed annually and will be sufficiently flexible to allow students to modify their program, yet be sufficiently structured to ensure that a student will successfully complete middle school and/or meet high school graduation requirements be qualified for postsecondary goals.

Purpose 6. Encourage the use of different and innovative teaching methods. Blended learning is a best practice, research driven instructional strategy for use with at-risk youth. We also plan to implement the youth apprentice program in accordance with the requirements established by the North Carolina Department of Commerce standards.

Mastery Learning, DI and Blended Learning are the strategy, method and practice of choice because the research proves that this is best practice for reaching our primary target audience. There are four standard models of blended instruction: Rotation, Flex, A La Carte and Enriched Virtual. Regardless of the model used, the three key components of interaction involve the teacher, the student and the online instructional program. Students in the rotation model will move either on a fixed time schedule or as directed by the teacher. The rotation involves stops at small group, teacher led instruction, intervention work with a teacher assistant and ends with individual student work online at the computer station. Students in the flex model will rotate based on a customized, fluid schedule with access to the same services as the fixed model. Students in the A La Carte model may take courses remotely and completely online or they may be in the building working independently for some courses while being present in school for face-to-face teacher-student interactions. Students enrolled in the enriched virtual program will have prearranged face-to-face sessions with their teacher and then spend the remaining time completing their courses remotely.

Finally, as our mission indicates Apprentice Academy is determined to prevent students from dropping out of school. Therefore, we are beginning our first year with grades 6-10. In the month we have worked on this application, we have received a great deal of community feedback including the name of our school. Consequently, this parent feedback has caused us to change our name from Apprentice Academy High School of North Carolina to Apprentice Academy of North Carolina. In this way, our middle grade families

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feel a stronger sense of association.

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. Academics/Student Achievement. Student achievement goals for Apprentice Academy High School of North Carolina (AAHSNC) are aligned with the states Alternative School Accountability Model for which we will apply. The three components of said model are 1. Student Persistence: defined as the percent of alternative students who remain enrolled in any North Carolina public school through the end of the school year. 2. School Achievement. 3. Student Growth.

Student Persistence Goals: Year 1.(2018-2019): 60% of students will be remain enrolled in AAHSNC or any North Carolina public school by the school year in June, 2019. Persistence will be measured by end of year Power School ADM enrollment count. Year 2.(2019-2020): 70% of students will be remain enrolled in AAHSNC or any North Carolina public school by the school year in June, 2020. Persistence will be measured by the end of year Power School ADM enrollment count. Year 3.(2020-2021): 80% of students will be remain enrolled in AAHSNC or any North Carolina public school by the school year in June, 2021. Persistence will be measured by the end of year Power School ADM enrollment count. Year 4.(2021-2022): 90% of students will be remain enrolled in AAHSNC or any North Carolina public school by the school year in June, 2022. Persistence will be measured by the end of year Power School ADM enrollment count. Year 5.(22222-2223): 100% of students will be remain enrolled in AAHSNC or any North Carolina public school by the school year in June, 2023. Persistence will be measured by the end of year Power School ADM enrollment count.

Student Achievement Goals: Individual Learning Plan Goal (ILP) Accomplishment. Year 1.(2018-2019):60% of students will meet their academic goals as written in their ILP. Success will be measured by results of the annual ILP portfolio review verification. Year 2. (2019-2020): 70% of students will meet their academic goals as written in their ILP. Success will be measured by results of the annual ILP portfolio review verification. Year 3. (2020-2021): 80% of students will meet their academic goals as written in their ILP. Success will be measured by results of the annual ILP portfolio review verification. Year 4.(2021-2022): 90% of students of students will meet their academic goals as written in their ILP. Success will be measured by results of the annual ILP portfolio review verification. Year 5.(22222-2223): 100% of students will meet their academic goals as written in their ILP. Success will be measured by results of the annual ILP portfolio review verification.

2. Operations Goals. Students, staff, parents and community satisfaction. Year 1.(2018-2019):60% of survey respondents will express satisfaction with AAHSNC. Satisfaction will be measured by bi-annual survey results.

Year 2. (2019-2020): 70% of survey respondents will express satisfaction with AAHSNC. Satisfaction will be measured by bi-annual survey results. Year 3.(2020-2021): 80% of survey respondents will express satisfaction with AAHSNC. Satisfaction will be measured by bi-annual survey results. Year 4.(2021-2022): 90% of survey respondents will express satisfaction with

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AAHSNC. Satisfaction will be measured by bi-annual survey results.

Year 5 (22222-2223): 100% of survey respondents will express satisfaction with AAHSNC. Satisfaction will be measured by bi-annual survey results.

3. Finance Goal. Each year the school will operate in a fiscally sound manner and in accordance with all generally accepted accounting principles as measured by an annual external audit.

4. Governance Goal. 100% of board members will attend mandatory opening year training sessions as measured by signatures on training attendance sheets.
2. 100% of board members will attend board meetings and participate in committees as measured by board role calls.

The principal is responsible for providing AAHSNCs Board of Directors with a monthly update on the status of school finances, operations and academics and emergencies as they occur.

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

The schools leadership team will work in collaboration with the boards working committees to brief the board of directors as a whole at monthly board meetings. The principal and his/her team will report on the schools vitals which include but are not limited to: the budget, student achievement, personnel actions, school operations, parent/community activities and student attendance reports. Additionally, any items requiring action on the part of the board will be provided to them one week prior to the meeting so they may have sufficient time to prepare and make informed decisions.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Would this be an alternative school?	Alex Quigley	Mission Stat
In order to better explain why the organization exists, the applicant should provide clear data for the given mission and focus.	Greg Schermbeck	Mission Stat
Are the 27 EC students considered separately outside of the grade level count?	Shaunda Cooper	Mission Stat
Mission statement should avoid negative implications (i.e. to prevent students from dropping out of school...). Why not a positive statement such as: Apprentice Academy will offer a flexible and alternative path for high school graduates....	Sherry Reeves	Mission Stat
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
Applicant states that school seeks to serve students at-risk of dropping out but then states that school's pop'n will mirror district's pop'n. Does this also mirror the pop'n of students who didn't graduate in 2015? (i.e. Are these 2 groups the same? What proportion of drop-outs are female?) Survey response is incredibly small and board is surprised by the number of "white" respondents (84%).	Sherry Reeves	Educational
The applicant provides survey data however, 43 respondents is not an overwhelming response - particularly for a school that is slated to serve 135 students in its opening year. Nor does it guarantee that student enrollment numbers will be met. The applicant should provide additional information regarding the success and implementation of the web-based curriculum.	Greg Schermbeck	Educational
Can you provide more detail on how these students will be served differently at your school as apposed to the local LEA?	Shaunda Cooper	Educational
Does this number of ADM fluctuate every four years, based on the counties needs, if they are serving such a specific population?	Douglas Price	Educational
Can the applicant please specify which online program they plan to use?		
Applicant needs to clarify: Mentioned in the application is that the school targets students who are seeking a career path instead of a 4 year university- is it appropriate for 6th graders to be making that choice at a young age? Applicant needs to clarify: What is considered at risk of dropping out? How will you determine that? How will you ensure that even though you are targeting this student population that all students are welcome? Applicant needs to clarify: Even with the small group learning and web based curriculum how will you ensure that students are demonstrating mastery of this information?	Kristen Parker	Educational
Can the applicant describe exactly what tiny percentage of middle school students amounts to? Can CTE preparation occur in an authentic way without any STEAM component? What careers are targeted? How can the educational needs data be clarified? Although the survey is a great tool to assess family interest, 43 responses is rather low if the goal is to enroll 315.	Nicole Charles	Educational
Given the flexible schedule and various learning models being proposed, the applicant should explain how it will ensure all students will achieve proficiency on the end of course classes.	Greg Schermbeck	Purposes of
Can the applicant please provide more information on the Online Curricula to	Douglas Price	Purposes of

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<p>be used? Also, citing references that support blended learning for this demographic of students?</p>		
<p>Applicant states that AANC will increase learning opportunities for all students, with special emphasis on at-risk and gifted learners. The mission speaks to the at-risk pop'n but not "all" learners or "gifted" learners. What is the target population? Is there data to support statement that Mastery Learning, DI and Blended Learning are the best strategies for reaching/teaching at-risk youth? Is it fair to say that these students will most likely be behind academically and need additional support rather than independent learning? Why attempt to utilize 4 different models of blended instruction? How will a student's best-fit model be determined? Do these 4 models apply to middle school students too?</p>	<p>Sherry Reeves</p>	<p>Purposes of</p>
<p>Is there data to support that this strategy works for students at risk of disengaging from school? Was there market research to learn why students disengage and strategy related to addressing those reasons? How specifically are student outcomes monitored? How is at-risk measured or defined? Is there also a college preparatory component for students who realize through support and career exploration that they want attend college instead? Is middle school too early to decide on a career path?</p>	<p>Nicole Charles</p>	<p>Purposes of</p>
<p>How did the applicant arrive at a 60% retention, 60% goal compliance, and 60% satisfaction ratings goal in year one? Although it may be realistic for a district operated school, it appears low for a school focused specifically on drop-outs. Can the applicant be more specific about what tools will be used to share student achievement data with the board?</p>	<p>Nicole Charles</p>	<p>Goals for th</p>
<p>Is enrollment enough of a measure to be used? Isn't it easy for a student to "remain" in school but not actually attend?</p>	<p>Douglas Price</p>	<p>Goals for th</p>
<p>A 60% enrollment goal for students seems very low. The applicant should further explain this point. The applicant should provide clear and measurable student achievement goals.</p>	<p>Greg Schermbeck</p>	<p>Goals for th</p>
<p>Is AANC applying for alternative status? If so, should it have a middle school component? Is AANC offering a unique pathway to high school graduation that will appeal to middle and high schoolers or is it seeking to attract students who are planning to or who have already dropped out of school? Goals are not realistic. Why only 60% in Year 1 yet 100% by Year 5 in all areas? Is there an understanding of these goals?</p>	<p>Sherry Reeves</p>	<p>Goals for th</p>
<p>What information led you to chose a goal of 60% student retention by the end of the first school year?</p>	<p>Shaunda Cooper</p>	<p>Goals for th</p>

Reviewer	Score
Shaunda Cooper	Pass
Deanna Townsend-Smith	
Robert McQuat	
Alex Quigley	
Becky Taylor	
Kristen Parker	Pass
Steven Walker	Pass

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Phyllis Gibbs	
Greg Schermbeck	Fail
Douglas Price	Pass
Tammi Sutton	
Nicole Charles	Pass
Sherry Reeves	Fail
Anthony Helton	Pass
Glenn Allen	

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III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Instructional Program: The Apprentice Academy of North Carolina (AANC) instructional program is broken down in terms of strategy, method, practice and assessment:

Strategy: Mastery Learning. We have selected Benjamin Blooms mastery learning strategy because of its connection to our mission. His mastery learning strategy states that teachers teach to individual student needs. This strategy is the foundational basis for our instructional program at AANC. The idea behind mastery learning is that a student progresses at his or her own pace regardless of how other students are progressing. Each student in class has their own individualized learning plan and progresses accordingly. Once the student has demonstrated mastery over the subject matter they are ready to move on until complete course mastery.

Method: We have selected Differentiated Instruction (DI) as our instructional delivery method because it requires the teacher to individualize lessons for each student based on their unique learning needs which is a requirement for implementing mastery learning as a strategy for reaching at-risk learners. We have decided to implement DI through a web-based curriculum because of the flexibility it provides teachers to create individual lesson plans for each student to meet their unique learning needs. Many of these online curriculum's also enable teachers to create and insert their own materials to supplement courses which further advances DI for every student.

Practice: Academic instruction across all grade spans will be delivered through a blended learning model. Blended learning makes available all the power of technology and web-based solutions so that teachers are able to efficiently and effectively personalize instruction. Blended learning actually enables more frequent contact with one another than an ordinary classroom conditions allows. This is because they are able to interact with one another through a variety of means such as face to face or virtual contact such instant messaging.

Assessment Strategies: In our blended learning instructional practice model, a student progresses at their own rate. Assessment begins with a placement test to determine his or her starting point. From this point forward, students are given opportunities to practice and demonstrate their learning and receive feedback instantly. Depending on the feedback received,

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a student is ready to move on to the next lesson or the teacher must assess the data to determine what needs to be adjusted in his or her lesson planning to facilitate mastery. This continuous loop of assessment, feedback and modification continues until mastery is reached by the student.

We will implement our vocational curriculum through North Carolina's Career and College Promise Program at South Piedmont Community College. Given our unique school mission, we will focus on the Career & Technical Education pathway which "allows students to begin a certification or diploma program in a particular technical field or career area." Students will enroll in trade courses that match their career aspirations and which provide the basic skills they'll need for the apprenticeship portion of the program.

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.

AANC provides its students in grades 6-12 with a learning atmosphere that is engaging and provides students with more control over their own academic progress. To establish this environment, we use blended learning which combines face to face instruction with online learning. When students enter the classroom, they will be introduced to a technology rich learning environment. They will encounter a space that will be equipped with computer workstations and headphones for each student. They will be supported by a highly qualified, North Carolina certified teacher as well tutors available for math and reading intervention. There will be wireless internet access throughout the building and curriculum resources such as calculators for mathematics that are appropriate for each subject area. Students will be introduced to blended learning and what it means for their personalized learning during the intake process. They will have an opportunity to choose the model that best meets their need to control their own time, pace, path, and/or place, of instruction. This enables our students to create their own student-centered learning experience which is consistent with AANC's mission statement. They will learn about the models associated with blended learning and choose the initial model that best suits their learning styles. These models are known as: Rotation, Flex, A La Carte and Enriched Virtual.

The rotation involves stops at small group, teacher led instruction, intervention work with a tutor and finishes with individual student work online at the computer station. Students in the flex model will rotate based on a customized, fluid schedule with access to the same services as the rotation model. Students in the A La Carte model may take courses remotely and completely online or they may be in the building working independently for some courses while being present in school for face-to-face teacher-student interaction. Students choosing the enriched virtual program will have prearranged face-to-face sessions with their teacher and then spend the remaining time completing their courses remotely.

Our middle grade students will only have access to the rotation and flex models because they are expected to experience a more traditional learning environment. This includes a daily schedule of four core courses, electives and H/PE.

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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.*

Mission Alignment and Instructional Strategy. The mission of Apprentice Academy of North Carolina is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations. Our mastery learning based curriculum is perfectly aligned to accomplish that mission by providing students with a flexible, individualized learning experience. AANC will offer each student a mastery based Individual Learning Plan (ILP) that is designed in collaboration with their teachers, guidance counselor and parent. In the case of our students in grades 11 and 12, their learning collaboration teams will include an employer apprenticeship representative as well the local NC Department of Commerce's Apprenticeship Consultant.

Mission Alignment: Instructional Method. Differentiated Instruction (DI) is the method by which we will implement Benjamin Bloom's Mastery Learning Strategy. DI is perfectly suited to our mission. We will provide a flexible and individualized learning pathway for our students. On any given day In an AANC differentiated classroom, one will see a learning environment where students sometimes work alone and sometimes they work in small groups with the teacher. They might also be working individually with a tutor. You will see a place where students are wearing headphones while seated at a computer station working on an assignment at their own pace. They will complete their assignments at different times than other students in the classroom and will move on when they are ready to do so. This is why we use DI to implement Mastery Learning.

Mission Alignment: Instructional Practices. AANC will employ a web based curriculum program to deliver our blended learning instructional practice. We will utilize a program that is aligned to the NC Common Core State Standards and one that features a wide variety of instructional materials to help teachers customize material to fit the individual needs of each student. We will utilize a curriculum that allows students to progress academically at their own pace just as our instructional method of DI dictates. Using this practice, teachers are actually learning facilitators. Although personalized for them, students won't be able to progress through course work until they've mastered the material as dictated by our mastery learning strategy. Ultimately, this will empower students to take ownership over his/her learning.

Mission Alignment: Targeted Student Population. Blended learning is a

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research based, best practice for the education of our targeted at-risk student population. They do well with it because they can control it. It becomes personalized with assistance from the teacher. It is this idea of flexible, self-paced learning that makes blended learning ideal for our student population. We take our students at where they are, not where we think they should be. Many at-risk students have consistently floundered academically as a result of being out of school due to their disciplinary histories. Their academic challenges (as well as mental health needs) therefore result in a need for extra supports that may not be available in a traditional classroom.

Mission Alignment: Accountability Model. As our mission indicates, we are a non-traditional school. Therefore, we will be requesting to implement the state's Alternative School Accountability model. This model is a progress based one, where growth is valued at 60%. Our mastery learning strategy is completely aligned and appropriate for such a model.

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

Instructional Method: At Apprentice Academy of NC, teachers are expected to master the Differentiated Instruction (DI) method that will be delivered through the instructional practice of blended learning. According to Tomlinson and Imbeau 2010, "differentiation is based on acceptance of the reality that learning is by a variety of factors including prior experiences, culture, economics, language, interests, learning preferences, and support systems." At AANC we know that teachers can't possibly master complete knowledge about every student because that would be an impossible task. However, we do expect them to know their students well enough to individualize their instruction based on the student Individual Learning Plan (ILP) that they will help develop at students intakes. So, teachers will be expected to mast a learning environment: 1. where some students may be working in small groups. 2. Where some students may be working individually with the teacher or teacher assistant. 3. Where some students maybe working along, completing on a virtual basis. 4. Where some students are working with many different materials for their learning needs. 5. Where some students may be working in a blended fashion with in a blended learning environment, meaning they may be taking two courses 100% online and also be taking two other courses in a blended format. It takes a special teacher to teach with such a fluid and flexible learning environment, but this is what we expect. In return, we will provide teachers with professional develop to help build capacity to do so effectively.

Instructional Practice: Blended learning is the primary means of instructional delivery at AANC. Dependent upon student need as indicated in their ILPs, teachers will implement one of four models of blended learning. Rotation, Flex, A La Carte and Enriched Virtual. Regardless of the model used, the three key components of interaction involve the teacher, the student and the online instructional system. Students in the rotation model will move either on a fixed time schedule or as directed by the teacher. The rotation involves stops at small group, teacher led instruction, intervention work with a teacher assistant and ends with individual student work online at the computer station. Students in the flex model will rotate

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based on a customized, fluid schedule with access to the same services as the fixed model. Students in the A La Carte model may take courses remotely and completely online or they may be in the building working independently for some courses while being present in school for face-to-face teacher-student interactions. Students enrolled in the enriched virtual program will have prearranged face-to-face sessions with their teacher and then spend the remaining time completing their courses remotely.

Targeted Student Population. The reason for implementing blended learning as an instructional practice for grades 6-12, is because the research indicates that blended learning is a best practice and is an ideal learning format for our targeted population of at-risk learners. According to a 2014 article in the International Journal of E-Learning and Distance Education, "In effective online programs, strategies in each of these domains often exist and, as a result, engage at-risk students by keeping them motivated and enabling success...when the proper structures are in place, online and blended learning experiences can serve as powerful solutions for at-risk students and may lead to a sharp decline in the number of future high school dropouts." . At AANC it is our intention establish such support for our students. This support will take the form of an assessment (still to be constructed) of each individual student's readiness for blended learning. Each student will receive an orientation to online learning. Each student will receive training on technology and be taught how to communicate directly with the school's support tech.

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.

The cornerstone of AANC's blended learning practice are the individual learning plans that each student will develop cooperatively with their teachers, guidance counselor and parent input. Students are on the path to dropping out before they ever reach the first year of high school and this is why AANC begins with middle school. Students with a long history of absenteeism, extensive discipline records, transient and unstable home life, poor academic performance and untreated mental illness are just a few of the impediments to dropping out (Understanding Why Students Drop Out of High School, Doll, Eslami and Waters, 2013). Therefore, AANC's program begins in the 6th grade in hopes of mitigating the risk as our students progress from grade to grade.

Our process for ensuring student progress begins and ends with each student's personalized learning plan which is in complete alignment with our mastery learning strategy, differentiated learning method and blended learning practice. The components of each plan, regardless of grade level, will consist of academic and vocational goals that are developed in coordination with the student's teachers, guidance counselor and parents. Behavioral health plans will be developed in coordination with the mental health staff, student and parents. These plans will include projected timelines for achieving goals, criteria to be used in evaluating student progress, and a signed contract by the student and parents that they acknowledge their participation in plan development, accept its terms and will abide by the academic, vocational, behavioral and social expectations of the school.

In order to ensure that students are progressing from grade to grade, AANC

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will apply Positive Behaviors Interventions and Supports (PBIS), Professional Learning Community (PLC) and multi-tier system of supports (MTSS) framework to its daily operations. The PBIS philosophy will drive our school culture and school-wide behavioral management system, thereby ensuring students remain in school and learning. PLC will drive our collaborative culture and foster our data driven approach to continuously assess student performance, thereby ensuring student progress from grade to grade. MTSS will drive the means by which we determine student need by using data to make informed team decisions.

Given the flexibility built into our blended learning instructional practice, coupled with our weekly Friday PBIS activity time where teachers are free from instructional duties, teachers will have regularly scheduled data review meetings. Team formation will be based on shared responsibilities. For example, the behavioral health data review team will consist of the principal or assistant, guidance counselor mental health counselor and teacher designee. The purpose of this team will be to establish and review goal progress for students involved in tier 2 and above of PBIS/MTSS. Other teams will be formed around academics and vocations with appropriate personnel in attendance.

