



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
Hilda Parlér
Kevin Piacenza
Glenn Allen
Avril Smart
Robert McOuat
Mike McLaughlin
Eric Sanchez
Alan Hawkes
Tracy Kelley
Buffy Fowler
Cheryl Turner
Joe Maimone
Alex Quigley

Date of Review:

Hobgood Academy Charter School - We help children learn how to learn to be both physically and academically healthy so they will know how to live successfully in a rapidly changing world.

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Hobgood Academy Charter School

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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	<u>6</u>
	Grade Levels Served and Total Student Enrollment:	8
	Concerns and Additional Questions	10
II.	<u>MISSION and PURPOSES</u>	<u>12</u>
	Mission:	12
	Educational need and Targeted Student Population of the Proposed Charter School:	12
	Purposes of the Proposed Charter School:	14
	Goals for the Proposed Charter School:	15
	Concerns and Additional Questions	17
III.	<u>EDUCATION PLAN</u>	<u>19</u>
	Instructional Program:	19
	Curriculum and Instructional Design:	20
	Special Programs and "At-Risk" Students	22
	Exceptional Children	24
	Student Performance Standards	25
	Student Conduct:	26
	Concerns and Additional Questions	28
IV.	<u>GOVERNANCE and CAPACITY</u>	<u>32</u>
	Governance:	32
	Governance and Organizational Structure of Private Non-Profit Organization:	32
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	36
	Private School Conversions:	36
	Projected Staff:	38
	Staffing Plans, Hiring, and Management	38
	Staff Evaluation and Professional Development	40
	Enrollment and Marketing:	41
	Marketing Plan	42
	Parent and Community Involvement	42
	Admissions Policy	43
	Weighted Lottery	44
	<u>PROJECTED ENROLLMENT</u>	<u>46</u>
	Concerns and Additional Questions	47
V.	<u>OPERATIONS</u>	<u>49</u>
	Transportation Plan:	49
	School Lunch Plan:	49
	Civil Liability and Insurance	49
	Health and Safety Requirements:	50
	Facility:	50
	Facility Contingency Plan:	51
	Concerns and Additional Questions	51
VI.	<u>FINANCIAL PLAN</u>	<u>53</u>
	Budget: Revenue Projections from each LEA 2018-19	53
	Total Budget: Revenue Projections 2018-19 through 2022-2023	54
	Personnel Budget: Expenditure Projections 2018-19 through 2022-2023	55
	Operations Budget: Expenditure Projections	58
	Overall Budget:	60
	Budget Narrative:	60

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<u>Financial Compliance:</u>	<u>62</u>
<u>Concerns and Additional Questions</u>	<u>63</u>
<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>65</u>
<u>Applicant Signature:</u>	<u>65</u>
<u>Total External Evaluator Votes</u>	<u>67</u>
<u>Total Subcommittee Votes</u>	<u>67</u>
<u>CSAB Votes</u>	<u>67</u>
<u>Initial Screening</u>	<u>67</u>
<u>External Evaluator</u>	<u>68</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>82</u>
<u>Overall Summary</u>	<u>83</u>

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Hobgood Academy Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Hobgood Academy, 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: *Morgan Clark Roberson*

Title/Relationship to nonprofit: *Board Member and Chair of Application Committee*

Mailing address: 1707 Britt Farm Rd
Tarboro NC 27886

Primary telephone: 252-813-1285 Alternative telephone: 252-823-8101

E-Mail address: *morgan.roberson@ncfbins.com*

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

County: HALIFAX

LEA: 420-Halifax County Schools

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

No:

Yes:

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

No:

Yes:

If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted: Hobgood Academy

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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*

Who We Were and Who We Want to Become:

Hobgood Academy was founded in 1969 by a group of interested parents who wanted to give their children an opportunity to receive a well-rounded education. Since its beginnings, Hobgood Academy has been committed to excellence - academically, physically, socially, and spiritually. Hobgood Academy has been helping each student achieve his or her potential in a supportive and challenging atmosphere. We have established a spirit of community among our faculty, staff, and parents which was essential to the achievement of our past mission. Hobgood Academy has had a long history of serving its community.

Now in 2016, the staff, teachers, and parents feel we have an exciting opportunity to provide a unique educational experience in collaboration with our community through our healthy bodies, healthy minds, healthy learners curriculum. The final barrier is to remove the tuition requirement by becoming a charter school. According to www.countyhealthranking.org in 2015 out of 100 NC counties, Halifax ranked 99, Edgecombe ranked 87, and Martin ranked 80 in Health Outcomes; in median household income Halifax ranked 95, Edgecombe 92, and Martin 83; and finally in percentage of population that has limited access to healthy foods Halifax had 10%, Edgecombe 9%, and Martin 1%. As indicated by these numbers, there is a critical need for a high quality educational program with a focus on health in the area we would like to serve. Hobgood is located in the southeast corner of Halifax county and within a few miles of the Edgecombe and Martin county lines. We have the academics, governance, finances, operations, and facilities in place to begin serving our community. We are "Ready to Open" and would like to welcome new students to our Hobgood Academy Charter School family in the Fall of 2017! The accelerated planning year would give us the opportunity to do just that.

** NOTE - Regarding verifying the absence of a charter school in the proposed county of location - In order for us to submit this application for consideration of acceleration, we had to change our original answer of "no" to "yes." The following is our justification for why we should still be considered for acceleration. Currently there are two charter schools operating in Halifax County. Hailwa-Saponi Tribal School and KIPP Halifax College Preparatory School. The Haliwa-Saponi Tribal School is a K-12 public charter school located on the border of Warren and Halifax County. The school follows the North Carolina standard course of study while incorporating the American Indian culture of the Haliwa-Saponi. This school is located 50.4 miles from Hobgood Academy Charter School. The KIPP: Halifax College Preparatory School is a grade 5-6 public charter school. This school is located 35.2 miles from Hobgood Academy Charter School. Because of the

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curricula offered, populations served, and the geographical location to Hobgood Academy Charter School, we feel there would not be an impact to either school. In fact, it demonstrates the need for a charter school in the geographic area we will serve and the need for an alternative curriculum model.

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

Hobgood Academy Charter School will be partnering with Edgecombe Community College (ECC) and East Carolina University (ECU) to offer the Community Health Coach program. This program is designed to provide individuals the knowledge, tools, and resources to work in a variety of health care settings. Instructional topics include leadership and coaching, case management, emotional literacy, communication and confidentiality, servant leadership, clinical signs and symptoms of chronic disease, risk factors and disease complications, vital signs and clinical skills proficiency, nutrition and cardiovascular disease, oral health and tobacco use, foot care, DASH diet, food safety, nutrition and cancer, community outreach, computer skills, physical activity and stress, community engagement, and community health assessment processes. One of our teachers will be selected to go through the program to become the Health Coach for our school. Ms. Laura Clark, coordinator of health occupations at ECC and Dr. Ruth Little, assistant professor at ECU, will consult with the Hobgood Academy Charter School Health Coach and high school health instructors to implement the program. The Community Health Coach curriculum will be the basis for our high school health studies.

Appendix A1 does not contain the agreement from the institutions of higher education at this time. The administrations of both partnering institutions are in the process of formalizing the logistics.

*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: X
No:

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

Yes: X
No:

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

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

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No:
 Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08,09,10,11,12	195
Second Year	K,01,02,03,04,05,06,07,08,09,10,11,12	195
Third Year	K,01,02,03,04,05,06,07,08,09,10,11,12	195
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	195
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	195

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.

hobgoodacademy

Signature

hobgoodacademy

Printed Name

Chairman, Board of Trustees

Title

09/16/2016

Date

Section I: Application Contact Information Concerns and Additional Questions	Reviewer	Page Reference
<u>No Appendix A attached.</u>	<u>Buffy Fowler</u>	<u>Cover Page</u>
<u>The applicant has not provided evidence that the school qualifies for acceleration.</u>		
<u>Conversion from private, with three years of deficits. Is this a reapplication, requesting acceleration?</u>	<u>Joe Maimone</u>	<u>Cover Page</u>
<u>The applicant is proposing to convert a private school to a public charter school. Additionally, applicant is seeking to accelerate it's process an open in 2017-18. How will the financial history over three years be improved should the applicant's request to accelerate be honored. Why has the private school experienced a negative fund balance the last three years? How will the proposed board address the fund deficit it is currently demonstrating?</u>	<u>Deanna Townsend-Smith</u>	<u>Cover Page</u>
<u>Appendix A 1 pending and ECC/ECU agreement pending.</u>	<u>Kevin Piacenza</u>	<u>Acceleration</u>
<u>The applicant outlined they will be partnering with Edgecombe County and East Carolina University. While plans are in the works, acceleration calls for the requirement of having a firm partnership. Should the CSAB/SBE forgo its policy in this instance for a promise and not a firm partnership? What happens if the partnership is not finalized? Should this applicant just receive consideration to open during the 2018-19 opening as all acceleration requirements have not been met at this time? Additionally, the acceleration policy details there must be evidence of a charter school not being in the county. Per the applicants response, there are other charter schools currently operating in this area. Is the need outlined so compelling to support or justify acceleration?</u>	<u>Deanna Townsend-Smith</u>	<u>Acceleration</u>
<u>Applicant should clarify why its acceleration request should be granted as it does not meet the criteria to accelerate.</u>		
<u>The applicant has not met either requirement for acceleration. There is no commitment by the University/Community College at this point. There are already two charter school located in Halifax County. The fund balance of the private school gives the impression, the applicant is seeking a charter to prevent from closing down due to financial trouble.</u>	<u>Buffy Fowler</u>	<u>Acceleration</u>
<u>Group does not articulate a compelling reason or provide supporting evidence to justify an accelerated planning year.</u>	<u>Tracy Kelley</u>	<u>Acceleration</u>
<u>Do we stick to 'requirement' of no charter in 'county', or is beyond 25 miles sufficient?</u>	<u>Joe Maimone</u>	<u>Acceleration</u>
<u>Although this school is proposing to convert from a private to public charter school and may currently have through 12th grade, is it wise to take o K - 12 initially with new requirements regarding accountability, etc?</u>	<u>Deanna Townsend-Smith</u>	<u>Grade Levels</u>
<u>Applicant should clarify why it is proposing to open with K - 12 in year one, one class per grade, K-12 may be unrealistic?</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>
<u>No evidence that figures are realistic</u>	<u>Buffy Fowler</u>	<u>Grade Levels</u>
<u>There is no narrative provided in order to assess whether or not the enrollment figures are realistic for this area of the state. Does the current school support a K-12 program, now?</u>	<u>Tracy Kelley</u>	<u>Grade Levels</u>

Reviewer	Score
<u>Deanna Townsend-Smith</u>	<u>Fail</u>
<u>Hilda Parlér</u>	
<u>Kevin Piacenza</u>	<u>Fail</u>
<u>Glenn Allen</u>	
<u>Avril Smart</u>	
<u>Robert McQuat</u>	
<u>Mike McLaughlin</u>	

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<u>Eric Sanchez</u>	
<u>Alan Hawkes</u>	
<u>Tracy Kelley</u>	<u>Fail</u>
<u>Buffy Fowler</u>	<u>Fail</u>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	<u>Fail</u>
<u>Alex Quigley</u>	<u>Fail</u>

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:

We help children learn how to learn to be both physically and academically healthy so they will know how to live successfully in a rapidly changing world.

Clearly describe the mission of the proposed charter school:

We will develop healthy bodies and healthy minds by incorporating nutritional education and physical activity within core subjects to produce healthy learners. Our team joins our parents and community in providing a safe learning environment that promotes diversity, self-discipline and motivation, and healthy living for our school and community. We strive to prepare students both physically and academically for their futures.

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

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

The target population includes both male and female, K-12 school-aged children from diverse races, ethnicity, and backgrounds living in Hobgood, NC, south east Halifax county and the surrounding counties of Edgecombe and Martin. In 2014, the demographic information for the town of Hobgood was as follows: 49.4% Black, 46% White, 4% Hispanic, and .6% Multiracial (citydata.com). Hobgood Academy Charter School will recruit through direct and indirect marketing to students who will reflect the racial and ethnic composition of the town of Hobgood and Halifax County Schools. This area and target population has been selected because both are in one of the poorest and unhealthiest regions in NC and we are a part of this community. Our goal is to keep enrollment small in order to most effectively teach our students and integrate this community into our school.

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

The total projected enrollment for Hobgood Academy Charter School is 195, K - 12. The Average Daily Membership (ADM) for Halifax County Schools in 2015-16 was 2905 students. The ADM for Martin County Schools for 2015-16 was

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3372; and the ADM for Edgecombe County Schools for 2015-16 was 6105.

In our projected enrollment, students who enroll in Hobgood Academy Charter School will represent 3% of the total ADM of Halifax County Schools, 1.6% of Martin County Schools, and 0.9% of Edgecombe County Schools. While our small footprint will not negatively affect the public school systems from which our students come, it will make a huge difference in the lives of our students and our community.