To ensure our students are progressing through the vocational portion of the program, the school's career coordinator will have the responsibility of ensuring that all of our eligible students are registered with the Department of Commerce's approved pre-apprentice program. This cross agency governmental cooperation is vital to the success of our school and of our student placement in work-site locations. The primary point of contact is our areas NC Works consultant. With her assistance we will be able to enter into agreements with employer sponsors with an agreed upon set of standards by which AANC's program will operate. These standards, in accordance with the state's high school apprentice manual will include: Program Operation, Schedule of Work Process, Schedule of Related Instruction, and a Progressive Wage Schedule. Once all parties agree, the standards will be registered by the consultant with the expectation of full compliance by all parties.

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?

AANC Future Ready Core and Future Ready Core OCS students must meet the state's 22 credit requirement for high school graduation. The basis for this depends on when a student entered high school as a ninth grader for the first time. Students in the state of NC can remain in school until the maximum age of 21. Therefore, AANC will be an alternative school with this condensed graduation credit requirement. Given our targeted student population, we anticipate re-enrolling students who have dropped out of the local and surrounding LEAs. This means students may have entered high school at different times and may have different requirements for a high school diploma. Another graduation requirement includes passing scores of 3-5 on the three essential state mandated end-of-course tests: Math I, Biology, and English II.

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In order to be promoted to the next grade, students must complete the following: Grade 9, Successful completion of the 8th grade, Grade 10, 5 Credits. Grade 11, 10 Credits. Grade 12, 16 Credits. Graduation 22 Credits. The earned credits must adhere to the course requirements of AANC. For student transferring into AANC, they will have their official transcripts reviewed by the guidance department. Final decisions on whether or not to grant approval for course credit is held by AANC's principal per his/her statutory authority to promote and classify students granted by the State Board of Education.

Per our mission statement, AANC provides students with a flexible, non-traditional path to a high school diploma. All Future Ready Core and OCS Future Ready Core requirements will be outlined in the student's individualized learning plan and the steps that must be followed along the path. Additionally, through the school's use of MTSS as well as the continuous student assessment loop, teachers will monitor and modify instruction accordingly. As cited previously, the apprenticeship component will be monitored for student progress as well. Student grade point averages will be earned in the following manner: A =90-100, B=80-89, C=70-79, D=60-69 and F=59 and below. Although letter grades must be assigned for all courses, under the mastery learning concept a student can earn an A-D the first time taking his or her course. Any credit recovery course for previously failed courses, can only earn a grade of D that will be counted toward HS graduation requirements. If a student chooses to take a course Pass/Fail, they may earn a credit for course completion toward graduation requirements, but there will be no numeric score entered toward a GPA total. For middle school students taking high school courses, they will earn the credit, but the grade will not be entered into the GPA.

Apprenticeship/work based credit hours: Although AANC provides students with a flexible schedule, for credit accounting purposes we function on a 4X4 semester block schedule. Students will earn 1 academic credit toward high graduation in grades 11 and 12 for successful work based course completion. Students will receive a grade of Pass/Fail for this course. As cited previously, criteria for successfully completing the pre-apprentice program is established in standards agreed to by the consultant, employer, student and school. Also as cited previously, Pass/Fail grades are for credit purposes only. They are not used to calculate overall GPA.

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.*

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We have a verbal commitment from the Vice President, Academic Affairs and Chief Academic Office as well as the Dean of Applied Science and Technology at South Piedmont Community to sponsor our pre-apprenticeship program. This sponsorship means that SPCC will provide all of the required instruction and training our students need in order to be prepared for their work-based learning assignment. Therefore, AANC will operate on a calendar consistent with South Piedmont Community College. This calendar runs from August, 2018 to June 2019. Although the community college's regular term ends on May 30, our school year extends through June 27 which coincides with their first 4 week summer session. This extra time is in direct alignment with our school's mission to provide a flexible schedule for our students which includes those students needing to take apprenticeship related course work through SPCC. This calendar also promotes our mastery learning strategy and differentiated instruction method. Teachers and staff will have additional team time for planning and collaboration two Fridays a month as indicated on the calendar. The total calendar from the first day of school to the last is 196 days including the early release days. Four teacher work days to open and close school are included bringing total teacher days to 200. The school day will run from 9:00 to 4:00 each day school is in session for a total of 6.5 hours a day and a 1/2 hour for lunch for a total of 1274 instructional hours. These hours, coupled with the flexibility built into our program provide students with ample opportunity to complete a mastery based, flexible blended learning course load. For those students working at the job-site, each of those hours are counted as a part of their school day.

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.*

Our methods are dependent upon collaboration. AT AANC we collaborate as a team through PLC, MTSS and PBIS. Buffum, Mattos and Weber in their book Pyramid Response to Intervention (2009), state that a Pyramid of interventions (POI) is "a collective and systematic approach to providing additional time and support to students who experience difficulties in learning."

Instructional Strategy; Mastery Learning. By definition, mastery learning is the instructional strategy that best supports the intent of the pyramid response to intervention. Students may not move on in their learning until they master the prior concepts. This strategy also has the built in supports and time the authors say is need for struggling students.

Instructional Method: Differentiated Instruction. DI is also the method that is best suited to meet the needs of our at-risk population. As cited previously throughout this application, teachers are to individualize instruction based on the individual student learning plans.

Instructional Practice: Blended Instruction. The blended learning format, delivered through a web based learning system, enables the faculty and staff to individualize interventions using a clear and systematic process. This process involves assessing students using a curriculum's placement exam to determine the best instruction for each student. From there, teacher create a student's individual learning plan based on the placement assessment data and school intake data. Learning systems are able to recommend research driven and focused intervention pathways to follow which are based on a students readiness results. The third step is monitoring. Together in the

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PLC, teachers analyze each child's data to identify the topics that pose challenges to their students and identify interventions and small group lessons for re-teaching. This process will enable teachers to identify which students are ready to move on to their next lesson and which students need more help.

PLC is the framework by which we will implement the system just described. PLC, developed by Richard and Rebecca DuFour is the mechanism by which teachers can work together collaboratively to help students learn and achieve at high levels. Teacher collaboration time is scheduled into the academic calendar. Teachers at AANC will have team time two Fridays each month to collaborate. These days are designed in such a manner as the students are scheduled for a half day so the teachers are able to collaborate uninterrupted. PLC focuses everyone's attention on the main thing-student learning. "A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable." (DuFour, DuFour, Eaker, Many, Learning By Doing, 2010). In AANC PLC, there are four essential questions teachers must ask of themselves in their collaborative teams in order to ensure student success. 1. What do we want students to know? 2. How do we know they know it? 3. What do we do with the students who don't know it? 4. What do we do with the students who have already demonstrated mastery?

Prevention takes the form of PBIS. PBIS sets the school's cultural tone of mutual respect and civility throughout the building. The mental health staff has the primary responsibility of addressing the students behavioral needs. Typically, inappropriate behavior is a manifestation of much larger unmet social and emotional student needs which inhibits a student's ability to remain learning in the classroom or job-site. Like their teacher counterparts, the behavioral health team will conduct their collaborative sessions during the same Friday time frames.

MTSS frames the structure for the supports and interventions the students need. It is the framework for our instructional and behavioral practices. It is designed to be a systems approach using data-driven problem-solving which we are set up to do as our mission dictates.

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. Identification of English Language Learners (ELL). As with all students, the components of our curriculum and instructional plan is well suited to meet the needs of English Language Learners. AANC will apply the 2015 North Carolina model for identifying ELL students in accordance with The Guidelines for Testing Students. The process begins with a home language survey instrument that will ask questions such as:

- a. What is the first language the student learned to speak?
- b. What language does the student speak most often?
- c. What language is most often spoken in the home?

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The next step is to assess students who have been identified in need of services either through the home survey or who have come to us with the need based on previous school records. The national organization of WIDA provides models for assessing that we will follow. These models will ensure that AANC is able to properly determine the academic English language proficiency level of students and inform on the necessary amount and type of instructional services and support. For those students identified, AANC will employ the recommendations of Echevarria, Frey and Fisher as outlined in their ASCD article, What it Takes for English Learners to Succeed. In order for these students to be success English must be accessible and taught in a classroom environment with a climate that embraces cultural differences. They also state that teachers must have high expectations as well as language instruction that teaches the many English literacy skills not just rote vocabulary improvement.

2. Specific instructional programs, practices, and strategies. Our Mastery Learning strategy, Differentiated Instruction method and Blended learning instructional practices are an ideal way to boost learning for our English as a second language students. Given each student will enter our school with his or her own level of English language proficiency, it seems quite natural that instruction must be tailored to improve those skills. As cited throughout this application, filling this need is the purpose of our school model. Our authors cited above assert that teachers should have high expectations of achievement for their students. One such example they provide is "schools should provide students with opportunities to consider a wide range of career and college choices, to engage in field studies, and to complete internships in areas of interest." Our English language learner will have this unique opportunity to practice their language skills in the real world of work. An opportunity of program design they might not otherwise get.

3. Plans for monitoring and evaluating the progress. English language learner progress monitoring is the same throughout our blended learning practice. The online curriculum will enable teachers to monitor individual student performance and make accommodation based on daily feedback. ELL student progress will be a component of team discussions during the previously cited PLC team time. Finally we will also assess students during the formal North Carolina mandated testing periods for ELL students.

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.*

1. AIG Identification. The screening process for AIG students begins with a definition for who is eligible to be considered an AIG student. In order for us to determine whether or not a student is gifted in a fair and equitable manner, we will adopt the North Carolina definition.

"Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically

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or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (NC Gen. Stat. 115C-150.5)"

Once again our instructional model is perfectly suited to identify an AIG student. Our identification process will be aligned with our mission statement that calls for a flexible and alternative path to a high school diploma. This process begins with the nomination phase. An initial nomination may be made during the intake process where a review of records and conversation with parent and student take place. Far from all inclusive, items to be reviewed include: past recommendations from previous schools attended, course grades, EOC/EOG scores and GPA. If a nomination is made during the intake based on the information presented, then the development of each students individual learning plan will include a pathway for an identified AIG student. A second pathway for nomination to AIG includes recommendations for assessing students that come from teachers, staff, parents and others who know the student and request formal assessment at which point the student would be assessed using the appropriate testing procedures that best meet student need.

2. Specific instructional programs, practices, and strategies. Our Mastery Learning strategy, Differentiated Instruction method and Blended learning instructional practices are an ideal way to meet the learning needs of our AIG students. Given each student will enter our school with his or her own unique AIG qualities, it is clear that instruction must be tailored to target those strengths. For example, it is possible for a student to be AIG in Math but not English. Therefore our differentiated instruction method is designed to meet those needs and the blended learning instructional practice is designed to deliver it.

3. Plans for monitoring and evaluating the progress. AIG progress monitoring is the same throughout our blended learning practice. The online curriculum will enable teachers to monitor individual student performance and make accommodation based on daily feedback. AIG student progress will be a component of team discussions during the previously cited PLC team time. Formal testing such as EOC/EOG testing will also continue to inform.

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*

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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.Procedures: a.AANC is responsible for maintaining documentation of public annual notices made to inform parents of the special education services available under Child Find (34 CFR 300.125). As such, we will publish at the beginning of each school year directly on our schools website as well in our parent hand handbook information about Child Find and the special education and related services available to AANC students.

b.As we enroll students, their records will be screened to determine if they are currently receiving special education and related services. This will include transient and McKinney-Vento students who are suspected of having a disability.

c.Teachers will make referrals to the Behavioral Support team with the purpose of identifying those students they suspect are in need of special education services.

d.As a component of the intake process, AANC screens options for vision and hearing in addition to academic and behavioral/emotional needs as a part of developing individual student learning plans required of all our students.

e.We will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated under 34 CFR 300.125.

Pre-Referral Process. At AANC we will implement a three step process to evaluate eligibility for special education services based on the MTSS/RTI model.

Tier I Universal Screen. All AANC students are screened as a part of the intake process as a part of developing their individual learning plans. Academic and behavioral teams review data from these screens to plan interventions where appropriate which are then included in the students plan.

Any interventions from tier 1 is monitored with review and recommendations discussed during Friday team time. This period id used to review data from universal screenings and determine if there is a need for Tier 2 services. If so, parents are notified of a need for Tier 2. Parents will be notified of programming, duration, frequency, service provider, and goals for Tier 2 services. The process is reviewed at Friday team meetings to determine tier 2 results. Results could indicate that students may move back to Tier 1, remain in Tier 2 services or may need an increase to Tier 3 services.

Tier 3 services are monitored and reviewed during Friday team time. If the team determines a student has not benefited fully from Tier 1 classroom instruction, Tier 2 or Tier 3 interventions, a referral is made to the EC team to host a meeting to discuss all options including possible evaluation for EC services.

At AANC we will contract with a NC certified school psychologist to conduct the educational evaluation and assessments. Any test and other evaluation materials used to assess a student will be free of any racial or cultural

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bias. A variety of assessment tools and strategies will be used to gather information about the student, including information provided by the parent or outside parties the parent may be working with to determine eligibility. Data related to Tier 1 and Tier 2 intervention attempts in the general curriculum will also be included. No one, single procedure or evaluation will be used on its own to determine eligibility. An evaluation will be comprehensive enough to identify all areas of special education and related services in order to build the IEP.

Records.1.An EC specific records request form will be designed for faxing requests to previous schools. All local school records will be picked up by an EC staff member. A certified mail request will be made for all others. 2. The EC department will have its own office with locking cabinets. EC staff will have their own keys with spare keys kept in the principals office. Entering the cabinets requires a signature each time a folder is taken and returned. 3. A designated EC teacher will have a reduced caseload to act as the school's EC Compliance Specialist and coordinate actions w/admin.

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.*

1.Continuum of Services. AANC's Mastery Learning strategy is ideal for ensuring that EC students have access to a full array of continuum of services. In accordance with our mission, we offer a flexible, nontraditional path to a high school diploma. Therefore, traditional classroom setting do not exist at our school. Research demonstrates that EC students benefit from a Mastery Learning strategy. Benjamin Bloom, the developer of this strategy tells that "our basic task in education is to find strategies which will take individual differences into consideration but which will do so in such a way as to promote the fullest development of the individual." In our opinion, this is exactly what is meant by providing EC students with a full continuum of educational services. The theory suggests that: a. students have different aptitude for particular kinds of learning where the most important variable is time. Ex. a student with a high aptitude for math may learn Math 1 in one system, while it may take a student with low aptitude three semesters. b. different students need different types of instruction. Ex. Inclusion into the regular education classroom may work for one student while another student needs individualized instruction to learn the same material. c. the ability to understand material. Ex. One student may be able to understand the entire curriculum while another needs modification in order to do so. d. perseverance is tied to ability and interest. The more interested a student is, the more time he/she will spend on task learning. This is mastery learning for all which benefits our EC student population.

Our Differentiated Instruction methods ensures that students are getting this full continuum of services by the way the teacher plans instruction. Employing DI means that our teachers are taking into account each students

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readiness level, interest and their learning profile as discussed previously. Readiness, interest and learning profile are in relation to the content to be learned, the process by which learning is to take place and the products the teacher expects from each student.

Our blended learning practice delivers the instructional delivery of the continuum of services. As with our other at-risk learners, our special needs students will benefit from our choice of blended learning instruction. It is the practice they have the most control over. To our knowledge, no other instructional delivery practice is designed to foster individual student progress until topic mastery.

2. All AANC special needs students will receive a free and appropriate public education in the least restrictive environment possible. We will ensure this by enabling our students to be educated with their regular education peers for at least 80% of their instructional day including their job site based apprenticeships unless otherwise specified by student IEPs. As described above, our instructional strategy, method and practice are the means by which we will meet FAPE requirements.

3. PLC is the framework by which we will ensure IEPs are implemented with fidelity. PLC, the mechanism by which teachers can work together collaboratively to help students learn and achieve at high levels. Teacher collaboration time is scheduled into the academic calendar. Teachers at AANC will have team time two Fridays each month to collaborate. These days are designed in such a manner as the students are scheduled for a half day so the teachers are able to collaborate uninterrupted. PLC focuses everyone's attention on the main thing—student learning. In AANC PLC, there are four essential questions teachers must ask of themselves in their collaborative teams in order to ensure student success. 1. What do we want students to know? 2. How do we know they know it? 3. What do we do with the students who don't know it? 4. What do we do with the students who have already demonstrated mastery?

When it comes to their EC student progress monitoring, our teachers must ask themselves five additional questions. Are my students progressing according to their IEPs? How do I know they are progressing? What do I do if their interventions are not working? What do I do if their interventions are working? 5. Am I sharing progress reports with the EC team?

4. AANC students will receive related services in house to the maximum extent possible using the school's own EC staff who are certified in that related services area. Any services our own EC staff are unable to perform will be provided to our students either through a community based services agreement or through a cooperative arrangement with the LEA where our student resides. Cooperation between LEA and charter school is the preferred method. However, if the LEA is unwilling to collaborate, then we will seek outside agency contract providers

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*

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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.*

1. AANC has the mission to provide our students with a flexible, non-traditional path to a high school diploma. Although our program is structured for the student who desires to enter the world of work upon graduation, our standard 22 credit hour path will allow entry into community college. However, for those students who do desire to follow a four year university pathway, our flexibility provides those opportunities as well. Although applying for the alternative school accountability model, we expect our high school students to achieve a score of 4 or 5 on their EOC exams and for our middle school students to achieve a score of 4 or 5 on their EOG exams. We also expect all of our students to master the goals that will be established in each students individualized learning plan.

1. Performance Standards. AANC has the mission to provide our students with a flexible, non-traditional path to a high school diploma. Although our program is structured for the student who desires to enter the world of work upon graduation, our standard 22 credit hour path will allow entry into community college. However, for those students who do desire to follow a four year university pathway, our flexibility provides those opportunities as well. Although applying for the alternative school accountability model, we expect our high school students to achieve a score of 4 or 5 on their EOC exams and for our middle school students to achieve a score of 4 or 5 on their EOG exams. We also expect all of our students to master the goals that will be established in each students individualized learning plan.

To be granted a high school diploma, students in grades 9-12 must earn 22 credits. In order to be promoted to the next grade, students must complete the following: Grade 9, Successful completion of the 8th grade, Grade 10, 5 Credits. Grade 11, 10 Credits. Grade 12, 16 Credits. Graduation 22 Credits. The earned credits must adhere to the course requirements of AANC. For students transferring into AANC, they will have their official transcripts reviewed by the guidance department. Final decisions on whether or not to grant approval for course credit is held by AANC's principal per his/her statutory authority to promote and classify students granted by the State Board of Education.

Course requirements for the standard diploma are four credits of English, Math and Social Studies, three credits of science, one credit of Health/PE, two credits CTE credits and four apprenticeship credits for a total of 22 credits. Course requirements for the OCS diploma are four English credits, three math credits, two credits of Science and Social Studies, one Health/PE credit, four credits of Occupational Prep, two CTE credits, and four Apprenticeship credits for a total of 22 credits. Middle school students in grades 6-8 will take full year courses of one credit each in the four core courses of Language Arts, Math, Science, and Social Studies, Health/PE and CTE.

AANC's grading system is as follows: A=90-100, B=80-89, C=70-79, D=60-69 and

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F=59 and below. Students in grades 9-12 may also earn a P/F for a course or credit only.

Students in grades 9-12 must also complete the vocational component of our program in order to meet graduation requirements. We are an apprenticed based school which requires our students aged 16-18 to be officially enrolled in the states approved apprenticeship program. This approval is granted by the approval of the NC Department of Commerce's Union County apprenticeship representative. Students receive one academic credit per semester in grades 11 and 12 with a grade of P/F for successfully meeting course standards. Standards for successful completion is a binding agreement between the school, the student, the employer and the Department of Commerce Apprentice Consultant.

2.AANC will use a variety of diagnostic and formative assessments. The diagnostic assessments will be used to determine student readiness with results used to help develop each student's individual learning plan. The core of our curriculum are the formative assessments. Formative assessments are tools that enable the teacher to follow a student's progress along the path to mastery learning. Specifically, these formative assessments are essential for teachers to monitor and plan for changes in student progress and achievement. Data derived from these formative assessments will continuously inform teachers as to concept mastery and concept struggles. This is significant because all students learn differently and attend to subject matter differently based on complexity, interest level, familiarity, etc. In turn, the teacher will be able to plan his or her group instruction and individual student interventions based on the formative assessment data.

3.Per state statute the principal retains the right to grade and classify students. In carrying out this responsibility, in collaboration staff, the principal will take into consideration that students are provided the opportunity to work at their own pace and earn a credit for each course taken providing all subject areas and exams for that course are adequately completed. In each course, students must achieve at least a 60% on each quiz or test before they can move along in the curriculum. The principal will also look at summative test scores on required state exams where students need at least a 3 for a passing score. All high school and middle school courses will have a final exam whether it be an EOC/EOG or a computer made one where the score is equally weighted into the students final grade. For high school students who do not meet an achievement level of at least a 3, teachers will have an opportunity to present the students portfolio of work for granting course credit. Students and parents will have access to promotion and graduation standards by reading the family handbook as well as locating it on the school home page. Additionally, parents will receive regular contact from teachers in the form of bi-monthly progress reports.

4.Exit Standards. Course requirements for the standard diploma are four credits of English, Math and Social Studies, three credits of science, one credit of Health/PE, two credits CTE credits and four apprenticeship credits for a total of 22 credits. Course requirements for the OCS diploma are four English credits, three math credits, two credits of Science and Social Studies, one Health/PE credit, four credits of Occupational Prep, two CTE credits, and four Apprenticeship credits for a total of 22 credits. Middle school students in grades 6-8 will take full year courses of one credit each

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in the four core courses of Language Arts, Math, Science, and Social Studies, Health/PE and CTE.

Students must score at least an achievement level of 3 on their EOC exams in order to meet exit standards. However, an alternative based portfolio can meet this requirement. The principal will review on a case by case basis.

Students must also complete the vocational component of our program in order to meet graduation requirements including associated exams. We are an apprenticed based school which requires our students aged 16-18 to be officially enrolled in the states approved apprenticeship program and meet all of the apprenticeships agreed upon standards for success.

Our mastery learning strategy is designed for our at-risk population in mind. It dictates that in order to progress from grade to grade each year, our students must meet all course requirements and the goals established in their individual learning plans. Grade 9-12 students must complete the required number of credits in order to move to the next grade level. 6-8 students must pass all of their core courses in order to move on to the next level.

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.*

To support and promote positive behavior, AANC will employ PBIS. PBIS is a research based, universally accepted system for promoting positive school culture within a school-wide behavior management system. Student behavior is reviewed every week using the Work Ethic Rubric. The rubric has two components. One component measures the student's academic work ethic while the other component measures the students job performance at the work site. Academically, the rubric takes into account a student's academic progress, effort, behavior, and respect/responsibility in the classroom. Vocationally, the rubric takes into account the student's vocational progress, effort, behavior and respect/responsibility at the job site. Each faculty member who has a particular student in class assigns that student a score from 0-3 in each area, the total correlates to a numerical grade. The school's apprenticeship director in coordination with the student's job site supervisor, assigns that student a score from 0-3 in each area, the total correlates to a numerical grade. The work ethic grade is incorporated into

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a student's course grade for progress reports and the final course grade. Students are given a copy of their scores weekly, and any student who has a C or below meets with the guidance counselor to develop analyze behaviors and develop improvement strategies.

Preliminary list of offenses that may lead to short term(10 days or less),long term(up to 365 days) out of school suspension or expulsion (permanent exclusion from school). Short term offenses: Physical violence towards any staff member or student defined as but not not limited to, fighting, physical assaults and pushing/shoving. Serious property damage that would result in charges being filed, defined as any property damage that will cause law enforcement to press charges. Possession/distribution of illegal drugs and/or alcohol or tobacco products such as e-vapors, defined as either actual or counterfeit as well as paraphernalia associated with drugs, alcohol or tobacco such as rolling paper. Sexual harassment and/or sexually inappropriate behavior, defined as touching in an offensive or sexual manor, engaging or attempting to engage in sexual activities. Threatening and/or intimidating peers or staff, defined as communicating threats of force, violence or disruption. Bullying under North Carolina Law bullying is "any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property." Abusive language defined as insults and profanity directed toward staff or other students. Possession or use of a weapon that is not a firearm or bomb defined as items such as a pocket knife or a sling shot, Bomb threat defined as making threats to destroy the school. Long term suspension (up to 365 days) for acts defined as serious crimes by NC criminal law such as possession of a firearm. Expulsion defined as permanent exclusion from school defined by acts that present a clear threat to other student and staff safety if the student remains present in school.

In accordance with protection rights of students with disabilities under IDEA, a manifestation hearing shall be held by the student's IEP team to determine whether or not the student's action are a result of his/her disability. Appropriate action will be applied based on the results of that manifestation hearing.

Students receiving an office referral will be provided their due process by school leadership which includes the opportunity for an informal hearing with the principal, or his/her designee. The student has the right to hear the accusations and provide statements in their defense. Parents are notified of the action taken by end of day. There is no appealing principal, short term suspensions. Long term suspensions and expulsions may be appealed to the Board of Directors. Decisions of the Board of Directors are final in all appeals.

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Section III: Education Plan Concerns and Additional Questions

<p>Is there data to support the proposed strategy has improved student outcomes, specifically for the target population?</p> <p>Are the assessments project based or tests?</p> <p>Which careers are the focus for AANC?</p> <p>Are the additional details for the assessment strategies and standards?</p>	Nicole Charles	Instructiona
<p>Where is the documented evidence to support the proposed approach?</p> <p>Other than the placement assessments, what other assessments are being offered to track data, students, and outcomes?</p>	Douglas Price	Instructiona
<p>A clear description is provided yet specifics (outside of the name of strategies) is not provided.</p> <p>The applicant does not provide documented evidence to support that this approach will lead to student success.</p> <p>The applicant mentions assessment strategies but does not provide specific strategies that will be used.</p>	Greg Schermbeck	Instructiona
<p>Evidence provided in text for Mastery Learning and Differentiated Instruction does not provide overwhelming support that these strategies are effective with targeted population: "In effective online programs, strategies in each of these domains often exist and, as a result, engage at-risk students by keeping them motivated and enabling success...when the proper structures are in place, online and blended learning experiences can serve as powerful solutions for at-risk students and may lead to a sharp decline in the number of future high school dropouts."</p>	Sherry Reeves	Instructiona
<p>Applicant needs to clarify: What data is there to support that this method of teaching will ensure that students will master the content and graduate on time?</p> <p>Applicant needs to clarify: What formal checks will be in place to ensure that students are on track to meet the End of Year goals you outlined?</p>	Kristen Parker	Instructiona
<p>Applicant needs to clarify: If students have the freedom to choose which path and how they are learning- how you create groupings for the teacher small group intervention?</p> <p>Applicant needs to clarify: The Curriculum outline details out specific units for grade levels and in what order- how does this fit with the learning model outlined? All students will not be moving through each unit at the same time and some may need additional pre-requisite skills.</p> <p>Applicant needs to clarify: When will instruction formally begin at the school? Are students coming in prior to the start of the school year to determine their learning path? If not, how will teachers have enough time to go through student results and create the ILP?</p>	Kristen Parker	Curriculum a
<p>The applicant provides information regarding the curriculum and instructional design but specifics are lacking. Additional information regarding the individual learning plans and the use of data / assessments throughout the year would be helpful.</p> <p>Appendix B is attached but lacks great detail. It is also not clear how this curriculum aligns with the apprenticeship model.</p> <p>Appendix C is attached but lacks great detail.</p>	Greg Schermbeck	Curriculum a
<p>I would like to see more in the curriculum document outlining the alignment between the curriculum outline and blended learning component.</p>	Alex Quigley	Curriculum a
<p>How does the attached curriculum offer students with more control while also preparing them academically?</p> <p>How large will teacher led classes be for HS and MS?</p>	Nicole Charles	Curriculum a

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<p>Given the individualized nature of the proposed mission, is the traditional grade configuration still appropriate?</p> <p>Will middle school have the same amount of freedom?</p> <p>How early in the school year are career paths established?</p> <p>How will a career path change impact the students graduation timeline?</p> <p>Can the applicant add detail to the scope and sequence which will require more in depth descriptions given the suggested instructional design and individualized nature?</p> <p>Will a traditional school day schedule remove any of the potentials barriers that keep student from being staying in school at the high school level? (needing to work, children of their own, complex family circumstances etc.)</p> <p>Is there enough time for professional development for teachers built into the calendar?</p>		
<p>What are the anticipated sizes of the classes?</p> <p>IN addition to Appensix B, can the applicant outline the technology component that is integral to the schools curricula that will play a heavy emphasis on learning? How will technology and technology literacy become a part of the ELA curricula?</p> <p>Again, can references and citations be offered to support the claims that blended learning works well, explicitly for this demographic of student?</p> <p>Are students required to stay in school past the end of May, if they are not a part of a fellowship, internship, or apprenticeship that would require extended time?</p> <p>How does having a half-day Friday every two weeks support the mission of this school? While the need for teacher collaboration is pertinent, does this not fall against the mission and goal of this school?</p> <p>Could the applicant be more explicit in detail about a "flexible schedule" that a student could create? Would this not run this risk of sitting counter to the school's mission?</p>	Douglas Price	Curriculum a
<p>What is the source of the curriculum framework?</p> <p>The 9-12 Course Outline lists several courses that do not meet NC graduation requirements: Personal Finance as 4th Math (must be combined with Entrepreneurship I to satisfy 1 math credit); 21st Century Global Geography and Conflict Resolution for 2 Social Studies (NC requires American History I and II); 2 Physical Sciences are listed (NC requires 1 physical science, Biology and Earth and Environmental Science).</p> <p>Will all students be required to take Core and Sustainable Construction?</p> <p>Does having 196 instructional days leave ample time for professional development of staff? Calendar only lists 5 teacher workdays with only 2 prior to school opening.</p>	Sherry Reeves	Curriculum a
<p>Again, the applicant provides high-level models and definitions of those models but fails to provide specific details.</p> <p>What information / data will the school use to assess programs and models like PLC, PBIS, etc?</p>	Greg Schermbeck	Special Prog
<p>What is the student:teacher ratio? How will a teacher be able to effectively write and institute individualized plans for large numbers of students, especially with very little time built into the calendar for professional development?</p> <p>Nomination process for identifying AIG students???</p>	Sherry Reeves	Special Prog
<p>This is not really an answer to the questions about the tiered systems to provide assistance but instead a rehash of the parts of the ed plan:</p> <p>Our methods are dependent upon collaboration. AT AANC we collaborate as a team through PLC, MTSS and PBIS. Buffum, Mattos and Weber in their book Pyramid Response to Intervention (2009), state that a Pyramid of interventions (POI) is "a collective and systematic approach to providing additional time and support to students who experience difficulties in learning."</p> <p>Instructional Strategy; Mastery Learning. By definition, mastery learning is the</p>	Alex Quigley	Special Prog

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<p>instructional strategy that best supports the intent of the pyramid response to intervention. Students may not move on in their learning until they master the prior concepts. This strategy also has the built in supports and time the authors say is need for struggling students.</p> <p>Instructional Method: Differentiated Instruction. DI is also the method that is best suited to meet the needs of our at-risk population. As cited previously throughout this application, teachers are to individualize instruction based on the individual student learning plans.</p> <p>Instructional Practice: Blended Instruction. The blended learning format, delivered through a web based learning system, enables the faculty and staff to individualize interventions using a clear and systematic process. This process involves assessing students using a curriculum's placement exam to determine the best instruction for each student. From there, teacher create a student's individual learning plan based on the placement assessment data and school intake data. Learning systems are able to recommend research driven and focused intervention pathways to follow which are based on a students readiness results. The third step is monitoring. Together in the PLC, teachers analyze each child's data to identify the topics that pose challenges to their students and identify interventions and small group lessons for re-teaching. This process</p>		
<p>Although the applicant addresses the larger issues of at-risk students, the prevention and intervention protocols lack specificity. How is at-risk defined given this target population? How will at -risk be identified?</p> <p>Does AANC have a curriculum for AIG students who want to pursue college beyond the regular course work? How are teachers supported in these efforts?</p>	Nicole Charles	Special Prog
<p>Applicant needs to clarify: Strategies such as PLCs are described as a method of supporting students, what is the specific process that teachers will engage in and or work with the teacher on?</p> <p>Applicant needs to clarify: The targeted population of students is at risk students, what more is the school going to do to support the school culture in addition to PBIS?</p> <p>Applicant needs to clarify: The general model for the school, Mastery Learning, DI and Blended Learning are expressed as the way that you will support ELL and Gifted students- what will be done differently? How will these programs target language needs of ELL Students? How will gifted students be challenged and provided additional opportunities outside of the regular school strategies?</p>	Kristen Parker	Special Prog
<p>What is your process for a parent referral for special education ? How do teachers and parents know the Child Find process?</p>	Robert McQuat	Exceptional
<p>Although the applicant addresses concerns for the overall target population of at-risk students, can the applicant share how AANC will differentiate at-risk students and those needing 504 plans or I.E.Ps?</p>	Nicole Charles	Exceptional
<p>As we enroll students, their records will be screened to determine if they are currently receiving special education and related services. This will include transient and McKinney-Vento students who are suspected of having a disability. (Why single out McKinney-Vento students "suspected of having a disability"?)</p>	Sherry Reeves	Exceptional
<p>Applicant needs to clarify: With the targeted population being at risk students who may be behind academically, what specific characteristics will you look for in Tier 1 during the Universal screening? How will you ensure that students are not overlooked?</p> <p>Applicant needs to clarify: How long and what specific support will students receive that is different than the regular curriculum?</p>	Kristen Parker	Exceptional
<p>Applicant needs to clarify: What is the evidence/data to support that the mastery learning strategy supports EC students?</p> <p>Applicant needs to clarify: How will EC students receive their service time in this classroom model? Even with the Blending Learning and Differentiated learning students will still need to receive their service time- how will this happen?</p>	Kristen Parker	Exceptional
<p>The methods of service delivery and the full continuum of service delivery options (regular, resource, separate, etc.) should be clarified. The full continuum of services is not a method, but a requirement under IDEA.</p>	Robert McQuat	Exceptional

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"Cooperation between LEA and charter school is the preferred method. However, if the LEA is unwilling to collaborate, then we will seek outside agency contract providers" does not sound like a sound plan for acquiring related service providers.		
The education programming of identified exceptional children is confusing. Applicant states that Mastery Learning and Differentiated Instruction are the best means for educating these students (as well as at-risk students in general, ELL students and AIG students) but fails to give specificity as to how the exceptional children's education will be delivered so as to meet the individual requirements of each IEP. Will regular classroom teachers be providing their instruction? How will their mastery be assessed? Collaboration between LEA and charter school for services? How will charter pay LEA for these services? LEA receives funding for their identified EC population.	Sherry Reeves	Exceptional
Are traditional teachers charged with education exceptional children? Who is on the IEP team and will the members of the IEP team also be represented on the PLC? Can the educational plan reflect in more detail how the exceptional students will not get lost in the individualized nature of the overall curriculum?	Nicole Charles	Exceptional
60% is a rather low expectation of student achievement in order for them to progress throughout the curriculum. The applicant does not provide clear evidence that the evaluation tools or assessments will result in high-levels of student achievement.	Greg Schermbeck	Student Perf
What are the specific formative and diagnostic assessments that will be utilized? Explain how the school's mission to provide a non-traditional, alternative pathway for graduation will support college-bound students? Explain the state's approved apprenticeship program and how it will work for high school students.	Sherry Reeves	Student Perf
How does plan address promotion of students with disabilities (including retention and graduation)? Plan alludes to, but not specifically address, SWD.	Robert McOuat	Student Perf
Applicant needs to clarify: What is the diagnostic and formative assessment tool you will be using? An idea of what tool will be used is necessary to detail out how it will support student progress and goals. Applicant needs to clarify: If students needs to receive a 60% on each quiz before they can move forward in the curriculum- are they retaking the same quiz? What new learning happens in between there to ensure that students are truly mastering the content? Applicant needs to clarify: If students are only expected to receive a 60% or higher, how does that compare to your larger goal of receiving a level 4 or 5 on the EOG/EOC exams? Will that percentage support students reaching this goal?	Kristen Parker	Student Perf
How does 605 quiz passing rate help student attain 4 or 5 on their EOC and EOG exams? What are the referenced diagnostic and formative assessments? Where to exceptional, ELL and AIG students fall in the spectrum of standards?	Nicole Charles	Student Perf
The applicant provides broad strokes regarding student conduct and discipline. It's not clear how this system will be assessed or scaled throughout the school with fidelity.	Greg Schermbeck	Student Cond
The description of protections under IDEA is vague. Possibly, you could be more specific.	Robert McOuat	Student Cond
Student conduct and discipline section lacks clarity. Short-term OSS lists numerous offenses while expulsion lists only possession of a firearm. What about minor offenses? How are behavioral referrals made and to whom? This section needs a lot of clarifying.	Sherry Reeves	Student Cond
Are there disciplinary protocols for students with I.E.Ps?	Nicole Charles	Student Cond
Applicant needs to clarify: Since the school allows students flexibility in completing the work, how will the conduct code work with students who are learning at home? Or whom may only be present a few days out of the school week?	Kristen Parker	Student Cond

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Applicant needs to clarify: The school is targeting grades 6-12- how does the PBIS system differ for the wide span of grade levels and for middle school vs. high school students?		
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Reviewer	Score
Deanna Townsend-Smith	
Sherry Reeves	Fail
Tammi Sutton	
Greg Schermbeck	Fail
Steven Walker	Pass
Becky Taylor	
Robert McOuat	
Shaunda Cooper	Pass
Douglas Price	Pass
Kristen Parker	Fail
Glenn Allen	
Phyllis Gibbs	
Nicole Charles	Fail
Alex Quigley	Fail
Anthony Helton	Pass

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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: Apprentice Academy HS of NC, Inc.

Mailing Address: Apprentice Academy HS of NC, Inc

City/State/Zip: Waxhaw NC 28173

Street Address: 8201 Willow Branch Drive

Phone: 704-607-5304

Fax:

Name of registered agent and address: United States Corporation Agents, Inc.
6135 Park South Drive, Suite 510
Charlotte, NC 28210

FEDERAL TAX ID: 81-3688144

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Celia Aguilera	Community Outreach Chair	UNION	Pastor		
Sanna Tucker	Fundraising Committee	UNION	Parent		
Richard Giarla	Fundraising Chair	UNION	Retired		
Phillip Haemmerlein	Board Vice Chair	UNION	Financial Services		
Doug Brown	Finance Committee	UNION	Accountant		
Helen Gutshall	Finance Committee Chair	UNION	Business Owner		
Barry L. Ross	Board Chair	UNION	Self-employed		

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.*

The Apprentice Academy of NC (AANC) Board of Directors derives its authority from NC Statute 115C-218.15. "The board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures." This statute provides for the establishment of AANC as independent public school linked to the NC Department of Public Instruction. The governance structure of the AANC board consists of a Board Chair, Vice-Chair, and Secretary. The remaining board members have committee leadership responsibilities based upon their areas of expertise. Governance functions and duties of the board include, but are not limited to:

1. Lead AANC by establishing organizational policies that focus on results that will accomplish the school's mission.
2. Accept the collective responsibility of governing by using all of its members expertise and provide advice to the principal in those areas.
3. Regularly monitor and discuss the board's process and performance for continuous improvement.
4. Always know the status of meeting the board's goals to including having a strategy for meeting them.
5. Seek input from all stakeholders including staff, students, parents and other community stakeholders.

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6. The board's decision making process will focus on productivity and success that leads to improved student learning.

7. All decisions will be by a majority vote with the expectation that said decisions will be supported by all members of the board. Decisions of the board are to be executed by the AANC principal.

Upon approval of the AANC charter, the Board Chair will step down to become the Principal of AANC. The Board Chair and founder, is highly qualified to be principal. The Chair's experience included six years as principal of UCPSs alternative school. Just as our plan calls for, that alternative school is also comprised of grades 6-12. The Chair has also been a high school assistant principal. In both of these positions, the Chair lead student who are the same demographics as AANC's target population. Finally, the Chair possesses a Master's Degree in School Administration and is currently in the final stages of completing an Ed.D in Educational Administration.

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.*

a. There are currently seven members of the founding board. The current board consists of members who have a background in education, the military, finance and fundraising. The current membership formed as a result of its collective belief in the necessity to provide an alternative pathway for the students of Union County who seek to build the skills that will make them highly marketable for today's economy and beyond. Ultimately, our goal is to have eleven members with diversified skills and backgrounds. We are actively and continuously recruiting members of the business community as well as the minority community to join the board. Although our current board is extremely well qualified, we seek members of the business community who have publicly stated there is a great need for highly skilled tradesmen and technicians to fill Union County's and surrounding counties employment gaps. Having such members on the board will aid us in our mission to prepare our students who will be "well prepared to respond to current, emerging and changing global workforce needs and expectations."

The Board Chair is responsible for the overall functioning of the board. He/she facilitates the board meetings, oversees the work of the committees, and works closely with the principal. The vice chair of a board is second in command. In the event that the board chair is absent, temporarily unable to perform his/her responsibilities, or permanently unable to continue in the position, the vice chair acts as the board chair. The Vice-Chair also assists the Chair as directed. The schools principal serves as the clerk of the board where he/she ensures that the boards clerical work is handled and its decisions enforced. The primary role of the board Secretary is to ensure compliance with North Carolina's Open Meetings Law and "shall keep full and accurate minutes of all official meetings, including any closed sessions held pursuant to G.S. 143-318.11." The Secretary is also responsible for monitoring procedural requirements for meetings and minutes.

b. AANCs school is dependent upon the leadership of its principal. This

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leadership will be demonstrated in two ways; a. the relationship he/she has with the board and how he/she takes direction from them and b. the relationship between the principal and all stakeholders including students, staff, parents and the community. Relationship building in the form of trust, is what separates great leaders from all others and is this is what the board expects of its principal. According to Stephen Covey in his book, *The Speed of States* "the ability to establish, grow, extend and restore trust with all stakeholders-customers, business partners, investors and coworkers-is the key leadership competency of the new global economy." While the principal will deploy The Marzano Teacher Evaluation Model for the faculty, the board will use the Marzano School Leader Evaluation Model as the instrument to evaluate the principal.

c. The board will ensure an active and effective representation of key stakeholders, including parents by making a conscious effort to never stop recruiting. This effort will take the form of promoting the schools academic and work place achievements. The board will keep up its memberships in associations such the Chamber of Commerce, local business associations, and rotary clubs. Promotion will also take place in local community and spiritual events. Other activities through social media awareness and fundraising will also serve as a means to reach out and recruit.