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

According to the Centers for Disease Control and Prevention, the academic success of America's youth is strongly linked with their health. Students are a reflection of the community in terms of chronic disease and illness. Scientific reviews have documented that school health programs can have positive effects on educational outcomes, as well as health-risk behaviors and health outcomes (CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010). As our Mission states, we are developing students to have healthy bodies and minds to become healthy learners. Creating engaging learning environments which include physical activities that enhance student academic success, increasing family and community access to healthy foods and programming, and building positive connections between the school and the surrounding community will help us to carry out our mission.

Hobgood Academy Charter School's education plan will include the NC Standard Course of Study, but it will also include a focus on health and exercise for our students. We plan to do this by building a curriculum that educates for healthier lifestyles and prepares children to overcome health obstacles. We will utilize the Community Health Coach program with our high school students and programs such as LearnNC Food for Thought and Sparks Healthy Body, Healthy Mind for middle and elementary students. The curriculum for the charter school will include an opportunity for the older students to teach the younger students how to exercise, make healthy diet decisions, and understand long term effects of dietary and exercise-related decisions. This will be in the form of high school students teaching a PE class, engaging in year or semester-long health-based projects with their elementary student counterparts, and having a scheduled routine for being a health mentor to a younger student. Other school wide programs will include keeping food journals and participation in school wide exercise and sports. We will engage our parents and community by sponsoring community events where parents will volunteer and participate in our annual 5K Run, healthy living seminars led by Extension Specialists from the NC Cooperative Extension Service, and an annual Health Fair.

Numerous studies have been conducted that confirm substantial academic gains for students in smaller classes, especially minority students (Tennessee State Department of Education. 1990. The state of Tennessee student/teacher achievement ratio (STAR) project, Final summary report 1985-1990. Nashville, TN: E. Word). Hobgood Academy Charter School will limit its class sizes to 15 students per class, the number recommended by the National Education Association (NEA). According to NEA, this will assist us in closing the racial achievement gap, help with early identification of learning

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disabilities, improve high school graduation rates, and improve student behavior (NEA Policy Brief P808). Having smaller class sizes also builds camaraderie among our students, no matter the grade level, our teachers, our parents, and our community. We become a family where everyone knows your name!

Halifax, Edgecombe, nor Martin county school systems have an equivalent 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.*

While all of the Six Legislative Purposes of a Charter School are exemplary, and we will strive to achieve each, our board chose two primary purposes: (1) To increase learning opportunities for all students with a special emphasis on at-risk or gifted students; and (2) To encourage the use of different and innovative teaching methods.

Hobgood Academy Charter School is well aware of the tremendous needs of the families in our geographical area and the limit of access to innovative educational programs. According to the 2014-15 NC Report Card, 65.5% of students in grades 3-8 are not proficient in reading, 69.9% are not proficient in math, and 59.3% of 5th graders and 8th graders are not proficient in science (https://ncreportcards.ondemand.sas.com/snapshots/420LEA_2015_LEA.pdf).

As of June 2016, the unemployment rate for Halifax County was 8.2%. For North Carolina, it was 5.2%. The National Unemployment Rate was 4.9% (homefacts.com/unemployment/north-carolina/halifax-county.html). In order to increase academic achievement and help decrease the unemployment rate for citizens in Halifax County, we must address the needs of all students.

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Therefore, it is imperative that we create an appropriate learning environment that will empower the future citizens of this geographical area, whether they be at-risk or gifted. According to Ruby Payne, poverty is most often thought of as the lack of financial resources. But there are many other resources that individuals need in order to break the bonds of poverty. These resources include: emotional resources, mental resources, physical resources, support system resources, and relationships/role models (R.Payne, p. 8-9). Hobgood Academy Charter School will provide an environment that will make all these resources accessible to our students and community.

Hobgood Academy Charter School will promote the use of innovative teaching methods. We will encourage our teachers to be innovative by giving them the freedom and support to implement new ideas in their classrooms. We will schedule on-campus and encourage off-campus professional development in dealing with alternative learning styles. We will be using a combination of the Subject Centered, Integrated, and Experiential Curriculum Model Frameworks. For example, in the integrated framework we will have the students conduct a community analysis to define a problem that the entire study body will work on for the year (Ex. Community needs access to fresh vegetables-install a community garden). This would combine problem based and experiential learning. Other examples would include the high school-elementary mentorship and student teacher program which is discussed further in the Educational Plan section.

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.*

Hobgood Academy Charter School students will be assessed and evaluated using measurable student achievement goals with the North Carolina State Testing (NC Accountability model). Annual progress towards these goals will be monitored by the Head of School (our EVAAS Administrator) and the staff. Parents as well as the Board will be informed of student progress with report cards, progress reports, and parent conferences.

Student Achievement Goals:

- Year One (2017-18): 50% of all students will be proficient. Proficiency for grades and courses not assessed with the NC State Testing will be assessed by class/course requirements.

- Year Two (2018-19): 60% of all students will be proficient. Proficiency for grades and courses not assessed with the NC State Testing will be assessed by class/course requirements.

- Year Three (2019-20): 70% of all students will be proficient. Proficiency for grades and courses not assessed with the NC State Testing will be assessed by class/course requirements.

- Year Four (2020-21): 80% of all students will be proficient. Proficiency for grades and courses not assessed with the NC State Testing will be assessed by class/course requirements.

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- Year Five (2021-22): 90% of all students will be proficient. Proficiency for grades and courses not assessed with the NC State Testing will be assessed by class/course requirements.

In addition to the academic proficiency goals measured by the NC Accountability model, we will also measure Student Attendance, Student Behavior, and Student Graduation Rates that have a direct correlation with our healthy body, healthy mind, healthy learner initiative. By year 5, our goal for average daily attendance will be 90% and our goal for graduation rates will be 100%. Pre and Post physical fitness tests will be given to measure improved success in physical fitness. To measure performance in Governance, Operations, and Finance, we will conduct satisfaction surveys for the Head of School, the Board, teacher working conditions, and standing within the community.