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?*

Members of the board were recruited by the founder. The founder and the other members share a similar educational and social philosophy. The premise for this philosophy is that not all kids need to go, or have a desire to attend a four year university in order to be successful in life. This does not mean they are incapable of doing so, it means they don't want to attend. Research indicates that 8% of the population that lives at or below the poverty level, has a four year college degree. Many in our targeted student population have known general poverty. The founding board believes the best way to pull oneself out such poverty is to acquire the skills that lead to high paying, high demand 21st century skilled jobs. The board also believes these type of students have been unsuccessful in the traditional school setting due to its inflexibility and rigidity. Also, the traditional public and charter schools maintain that all students want and need to be college and career ready. Our board collectively believe this stance is only one narrative. We believe there needs to be a flexible approach, where the student makes the decision to be college OR career ready. It is this belief system that is what separates this board and this school from the public school system and other charter schools. Therefore, citizens who are attracted to this philosophy are recruited for this board and passionately believe in the schools mission statement of "The mission of Apprentice Academy of NC is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations."

Citizens who accept membership to the board do so for a period of The directors of the corporation shall serve for a term of three (3) years with terms of approximately one third (1/3) of the directors constituting the board of directors to expire each year. Directors shall be elected as the need arises. A director shall be eligible to serve on the board of directors

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for up to two (2) consecutive three (3) year terms. Members who resign from or otherwise must leave the board early, will be replaced from an existing candidate pool. First preference will be given to like skill sets if such a candidate is available. If not, the position will be filled by the next available candidate. Under ordinary circumstances, board members will be required to provide the Board Chair with a minimum of three months notice of their intent to step down at the end of their term of office. The board needs this time to replace the current member with a similar skill set which may require a search if such a candidate is not in the pool.

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

At the beginning of each fiscal year the BoD of the Corporation shall establish a calendar of its regularly scheduled board meeting for that year, and set forth the time and place of each such meeting. A copy of that calendar shall be maintained by the school Principal in the school office and notice shall be published on the school website

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.

An AANC Board of Directors New Member Orientation Manual will be developed and posted to the schools website. This orientation manual will include sections pertaining to:

- *Robert's Rules of Order parliamentary procedures.
- *Copy of the school's charter and recent board minutes.
- *Pertinent NC statutory matters regarding the boards authority to supervise and manage a chartered public school and its funds.
- *Roles and responsibilities of the board, its officers and the school's principal.
- *Board policies including its organization and function.
- *The school's budget and insurance matters.
- *All other items deemed pertinent by the board and the school leadership.

All founding board members will attend all mandatory training sessions that will be required upon charter approval. The founding board will also research training options for following up training for existing members and initial training options for new members. New and existing board members will also receive familiarization training to help build the board's understanding of curriculum and learning. Topics will include the school's curriculum, state standards, testing requirements, school operations, student achievement, and the school's culture. The timeline for this training is as follows:

- a. Fall 2017 and Spring 2018, the board will attend and participate in all mandatory NCDPI Governance Leadership Training.
- b. Summer 2018, the founding board will develop and approve a new member orientation manual and training program.

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- c. Summer 2018 the board will plan and approve its Professional Development (PD) training program.
- d. School year 2018-2019 the board will implement its PD program.

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.*

The Board of Directors is committed to high ethical standards that secure the Public's trust. Accordingly, Board members are expected to become familiar with and observe recognized, quality standards for conflict of interest. A conflict of interest exists when a person has one or more personal, business, or financial interests or relationships which could cause a reasonable individual with knowledge of the relevant facts to question the school members integrity or impartiality in his/her decisions. For purposes of having a high standard regarding conflict of interest, the following shall apply:

1.No member of the Board will have any direct pecuniary interest in a contract with the charter school, or in the purchase or sale of any school property or equipment of the schools. This provision does not apply to compensation paid to a teacher employed by the charter school who also serves as a member of the board of directors. In a particular circumstance and for good reason, the Board reserves the right to solicit paid services from a member when those services are not available elsewhere or are in the best interests of the school.

2.A member of the charter school Board of Directors is prohibited from serving as a member of the board of an employee or agent or a contractor with a for-profit entity with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities.

3.Once appointed to the Board, a board member is expected to disclose any personal, business, or financial relationship with vendors or applicants doing business or proposed to do business with the school.

4.Board members (and school leadership) who make decisions about hiring, contracting, or selecting vendors should disclose if a potential conflict or an appearance of conflict exists.

5.A Board member must abstain from any discussion or vote regarding family members employed by the Board in any capacity.

6.No member of the Board will solicit any favor, gift, or other items of monetary value, improperly use school property, use his/her school board status for personal benefit, or make unauthorized promises or commitments on behalf of the school board.

7.Whether or not a Board member disqualifies him/herself from the decision at hand is based on that person's ability to be an impartial decision-maker.

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

The board defines policies that clarify roles and responsibilities,

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philosophies, and expectations for the school organization, and assures a system of accountability. Policies define the board's collective beliefs, commitments, and vision. The Apprentice Academy High School of North Carolina has adopted the Roberts Rules of parliamentary procedures to govern our meetings. Decisions are made by voting with majority rule. There will be no requirement or expectation that every member contributes his or her dissenting views on each topic or to support every decision that is made. Minority views of our members are not always aired. It is a majority rule, decision-making board culture. Our board's majority rules culture comes to decision making by:

- a. The board has a breadth of relevant data and information on which to base its decisions.
- b. The Chair facilitates inquiry, debate and consideration of alternative options.
- c. Our process includes a review and discussion of the advantages and disadvantages of every decision prior to the vote.
- d. Where feasible, our decision making culture calls for delaying voting on significant decisions until a reasonable level of consensus can be reached.

Our Board's process requires that each member receive the pertinent information and materials they need in order to be well informed in their discussions and decision-making no later than one week (7 days) in advance of the board meeting. The board will make no decisions unless its members have had the opportunity to thoroughly review all relevant data and materials and have had all of their questions answered. The only exception to the seven day advance notice rule is in case of emergency. Sufficient time will be provide to the board for decision purposes as the scope of the emergency situation permits. At the Board's discretion, some decisions can be made in the meeting when a topic is being discussed for the first time. In other cases, discussion may occur over multiple meetings before the Boards decision is made.

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.

From time to time and as needed, the Board will seek guidance from advisory committees as one means of involving and gathering input from members of the charter school community. The purpose of all advisory committees is to provide advice to the Board of Directors by conducting studies, identifying problems, and developing options and recommendations that enhance the decision-making process of the Board. The authority to make decisions, issue contracts, obligate school funds, and other pertinent school matters continues to reside in the powers and duties of the Board of Directors as authorized by North Carolina statute.

The Board as a whole shall determine the need for advisory committees. The Board shall:

- a. Determine need and establish the advisory committee,
- b. Clarify the reason and charge for advisory committee,
- c. Determine the size and composition of the advisory committee,
- d. Designate the interval at which it will receive reports,
- e. Provide guidelines regarding encumbrance/expenditure of funds, decision-making, timelines, report requirements, etc.,

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f. Clarify need for support, e.g. space to meet, postage, reference materials.

The advisory committees chairperson shall:

a. Establish schedule of meetings, providing advance notice of meeting times to the Board for posting purposes.

b. Keep minutes of meetings,

c. Seek clarification from the Board as a whole whenever role or responsibility is unclear to self or others or whenever an opinion or decision of the Board is needed.

d. Ensure no opinion, decision, or commitment on behalf of the Board is given unless specifically authorized to do so by the Board as a whole.

e. Ensure any announcement or press release is cleared with the Board Chair or his/her designee.

f. Prepare a task-completion report or year-end report to submit to the charter school Board.

Advisory committees appointed to accomplish a specific goal shall be dissolved upon accomplishment of the goal:

a. Advisory committees appointed for the school year shall be dissolved at the close of school in the school year in which they are established.

b. Advisory committees may be dissolved or extended at any time by majority vote of the Board.

c. If requested, the dissolving advisory committee will provide a summary of activities or any other requested report for the Board.

The Board Chair, school principal, technical advisers to the Board and ex officio members of all advisory committees of the Board are non-voting. Additionally, any Board member may attend and participate in the discussion of any meeting of an advisory committee, whether said member is appointed or not; however, only the appointed committee members shall have the right to vote on committee consensus decisions. All advisory committee meetings shall be open to the public.

Finally, The Board Chair, in consultation with the whole Board, will select members of advisory committees.

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

Any person, group or school staff member having a legitimate interest in our school is to be guided by the following procedures in presenting a complaint, concern, request, suggestion, or grievance: Complaints brought to the school principal will be clarified as being either informal or formal. For purposes of this policy informal complaints will imply important but casual sharing of information that is taken under advisement. Such matters may or may not be shared with personnel. Formal complaints will imply the initiation of a process of action toward formal investigation of a serious concern and resolution of concerns. Any person being complained about must be so advised. Procedures:

1. Persons with complaints or concerns are strongly encouraged to discuss and attempt to resolve the situation directly with the employee who handles this matter, if applicable.

2. Unsettled matters from (1) above or concerns involving the school must be directed to the school's coordinator/administrator. Concerns involving special education or other school programs may be directed by the coordinator/administrator to the administrator of the applicable program.

3. Persons with complaints or concerns about administrators are encouraged, but not required, to attempt to resolve the concern directly with the administrator.

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4. Unsettled matters from (2) or (3) above should be directed to the Boards designee, who will hear and investigate the situation and provide a decision on how the situation will be handled.

5. Decisions of the consultant/supervisor or his/her designee from above may be appealed to the Board of Trustees in writing. Such letters of appeal should be addressed to the: Chair of Apprentice Academy of North Carolina Board of Board of Directors, c/o PO Box 266 Waxhaw, NC 28173. Letters should include:

- a) the facts of the situation as the complainant sees it,
- b) the reason for appealing the Board designee's decision, and,
- c) whether or not a formal audience with the Board is requested. It would be helpful to the Board if the letter also stated
- d) any desired outcome or resolution sought, if known.

A copy of this letter will be forwarded to any employee involved and will be brought to the attention of the entire Board. The Board will consider requests to hear an appeal. In order to be scheduled, requests should be received at least one week in advance of a scheduled meeting. If the request is approved, the person or group will be invited to appear before the Board (in non-public session if the matter may likely affect the reputation of an individual). Any employee against whom a complaint is made may appear. All Board decisions regarding the appeal will be communicated in writing to the complainant and to the individual(s) against whom the complaint was made, if applicable.

6. Complaints that are communicated at an inappropriate level should be redirected to the appropriate level prior to any corrective action being taken.

7. During the appeal process, the Board may request a disinterested third party review a specific situation and provide feedback to the Board.

8. Complaints about individual members of the Board of Directors, or about the Board as a whole, shall be submitted in writing and will be brought to the attention of the entire Board.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
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 G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

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.

Principal: 1
Clerical: 2
Core Content Teachers: 4
EC Teacher: 1
Elective Teacher: 1
Guidance Counselor: 1
Mental Health Counselor 1
Instructional Support 2

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The board delegates the responsibility for recruiting and hiring highly qualified and talented staff to the AANC principal. After a thorough investigation of qualified candidates to fill vacant position, the principal will make a recommendation for hire to the board. The board makes the final hiring decision based on majority rules. The AANC principal will use commonly accepted HR principals to post staff vacancies including but not limited to social media personal and business sites such as the schools website, Facebook and LinkedIn pages, and teacher job sites such as www.publiccharters.org/job-board, teachers-teachers.com, and the state's DPI job board. As the school's revenue sources grow in sync with its physical growth, AANC will use incentives such as increased starting pay, bonuses and other material and educational rewards to recruit highly qualified and talented staff.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

Per our organization chart, the Board of Directors will have an indirect role with the school's staff members. Although the staff is free to communicate with the board as they see fit, we encourage the staff to follow

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our approved charted organizational path. For staff, this path begins with the school administrative team. If staff members feels school leadership is non-responsive then they should follow the procedures to file a grievance through the board's approved procedures.

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

The Apprentice Academy of North Carolina hiring and firing process includes: recruitment and screening; review of credentials, background, experience, and references. The principal may require sample lessons and a writing sample. At the principals discretion, candidates may be offered virtual interviews. All potential staff members will interview with the principal and his or her designee. The principal makes all hiring recommendations and contract approvals to the Board of Directors for approval during regularly scheduled monthly board meetings. As part of the pre-employment process, all employees will be required to complete a criminal background check. These checks will be conducted through a third party human resource service. In cases where termination is necessary to ensure a safe and/or productive learning environment for the students and staff, the following will guide the termination process: a. The principal makes the decision to terminate an employee. b. The employee may appeal this decision to the Board by initially informing the Board Chair of the intent to appeal in writing. c. The employee will meet with the Board and a final decision will be rendered. The complete procedures for hiring and dismissal will be in the Employee Handbook that will be fully developed during the school's planning year.

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

Instructional staff of AANC are paid on a 10 month calendar. Exempt staff members, including the principal are paid on a 12 month calendar. Nonexempt hourly employees are paid based on the amount of hours actually worked. The principal will be paid \$60,000 annually and licensed employees will be paid on annual salary scale of \$35,000 to \$43,500. Hourly employees will be paid on a scale appropriate to their position. Full time employees will receive benefit options including retirement planning, medical, dental and life Insurance

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

If an employee has a complaint or concern, the employee must take that, in writing, to the Principal. If the complaint involves the principal, the employee may take the complaint to the Board Chair. If an employee has a complaint or concern, the employee must take that, in writing, to the Principal. If the complaint involves the principal, the employee may take the complaint to the Board Chair. The confidentiality of such a complaint is not absolute, but will be maintained to the extent practical. After presentation of a grievance, the Principal or his/her designee will meet with the employee and other involved parties to conduct due process which involves an investigation and a written response. The response will include a recommendation to the Board of Directors within 30 days or a time that is considered to be a reasonable response time by the Board. Due Process and Grievance Procedures: The employee shall be provided with a copy of his/her evaluation results no later than days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation. The employee shall be entitled to provide a written response to the evaluation that becomes a

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permanent attachment to the employees official personnel file. The written response must be submitted within 10 business days after evaluate has been provided a copy of his/her evaluation results. Upon the written request from the employee, a meeting between the employee and the evaluator shall be held after the evaluation and prior to the end of the academic year. Upon the written request, the employee shall be entitled to grieve to the Principal or his/her designee, if the conflict in question is not resolved between employee and evaluator. The employee shall be entitled to representation during the grievance procedure. These records are confidential and shall not be released or shown to any person except as provided by law.

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

Due to funding limitations, the following positions have been designated as having dual role responsibilities:

1. Principal/Apprenticeship Director
2. Guidance Counselor/Enrollment Officer
3. Finance Secretary/Data Manager
4. Receptionist/Transportation Coordinator/Child Nutrition Coordinator

These positions are funded through the state and local revenue allocations. These positions will be filled as individual needs as future growth in revenues permit.

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 current staffing model for AANC provides for one EC teacher and one teacher assistant to meet the learning needs of our projected EC student population. Our Mastery Learning instructional strategy is ideal for meeting the unique needs of our gifted and ELL student population. As mentioned previously in this application, we will employ a differentiated instruction method and a blended learning instructional practice. This practice allows our teachers to design an individualized instructional plan for each student that they will progress through at their own pace.

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).

The principal serves as the chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Must hold Master's degree and a NC License in School Administration. Minimum of three completed years as Assistant Principal. Demonstrated instructional leadership and managerial abilities.

Core and elective content teachers are responsible for planning, organizing, and presenting instruction and instructional environments which help students learn subject matter and skills that will contribute to their educational and social development. Skilled in assessment and using its data for teaching and learning. Ability to meet the needs of all learners. Ability to plan, coordinate, and continuously improve instruction. Ability to communicate, establish and maintain working relationships with parents, students, teachers, staff, and administrators. Ability to manage instructional time. * Ability to manage student behavior. Ability to consult with parents, teachers and the community to enhance the learning of students. Ability to monitor student performance. Minimum of Bachelor's

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degree from regionally accredited college/university and subject matter NC certification.

EC teacher provides special education services to students identified as disabled in accordance with State and Federal regulations. Work involves developing and implementing the Individualized Education Program (IEP) in classroom settings that are compatible with the student's age and developmental level. The Exceptional Children (EC) teacher is responsible for developing lesson plans, adapting materials and designing activities to assist EC students develop appropriate academic, behavioral, and social skills and to meet their IEP goals. The teacher is responsible for monitoring students progress and for maintaining EC records in compliance with State and Federal guidelines. Minimum Bachelors degree in Special Education from a Regionally Accredited College or University and licensed in Special Education.

EC TA provides support to students who have health, behavioral or instructional needs to meet IEP goals and have success in the general curriculum. The employee may be required to participate in bus driver training and become a licensed bus driver, and may be required to drive a bus as necessary. The employee may be required to assist with office receptionist duties.

Guidance counselor will utilize leadership, advocacy, and collaboration to promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. Masters Degree in School Counseling or license progress in School Counseling from a Regionally Accredited College/University. /Enrollment Officer will serve as liaison to parents and facilitate parent education and involvement. Counsels students and families through the appropriate application process and outreach to local elementary, middle and high school for recruitment opportunities.

Mental Health Counselor will provide individual student, family, and/or group psychotherapy, crisis intervention, and outreach services to students with developmental and/or psychiatric disabilities in a public school setting. Master's Degree in Social Work, Psychology, or Counseling required from regionally accredited college/university.

PowerSchool/Financial Secretary: performs a moderate variety of clerical duties including accounting, preparation of purchase orders, payroll, budgeting functions, and PowerSchool tasks. Employee is expected to resolve problems. This employee is responsible for maintaining PowerSchool student database. This employee will perform duties with limited supervision. Knowledge of PowerSchool and Financial school operations. Minimum of two years post-secondary business/office education preferred.

Receptionist/Transportation Coordinator/Child Nutrition Coordinator: Answers phone, greets visitors, parents, staff, students, volunteers, etc. and directs them to their intended destination. Coordinates transportation and child nutrition activities. Minimum of two years post-secondary business/office education preferred.

Staff Evaluation and Professional Development

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

The principal is responsible for ensuring that staff meets licensure requirements and professional development.

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

School staff will undergo detailed on-boarding activities that will immerse them in the culture based on the school's mission and core values. Teachers will be held to the North Carolina Professional Teachers Standards as evaluated by the principal and his or her designee. Teachers with two years or less teaching experience will have an assigned mentor identified by the principal. The purpose is to promote teacher confidence and professionalism. Each teacher will receive annual performance reviews by the principal and his or her designees. Teachers will be observed formally in their classrooms once a semester and informally during daily walk-throughs. After each formal observation, teachers will meet with their mentors and principal to openly discuss their performance and build a dialogue on professional best practices. Teachers will receive instant, electronic feedback from their walk-through results. Teachers will work with the principal or his or her designee to set individualized SMART goals related to areas of improvement, interest, and need at the beginning of the school year. Identifying beginning of the year area of need will be obtained by teacher self-assessment as well as achievement and performance data gathered on students the prior school year. Mid-year goals will be based on current year performance. Teachers will be given a competitive salary, opportunities to earn annual bonuses, strong focus on the school academics and culture, and a personalized approach for evaluations and professional development based on the Marzano Evaluation Model. The setting of SMART goals for each teacher and professional development will be critical factors of maintaining high quality staff each year. These factors will push to have an atmosphere of continual improvement and enable teachers to feel personally invested in the students learning.

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.*

Professional Development will be aligned with our School's belief in authentic learning for students in a structured trade training-centric environment. Our Schools professional development model will align with educational instruction models as outlined in the North Carolina Professional Development standards and will provide both internal and external professional development opportunities. Internal professional development includes orientation, departmental training, culture training, technology training and content based enrichment programs. External professional development will include workshops, and on-site training. Some professional development will be individualized based upon each faculty members annual SMART goals and personal plan for achieving those goals.

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*

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instructional methods.

Prior to school opening, School leadership will meet monthly to plan the instructional framework, curriculum, behavioral curriculum, and more detailed professional development plan for the School. As staff is hired, they will participate in overview of our school's mission, vision, and Core Instructional/Behavioral Curriculum. In keeping with our mission of flexibility and individualized pathways, in the summer 2018 prior to school opening, two teacher workdays will be dedicated to professional development. One day will be dedicated to individualized technology instruction including blended learning best practices and the other day dedicated to staff Marzano evaluation orientation and training. Teachers will also be oriented to our still to be developed online teacher portal containing information regarding subjects such as Who we are. What are we about?; What makes us different?; Power School, Review of the employee handbook, school policies and procedures, online training specific tools and software, review of the student orientation program and student policies as well a source for internal staff communications.

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.*

Our school will operate on a calendar consistent with South Piedmont Community College. This calendar runs from August, 2018 to June 2019. Although the community college's regular term ends on May 30, our school year extends through June 27 which coincides with their first 4 week summer session. This extra time is in direct alignment with our school's mission to provide a flexible schedule for our students which includes those students needing to take apprenticeship related course work through SPCC. This calendar also promotes our mastery learning strategy and differentiated instruction method. Teachers and staff will have additional team time for planning and collaboration two Fridays a month as indicated on the calendar. The total calendar from the first day of school to the last is 196 days including the early release days. Four teacher work days to open and close school are included bringing total teacher days to 200. Similar to students, our teachers will have learning differences. The two formal PD days to start school will provide teachers with a baseline best practice in blended learning implementation. Although not listed on the calendar at this time, monthly faculty meetings are designed to be PD sessions and not as a forum for information dumping.

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.218.45(a-i) 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-218.45(e)).

Our marketing will cater to Union and surrounding counties which will be

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reflective of our school's location and desired population. Our marketing materials will be reflective and inclusive of the diverse culture that Charlotte Metro Region offers. Please see below for our marketing plan to the community:

Fall 2016-Create surveys to gain feedback on current gaps in Union County systems with respect to trade training and incorporate those key components within the school. Create a website providing information about our school and updating with more pertinent information as the school completes each phase. Harness community partnerships with the Union County Chamber of Commerce, South Piedmont Community College, Central Piedmont Community College, local Businesses, Juvenile Court DAs, churches, juvenile community programs, parents, and group homes. In addition to the above, partner with other charter schools around the area and look for synergy, create brochure to spread the word within the community. Continue promotion of imminent school through creation of Facebook, Twitter and LinkedIn Pages. Initiate conversations with the community, such as community events to inform them of the arrival of our school, so they can be additional marketing media through word of mouth. Meet with community leaders and churches to start initial outreach.

Spring and Fall 2017

Become an active member of the North Carolina Public Charter Schools Association and attend conferences sponsored by them to garner networks. While continuing to feed into the social media accounts, promote through alternate means such as local radio stations, TV stations, newspapers, billboards, and community magazines. Attempt to develop a partnership with local teams and their programs such as Panthers and Hornets. Participate in the Greater Charlotte Area's youth related community programs to further our schools imperative. Further host programs to spread awareness within the community of the school's opening.

Spring 2018

Initiate monthly information sessions and application workshops to help candidates. At this point computer and WiFi will be provided in order to aid with the application process. Hold workshops on a monthly basis. The above will be conducted while continuing to engage in related community programs, open houses for parents and prospective students. Continued promotion of the school will be held through local media, brochures, conferences, social media and community programs.

Advertise through the aforementioned media for the upcoming open houses for the school. Also attempt to include a key member of the Union County community to inspire students.

Summer 2018

Hold a ribbon cutting event for the new building and invite guest speakers who is known in the education community to truly motivate our students.

Fall 2017

Start of school orientation for admitted students.

Parent and Community Involvement

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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.*

Upon receiving our charter, basic information about the school, Board of Directors, board meetings, curriculum information, the school calendar and announcements will be updated to provide pertinent information for stakeholders and community members. Upon receiving our charter, basic information about the school, Board of Directors, board meetings, curriculum information, the school calendar and announcements will be updated to provide pertinent information for stakeholders and community members. Stakeholders are referenced as mentors, tutors, friends of the family, or anyone that is actively involved in the students life. One of the most important thing with stakeholders is their involvement within their students education. Communication must and will be maintained with all stakeholders when it comes to their student and the school. We hold our students at a high standard which means we would hold our stakeholders at a higher standard. All stakeholders will maintain communication with teachers, students, and higher authorities. We want stakeholders to feel comfortable in being able to communicate with the staff/faculty at AANC and ensure their child is comfortable and safe. Our goal for stakeholder communication is to have an open door policy. School Leadership will provide updates on the schools website under announcements and social media sites on a weekly basis and newsletters will be emailed to stakeholders weekly. Prior to the first day of school for each academic year, Leadership will welcome stakeholders and community members to the school for Open Houses. This will provide the faculty and staff an opportunity to meet the current and future families of the community. At the event, an overview of the schools mission, policies and procedures, curriculum, and stakeholder expectations will be explained. AANC expects stakeholders to be involved on a regular basis and active in their students education.

The student enrollment packets will have an outline of our goals and expectations for them as contributing members of the AANC Community. Some of the expectations are as follows:

- 1.It is a requirement for stakeholders to take an active role in their students academic and behavioral progress.
- 2.Stakeholders must communicate with teachers regularly to ensure positive growth within the student body.
- 3.Provide positive and constructive feedback with school personnel through surveys and stakeholder/teacher conferences.
- 4.Volunteer for a minimum of 20 hours every academic year in community based service related projects.

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.*

In order to apply for admission to this School, the applicant is required to be a resident of North Carolina. An application will not be denied due to academic performance or special needs of the student. School Leadership will not discriminate against any student on the basis of ethnicity, national origin, gender, race, creed or religion. The opening year 2018, 135 spots will be available for grades 6th-10th. Grades 6 and 9 will not have more than 45 students while Grades 7, 8 and 10 will not exceed 15 students. In 2019 there will be students aligned to Grade 11 while in 2020 there will be students aligned to Grades 6 through 12. Students already admitted to the school will hold their status until graduation or withdrawal. Siblings of students already enrolled are exempt from the lottery along with children of faculty and staff if the total does not exceed the capped limit for each grade level. The Schools open enrollment application period will be from September 1, 2017 to March 1, 2018. All applications must be received by NLT 11:59 pm on March 1, 2018. Applications will be reviewed for completeness, checked for valid North Carolina address and will be entered into the schools database. If the number of applications exceeds the number of seats available, a public lottery will be held in April in accordance to the NC Charter School Laws. After the lottery, any applications not accepted will be placed on a wait list based off of the order pulled from the lottery. Applications received after March 1, 2018 will be added to the end of the wait list based on the date and time

it was submitted. School Leadership will notify families by a mailed written letter and they will be required to attend a school information session in order to complete the enrollment process. The information session will provide information on the instruction provided at AANC and will allow feedback on the students. Between March and April there will 15 information sessions offered at various times of the day to accommodate the parents schedules. Special arrangements will be given for parents that have more complex schedules or extenuating circumstances. Once a family has attended an information session they must turn in the completed registration packet by May 1, 2018 for the enrollment process to be complete. If the family fails to complete the enrollment process by May 1, 2018, their seat will be forfeited and the next applicant on the waiting list will be accepted. Lottery Date for the School will be April 3, 2018. Notifications will be

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made to lottery winners by a mailed written letter by April 14, 2017. The enrollment process for lottery winners is to be completed within three weeks, May 5, 2018. Lottery procedure for the School is as follows:

1. Date, time, and location will be communicated to all applicants and the public via website 2. Names will be randomly drawn and applicants admitted based on the order they are selected. 3. The lottery will continue until all names have been drawn. 4. Applicants not accepted will be placed on the waiting list in the order names were drawn. 5. If a selected student has siblings and there are no openings in the other grades, the siblings will be placed on a priority siblings waiting list. 6. When an opening becomes available at a grade level, students will be admitted from the priority siblings waiting list and the regular waiting list. Students who miss the first day of school or fail to call in to notify the school of the absence, their enrollment will be forfeited and must complete another application for future consideration. Students who are planning to withdraw are required to report to the administrative assistant five days prior to leaving the school. Once the proper withdrawal paperwork has been submitted, school property returned, and all outstanding debts have been paid off, the withdrawal process will be complete. When a student transfers to another school, records will be provided.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*

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3. *The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Union County Public 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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000
Grade 06	45	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 07	15	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 08	15	0	0	30	0	0	45	0	0	45	0	0	45	0	0
Grade 09	45	0	0	45	0	0	45	0	0	45	0	0	45	0	0
Grade 10	15	0	0	30	0	0	45	0	0	45	0	0	45	0	0
Grade 11	0	0	0	15	0	0	30	0	0	45	0	0	45	0	0
Grade 12	0	0	0	0	0	0	15	0	0	30	0	0	45	0	0
	135			210			270			300			315		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
N/A	Nicole Charles	Tax-Exempt S
School has not applied for 501 (c)(3).	Shaunda Cooper	Tax-Exempt S
With the current chair becoming principal upon approval, the conflict of interest section in the by-law must be carefully reviewed and careful consideration of board duties must be given. Who will ensure this is completed? How will the governing body be evaluated? How will principal evaluation operate given the history with the board?	Nicole Charles	Governance a
Applicant needs to clarify: How will you ensure there is not a conflict of interest when the Founding Board Member steps down to become the Principal? Applicant needs to clarify: How much background to the current board members have with the alternate schooling methods as outlined in the application? Applicant needs to clarify: How frequently will the board meet throughout the school year? Applicant needs to clarify: What are the methods and strategies that the board will use to monitor academic progress of the school?	Kristen Parker	Governance a
Board chair will be principal.	Steven Walker	Governance a
As noted above, resumes are missing for two potential board members and thus it is difficult to assess their contribution to the school. The org. structure is included but lacks great detail. The applicant states that the original board chair will transition to serve as the Principal of the school. This should be explored further to ensure an conflict of interest does not exist.	Greg Schermbeck	Governance a
Some education experience on board (former ESL teacher; former principal), as well as some finance experience. Explain how school principal serves as clerk of the board. How often will board meet? Note: if approved for charter, Board Chair will become school administrator. One board member states that he/she may not be an effective board member.	Sherry Reeves	Governance a
The school is not pairing with an EMO/CMO.	Shaunda Cooper	Proposed Man
N/A	Nicole Charles	Proposed Man
Not Applicable.	Douglas Price	Proposed Man
N/A	Greg Schermbeck	Proposed Man
Can the applicant justify how an employee complaint of the administrator (their immediate supervisor) cannot be "absolute" in its confidentiality? Will this not deter employees from expressing concerns that they may feel is necessary?	Douglas Price	Staffing Pla
How will school recruit appropriate staff to support the proposed educational model? 4 core content teachers and 1 elective teacher for 5 distinct grade levels is not sufficient. Why is interviewing and hiring the principal's discretion? The board should have a personnel committee that oversees the interview process and that makes recommendations to the board for hiring. The same should apply to termination of employees. The principal can make a recommendation but the board should have the final authority on the matter. Salary for principal is low \$60,000 Several positions have dual roles for the first few years-how can these employees be effective if they are juggling many job responsibilities?	Sherry Reeves	Staffing Pla
The applicant does not provide a clear plan to recruit and retain high-performing teachers. Detail is missing in all aspects of this section. What will recruiting look like? What is the interview process? How will the school ensure high-performing teachers will stay at the school?	Greg Schermbeck	Staffing Pla
Applicant needs to clarify: With so much learning occurring on computers through	Kristen Parker	Staffing Pla

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<p>blended learning, who will support tech services?</p> <p>Applicant needs to clarify: 4 teachers for such a highly differentiated learning curriculum seems extremely low. What is the breakdown of responsibilities for the content teachers?</p> <p>Applicant needs to clarify: How does the school plan to recruit teachers who can juggle the differentiated learning methods used in the school?</p> <p>Applicant needs to clarify: How will the dual responsibility roles manage both roles on the day to day basis?</p>		
<p>Does the principal of the school have enough understanding of CTE course requirement to hire teachers on his/her own?</p> <p>Is the salary reasonable given the scope of work?</p> <p>The relationship between employees and board should be clarified given the unique principal hire</p>	Nicole Charles	Staffing Pla
<p>There is too little professional development (2 days prior to school start-up) for staff to be trained in 4 blended learning models, use of technology and writing individualized learning plans for all students.</p> <p>Too few teacher workdays throughout the school year.</p>	Sherry Reeves	Staff Evalua
<p>The applicant fails to provide clear details for this plan. It is unclear what specific professional development will look like and how it will lead to high levels of student performance. It is also unclear how these PD sessions will be adjusted throughout the year based on academic data.</p>	Greg Schermbeck	Staff Evalua
<p>Are there enough teachers to provide an mentoring model?</p> <p>Are there detailed professional development requirements beyond NC PD standards to ensure the proposed mission and educational plan can be implemented with fidelity? (cultural sensitivity, PBIS, blended-learning etc.)</p> <p>How will the evaluation account for the blended learning model and individualized student interaction? How will observations be strategically implemented if the educational depends on student need?</p> <p>How can the relatively small student enrollment projection cover the lengthened school year? What will be the budget implication of student dropping out during the school year which is a possibility given the target population?</p>	Nicole Charles	Staff Evalua
<p>Applicant needs to clarify: Will teachers only receive face to face feedback 1x a semester?</p> <p>Applicant needs to clarify: How will the PD provided ensure that teachers are ready to support a wide variety of student needs based on the targeted student population?</p>	Kristen Parker	Staff Evalua
<p>Can the applicant be more intentional and succinct in explaining PD that could be offered to all staff that related directly to the school's mission and goals?</p>	Douglas Price	Staff Evalua
<p>Will you provide training for your staff that will assist them with understanding and working with a specialized population of students? If so, can you provide additional details of what those trainings will be and how they will improve the outcome of operations within your school?</p>	Shaunda Cooper	Staff Evalua
<p>Applicant needs to clarify: How will the proposed details in this section support finding a student population that reflects the demographic composition of the district in which the school will be as well as the outlined targeted population?</p>	Kristen Parker	Marketing Pl
<p>Is the proposed marketing budget realistic given the dire need to fill all the proposed seats?</p>	Nicole Charles	Marketing Pl
<p>Marketing statement contradicts mission statement: Our marketing materials will be reflective and inclusive of the diverse culture that Charlotte Metro Region offers. (Is the school targeting a diverse culture of the region or specifically targeting at-risk students?)</p>	Sherry Reeves	Marketing Pl
<p>The applicant offers valuable steps in the marketing plan to fails to ensure that these</p>	Greg Schermbeck	Marketing Pl

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efforts will reflect the racial/ethnic composition of the district. Additional specifics within this section would allow the applicant to meet the evaluation criteria.		
Are the students required a minimum of 20 hours of community service or are their parents?	Sherry Reeves	Parent and C
Statement: When targeting a population that have found general education conditions unsuccessful, more is needed in the area of effort to communicate. With the number of students being served, it is very possible to implement other strategies.	Shaunda Cooper	Parent and C
Is regular involvement by families a reasonable expectations/requirement given the target population? what volunteer opportunities exist for working families? What will be the impact on students if families are unable to meet the volunteer and engagement requirements?	Nicole Charles	Parent and C
Additional information and a clear plan is needed to ensure a high-level of parent and community involvement.	Greg Schermbeck	Parent and C
Applicant needs to clarify: What if parents/stakeholders cannot commit to 20 hours of volunteer work with the school? Applicant needs to clarify: Given the non traditional learning structure the school is proposing, what is the plan to ensure communication daily, weekly and monthly with families?	Kristen Parker	Parent and C
How will you identify the students that are at risk of dropping out.	Alex Quigley	Admissions P
What is the rationale behind each grade's enrollment figures?	Sherry Reeves	Admissions P
I would like to hear more during the clarification time as to how the school intends to reach the targeted population for enrollment. Is it only through marketing? Was an "at-risk" weighted lottery considered?	Steven Walker	Admissions P
The rather small student enrollment projections makes it difficult to assess if the school will be able to meet financial sustainability.	Greg Schermbeck	Projected St
With 45 students at the entry point, will 4 core content teachers be enough to handle 135 students school wide? Can the applicant justify this further?	Douglas Price	Projected St
Is the school financially viable given small enrollment projections with high risk student populations?	Nicole Charles	Projected St
Explain rationale behind enrollment figures for each grade.	Sherry Reeves	Projected St
The school will not be using the weighted lottery.	Shaunda Cooper	Weighted Lot
N/A	Greg Schermbeck	Weighted Lot
N/A	Nicole Charles	Weighted Lot
Why not utilize a weighted lottery?	Sherry Reeves	Weighted Lot
Not applicable.	Douglas Price	Weighted Lot

Reviewer	Score
Deanna Townsend-Smith	
Shaunda Cooper	Pass
Anthony Helton	Pass
Alex Quigley	
Nicole Charles	Fail
Phyllis Gibbs	
Glenn Allen	
Kristen Parker	Fail
Douglas Price	Pass
Robert McOuat	
Becky Taylor	
Steven Walker	Pass
Greg Schermbeck	Fail
Tammi Sutton	
Sherry Reeves	Fail

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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.

Students most likely to enroll at Apprentice Academy will be unable to attend unless the school is able to provide transportation. Therefore, the AAHSNC Board of Directors is determined to provide transportation for our targeted at-risk student population. The BoD is considering two options to provide this service. Option one calls for completely outsourcing transportation to a third party vendor. Charter School Bus & Transportation Company of Durham, NC would provide us two daily runs within a 20 mile radius of the school. We estimate that we would require two buses costing \$4500.00 each per month for a total of \$9000.00 a month. This estimate is all inclusive meaning the cost of the driver, fuel and mileage. Maintenance for the bus rests with the vendor.

The second option under consideration by the Board is the purchase of school buses. The Board has contacted three major national bus companies for options. Although the state of NC provides an option for purchasing used school buses, these buses seemingly are high in both mileage and serviceability. Consequently, although the initial price for said buses may seem inexpensive, the potential costs to frequent breakdowns and excessive maintenance costs render this option as not financially feasible. Electing to choose newer model, low mileage and low maintenance buses is the only purchase option the Board will consider. Our research indicates we can buy buses using bonding or bank credit at very favorable rates. These options also include the ability to defer monthly payments for one year. This option provided the board significant time for fundraising and grant writing to pay for the purchase without having to make payments on the buses. Additionally, UCPS has included funding for a new and expanded bus transportation center. If the bond is approved at the November, 2016 election, the Board will exercise its rights under state statutes to request the LEA turnover the current garage for our use. Access to a fully operational and functional bus garage would weigh heavily on the Board's decision to purchase buses or exercise option 1.

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.

The students most likely to enroll at Apprentice Academy will qualify for free/reduced meal program. Therefore, the AANC Board of Directors is determined to provide breakfast and lunch for our targeted at-risk student population. The Board's initial first year plan provides meals for all of our anticipated 135 students. For those students not qualifying for free/reduced lunch we will charge for meals. Those students who do qualify will receive their meals free of charge or reduced. We will review our meal

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process and procedures at the end of each school month and make data driven adjustments accordingly. We will also continue to investigate the feasibility of entering the federal government's free/reduced lunch program for year 2 and beyond after studying our data. Our child nutrition budget for year 1 is \$60,000. We will add the funds received from meal sales back into the school's general budget as state accounting procedures allow.

Civil Liability and Insurance (GS 115C-218.20):

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		\$1,248.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
Property Insurance	\$350,000		\$525.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$3,057.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$10,455.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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.

barryrossnc01 09/13/2016

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however,

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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.

The AANC Board of Directors is currently conducting a due diligence regarding facility space. Our due diligence consists of facility budget forecast, facility location and partnerships. Per the recommendation of our mentor group, The NC Charter School Accelerator we intend to lease our initial facility for a period of five years. Our research tells us that five years is the minimum period for which landlords typically lease. Upon charter approval, the Board of Directors will enter into an agreement with a Union County commercial real estate agent to negotiate with landlords on our behalf (partnerships). The companies we have spoken with have advised us that their commissions are paid for by the landlord and therefore will not be an added expense for the school that must be budgeted.

The Union County target area for our schools location is consistent with our mission of providing students with the skills they need for high paying jobs. Our target area is centrally located in the county and in close proximity to the Charlotte-Monroe Executive Airport and to South Piedmont Community College (partnerships). Additionally, locating in this area provides a reasonable option for students of Charlotte-Mecklenburg Schools to attend AANC. The Charlotte Area Transit System (CATS) is planning their Light Rail Silver Route. CATS has already determined that the route will end at The Central Piedmont Community College Levine Campus in Matthews, NC. This will be a short distance from the school with a plan to offer shuttle service between AANC and the train stop. Negotiations between CATS and the school will begin upon approval of the charter (partnerships).

Upon approval of the charter, it is the intent of the AANC BoD to contract with the commercial real estate agent we feel must comfortable with to secure our facility space. Currently we have budgeted \$120,000 a year for a facility. We also understand that this number may need to change as we get to the actual time for lease negotiations and up fitting that may be required. Our real estate agent advised us that a landlord may be inclined to pay for the remodeling and role the costs into the lease with the right amount of support and backing from the community (partnerships). It is unrealistic for anyone to commit to such actions at this stage without our charter approval, however, our real estate agent is confident this is commonplace in the industry. Our agent has also recommended for us to look at lease/option purchases if a property meets all of current and future growth needs.

Assistance with ensuring compliance with all North Carolina and Union County building codes in order to secure the Educational Certificate of Occupancy will be included in the AANC Board of Directors contract with our real estate agent.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is

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comparable to the commercial and educational spaces for the proposed school location.

We estimate an initial need for 11,000 sq feet for our first group of 135 students with a capacity to grow to 24,000 sq feet in year 5 for our projected 315 student enrollment estimated a\$10.90 per sq foot which are subject to change at lease time.