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

The governing board will know that Hobgood Academy Charter School is working toward attaining our mission statement by a review of comprehensive reports given to the board by the Head of School during monthly board meetings. In addition to the State assessment and accountability system, we have identified measurable goals that support the mission of our school. After the data is collected, it will be shared with the board where they will evaluate it to see if the school is succeeding and if not what actions need to be taken. A Year End Report covering academics, governance, operations, and finance will be presented by the Head of School to the Board, families, and the community.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Mission statement is poorly written. What is the applicants main rationale for seeking a charter? What is the mission statement presently at Hobgood Academy? Is the focus on healthy bodies and minds a new proposed mission? What changes or needs assessment has been done at the school to determine the need for the focus on health?</p>	Buffy Fowler	Mission Stat
<p>Response does not describe a mission that speaks clearly about the academic outcomes and expectations for students. As a result, the mission statement fails to evidence high expectations for students, there is nothing evidencing an that all students will be ready for career or college life.</p>	Tracy Kelley	Mission Stat
<p>Applicants outlines it will "strive" to prepare students both physically and academically for their futures. If the mission is to help children "learn" to be both physically and academically healthy, shouldn't the school achieve it's proposed purpose? What evidence exists to detail that the current model is successful since the school is converting from a private to a public charter school?</p>	Deanna Townsend-Smith	Mission Stat
<p>As currently worded , the mission statement is vague and not compelling. Can the mission statement be revised to be more specific, clear, and meaningful?</p>	Kevin Piacenza	Mission Stat
<p>Although healthy living is important, how will educational academic goals be met in a low performing area?</p>	Joe Maimone	Educational
<p>Will Hobgood be able to continue operation if a charter is not granted this year? Appendix A1 does not address educational need.</p>	Buffy Fowler	Educational
<p>Response does not address or explain how the proposed schools' education plan will meet the specific needs of this population of students. The evidence of educational need was not compelling and unpersuasive.</p>	Tracy Kelley	Educational
<p>Is there a plan for accommodating currently enrolled students with newly enrolled? If there is a currently enrolled student body how do those demographics align with targeted student population? Is there any data gathered via public meetings or surveys to support need?</p>	Kevin Piacenza	Educational
<p>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.</p> <p>What are the surrounding counties educational opportunities outside of the brief response provided of no equivalent program? What has been the academic achievement of students enrolled in the county? Does small classroom sizes automatically translate into a cohesive school culture and high achieving students?</p> <p>What is the true evidence of need for the school and this proposed program in the county?</p> <p>Applicant should clarify its compelling evidence of need for the proposed school.</p>	Deanna Townsend-Smith	Educational
<p>The response does not clearly describe, how it will achieve one or more of the 6 legislated purposes. How will the school provide the resources (emotional, mental, support systems, listed? How will the resources listed be connected to support the schools' academic program and improve academic outcomes for kids? The teaching methods described are vague and lacking in specificity and are not likely to result in improved educational outcomes for students.</p>	Tracy Kelley	Purposes of
<p>This section of the proposal is not aligned to the component outlined in the earlier part of the application. The school's mission has no mention of a special emphasis for at-risk or gifted students. How does the school's proposed mission align to this new statement?</p>	Deanna Townsend-Smith	Purposes of
<p>Applicant described one of the two primary purposes was: To increase learning</p>	Buffy Fowler	Purposes of

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<p>opportunities for all students with a special emphasis on at-risk or gifted students. The special emphasis on at-risk or gifted is not mentioned in targeted population section.</p> <p>The second primary purpose states:</p> <p>To encourage the use of different and innovative teaching methods. No specifics on innovative program given.</p> <p>Describe the innovative programs proposed for Hobgood.</p>		
<p>"Hobgood Academy Charter School will promote the use of innovative teaching methods"- Can the applicant clarify these methods by providing specific details related to their documented effectiveness with the target population and their origin?</p>	Kevin Piacenza	Purposes of
<p>Justification for acceleration should require mostly passes on application reviews.</p>	Joe Maimone	Goals for th
<p>What data will be used in the monthly "comprehensive reports" provided the board? Can the applicant clarify the school's routine assessment process beyond the annual state testing? Are the annual student achievement goals listed realistic? Can the applicant provide any existing data from the LEA that might help set a baseline and benchmarks for the target population?</p>	Kevin Piacenza	Goals for th
<p>Is establishing 50% proficiency in year one a rigorous goal? Outside of measuring performance based on an end of year assessment, what are the plans to determine progress toward achieving the outlined goals?</p>	Deanna Townsend-Smith	Goals for th
<p>Goals are broad with no details on how "courses not assessed with the NC State Testing will be assessed by class/course requirements."</p> <p>What evidence does applicant have that the proposed educational methods have been working in existing private school?</p> <p>Goals are not reasonable, 90% in five years?</p> <p>Why would you predict an attendance rate lower than the state average?</p> <p>What is existing graduation rate in Halifax County and existing graduation rate for Hobgood?</p>	Buffy Fowler	Goals for th
<p>How doe student achievement goals reflect the fact that the school is a conversion? 50% proficiency in year 1 evidences low expectations for both the quality of teaching and learning. This is especially troublesome given that the school is already fully enrolled. The goals are not missioned aligned as there is no measure for healthy living. Responses indicates that operational goals will set and measured using surveys. Surveys are not clear, specific measurable way to set performance targets. There are no details addressing how the Board will progress monitor the schools academic program using benchmark assessments.</p>	Tracy Kelley	Goals for th

Reviewer	Score
Glenn Allen	
Eric Sanchez	
Alex Quigley	
Alan Hawkes	
Avril Smart	
Tracy Kelley	Fail
Deanna Townsend-Smith	Fail
Buffy Fowler	Fail
Robert McOuat	
Cheryl Turner	
Hilda Parlér	
Joe Maimone	Fail
Mike McLaughlin	
Kevin Piacenza	Fail

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.

Hobgood Academy Charter School's overall instructional program focuses on students being challenged to think creatively and critically in order to reach their potential in all areas. We expect our graduates to excel academically at our school and beyond. The curriculum at Hobgood Academy Charter School is based on the NC Standard Course of Study. Various instructional methods and assessment strategies will be utilized in order to best meet the learning styles of our students. Some instructional methods we will use include but not limited to: Socratic Seminars, debates, forums, project-based instruction, technology-based projects, role-playing and the use of literacy in all classes.

In addition to the NC Standard Course of Study, our plan will also include a focus on health and exercise for our students. We plan to do this by building a curriculum that educates for healthier lifestyles and prepares children to overcome health obstacles. We will utilize the Community Health Coach program with our high school students and programs such as LearnNC Food for Thought and Sparks Healthy Body, Healthy Mind for middle and elementary students. The curriculum for the charter school will include an opportunity for the older students to teach the younger students how to exercise, make healthy diet decisions, and understand long term effects of dietary and exercise-related decisions. This will be in the form of high school students teaching a PE class, engaging in year or semester-long health-based projects with their elementary student counterparts, and having a scheduled routine for being a health mentor to a younger student. Other school wide programs will include keeping food journals and participation in school wide exercise and sports. We will engage our parents and community by sponsoring community events where parents will volunteer and participate in our annual 5K Run, healthy living seminars led by Extension Specialists from the NC Cooperative Extension Service, and an annual Health Fair. Hobgood Academy Charter School will have an active Parents of Hobgood Academy Charter (PHAC) Association. Grade parents will be selected for each grade. Their job will be to participate in PHAC and keep the parents in their grades informed of activities occurring at Hobgood Academy Charter School. Hobgood Academy Charter School will also have Area Coordinators whose job will be to coordinate the parents in their geographic locations to help with school events.