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

The AANC Board of directors is already looking at facility options in the event our first choice is unavailable due to cost, construction, negotiations or some other issue. The board is/has been in contact with providers of other options. These options include the use of unoccupied, local Union County municipal space as well as church space available for work week classroom use. We will also investigate through title searches, any unused buildings or land that UCPS may possess for which we will negotiate use.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will transportation plan be impacted by a student with disability that requires transportation as a related service?	Robert McOuat	Transportati
Although mission aligned and realistic, there is no contingency for transportation jeopardizing the success of students who, according to the narrative, will rely heavily on successful transportation options.	Nicole Charles	Transportati
Applicant needs to clarify: If option#1 moves forward, how will you ensure/what other support will be provides to students who live outside of the 20 mile radius?	Kristen Parker	Transportati
Transportation (buses) will be provided. Clarify statement: AANC will exercise its rights under state statutes to request the LEA turnover the current garage for our use.	Sherry Reeves	Transportati
While it is a noble intention for the Board of Directors to provide breakfast and lunch for the students in Y1, the applicant should provide greater plans and financial details to ensure this is feasible.	Greg Schermbeck	School Lunch
The Lunch plan is not fully explained. Please expand.	Anthony Helton	School Lunch
What information are you utilizing to determine that most students will qualify for free and reduced lunch? Unless this statement comes from a data source that supports its validity, I would remove the statement form the application.	Shaunda Cooper	School Lunch
What are the costs involved with the school lunch plan? How were figures obtained?	Sherry Reeves	School Lunch
The budget for the facility seems low.	Anthony Helton	Facility and
The applicant should provide greater detail regarding the facility and contingency plan. \$120,000 seems like a limited budget for the facility.	Greg Schermbeck	Facility and
Can the applicant clarify the contingency plan for a facility? The facility needs to be mission appropriate with much access to technology and other factors relevant to the educational plan. \$120,000 may only suffice for the first year.	Nicole Charles	Facility and
Target facility in central location of county with close proximity to Charlotte-Monroe airport and South Piedmont Community College. Annual facility lease of \$120,000 seems low.	Sherry Reeves	Facility and
How will students be transported to community college for CTE courses?		

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Reviewer	Score
Becky Taylor	
Glenn Allen	
Sherry Reeves	Pass
Tammi Sutton	
Alex Quigley	
Greg Schermbeck	Fail
Phyllis Gibbs	
Steven Walker	Pass
Kristen Parker	Pass
Nicole Charles	Pass
Douglas Price	Pass
Shaunda Cooper	Pass
Anthony Helton	Pass
Robert McOuat	
Deanna Townsend-Smith	

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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 2018-19

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 1st 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 #1900 - Union County Public Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$4,863.33	135	\$656,549.55
Local Funds	\$2,100.00	135	\$283,500.00
Federal EC Funds	\$3,579.70	27	\$96,651.90
Totals			\$1,036,701.45

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$656,550	\$0	\$0	\$0	\$0
-Local Per Pupil Funds	\$283,500	\$0	\$0	\$0	\$0
-Exceptional Children Federal Funds	\$96,652	\$0	\$0	\$0	\$0
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,036,701	\$0	\$0	\$0	\$0

***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 J.

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Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$60,000	\$60,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$65,000	\$65,000
Assistant Administrator	0	\$0	\$0	1	\$50,000	\$50,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	2	\$22,000	\$44,000	2	\$25,000	\$50,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Counselor	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
A - Total Admin and Support:	4		\$144,000	5		\$205,000	5		\$214,000	5		\$214,000	5		\$214,000
Instructional Personnel:															
Core Content Teacher(s)	4	\$40,500	\$162,000	9	\$43,500	\$391,500	12	\$43,500	\$522,000	13	\$43,500	\$565,500	14	\$43,500	\$609,000
Electives/Specialty Teacher(s)	2	\$40,500	\$81,000	2	\$43,500	\$87,000	3	\$43,500	\$130,500	4	\$43,500	\$174,000	6	\$43,500	\$261,000
Exceptional Children Teacher(s)	1	\$40,500	\$40,500	2	\$43,500	\$87,000	3	\$43,500	\$130,500	4	\$43,500	\$174,000	6	\$43,500	\$261,000
Instructional Support	2	\$22,000	\$44,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000

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Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	9		\$327,500	15		\$619,500	20		\$837,000	23		\$967,500	28		\$1,185,000
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$471,500	20		\$824,500	25		\$1,051,000	28		\$1,181,500	33		\$1,399,000
Administrative & Support Benefits															
Health Insurance	4	\$5,471	\$21,884	4	\$5,471	\$21,884	5	\$5,471	\$27,355	5	\$5,471	\$27,355	5	\$5,471	\$27,355
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	4	\$2,200	\$8,800	4	\$2,200	\$8,800	5	\$2,200	\$11,000	5	\$2,200	\$11,000	5	\$2,200	\$11,000
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	4	\$532	\$2,128	4	\$798	\$3,192	5	\$798	\$3,990	5	\$798	\$3,990	5	\$798	\$3,990
Social Security	4	\$2,778	\$11,112	4	\$3,410	\$13,640	5	\$3,410	\$17,050	5	\$3,410	\$17,050	5	\$3,410	\$17,050
D - Total Admin and Support Benefits:	16		\$43,924	16		\$47,516	20		\$59,395	20		\$59,395	20		\$59,395
Instructional Personnel Benefits:															
Health Insurance	9	\$5,471	\$49,239	13	\$5,471	\$71,123	20	\$5,471	\$109,420	23	\$5,471	\$125,833	28	\$5,471	\$153,188
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	9	\$2,200	\$19,800	13	\$2,200	\$28,600	20	\$2,200	\$44,000	23	\$2,200	\$50,600	28	\$2,200	\$61,600
Social Security	9	\$2,778	\$25,002	13	\$3,410	\$44,330	20	\$3,410	\$68,200	20	\$3,410	\$68,200	28	\$3,410	\$95,480
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	9	\$532	\$4,788	13	\$798	\$10,374	20	\$798	\$15,960	23	\$798	\$18,354	28	\$798	\$22,344
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	36		\$98,829	52		\$154,427	80		\$237,580	89		\$262,987	112		\$332,612
D+E = F - Total	52		\$142,753	68		\$201,943	100		\$296,975	109		\$322,382	132		\$392,007

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Personnel Benefits														
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$187,924	21		\$252,516	25		\$273,395	25		\$273,395	25	\$273,395
B+E = H - Total Instructional Personnel (Salary & Benefits)	45		\$426,329	67		\$773,927	100		\$1,074,580	112		\$1,230,487	140	\$1,517,612
G+H = J - TOTAL PERSONNEL	65		\$614,253	88		\$1,026,443	125		\$1,347,975	137		\$1,503,882	165	\$1,791,007

Apprentice Academy of North Carolina - The mission of North Carolina is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations.

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$750	\$1,000	\$1,500	\$2,000	\$2,500
	Paper	\$2,000	\$2,000	\$2,000	\$2,500	\$2,500
	Computers & Software	\$0	\$0	\$0	\$0	\$0
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$25,000	\$15,000	\$25,000	\$25,000	\$25,000
	Other Professional	\$5,000	\$5,250	\$6,750	\$7,500	\$7,875
Facilities	Facility Lease/Mortgage	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Maintenance	\$14,100	\$21,900	\$28,200	\$31,300	\$32,900
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$12,690	\$19,710	\$25,380	\$28,170	\$29,610
	Insurance (pg19)	\$11,666	\$11,666	\$11,666	\$11,666	\$11,666
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$28,200	\$43,800	\$56,400	\$62,600	\$65,800
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$2,000	\$2,500	\$2,500	\$2,500	\$2,500
	Child nutrition	\$60,750	\$94,500	\$121,500	\$135,500	\$141,750
	Travel	\$1,000	\$1,500	\$2,000	\$2,500	\$2,500
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$334,456	\$390,126	\$454,196	\$482,536	\$495,901
	Instructional:					
Instructional Contract	Staff Development	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500

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Classroom Technology	Software	\$9,500	\$12,000	\$20,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$27,000	\$15,000	\$17,500	\$15,000	\$15,000
	L - TOTAL Instructional Operations	\$39,000	\$29,500	\$40,000	\$37,500	\$37,500
	K+L = M - TOTAL OPERATIONS	\$373,456	\$419,626	\$494,196	\$520,036	\$533,401

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$614,253	\$1,026,443	\$1,347,975	\$1,503,882	\$1,791,007
M - TOTAL OPERATIONS	\$373,456	\$419,626	\$494,196	\$520,036	\$533,401
J+ M =N TOTAL EXPENDITURES	\$987,709	\$1,446,069	\$1,842,171	\$2,023,918	\$2,324,408
Z - TOTAL REVENUE	\$1,036,701	\$0	\$0	\$0	\$0
Z - N = SURPLUS / (DEFICIT)	\$48,992	-\$1,446,069	-\$1,842,171	-\$2,023,918	-\$2,324,408

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.

The targeted population represents an underserved student population residing in Union County. Union County Public Schools (UCPS) had 2966 seniors in its 4 year cohort graduation class of 2015. The district graduated 93% of those students. The 207 students who comprised the group who did not make it to graduation, are the at-risk students we are primarily targeting. What is important to note is that these are the known students for that cohort that began the 9th grade together. Unknown to us, is the number of students who never made it to their freshman year. These students are not counted in the ranks of the cohort in the first place. Regardless, what is for certain is that students are more at-risk for dropping of school earlier rather than later. We believe the 2015 graduation cohort is representative of years yet to come.

Our community interest survey data, coupled with discussions and support letters from Union County's business community, we are confident there is a need for a school such as Apprentice Academy in our community.

Our "break-even" number is 129. With this surplus of \$48,992 we can afford to lose 6 students and remain in the black. This conservative approach is based on our assumption that 20% of students would be EC. If we lose 7 or more students of any kind we will be in the red.

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

To ensure the schools viability in the event we do not reach enrollment projections from which our budget is based we will:

1. Given 61% of our budget is personnel, we will reduce those expenses through salary cuts and revisit positions for elimination.
2. Given a reduced student enrollment, we will reduce allocations to child nutrition.

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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

No. Our budget projections are based on the three allocated sources of local state and federal funds.

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

34:1

- 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.*

The Board of Directors plans on outsourcing several key services as a means of saving on operational expenditures. The Board is considering outsourcing IT, transportation, food service and custodial service. The process the board will implement a procedure that is an open and competitive bidding process. The board, through the schools principal will accept bids for vendors and select the ones that serve the best interest of the schools students. Contracts signed by the Board will set clear performance standards and expectations that will be monitored by the principal and will be a component of his/her monthly reporting to the Board.

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

Our mentor group, North Carolina Charter Accelerator has recommended a successful personnel expenditure as between 55% to 65%. Apprentice Academy's personnel expenditure falls within these recommendations at 61% of our budget. Our total operational expenditures equate to 37% of the budget for a total of 99% of revenue. The \$48,992 surplus makes up the final 1%. Given the heavy competition among web-based curriculum offerings, we are confident that we have budgeted sufficiently to meet our instructional needs. The majority of our CTE based curriculum will be delivered at no charge through the College and Career Ready program at SPCC. This program is open to all high school students in North Carolina. Given our students will be in skilled trades based courses, we do not anticipate associated fees such as textbooks for these courses which one might find in academic content related subjects. 84% of our operations budget is dedicated to facilities, transportation and child nutrition. We feel this is sufficient to meet the needs of our at-risk student population. The facility allocations are based on the commercial leasing market. However, we are actively exploring a church facilities leasing option that will reduce our monthly facilities expenditure.

- 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.

95% - 100% of expenditures will be the school's goal for the general fund balance. The school will develop their fund balance with the revenues from State and Local resources. Grants will also be solicited to ensure the general day to day running of the school.

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

Our short term plan for financing relies on the three revenue sources of local, state and federal funds for all of our facility and other asset leasing obligations. For the mid and long term planning we will add revenue sources in the form of fundraising and grants. Formal community fund raising will begin immediately after approval IRS approval of 501c3 application. Given our unique charter theme, we intend to apply for appropriate grants from both the U.S. Department of Education and the U.S. Department of labor. Additionally, the North Carolina Governors Office has apprenticeship related funding for which we also intend to apply upon approval of our charter. Finally, we will also seek out private grant opportunities both in North Carolina and nationally.

Specific grants for which we feel we are eligible include but are not limited to:

U.S. Department of Education Charter Schools Program Non-State Educational Agency (Non-SEA) grant program.

The Louis Calder Foundation Grants

Office of Career, Technical, and Adult Education (OCTAE): Performance Partnership Pilots (P3)

Bank of America Charitable Foundation, Inc

Goodrich Foundation

OMNOVA Solutions Foundation (located in Union County)

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

No.

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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?

Segregation of duties will be required for all accounting and record keeping. All payables will be reviewed and signed off by the Principal prior to actual payment by the bookkeeper. Payroll time will be signed off the same. Once a month the bank account will be reviewed by a board member to ensure that all payments made by the school are reasonable and acceptable. Any expenditures over \$10,000 will be reviewed and approved by the board prior to the actual ordering of the asset(s). The School's bookkeeper will maintain a record of all cash inflows and outflows and will periodically report any variance to the Board as required. The School will also receive an annual audit of its financial statements from a properly licensed accounting firm independent of any recurring financial reporting as required by the NC Department of Revenue and/or the Internal Revenue Service.

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

None.

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.

Jay E. Sharpe, CPA, CFE
Rives and Associates, LLP.
Certified Public Accountants & Consultants
4515 Falls of Neuse Road
Suite 450
Raleigh, NC 27609
Office: 919-832-6848
Fax: 919-832-7288

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Revenue projections appear low in order for the school to be financial stable. The applicant should further explain the sustainability plan.	Greg Schermbeck	Budget Reven
Is the applicant open to enrolling from additional LEAs in order to ensure enrollment numbers for the target population? Although realistic and accurate, several budget concerns remain.	Nicole Charles	Budget Reven
Revenue for years 2-5 not in table.	Steven Walker	Total Budget
Why is the balance at \$0 starting at 2019 moving forward?	Douglas Price	Total Budget
A full 5 year budget is not present.	Anthony Helton	Total Budget
The applicant does not provide revenue projections for years 2-5. This section appears incomplete.	Greg Schermbeck	Total Budget
Other funds reported as "0".	Shaunda Cooper	Total Budget
Has the negative fund balance been addressed?		
Why were the budget projections for year two through five not included?	Nicole Charles	Total Budget
What are the budget revenue projections for years 2 - 5?	Sherry Reeves	Total Budget
Applicant needs to clarify: What are the revenue projections for years 2-5?	Kristen Parker	Total Budget
Food Service and Custodial staff are not included in the budget projections. The applicant should explain this decision.	Greg Schermbeck	Personnel Bu
Salary for principal is low for the area. No salary listed for Mental Health Counselor yet this position was integral in earlier section. 1 EC teacher in year 1 may not be sufficient to serve 27 students.	Sherry Reeves	Personnel Bu
It is impossible to measure whether projections are realistic for years two through five as without the revenue projections.	Nicole Charles	Personnel Bu
Is the projected personal budget for school year realistic given the enrollment uncertainty and lack of contingency planning?		
Applicant needs to clarify: Earlier in the application a Mental Health Counselor was listed, where is this position accounted for in the budget?	Kristen Parker	Personnel Bu
Applicant needs to clarify: There is a large jump in spending moving from 4 to 9 teachers in the second year, what is the school's plan to account for this larger expense?		
Mental health counselor was mentioned in initial staffing information.	Steven Walker	Personnel Bu
Operations budget in some areas is just too low.	Anthony Helton	Operations B
Applicant needs to clarify: Why is there only \$2,500 listed for staff development? That seems very low even for the 1st year of school.	Kristen Parker	Operations B
Applicant needs to clarify: Is there not a needs for additional curriculum and texts even with the blended learning/DI approach?		
Are the projections for supplies, computers, staff development, and book and supplies realistic given the mission of the school, the focus on blended-learning and CTE?	Nicole Charles	Operations B
Will the budget cover exceptional student needs adequately?		
Do you have sufficient funds budgeted for students with disabilities to support the full continuum of services for a non-traditional diploma and OCS across five grade levels? How about contracted services including psychologist, OT, PT?	Robert McQuat	Operations B
Did not the applicant state earlier on in the application that students would walk into a technology rich environment? What is the explanation of a \$0 sum for computer/software? In addition, if this is a blended learning environment, how can	Douglas Price	Operations B

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there be justification of no one, students or staff, not needing a computer?		
Why are there so many \$0 sums across this document? Concerned that gas/water/trash has no cost?		
Many, if not all budget items appear very limited for the school to be successful. The applicant should explain all budget projections and specifically Office Supplies, Computer & Software, Marketing, Instructional Materials, Copy Paper, Curriculum / Texts.	Greg Schermbeck	Operations B
Bus transportation does not seem to align with previous parts of the application.	Steven Walker	Operations B
Many \$0 line items (food service staff, custodians, computers/software, gas-water-sewer-trash, books and supplies)-can these \$0 be explained? \$750 for office supplies and \$1000 for copier lease too low. Low marketing costs and only \$2500 for professional development is extremely unrealistic. Low figures listed for classroom technology yet the mission of the school depends heavily on the use of technology and software in its alternative approach.	Sherry Reeves	Operations B
How is total revenue at \$0 beyond the first year?	Douglas Price	Total Expend
Although the projections presented are realistic, it is a concern that the fund balance is negative for four consecutive years. What is being done to adjust or address the fund balance issue?	Shaunda Cooper	Total Expend
Overall budget (fund balances) for Years 2 - 5 cannot be determined since there were no revenue projections for those years.	Sherry Reeves	Total Expend
The budget is not complete so I can not pass this section.	Anthony Helton	Total Expend
The budget does not appear to be sustainable. Particularly in years 2-5. The applicant should further explain these projections.	Greg Schermbeck	Total Expend
Before I can give the budget a pass I need to know the revenue projections for years 2-5.	Steven Walker	Total Expend
Can the applicant clarify budget projections and negative fund balances in years two through 5? It is impossible to discern without revenue projections.	Nicole Charles	Total Expend
Applicant needs to provide further detail for how it plans to sustain such a large jump in financial responsibility from year #1.	Kristen Parker	Total Expend
Break-even number is perilously close to desired enrollment. This leaves very little room for variance and there are many line items that are either nonexistent or unreasonably low. Narrative states that CTE programs will be delivered through community college at no cost/do not anticipate fees such as textbooks for these courses. While the college will provide the courses at no cost, the high school is still responsible for the materials that students will need to complete these courses (i.e. welding certificate at my local community college requires 5 textbooks and a welding kits which equates to roughly \$1000 per student; medical assisting certificate textbooks costs more than \$1000 per student). How will AANC offset these costs?	Sherry Reeves	Budget Narra
While it is noble to target the 7% of UCPS students who did not graduate, this is a small number and thus makes it more difficult to sustain a school that targets such a small population. The applicant should provide a more detailed financial contingency plan. Cutting salaries and retaining those staff members does not appear to be feasible.	Greg Schermbeck	Budget Narra
As a reviewer, it is not possible to state that this plan is viable with a negative fund balance showing for projected expenditures for four years.	Shaunda Cooper	Budget Narra
The budget projections are tenuous based on the target population and no additional funds? Can the nutrition expenses really cover the cost for under-enrollment or an increase in EC student population? Is the student to teacher ratio too high given the target population and individualized education plans?	Nicole Charles	Budget Narra

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Applicant needs to clarify: What impact will cutting personnel to meet the anticipated revenue going to have on student achievement?	Kristen Parker	Budget Narra
Applicant needs to clarify: the outline for the demand for the school speaks about the graduating seniors who did not graduate- what data is there to ensure that students in grades 6-11 would be interested in this school?		
What is the justification for a 34:1 student to teacher ratio? Is this truly realistic? If so, explain.	Douglas Price	Budget Narra

Reviewer	Score
Deanna Townsend-Smith	
Phyllis Gibbs	
Glenn Allen	
Greg Schermbeck	Fail
Nicole Charles	Fail
Douglas Price	Fail
Steven Walker	Fail
Sherry Reeves	Fail
Shaunda Cooper	Fail
Robert McOuat	
Tammi Sutton	
Alex Quigley	
Becky Taylor	
Anthony Helton	Fail
Kristen Parker	Fail

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST 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 19, 2016 5:00 pm EST. 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-218.1(c).

barryrossnc01

Date: 09/15/2016

Applicant Signature:

The foregoing application is submitted on behalf of Apprentice Academy of North Carolina (*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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: barryrossnc01

Board Position: Board Chair

Signature: _____

Date: 09/15/2016

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

Apprentice Academy of North Carolina - The mission of Apprentice Academy of North Carolina is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations.

My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
7	3

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Apprentice Academy of North Carolina - The mission of Apprentice Academy of North Carolina is to prevent students from dropping out of school by providing a flexible, alternative path to a high school diploma for graduates who are well prepared to respond to current, emerging and changing global workforce needs and expectations.