Engaging with our community is an important part of our educational plan. Students in grades 9-12 must earn 100 community service hours to graduate (25 per year). Students earning 160 hours or more will be recognized at

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graduation. A record of all reported community service shall be maintained by a Community Service Coordinator, who shall be appointed by the Board of Directors and who shall serve without compensation.

Our model meets the needs of the targeted student population by capitalizing on strategies that will interest students and are considered by many experts as the most effective available. By incorporating a curriculum that focuses on health and fitness as well as health-related careers, our students will be empowered to make life-changing decisions that will affect themselves, their families, and their communities.

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.

The basic learning environment for our elementary children will be classroom-based. In middle and high school, students will have a learning environment that is varied depending upon the subject and the independence of the student. The teachers will serve as facilitators for inquiry-based learning. Students will be encouraged to work independently both at school and at home as they prepare to graduate from Hobgood Academy Charter School.

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.*

The high school curriculum aligns with our mission, targeted student population, and North Carolina Accountability Model by including 4 credits of health/PE. The focus on health/PE will include curriculum related to preventative health, nutrition, and physical activity as well as health-oriented career choices for students.

- 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.*

Teachers will be expected to master the State Essential Standards and Common Core. In addition we will be using a combination of the Subject Centered, Integrated, and Experiential Curriculum Model Frameworks to implement our health based curriculum. Increased academic achievement will be realized because these frameworks address the alternative learning style of students in grades K-12.

- 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*

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completion.

Hobgood Academy Charter School's proposed instructional program will ensure student readiness to transition from grade to grade by following each student's progress in all subject areas. Courses are aligned with increasing knowledge base to continue the learning process from year to year. The transition plan will address academic, social, emotional, and physical needs beginning in kindergarten and continuing until the student graduates. By fostering relationships within the business community, we will develop support systems for our school, staff, families, and students. This will ensure we are preparing our graduates to be productive citizens in any avenue they choose: college, workforce, or military. This transition plan will be an ongoing process; but one which is necessary to uphold the North Carolina Standards for our accountability. All graduates will earn a number of credits that exceeds the minimum for graduation in our state; this will ensure a wide range of electives and deeper studies in core subject areas of their choice.

- 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?*

Hobgood Academy Charter School's graduation requirements exceed the Future-Ready Core Requirements with 24 credit hours. The current Future-Ready Core requirements are 22 credit hours. The following are our requirements: English: 4 credits; Mathematics: 4 credits; Science: 4 credits; History: 4 credits; Foreign Language: 2 credits; Health/PE: 4 credits; Senior Project: 1 credit; Health Coach: 2 credits.

Grade-point averages will be calculated as follows:

General Courses

A 90-100 4.0
B 80-89 3.0
C 70-79 2.0
D 60-69 1.0

Honors Courses

A 90-100 5.0
B 80-89 4.0
C 70-79 3.0
D 60-69 2.0

- 7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

- 8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The calendar for Hobgood Academy Charter School allows for 5 days of professional development for staff prior to the first day of classes for students. This time will be used to orient new teachers and to also train all staff in multiple teaching strategies and health-focused curriculum. We have 7 early release days scheduled throughout the school year which will also be used for continued professional development. Teachers will also use this time to meet with the Head of School to analyze student assessment data and to plan for instruction.

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.*

At Hobgood Academy Charter School, we will set a high standard for "low" performance. We will not wait until a student is failing before we intervene. We will immediately counsel with the student under any one of the following circumstances: (1) The student is absent more than once in a 3-week period; (2) the student fails to turn in an assignment more than once in a 3-week period; (3) the student behaves in a disruptive manner during class; (4) the student fails to obey a direct and reasonable request of a teacher; (5) any other circumstance that causes the teacher to feel that the student is not able or willing to be a "full participant" in the learning process. The role of the teacher in all these situations is (1) to show concern for the student and (2) to inform the student that the relevant information is being shared with the parents and the guidance counselor, who will meet with the student as soon as possible. The guidance counselor will make a report to the parents and the teacher and when necessary, will make recommendations.

If, at the end of any 3-week grading period, a student is performing at less than a satisfactory level, the teacher will require the student to attend a supervised 90-minute study period to be held at the end of the regular school day. The student will attend the study period until such time as he/she is performing at a satisfactory level in all subjects / courses. One or more tutors will be available to work with the student during the supervised study period. Students who are performing satisfactorily may voluntarily attend the after-school study period.

Any student who finishes the school year with a grade of less than C on any course / subject will be required to attend a summertime 4-week program of remedial study. The summer program will meet for 2 1/2 hours in the mornings and 2 1/2 hours in the afternoon. Students may be required to take up to two remedial courses.

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. When a student is enrolled at Hobgood Academy Charter School, the parent will complete a Home Language Survey which will indicate if the student uses another language besides English as the primary language. After we receive the survey from parents, Hobgood Academy Charter School will follow the NC legal guidance on identifying ELL students and administering related assessments.

[http://eldnces.ncdpi.wikispaces.net/file/view/LEP%20Guidance%20Garland%20Memo%20May2011.docx.pdf](http://eldnces.ncdpi.wikispaces.net/file/view/LEP%20Guidance%20Garland%20Memo%20May2011.docx.pdf/420535428/LEP%20Guidance%20Garland%20Memo%20May2011.docx.pdf)

The next steps include interviewing the student and conducting required

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assessments to determine if the student meets the requirements to receive ELL services.

2. Professional development will be provided for all staff to ensure academic success and equitable access to the core academic program for ELL students. Hobgood Academy Charter School will also employ a teacher who will serve as our ELL Coordinator (in addition to other teaching responsibilities) to ensure that the needs of ELL students are met.

3. The ELL Coordinator will be responsible for monitoring ELL student progress and ensuring ELL students receive equitable access to the core academic program. Teachers will implement strategies learned through professional development sessions with the ELL Coordinator. Teachers will use data and ELL materials to meet the needs of students. ELL students are required by state and federal law to be annually assessed on the state-identified English language proficiency test. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners, or the ACCESS for ELLs. We will administer this assessment according to the guidelines by NCDPI. When students no longer qualify for ELL services, the appropriate meetings and documentation will be completed by our ELL Coordinator.

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.*

Each summer a special 4-week enrichment program will be made available to intellectually gifted students who will be attending high school in the coming school year. These students will read and discuss an authoritative biography dealing with the life of a "great public servant." It will be taught in seminar fashion.