Mission, Purposes, and Goals	- a_quigley
Education Plan	- a_quigley
Governance and Capacity	(1) Applicant has 24 months after approval to obtain tax exempt status (2) One page resumes are missing for 2 of the 7 board members. One page resumes are needed for Richard Giarla and Sanna Tucker - a_quigley
Operations	- theltoncsab
Financial Plan	A negative fund balance is demonstrated in 4 of 5 years. - theltoncsab
OVERALL	- dtsmith840 - theltoncsab - theltoncsab

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> In order to better explain why the organization exists, the applicant should provide clear data for the given mission and focus. - gschembeck</p> <p><u>Mission Statement</u> Are the 27 EC students considered separately outside of the grade level count? - scoopergrad</p> <p><u>Mission Statement</u> Mission statement should avoid negative implications (i.e. to prevent students from dropping out of school...). Why not a positive statement such as: Apprentice Academy will offer a flexible and alternative path for high school graduates.... - sherryreeves</p> <p><u>Mission Statement</u> Would this be an alternative school? - a_quigley</p> <p><u>Educational Need and Targeted Student Population</u> Applicant needs to clarify: Mentioned in the application is that the school targets students who are seeking a career path instead of a 4 year university- is it appropriate for 6th graders to be making that choice at a young age?</p> <p>Applicant needs to clarify: What is considered at risk of dropping out? How will you determine that? How will you ensure that even though you are targeting this student population that all students are welcome?</p> <p>Applicant needs to clarify: Even with the small group learning and web based curriculum how will you ensure that students are demonstrating mastery of this information? - kzparker718</p> <p><u>Educational Need and Targeted Student Population</u></p>
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	<p>The applicant provides survey data however, 43 respondents is not an overwhelming response - particularly for a school that is slated to serve 135 students in its opening year. Nor does it guarantee that student enrollment numbers will be met. The applicant should provide additional information regarding the success and implementation of the web-based curriculum. - gschermebeck</p> <p><u>Educational Need and Targeted Student Population</u> Can the applicant describe exactly what tiny percentage of middle school students amounts to? Can CTE preparation occur in an authentic way without any STEAM component? What careers are targeted? How can the educational needs data be clarified? Although the survey is a great tool to assess family interest, 43 responses is rather low if the goal is to enroll 315. - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Can you provide more detail on how these students will be served differently at your school as apposed to the local LEA? - scoopergrad</p> <p><u>Educational Need and Targeted Student Population</u> Does this number of ADM fluctuate every four years, based on the counties needs, if they are serving such a specific population? Can the applicant please specify which online program they plan to use? - mycah068</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Applicant states that school seeks to serve students at-risk of dropping out but then states that school's pop'n will mirror district's pop'n. Does this also mirror the pop'n of students who didn't graduate in 2015? (i.e. Are these 2 groups the same? What proportion of drop-outs are female?) Survey response is incredibly small and board is surprised by the number of "white" respondents (84%). - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> Given the flexible schedule and various learning models being proposed, the applicant should explain how it will ensure all students will achieve proficiency on the end of course classes. - gschermebeck</p> <p><u>Purposes of Proposed Charter School</u> Is there data to support that this strategy works for students at risk of disengaging from school? Was there market research to learn why students disengage and strategy related to addressing those reasons?</p>
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	<p>How specifically are student outcomes monitored?</p> <p>How is at-risk measured or defined? Is there also a college preparatory component for students who realize through support and career exploration that they want attend college instead?</p> <p>Is middle school too early to decide on a career path?</p> <p>- nacharles</p> <p><u>Purposes of Proposed Charter School</u> Can the applicant please provide more information on the Online Curricula to be used? Also, citing references that support blended learning for this demographic of students? - mycah068</p> <p><u>Purposes of Proposed Charter School</u> Applicant states that AANC will increase learning opportunities for all students, with special emphasis on at-risk and gifted learners. The mission speaks to the at-risk pop'n but not "all" learners or "gifted" learners. What is the target population? Is there data to support statement that Mastery Learning, DI and Blended Learning are the best strategies for reaching/teaching at-risk youth? Is it fair to say that these students will most likely be behind academically and need additional support rather than independent learning? Why attempt to utilize 4 different models of blended instruction? How will a student's best-fit model be determined? Do these 4 models apply to middle school students too? - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u> A 60% enrollment goal for students seems very low. The applicant should further explain this point. The applicant should provide clear and measurable student achievement goals. - gschembeck</p> <p><u>Goals for the Proposed Charter School</u> How did the applicant arrive at a 60% retention, 60% goal compliance, and 60% satisfaction ratings goal in year one? Although it may be realistic for a district operated school, it appears low for a school focused specifically on drop-outs.</p> <p>Can the applicant be more specific about what tools will be used to share student achievement data with the board? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> What information led you to chose a goal of 60% student retention by the end of the first school year? - scoopergrad</p> <p><u>Goals for the Proposed Charter School</u> Is enrollment enough of a measure to be used? Isn't it easy for a student to "remain" in school but not actually attend? - mycah068</p> <p><u>Goals for the Proposed Charter School</u> Is AANC applying for alternative status? If so, should it have a middle school component? Is AANC offering a unique pathway to high school graduation that will appeal to middle and high schoolers or is it seeking to attract students who are planning to or who have</p>
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	<p>already dropped out of school? Goals are not realistic. Why only 60% in Year 1 yet 100% by Year 5 in all areas? Is there an understanding of these goals? - sherryreeves</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> A clear description is provided yet specifics (outside of the name of strategies) is not provided. The applicant does not provide documented evidence to support that this approach will lead to student success. The applicant mentions assessment strategies but does not provide specific strategies that will be used. - gschermbek</p> <p><u>Instructional Program</u> Applicant needs to clarify: What data is there to support that this method of teaching will ensure that students will master the content and graduate on time?</p> <p>Applicant needs to clarify: What formal checks will be in place to ensure that students are on track to meet the End of Year goals you outlined? - kzparker718</p> <p><u>Instructional Program</u> Is there data to support the proposed strategy has improved student outcomes, specifically for the target population?</p> <p>Are the assessments project based or tests?</p> <p>Which careers are the focus for AANC?</p> <p>Are the additional details for the assessment strategies and standards?</p> <p>- nacharles</p> <p><u>Instructional Program</u> Where is the documented evidence to support the proposed approach?</p> <p>Other than the placement assessments, what other assessments are being offered to track data, students, and outcomes? - mycah068</p> <p><u>Instructional Program</u> Evidence provided in text for Mastery Learning and Differentiated Instruction does not provide overwhelming support that these strategies are effective with targeted population: "In effective online programs, strategies in each of these domains often exist and, as a result, engage at-risk students by keeping them motivated and enabling success...when the proper structures are in place, online and blended learning experiences can serve as powerful solutions for at-risk students and may lead to a sharp decline in the number of future high school dropouts." - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> The applicant provides information regarding the curriculum and instructional design but specifics are lacking. Additional information regarding the individual learning plans and the use of data / assessments throughout the year would be helpful. Appendix B is attached but lacks great detail. It is also not clear how this curriculum aligns with the apprenticeship model.</p>

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	<p>Appendix C is attached but lacks great detail. - gschermbek</p> <p><u>Curriculum and Instructional Design</u> Applicant needs to clarify: If students have the freedom to choose which path and how they are learning- how you create groupings for the teacher small group intervention?</p> <p>Applicant needs to clarify: The Curriculum outline details out specific units for grade levels and in what order- how does this fit with the learning model outlined? All students will not be moving through each unit at the same time and some may need additional pre-requisite skills.</p> <p>Applicant needs to clarify: When will instruction formally begin at the school? Are students coming in prior to the start of the school year to determine their learning path? If not, how will teachers have enough time to go through student results and create the ILP? - kzparker718</p> <p><u>Curriculum and Instructional Design</u> How does the attached curriculum offer students with more control while also preparing them academically?</p> <p>How large will teacher led classes be for HS and MS?</p> <p>Given the individualized nature of the proposed mission, is the traditional grade configuration still appropriate?</p> <p>Will middle school have the same amount of freedom?</p> <p>How early in the school year are career paths established?</p> <p>How will a career path change impact the students graduation timeline?</p> <p>Can the applicant add detail to the scope and sequence which will require more in depth descriptions given the suggested instructional design and individualized nature?</p> <p>Will a traditional school day schedule remove any of the potentials barriers that keep student from being staying in school at the high school level? (needing to work, children of their own, complex family circumstances etc.)</p> <p>Is there enough time for professional development for teachers built into the calendar? - nacharles</p> <p><u>Curriculum and Instructional Design</u> What are the anticipated sizes of the classes?</p> <p>IN addition to Appenix B, can the applicant outline the technology component that is integral to the schools curricula that will play a heavy emphasis on learning? How will technology and technology literacy become a part of the ELA curricula?</p> <p>Again, can references and citations be offered to support the claims that blended learning works well, explicitly for this demographic of student?</p>
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	<p>Are students required to stay in school past the end of May, if they are not a part of a fellowship, internship, or apprenticeship that would require extended time?</p> <p>How does having a half-day Friday every two weeks support the mission of this school? While the need for teacher collaboration is pertinent, does this not fall against the mission and goal of this school?</p> <p>Could the applicant be more explicit in detail about a "flexible schedule" that a student could create? Would this not run this risk of sitting counter to the school's mission? - mycah068</p> <p><u>Curriculum and Instructional Design</u> What is the source of the curriculum framework? The 9-12 Course Outline lists several courses that do not meet NC graduation requirements: Personal Finance as 4th Math (must be combined with Entrepreneurship I to satisfy 1 math credit); 21st Century Global Geography and Conflict Resolution for 2 Social Studies (NC requires American History I and II); 2 Physical Sciences are listed (NC requires 1 physical science, Biology and Earth and Environmental Science). Will all students be required to take Core and Sustainable Construction? Does having 196 instructional days leave ample time for professional development of staff? Calendar only lists 5 teacher workdays with only 2 prior to school opening. - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> I would like to see more in the curriculum document outlining the alignment between the curriculum outline and blended learning component. - a_quigley</p> <p><u>Special Programs and "At-Risk" Students</u> Again, the applicant provides high-level models and definitions of those models but fails to provide specific details. What information / data will the school use to assess programs and models like PLC, PBIS, etc? - gschermebeck</p> <p><u>Special Programs and "At-Risk" Students</u> Applicant needs to clarify: Strategies such as PLCs are described as a method of supporting students, what is the specific process that teachers will engage in and or work with the teacher on?</p> <p>Applicant needs to clarify: The targeted population of students is at risk students, what more is the school going to do to support the school culture in addition to PBIS?</p> <p>Applicant needs to clarify: The general model for the school, Mastery Learning, DI and Blended Learning are expressed as the way that you will support ELL and Gifted students- what will be done differently? How will these programs target language needs of ELL Students? How will gifted students be challenged and provided additional opportunities outside of the regular school strategies? - kzparker718</p> <p><u>Special Programs and "At-Risk" Students</u> Although the applicant addresses the larger issues of at-risk students, the prevention and intervention protocols lack specificity. How is at-risk defined given this target population? How will at -risk be identified?</p>
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	<p>Does AANC have a curriculum for AIG students who want to pursue college beyond the regular course work? How are teachers supported in these efforts?</p> <p>- nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> What is the student:teacher ratio? How will a teacher be able to effectively write and institute individualized plans for large numbers of students, especially with very little time built into the calendar for professional development? Nomination process for identifying AIG students??? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> This is not really an answer to the questions about the tiered systems to provide assistance but instead a rehash of the parts of the ed plan:</p> <p>Our methods are dependent upon collaboration. AT AANC we collaborate as a team through PLC, MTSS and PBIS. Buffum, Mattos and Weber in their book Pyramid Response to Intervention (2009), state that a Pyramid of interventions (POI) is "a collective and systematic approach to providing additional time and support to students who experience difficulties in learning."</p> <p>Instructional Strategy; Mastery Learning. By definition, mastery learning is the instructional strategy that best supports the intent of the pyramid response to intervention. Students may not move on in their learning until they master the prior concepts. This strategy also has the built in supports and time the authors say is need for struggling students.</p> <p>Instructional Method: Differentiated Instruction. DI is also the method that is best suited to meet the needs of our at-risk population. As cited previously throughout this application, teachers are to individualize instruction based on the individual student learning plans.</p> <p>Instructional Practice: Blended Instruction. The blended learning format, delivered through a web based learning system, enables the faculty and staff to individualize interventions using a clear and systematic process. This process involves assessing students using a curriculum's placement exam to determine the best instruction for each student. From there, teacher create a student's individual learning plan based on the placement assessment data and school intake data. Learning systems are able to recommend research driven and focused intervention pathways to follow which are based on a students readiness results. The third step is monitoring. Together in the PLC, teachers analyze each child's data to identify the topics that pose challenges to their students and identify interventions and small group lessons for re-teaching. This process - a_quigley</p> <p><u>Exceptional Children – Identification and Records</u> Applicant needs to clarify: With the targeted population being at risk students who may be behind academically, what specific characteristics will you look for in Tier 1 during the Universal screening? How will you ensure that students are not overlooked?</p> <p>Applicant needs to clarify: How long and what specific support will students receive that is different than the regular curriculum? - kzparker718</p> <p><u>Exceptional Children – Identification and Records</u> What is your process for a parent referral for special education ? How do teachers and parents know the Child Find process? - robert_mcouat1</p> <p><u>Exceptional Children – Identification and Records</u></p>
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	<p>Although the applicant addresses concerns for the overall target population of at-risk students, can the applicant share how AANC will differentiate at-risk students and those needing 504 plans or I.E.Ps? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> As we enroll students, their records will be screened to determine if they are currently receiving special education and related services. This will include transient and McKinney-Vento students who are suspected of having a disability. (Why single out McKinney-Vento students "suspected of having a disability"? - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> Applicant needs to clarify: What is the evidence/data to support that the mastery learning strategy supports EC students? Applicant needs to clarify: How will EC students receive their service time in this classroom model? Even with the Blending Learning and Differentiated learning students will still need to receive their service time- how will this happen? - kzparker718</p> <p><u>Exceptional Children – Education Programming</u> The methods of service delivery and the full continuum of service delivery options (regular, resource, separate, etc.) should be clarified. The full continuum of services is not a method, but a requirement under IDEA. "Cooperation between LEA and charter school is the preferred method. However, if the LEA is unwilling to collaborate, then we will seek outside agency contract providers" does not sound like a sound plan for acquiring related service providers. - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Are traditional teachers charged with education exceptional children? Who is on the IEP team and will the members of the IEP team also be represented on the PLC? Can the educational plan reflect in more detail how the exceptional students will not get lost in the individualized nature of the overall curriculum? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> The education programming of identified exceptional children is confusing. Applicant states that Mastery Learning and Differentiated Instruction are the best means for educating these students (as well as at-risk students in general, ELL students and AIG students) but fails to give specificity as to how the exceptional children's education will be delivered so as to meet the individual requirements of each IEP. Will regular classroom teachers be providing their instruction? How will their mastery be assessed? Collaboration between LEA and charter school for services? How will charter pay LEA for these services? LEA receives funding for their identified EC population. - sherryreeves</p> <p><u>Student Performance Standards</u> 60% is a rather low expectation of student achievement in order for them to progress throughout the curriculum. The applicant does not provide clear evidence that the evaluation tools or assessments will result in high-levels of student achievement. - gschermbek</p>
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	<p><u>Student Performance Standards</u> Applicant needs to clarify: What is the diagnostic and formative assessment tool you will be using? An idea of what tool will be used is necessary to detail out how it will support student progress and goals.</p> <p>Applicant needs to clarify: If students needs to receive a 60% on each quiz before they can move forward in the curriculum- are they retaking the same quiz? What new learning happens in between there to ensure that students are truly mastering the content?</p> <p>Applicant needs to clarify: If students are only expected to receive a 60% or higher, how does that compare to your larger goal of receiving a level 4 or 5 on the EOG/EOC exams? Will that percentage support students reaching this goal? - kzparker718</p> <p><u>Student Performance Standards</u> How does plan address promotion of students with disabilities (including retention and graduation)? Plan alludes to, but not specifically address, SWD. - robert_mcouat1</p> <p><u>Student Performance Standards</u> How does 605 quiz passing rate help student attain 4 or 5 on their EOC and EOG exams?</p> <p>What are the referenced diagnostic and formative assessments?</p> <p>Where to exceptional, ELL and AIG students fall in the spectrum of standards? - nacharles</p> <p><u>Student Performance Standards</u> What are the specific formative and diagnostic assessments that will be utilized? Explain how the school's mission to provide a non-traditional, alternative pathway for graduation will support college-bound students? Explain the state's approved apprenticeship program and how it will work for high school students. - sherryreeves</p> <p><u>Student Conduct and Discipline</u> The applicant provides broad strokes regarding student conduct and discipline. It's not clear how this system will be assessed or scaled throughout the school with fidelity. - gscherbeck</p> <p><u>Student Conduct and Discipline</u> Applicant needs to clarify: Since the school allows students flexibility in completing the work, how will the conduct code work with students who are learning at home? Or whom may only be present a few days out of the school week?</p> <p>Applicant needs to clarify: The school is targeting grades 6-12- how does the PBIS system differ for the wide span of grade levels and for middle school vs. high school students? - kzparker718</p> <p><u>Student Conduct and Discipline</u> The description of protections under IDEA is vague. Possibly, you could be more specific. - robert_mcouat1</p> <p><u>Student Conduct and Discipline</u> Are there disciplinary protocols for students with I.E.Ps? - nacharles</p>
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	<p><u>Student Conduct and Discipline</u> Student conduct and discipline section lacks clarity. Short-term OSS lists numerous offenses while expulsion lists only possession of a firearm. What about minor offenses? How are behavioral referrals made and to whom? This section needs a lot of clarifying. - sherryreeves</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - nacharles</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> School has not applied for 501 (c)(3). - scoopergrad</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> As noted above, resumes are missing for two potential board members and thus it is difficult to assess their contribution to the school. The org. structure is included but lacks great detail. The applicant states that the original board chair will transition to serve as the Principal of the school. This should be explored further to ensure a conflict of interest does not exist. - gscherbeck</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Applicant needs to clarify: How will you ensure there is not a conflict of interest when the Founding Board Member steps down to become the Principal?</p> <p>Applicant needs to clarify: How much background to the current board members have with the alternate schooling methods as outlined in the application?</p> <p>Applicant needs to clarify: How frequently will the board meet throughout the school year?</p> <p>Applicant needs to clarify: What are the methods and strategies that the board will use to monitor academic progress of the school? - kzparker718</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> With the current chair becoming principal upon approval, the conflict of interest section in the by-law must be carefully reviewed and careful consideration of board duties must be given. Who will ensure this is completed?</p> <p>How will the governing body be evaluated? How will principal evaluation operate given the history with the board?</p> <p>- nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Some education experience on board (former ESL teacher; former principal), as well as some finance experience. Explain how school principal serves as clerk of the board. How often will board meet? Note: if approved for charter, Board Chair will become school administrator. One board member states that he/she may not be an effective board member. - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