Students will maintain a journal in which they record their reactions to specific statements made, actions performed, or events recounted in the biography. These journals will provide the basis for class discussion. At the end of the course each student will prepare an essay in an effort to answer the following questions: (1) What is it that makes someone a great public servant? (2) To what extent is "our hero" in this course a great public servant?

When possible, we will hire a college instructor with appropriate credentials and scholarly interest to lead this seminar.

Students who have earned an "A" average in three or more subjects in the 8th grade, or any higher grade, will be considered intellectually gifted. Also, students who have scored in the 90th percentile or higher on a widely recognized intelligence test or scholastic aptitude test will be considered intellectually gifted. Elementary and middle school students are identified by the Duke TIP Program in which Hobgood Academy Charter School participates. Enrichment activities are offered by this program.

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High school students are given the option to take Honors in subject areas of English, Math, Social Studies, and Science.

Exceptional Children

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

Identification and Records

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

1. On the Hobgood Academy Charter School Application, parents/guardians will have the opportunity to indicate if their child is already receiving EC services or protection under Section 504. The Head of School will review all applications as well as incoming records from previously attended schools.

2. In accordance with the federal 'Child Find' mandate, Hobgood Academy will provide a process to identify students who may need special education services. The process used at Hobgood Academy Charter School is Response to Intervention. This is a 3-tiered model that includes parent input, teacher input, assessments, and evaluations in the appropriate tiers to determine eligibility for accommodations or specialized education services. Hobgood Academy Charter School will work with Halifax County Schools as needed to refer students for additional evaluations.

3. Students with disabilities and 504 Accommodations will be managed with our school counselor and Head of School. The counselor will request records from previous schools. Once records are received, confidentiality and compliance of records on site will be the responsibility of the school counselor. The Head of School and regular education teachers will be involved in the development of accommodations for students with disabilities.

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*

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and

reported to the student, parents and relevant staff.

4. *Describe the proposed plan for providing related services.*

1. Hobgood Academy Charter School's educational programs will be based on the North Carolina Standard Course of Study. There will be resources and strategies in place to provide a full continuum of services for students with disabilities. Hobgood Academy Charter School will have an exceptional children's teacher who will work with the regular education teachers to ensure that students' needs are addressed.

2. All students are entitled to a Free and Appropriate Public Education. Hobgood Academy Charter School will follow all state and federal mandates to ensure that students with disabilities are supported. Identification, placement, related services and all programs and operational procedures will be in accordance with the current edition of Procedures Governing Programs and Services for Children with Disabilities and will be coordinated by the Head of School and the exceptional children's teacher.

3. Implementation of a student's IEP will be monitored by the exceptional children's teacher. In addition to the student's report card, an additional progress report including information on how the student is progressing with IEP goals will be reported to the student and parents. Relevant staff will also have information provided to the student and parents.

4. Related services such as speech, physical, and occupational therapy will be provided as needed by contracted personnel.

Student Performance Standards

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

1. Hobgood Academy Charter School will adhere to the Essential State Standards and Common Core standards set by the state and evaluated by the READY Accountability Model.

2. Hobgood Academy Charter School will use all state and federally mandated tests in order to assess the growth of students academically. Data will be analyzed by the Head of School and teachers in order to drive instruction, improve our curriculum, and determine goals for individual students. Since our class size will be small, teachers will be able to more effectively address the strengths and weaknesses of each student. Hobgood Academy Charter School will also utilize pre- and post-fitness tests to track student improvement in overall physical fitness.

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3. Both regular education students and special education needs students will be promoted from one grade level to the next by showing at least one year's growth as indicated by state assessments as well as completing the requirements of courses and classes. Promotion criteria will be shared with parents and students at the beginning of the school year through meetings and written policy.

4. Hobgood Academy Charter School will graduate all students. In addition to satisfactorily completing coursework and state mandated tests, graduating students will complete a Senior Project. This project will be based on the individual students' interests, as well as our focus on health/nutrition. Students will be given all requirements for the Senior Project at the end of their junior year, so they will have adequate time to plan. Students in grades 9-12 must earn 100 community service hours to graduate (25 per year). Students earning 160 hours will be recognized at graduation. A record of all reported community service shall be maintained by a Community Service Coordinator, who shall be appointed by the Board of Directors and who shall serve without compensation. Our at-risk students will receive guidance and remediation from our exceptional children's teacher as well as their regular education teachers to ensure their success.

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.*

School discipline has two main goals:

1. To ensure the safety of staff and students.
2. To create an environment conducive to learning.

Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

Hobgood Academy Charter School has implemented a system to help students with their social and academic development. Since research supports that habits contributing to discipline problems are best deterred early, the discipline system is designed to facilitate the forming of positive habits.

The Head of School has the authority to rule on any matter of discipline as necessary. All discipline matters must be cleared before a student can graduate. If discipline issues occur at the end of the school year, the Head

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of School has the authority to defer the punishment until the next school term. Some measures that may be used at his/her discretion include: warning, reprimand, loss of privileges, dismissal from class, detention, suspension, expulsion, and parent conference.

Preliminary List of Offenses Which May Result in Suspension or Expulsion

1. Inappropriate physical contact
2. Bullying and/or fighting
3. Weapon
4. Drugs or alcohol
5. Stealing
6. Inappropriate use of technology

Behavior deemed as unlawful will be handled by the Head of School and the proper authorities. Parents will be notified immediately.

Due Process for Suspension or Expulsion

In the event the Head of School determines that a student has engaged in behavior for which suspension or expulsion is the appropriate punishment, the Head of School will immediately attempt to notify a parent/legal guardian. Parents have a right to appeal an expulsion directly to the Hobgood Academy Charter School Board of Directors. If an appeal is requested, a called meeting of the Board of Directors will be held within three school days to hear the appeal. The student or students involved will be suspended from school until the appeal is heard and a final decision given to the parents. The appeal must be submitted in writing to the board chair. The parents will be given a maximum of 10 minutes to make a verbal appeal to the board. The decision of the Board is final.

Due process for students with disabilities will be conducted according to IDEA law and policies.