	<p>Board chair will be principal. - dswalker</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - gscherbeck</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> The school is not pairing with an EMO/CMO. - scoopergrad</p> <p><u>Proposed Management Organization (EMO/CMO)</u> Not Applicable. - mycah068</p> <p><u>Staffing Plans, Hiring, and Management</u> The applicant does not provide a clear plan to recruit and retain high-performing teachers. Detail is missing in all aspects of this section. What will recruiting look like? What is the interview process? How will the school ensure high-performing teachers will stay at the school? - gscherbeck</p> <p><u>Staffing Plans, Hiring, and Management</u> Applicant needs to clarify: With so much learning occurring on computers through blended learning, who will support tech services?</p> <p>Applicant needs to clarify: 4 teachers for such a highly differentiated learning curriculum seems extremely low. What is the breakdown of responsibilities for the content teachers?</p> <p>Applicant needs to clarify: How does the school plan to recruit teachers who can juggle the differentiated learning methods used in the school?</p> <p>Applicant needs to clarify: How will the dual responsibility roles manage both roles on the day to day basis? - kzparker718</p> <p><u>Staffing Plans, Hiring, and Management</u> Does the principal of the school have enough understanding of CTE course requirement to hire teachers on his/her own?</p> <p>Is the salary reasonable given the scope of work?</p> <p>The relationship between employees and board should be clarified given the unique principal hire - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Can the applicant justify how an employee complaint of the administrator (their immediate supervisor) cannot be "absolute" in its confidentiality? Will this not deter employees from expressing concerns that they may feel is necessary? - mycah068</p> <p><u>Staffing Plans, Hiring, and Management</u> How will school recruit appropriate staff to support the proposed educational model? 4 core content teachers and 1 elective teacher for 5 distinct grade levels is not sufficient. Why is interviewing and hiring the principal's discretion? The board should have a personnel committee that oversees the interview process and that makes recommendations to the board for hiring. The same should apply to termination of employees. The principal</p>
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	<p>can make a recommendation but the board should have the final authority on the matter. Salary for principal is low \$60,000 Several positions have dual roles for the first few years-how can these employees be effective if they are juggling many job responsibilities? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> The applicant fails to provide clear details for this plan. It is unclear what specific professional development will look like and how it will lead to high levels of student performance. It is also unclear how these PD sessions will be adjusted throughout the year based on academic data. - gscherbeck</p> <p><u>Staff Evaluation and Professional Development</u> Applicant needs to clarify: Will teachers only receive face to face feedback 1x a semester?</p> <p>Applicant needs to clarify: How will the PD provided ensure that teachers are ready to support a wide variety of student needs based on the targeted student population? - kzparker718</p> <p><u>Staff Evaluation and Professional Development</u> Are there enough teachers to provide an mentoring model?</p> <p>Are there detailed professional development requirements beyond NC PD standards to ensure the proposed mission and educational plan can be implemented with fidelity? (cultural sensitivity, PBIS, blended-learning etc.)</p> <p>How will the evaluation account for the blended learning model and individualized student interaction? How will observations be strategically implemented if the educational depends on student need?</p> <p>How can the relatively small student enrollment projection cover the lengthened school year? What will be the budget implication of student dropping out during the school year which is a possibility given the target population? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Will you provide training for your staff that will assist them with understanding and working with a specialized population of students? If so, can you provide additional details of what those trainings will be and how they will improve the outcome of operations within your school? - scoopergrad</p> <p><u>Staff Evaluation and Professional Development</u> Can the applicant be more intentional and succinct in explaining PD that could be offered to all staff that related directly to the school's mission and goals? - mycah068</p> <p><u>Staff Evaluation and Professional Development</u> There is too little professional development (2 days prior to school start-up) for staff to be trained in 4 blended learning models, use of technology and writing individualized learning plans for all students. Too few teacher workdays throughout the school year. - sherryreeves</p> <p><u>Marketing Plan</u> The applicant offers valuable steps in the marketing plan to fails to ensure that these</p>
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	<p>efforts will reflect the racial/ethnic composition of the district. Additional specifics within this section would allow the applicant to meet the evaluation criteria. - gscherbeck</p> <p><u>Marketing Plan</u> Applicant needs to clarify: How will the proposed details in this section support finding a student population that reflects the demographic composition of the district in which the school will be as well as the outlined targeted population? - kzparker718</p> <p><u>Marketing Plan</u> Is the proposed marketing budget realistic given the dire need to fill all the proposed seats? - nacharles</p> <p><u>Marketing Plan</u> Marketing statement contradicts mission statement: Our marketing materials will be reflective and inclusive of the diverse culture that Charlotte Metro Region offers. (Is the school targeting a diverse culture of the region or specifically targeting at-risk students?) - sherryreeves</p> <p><u>Parent and Community Involvement</u> Additional information and a clear plan is needed to ensure a high-level of parent and community involvement. - gscherbeck</p> <p><u>Parent and Community Involvement</u> Applicant needs to clarify: What if parents/stakeholders cannot commit to 20 hours of volunteer work with the school?</p> <p>Applicant needs to clarify: Given the non traditional learning structure the school is proposing, what is the plan to ensure communication daily, weekly and monthly with families? - kzparker718</p> <p><u>Parent and Community Involvement</u> Is regular involvement by families a reasonable expectations/requirement given the target population?</p> <p>what volunteer opportunities exist for working families? What will be the impact on students if families are unable to meet the volunteer and engagement requirements?</p> <p>- nacharles</p> <p><u>Parent and Community Involvement</u> Statement: When targeting a population that have found general education conditions unsuccessful, more is needed in the area of effort to communicate. With the number of students being served, it is very possible to implement other strategies. - scoopergrad</p> <p><u>Parent and Community Involvement</u> Are the students required a minimum of 20 hours of community service or are their parents? - sherryreeves</p> <p><u>Admissions Policy</u> What is the rationale behind each grade's enrollment figures? - sherryreeves</p> <p><u>Admissions Policy</u> I would like to hear more during the clarification time as to how the school intends to reach the targeted population for enrollment. Is it only through marketing? Was an "at-</p>
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	<p>risk" weighted lottery considered? - dswalker</p> <p><u>Admissions Policy</u> How will you identify the students that are at risk of dropping out. - a_quigley</p> <p><u>Projected Student Enrollment (Table)</u> The rather small student enrollment projections makes it difficult to assess if the school will be able to meet financial sustainability. - gscherbeck</p> <p><u>Projected Student Enrollment (Table)</u> Is the school financially viable given small enrollment projections with high risk student populations? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u> With 45 students at the entry point, will 4 core content teachers be enough to handle 135 students school wide? Can the applicant justify this further? - mycah068</p> <p><u>Projected Student Enrollment (Table)</u> Explain rationale behind enrollment figures for each grade. - sherryreeves</p> <p><u>Weighted Lottery</u> N/A - gscherbeck</p> <p><u>Weighted Lottery</u> N/A - nacharles</p> <p><u>Weighted Lottery</u> The school will not be using the weighted lottery. - scoopergrad</p> <p><u>Weighted Lottery</u> Not applicable. - mycah068</p> <p><u>Weighted Lottery</u> Why not utilize a weighted lottery? - sherryreeves</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Applicant needs to clarify: If option#1 moves forward, how will you ensure/what other support will be provides to students who live outside of the 20 mile radius? - kzparker718</p> <p><u>Transportation Plan</u> How will transportation plan be impacted by a student with disability that requires transportation as a related service? - robert_mcouat1</p> <p><u>Transportation Plan</u> Although mission aligned and realistic, there is no contingency for transportation jeopardizing the success of students who, according to the narrative, will rely heavily on successful transportation options. - nacharles</p> <p><u>Transportation Plan</u> Transportation (buses) will be provided. Clarify statement: AANC will exercise its rights under state statutes to request the LEA turnover the current garage for our use. - sherryreeves</p>

	<p><u>School Lunch Plan</u> While it is a noble intention for the Board of Directors to provide breakfast and lunch for the students in Y1, the applicant should provide greater plans and financial details to ensure this is feasible. - gscherbeck</p> <p><u>School Lunch Plan</u> What information are you utilizing to determine that most students will qualify for free and reduced lunch? Unless this statement comes from a data source that supports its validity, I would remove the statement form the application. - scoopergrad</p> <p><u>School Lunch Plan</u> What are the costs involved with the school lunch plan? How were figures obtained? - sherryreeves</p> <p><u>School Lunch Plan</u> The Lunch plan is not fully explained. Please expand. - theltoncsab</p> <p><u>Facility and Facility Contingency Plan</u> The applicant should provide greater detail regarding the facility and contingency plan. \$120,000 seems like a limited budget for the facility. - gscherbeck</p> <p><u>Facility and Facility Contingency Plan</u> Can the applicant clarify the contingency plan for a facility? The facility needs to be mission appropriate with much access to technology and other factors relevant to the educational plan. \$120,000 may only suffice for the first year. - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> Target facility in central location of county with close proximity to Charlotte-Monroe airport and South Piedmont Community College. Annual facility lease of \$120,000 seems low. How will students be transported to community college for CTE courses? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> The budget for the facility seems low. - theltoncsab</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Revenue projections appear low in order for the school to be financial stable. The applicant should further explain the sustainability plan. - gscherbeck</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u> Is the applicant open to enrolling from additional LEAs in order to ensure enrollment numbers for the target population? Although realistic and accurate, several budget concerns remain. - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> The applicant does not provide revenue projections for years 2-5. This section appears incomplete. - gscherbeck</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Applicant needs to clarify: What are the revenue projections for years 2-5? - kzparker718</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Why were the budget projections for year two through five not included? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p>

	<p>Other funds reported as "0".</p> <p>Has the negative fund balance been addressed? - scoopergrad</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Why is the balance at \$0 starting at 2019 moving forward? - mycah068</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> What are the budget revenue projections for years 2 - 5? - sherryreeves</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Revenue for years 2-5 not in table. - dswalker</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> A full 5 year budget is not present. - theltoncsab</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Food Service and Custodial staff are not included in the budget projections. The applicant should explain this decision. - gscherbeck</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Earlier in the application a Mental Health Counselor was listed, where is this position accounted for in the budget?</p> <p>Applicant needs to clarify: There is a large jump in spending moving from 4 to 9 teachers in the second year, what is the school's plan to account for this larger expense? - kzparker718</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> It is impossible to measure whether projections are realistic for years two through five as without the revenue projections.</p> <p>Is the projected personal budget for school year realistic given the enrollment uncertainty and lack of contingency planning? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salary for principal is low for the area. No salary listed for Mental Health Counselor yet this position was integral in earlier section. 1 EC teacher in year 1 may not be sufficient to serve 27 students. - sherryreeves</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Mental health counselor was mentioned in initial staffing information. - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Many, if not all budget items appear very limited for the school to be successful. The applicant should explain all budget projections and specifically Office Supplies, Computer & Software, Marketing, Instructional Materials, Copy Paper, Curriculum / Texts. - gscherbeck</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Applicant needs to clarify: Why is there only \$2,500 listed for staff development? That seems very low even for the 1st year of school.</p>
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	<p>Applicant needs to clarify: Is there not a needs for additional curriculum and texts even with the blended learning/DI approach? - kzparker718</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Do you have sufficient funds budgeted for students with disabilities to support the full continuum of services for a non-traditional diploma and OCS across five grade levels? How about contracted services including psychologist, OT, PT? - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are the projections for supplies, computers, staff development, and book and supplies realistic given the mission of the school, the focus on blended-learning and CTE?</p> <p>Will the budget cover exceptional student needs adequately? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Did not the applicant state earlier on in the application that students would walk into a technology rich environment? What is the explanation of a \$0 sum for computer/software? In addition, if this is a blended learning environment, how can there be justification of no one, students or staff, not needing a computer?</p> <p>Why are there so many \$0 sums across this document? Concerned that gas/water/trash has no cost? - mycah068</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Many \$0 line items (food service staff, custodians, computers/software, gas-water-sewer-trash, books and supplies)-can these \$0 be explained? \$750 for office supplies and \$1000 for copier lease too low. Low marketing costs and only \$2500 for professional development is extremely unrealistic. Low figures listed for classroom technology yet the mission of the school depends heavily on the use of technology and software in its alternative approach. - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Bus transportation does not seem to align with previous parts of the application. - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Operations budget in some areas is just too low. - theltoncsab</p> <p><u>Total Expenditure Projections (Table)</u> The budget does not appear to be sustainable. Particularly in years 2-5. The applicant should further explain these projections. - gscherbeck</p> <p><u>Total Expenditure Projections (Table)</u> Applicant needs to provide further detail for how it plans to sustain such a large jump in financial responsibility from year #1. - kzparker718</p> <p><u>Total Expenditure Projections (Table)</u> Can the applicant clarify budget projections and negative fund balances in years two through 5? It is impossible to discern without revenue projections. - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> Although the projections presented are realistic, it is a concern that the fund balance is negative for four consecutive years. What is being done to adjust or address the fund</p>
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	<p>balance issue? - scoopergrad</p> <p><u>Total Expenditure Projections (Table)</u> How is total revenue at \$0 beyond the first year? - mycah068</p> <p><u>Total Expenditure Projections (Table)</u> Overall budget (fund balances) for Years 2 - 5 cannot be determined since there were no revenue projections for those years. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Before I can give the budget a pass I need to know the revenue projections for years 2-5. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> The budget is not complete so I can not pass this section. - theltoncsab</p> <p><u>Budget Narrative</u> While it is noble to target the 7% of UCPS students who did not graduate, this is a small number and thus makes it more difficult to sustain a school that targets such a small population. The applicant should provide a more detailed financial contingency plan. Cutting salaries and retaining those staff members does not appear to be feasible. - gschermbek</p> <p><u>Budget Narrative</u> Applicant needs to clarify: What impact will cutting personnel to meet the anticipated revenue going to have on student achievement?</p> <p>Applicant needs to clarify: the outline for the demand for the school speaks about the graduating seniors who did not graduate- what data is there to ensure that students in grades 6-11 would be interested in this school? - kzparker718</p> <p><u>Budget Narrative</u> The budget projections are tenuous based on the target population and no additional funds?</p> <p>Can the nutrition expenses really cover the cost for under-enrollment or an increase in EC student population?</p> <p>Is the student to teacher ratio too high given the target population and individualized education plans? - nacharles</p> <p><u>Budget Narrative</u> As a reviewer, it is not possible to state that this plan is viable with a negative fund balance showing for projected expenditures for four years. - scoopergrad</p> <p><u>Budget Narrative</u> What is the justification for a 34:1 student to teacher ratio? Is this truly realistic? If so, explain. - mycah068</p> <p><u>Budget Narrative</u> Break-even number is perilously close to desired enrollment. This leaves very little room for variance and there are many line items that are either nonexistent or unreasonably low. Narrative states that CTE programs will be delivered through community college at no cost/do not anticipate fees such as textbooks for these courses. While the college will</p>
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	provide the courses at no cost, the high school is still responsible for the materials that students will need to complete these courses (i.e. welding certificate at my local community college requires 5 textbooks and a welding kits which equates to roughly \$1000 per student; medical assisting certificate textbooks costs more than \$1000 per student). How will AANC offset these costs? - sherryreeves
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Student enrollment numbers seem small - roughly 27 students per grade level. The applicant should explain the reason behind these figures and how the school plans to be financially sustainable. - gscherbeck</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Explain the projected enrollment figures (i.e. Year 1 45 6th graders, 15 7th and 8th graders, 45 9th graders, 15 10th graders). How will staffing serve these grades with such variance in enrollment numbers? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The enrollment numbers from grades are confusing. 45 in one grade, 15 the next. If the applicate could explain. - theltoncsab</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> I'm concerned about the size in the early stages. - a_quigley</p>

Charter School Advisory Board Subcommittee

Mission, Purposes, and Goals	Mr. Quigley asked if changing the alternative school classification would necessitate a change to the goals. Mr. Ross stated that a change to the goals would be a change from a growth model to a proficiency model. Mr. Quigley felt the change in goals would be a little more complicated since a change in goals would potential affect other aspects of the proposal.
Education Plan	Mr. Quigley requested clarification on the apprentice model. Mr. Ross provided clarification on the model and discussed the alignment with DPI's alternative accountability model and confirmed that the school was seeking an alternative school classification under the accountability model. Mr. Quigley sought further clarification and provided information on the alternative school classification. Mr. Ross stated that the proposed school would not want to be held to the alternative accountability model if it meant that the school was labeled a behavior management alternative school, in light of the possibility of the state board of education passing such a measure. Ms. Turner sought clarification on how the proposed school would account for student attendance in the blended learning model. Mr. Ross provided an explanation about the check-in process for students in a blended learning environment. Mr. Maimone sought clarification on whether the school was planning to provide only an occupational course of study diploma. Mr. Ross said the proposed school was planning to provide both state diplomas and referenced specific language in the application describing the plan.
Governance and Capacity	Ms. Turner sought clarification on the relationship with the community college and any contingency plans for those students who are not successful in community college classes. Mr. Ross described the proposed accountability model as well as the proactive measures that the school would employ to ensure students are receiving the necessary education

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	requirements, and state that students would provide any classes that a student did not pass at the community college. Ms. Reeves requested clarification on the number of board members since there were more present than was included in the application. Mr. Ross explained that the board has added board members and lost one to a resignation.
Operations	
Financial Plan	
OVERALL	<p>Mr. Quigley asked for another board member to speak to the validity of the model. The boards vice chair explained his belief in the schools model. Mr. Quigley expressed his concern about the value of learning a trade in a blended education model, in particular in a virtual environment. The boards vice chair explained that the apprenticeship would begin in the 11th grade. Mr. Quigley asked if there would be any kind of monetary incentive for companies participating in the apprenticeship program. The Vice Chair explained that a monetary incentive was not part of the proposed plan. Mr. Ross explained the need for the model in light of employer concerns in Union County. Ms. Turner once again expressed her concern about the relationship with the community college and contingency plans for students who dont succeed in the community college classes. Mr. Quigley sought clarification on why the proposal didnt start with the just the high school. Mr. Ross explained that their third party advisor recommended starting with the middle and high school. Mr. Quigley expressed his concern that the application may potentially need more time to develop. Mr. Walker shared his excitement about the proposal, but also expressed his concern about how successful the school would be upon opening if moved forward. Ms. Gibbs expressed her concern in not approving the school and the delay it would cause in not opening the school. Ms. Reeves and Ms. Turner expressed concern about the possibility of an evolving charter in the Ready-to-Open phase and the costs associated with enrolling students in community college courses. Mr. Maimone expressed his concerns about the errors in the application. Mr. Hawkes expressed his desire to see the proposed school move forward as he feels the school has a strong board and there is a clear need in the area. Mr. Walker expressed his excitement about the model, but still has concerns about how will it perform once opened. Mr. Helton expressed his excitement over the proposal and indicated that he planned to vote in favor of moving the school forward. Mr. Maimone provided clarification on the historical precedence for this situation and expressed the desire to put the school on an accelerated track during the next application process. Mr. Quigley stated that it wasn't currently possible to do so but that the board could make the case to the State Board of Education to develop such a process. Ms. Gibbs asked if the school's board members could correct the application for next year; the board agreed that it could. Mr. Walker recommended including the group in the Ready-to-Open process so they could improve their application. Mr. Sanchez made a motion to not move the school forward for state board of education approval; Ms. Turner seconded. The motion carried 7-3 with Mr. Helton, Mr. Hawkes and Ms. Gibbs dissenting.</p>

<u>Overall Summary</u>	
Initial Screening	The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is needed for the application evaluation:

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<p>09/30/2016</p>	<p>(1) One page resumes are missing for 2 of the 7 board members. One page resumes are needed for Richard Giarla and Sanna Tucker</p> <p>Applicant responded to the incomplete submission request on October 5, 2016.</p>
<p>Application Review</p>	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. 4 board members were present for the clarification opportunity. The Policy Committee (PC) led by Mr. Alex Quigley discussed each section of the application. Ms. Tammie Sutton wanted more information on the proposed applicant's definition of at-risk. Additionally, the PC wanted to know if the school would seek the alternative designation. The board chair confirmed the school is based on an alternative definition. Ms. Reeves and Ms. Sutton outlined that the mission statement was not framed aspirationally. Mr. Quigley outlined his concerns on the proposed grade enrollment.</p> <p>Mr. Quigley and other members of the PC detailed the concerns with the education plan and outlined they agreed with the sentiments of the external evaluators. Ms. Reeves outlined she was confused based on the various buzz words outlined in the application and there was lack of alignment and clarify.</p> <p>The board chair outlined that the proposal is not traditional. Additionally, he explained the proposed pedagogical strategies and its appropriateness. The content will be delivered in a blended learning environment and the students will have individualized learning plans. Mr. Quigley asked questions on how the students would achieve graduation requirements based on the written proposal. The board chair outlined the desire is to have dual certified teachers and the class size of 15 children would allow teachers to differentiate.</p> <p>Mr. Helton asked questions on the exit standards for the students enrolled in the school. The board chair responded to the questions to provide needed clarity. Mr. Quigley outlined that the education plan is not clear on how these pieces will work together. Mr. Walker outlined that he passed the sections of the application except the financial plan. Additionally, he likes the idea but the application potentially needs more development. Ms. Reeves outlined her concerns with the graduation requirements outlined in the application. The board chair reaffirmed his understanding of the NC graduation requirements.</p> <p>Mr. Helton outlined we must base the evaluation on what is written and would like to explore the application more as it is a different model. Mr. Quigley outlined the application has potential but lacks clarity at this time. Additionally, the PC questioned the student recruiting strategy. The board chair outlined that since submitting the application there are over 90 respondents to support its need. The board chair outlined that since the application submission, new board members were added.</p> <p>Mr. Quigley was intrigued by the application; however, the application needs more work before moving forward. Mr. Helton, outlines he does not disagree with the sentiments, but would like to see the group back for an interview. Ms. Reeves outlined other misalignment in the application. Mr. Quigley outlined that the board chair is compelling; however, the charter is issued to a board and not one individual.</p> <p>Ms. Reeves made a motion not to move the applicant forward to interview. Ms. Sutton seconded. Mr. Walker outlined that he would like to see the group for interview as well and feels comfortable after reevaluating the financial component. Mr. Quigley feels the application needs more time and it will be critical that this proposed school is successful. The motion passed 3 to 2. Mr. Helton and Mr. Walker dissented.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. 8 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Apprentice</p>

	Academy of North Carolina.
OVERALL	<p>Mr. Quigley made a motion to the full CSAB not to move the proposed applicant forward to interview. Ms. Reeves seconded. Ms. Paler outlined she was confused by the proposed education plan and how it will be implemented. Mr. Quigley outlined that while he does not think the application is ready, he may vote to bring them in for interview. Mr. Sanchez outlined that the application must be based on substance written and currently cannot support the application moving forward unless the subcommittee can convince. Ms. Reeves outlined the many areas she failed the application and the comments of the external evaluators. While there may be a need, the written application lacks clarity at this time. The motion ended in a tie 5 to 5 resulting in a failed motion. An alternate motion was made to allow an interview for the applicant. The motion passed 6 4 with Ms. Parler, Ms. Reeves, Ms. Sutton, and Mr. Sanchez dissenting.</p> <p>Interview:</p> <p>Mr. Quigley expressed his concern that the application may potentially need more time to develop. Mr. Walker shared his excitement about the proposal, but also expressed his concern about how successful the school would be upon opening if moved forward. Ms. Gibbs expressed her concern in not approving the school and the delay it would cause in not opening the school. Ms. Reeves and Ms. Turner expressed concern about the possibility of an evolving charter in the Ready-to-Open phase and the costs associated with enrolling students in community college courses. Mr. Maimone expressed his concerns about the errors in the application. Mr. Hawkes expressed his desire to see the proposed school move forward as he feels the school has a strong board and there is a clear need in the area. Mr. Walker expressed his excitement about the model, but still has concerns about how will it perform once opened. Mr. Helton expressed his excitement over the proposal and indicated that he planned to vote in favor of moving the school forward. Mr. Maimone provided clarification on the historical precedence for this situation and expressed the desire to put the school on an accelerated track during the next application process. Mr. Quigley stated that it wasn't currently possible to do so but that the board could make the case to the State Board of Education to the develop such a process. Ms. Gibbs asked if the board members could correct the application for next year; the board agreed that it could. Mr. Walker recommended including the group in the Ready-to-Open process so they could improve their application. Mr. Sanchez made a motion to not move the school forward for approval; Ms. Turner seconded. The motion carried 7-3 with Mr. Helton, Mr. Hawkes and Ms. Gibbs dissenting.</p>