Section III: Education Plan Concerns and Additional Questions		
What is the documented evidence regarding the proposed approach leading to improved student outcomes? What assessment strategies will be implemented? How will the school measure excelling academically when assessment strategies are not clearly outlined in this proposal? How does this instructional program align to the proposed mission of the school?	Deanna Townsend-Smith	Instructiona
Instructional program and methods for core classes are not covered in the description. The applicant has set a lofty goal of a 90% proficiency rate in 5 years, yet no reading, writing, math, science methods are described.	Buffy Fowler	Instructiona
Responses focusing almost entirely on the plans for implementing its healthy living theme, no in depth discussion as to the schools instructional strategies, methods, or assessment strategies was provided. There is no evidence to support the contention that the healthy living theme will have a positive impact on academic achievement for the schools targeted student population. The response does not provide any evidence or show a track record of success achieved at the current school which would justify acceleration and conversion.	Tracy Kelley	Instructiona
Can the applicant provide specific documentation or evidence that supports the proposed instructional approach of combining or blending NC curriculum standards with the health programs cited? "Teachers will be expected to master the State Essential Standards and Common Core. In addition we will be using a combination of the Subject Centered, Integrated, and Experiential Curriculum Model Frameworks to implement our health based curriculum"- is this a research based model? Can it be described more clearly? How does this "model" relate to the health programs cited? Can the applicant describe specific assessment strategies and how they are connected to the instructional model?	Kevin Piacenza	Instructiona
This is a wholly inadequate instructional program description that lacks depth or breadth. It does not meet the criteria.	Alex Quigley	Instructiona
High school curriculum requirements does not aligned with NC standards for high school math. Applicant describes that the NC standard course of study will be followed.	Buffy Fowler	Curriculum a
What assessment data will be analyzed with teachers as outlined as no specific assessment or assessment strategies have been explained? How will the professional development plan impact teacher instructional practices? Is the proposed curriculum truly aligned to the NC SCOS since the school proposed this curriculum? Applicant should clarify the assessments it plans to use.	Deanna Townsend-Smith	Curriculum a
The materials attached do not meet the criteria.	Alex Quigley	Curriculum a
The response dose not provide a clear and specific description of the learning environment. Appendix B is missing. As a result there is no plan for how the school will provide a high quality education for all students.	Tracy Kelley	Curriculum a
Other than healthy living focus, appears to be little focus on academic rigor to ensure proficiency promised in goals.	Joe Maimone	Curriculum a
Class sizes are not described in this section. Appendix B is a schedule?	Kevin Piacenza	Curriculum a
"If, at the end of any 3-week grading period, a student is performing at less than a satisfactory level, the teacher will require the student to attend a supervised 90-minute study period to be held at the end of the regular school day" How is "satisfactory level" defined? Is this a punitive measure or intended as an intervention? Are the 5 "circumstances" listed as intervention triggers taken from a research-based intervention model? Are there other programs being considered by the applicant to serve IG students beyond	Kevin Piacenza	Special Prog

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the summer biography activity? Has a specific diagnostic for testing been identified?		
The responses demonstrates that the group does not have a data driven approach to addressing the needs of struggling students. What data will be used for early detection, prevention, identification of students who are struggling academically? What assessments will be used in order to ensure the educational program is meeting the needs of all learners? What are the researched based strategies that will be employed to structure the 90 minute study hall and how will the school measure the effectiveness of the intervention and what is the process for identifying students in need of intervention support? Describe how the school schedule will be designed to provide adequate learning time for all students and how will struggling tier 1 students be given the additional time for individualized instruction through tiered instruction? There is no description of or discussion of how school intends to provide a continuum of support. There is nothing in the response that indicates applicant group has the capacity to meet state federal requirements regarding the education of of ELL students? How will intervention systems allow students to move along a continuum of services and change placements according identified progress or needs?	Tracy Kelley	Special Prog
Plan does not demonstrate a sound differentiated plan for prevention and intervention.	Glenn Allen	Special Prog
What interventions and/or strategies will be put into place for students in the classroom that are struggling?it The following statement, seems to represent the deficit model, "causes the teacher to feel that the student is not able or willing to be a "full participant" in the learning process." Describe the ways the school will enhance the academic opportunities of academically gifted and at-risk students during the school day.	Buffy Fowler	Special Prog
Has there been discussion with Halifax County Schools about referring students for evaluations? Describe the steps of RTI and the 3-tiered model. Applicants states that the school counselor will have responsibility of the EC files. Where does the EC teacher come into play? Applicant does not display a clear understanding of the Exceptional Children's program and responsibilities. Applicant is applying for an accelerated application, how does the applicant plan to learn about the responsibilities of the Exceptional Children's program in order to provide a quality program to all students?	Buffy Fowler	Exceptional
EC identification on the application for the lottery is not allowable. How will the school work to appropriately identify students? What does the applicant see as the connection between RTI and EC student identification. What is the plan to manage newly identified students in need of a 504 Plan? Is it adequate to have the 504 process limited to 2 people? Does the applicant have a true understanding of the differences between 504 and EC students? Applicant should clarify its understanding of EC and 504.	Deanna Townsend-Smith	Exceptional
It is unclear whether school currently has a RTI process in place as the response does not provide sufficient details and does not evidence a full understanding of the 504, child find, process.	Tracy Kelley	Exceptional
This does not meet the criteria. Again, it lacks detail. Additionally, you cannot ask kids if they are EC on the charter application.	Alex Quigley	Exceptional
"The Head of School and regular education teachers will be involved in the development of accommodations for students with disabilities"-Will the EC teacher be involved in the identification and management of student records? Will the EC teacher have compliance responsibilities or develop accommodations?	Kevin Piacenza	Exceptional
"The process used at Hobgood Academy Charter School is Response to Intervention."-- This cannot delay a timely evaluation of student suspected to have a disability. Response to Intervention is only a piece of the Child Find process. What is policy for parent and teacher referral? What is the plan for maintaining record confidentiality and compliance?	Glenn Allen	Exceptional
"Procedures Governing Programs and Services for Children with Disabilities"--should be POLICIES GOVERNING SERVICES FOR CHILDREN WITH DISABILITIES. Plan states that you will provide full continuum of services for students with disabilities	Glenn Allen	Exceptional

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but no solid plan is outlined. Overall proposed curriculum is not outlined per grade level.		
How is the plan for serving Exceptional Children aligned with the overall proposed curriculum, instructional methods, and mission for the school? The educational plan for serving exceptional children lacks clarity as it is difficult to determine applicants understanding and what will actually be done to appropriately serve students with disabilities.	Deanna Townsend-Smith	Exceptional
Does the applicant intend to implement a full inclusion model, or provide EC services in a pull out or resource setting, or a combination? "Hobgood Academy Charter School's educational programs will be based on the North Carolina Standard Course of Study"- What about the focus on physical fitness and nutritional health? Does the applicant anticipate any special strategies or accommodations for students with disabilities given this approach?	Kevin Piacenza	Exceptional
"an exceptional children's teacher who will work with the regular education teachers to ensure that students' needs are addressed." This statement does not give evidence that a full continuum will be available to students. Applicant needs to expand to clarify a deep understanding of process.	Buffy Fowler	Exceptional
Response fails to describe the supports or continuum of services for exceptional students and students with disabilities. There is no indication that group understands how to monitor student IEP, track progress, set goals, capture evidence, document progress. Overall, group does not provide a sound plan for implementing the full range of exceptional children's programs.	Tracy Kelley	Exceptional
Is there differentiation in promotion for students with disabilities as related to their IEP?	Glenn Allen	Student Perf
How did the applicant align this portion of the application to the goals outlined in the Missions, Purposes, and Goals section of the application? What is the likelihood of all components outlined in this section being achieved if responses are not clear, specific, measurable, attainable, and time specific?	Deanna Townsend-Smith	Student Perf
What are the specific benchmarks, growth expectations, and time frame for academic goals and student performance? Can the applicant provide local data reflecting the target population? "Both regular education students and special education needs students will be promoted from one grade level to the next by showing at least one year's growth as indicated by state assessments as well as completing the requirements of courses and classes" - Can the applicant clarify this statement? Will EC students and regular education students be held to the same promotion standards? Beyond annual state mandated testing will there be other periodic school-wide assessment routines to help guide instruction? "Our at-risk students will receive guidance and remediation from our exceptional children's teacher as well as their regular education teachers to ensure their success"- Can this be clarified? Are at risk students and EC students the same?	Kevin Piacenza	Student Perf
How will one year's growth be determined with state assessments? Could not making growth cause a student to be retained? What are the requirements of courses and classes? Answers appear to be restating requirements, therefore it is unclear the level of understanding and ability of the applicant to fulfill the requirements. More detailed information is needed on most parts of application to determine whether or not students will be given a sound education. Goals are not written in SMART goal formats. Applicant states, "Hobgood Academy Charter School will graduate all students." Please	Buffy Fowler	Student Perf

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explain in detail how students not meeting expectations will be dealt with.		
Response provides information on how physical fitness will be assessed but no academic assessment tools or strategies are provided. What assessment data will be used for student goal setting? What assessments will school use to assess and improve the curriculum? what assessment will be used to assess student growth? Describe the timeline for promotion if it is contingent upon showing a years growth on the end of year assessment? Describe the structures, systems and process that are in place or will be in place in order to facilitate the discussion and analysis of student assessment data, drive instruction, and address the individual student strengths and weaknesses.	Tracy Kelley	Student Perf
Is this the entire section on discipline? This is not detailed enough.	Alex Quigley	Student Cond
"Hobgood Academy Charter School has implemented a system to help students with their social and academic development." - Can the applicant provide some specific details generally describing the "system". How does the system align with mission, goals, etc.? Is the system based on an existing research based model? Can the applicant provide details for the discipline plan that describes length of suspension for various offenses or a hierarchy for behavior acts that could result in suspension?	Kevin Piacenza	Student Cond
While the Head of School will have ultimate authority to make decisions regarding student discipline, what is the role of the board with developing the policy to guide the process? What is the established grievance process?	Deanna Townsend-Smith	Student Cond
The application mentions that Hobgood "has implemented a system to help students." Can you explain this system?	Glenn Allen	Student Cond
What researched based system does or will school have in place to help students with their social and academic development? How will the school align its mission, organizational and operational policies to the facilitate the forming of positive habits?	Tracy Kelley	Student Cond
Applicant describes that they have, "implemented a system to help students with their social and academic development" Describe the system. Details needed of the discipline policies and procedures.	Buffy Fowler	Student Cond

Reviewer	Score
Deanna Townsend-Smith	Fail
Joe Maimone	Fail
Cheryl Turner	
Buffy Fowler	Fail
Tracy Kelley	Fail
Alan Hawkes	
Eric Sanchez	Fail
Mike McLaughlin	
Robert McOuat	
Avril Smart	
Glenn Allen	Fail
Kevin Piacenza	Fail
Hilda Parlér	
Alex Quigley	Fail

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: Hobgood Academy, Inc.

Mailing Address: 201 S. Beech Street

City/State/Zip: Hobgood NC 27843

Street Address: 201 S. Beech Street

Phone: 252-826-4116

Fax: 252-826-2265

Name of registered agent and address: Jesse E. Shearin, Jr.

Post Office Drawer 366

1609 Church Street

Scotland Neck, NC 27874

FEDERAL TAX ID: 56-0940857

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix 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?
Scott Kiser	Chairman	EDGECOMBE	Director, Edgecombe Soil and Water Conservation District		
Morgan Robertson	Member	EDGECOMBE	Insurance Agent		
Brandon Lanier	Member	HALIFAX	Executive Director		
Nicole Flanary	Member	HALIFAX	Site Resource Coordinator		
Rhonda Mayer	Secretary	MARTIN	Educator		

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.*
 1. The board's primary function will be to oversee the entire charter school operation and to employ the best available Head of School to operate the school on a day-to-day basis.
 2. The board's primary duty will be to support the Head of School in his/her efforts to fulfill the mission of the school. They will also immediately communicate with the Head when there are indications that the school is losing sight of its mission. Other duties include ensuring academic programs are successful, operational programs comply with all terms of charter, all statutory and regulatory requirements are met, and the school is financially solvent.
 3. Each year the board will evaluate the goals in the charter, the progression towards renewal, the performance of the Head of School and the performance of the board itself.
 4. Because we are converting from a private school to a charter school and because our current Head of School fully embraces the charter school concept and is highly qualified, we plan to retain her as our Head of School. She has 29 years of experience as a teacher and administrator in the public school system.
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.*

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1. Our board has five members. Under our by-laws, the board will expand to seven members one year after the school begins to operate as a charter school. At the end of year 1, one current board member will resign and the parents will elect three parents to serve on the board, thus expanding board membership to seven. At the end of year 2, two more of the current board will resign and the parents will elect two replacements. At the end of year 3, the remaining current board members will resign. Although the parents may elect board members who are not themselves parents, it is our belief that allowing parents to elect all board members is the best possible way to assure the parents and the community that the school "belongs" to them.

2. Under our by-laws, the Board will have an Executive Committee composed of the Chair and one other Board member who will meet informally on a weekly basis with the Head of School. These meetings will be designed to address issues of an urgent nature, but they will also allow the Head to receive input from the Board and give the Board a closer look at school operations.

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?*

1. The founding board members were already serving on the board when Hobgood Academy decided to pursue a charter.

2. If a board member vacates a position more than 3 months before the term of the board member expires, then the board will elect someone to complete the term.

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

The board will conduct regular meetings on a monthly basis. Currently, meetings are held on the second Monday of each month at 7:00 pm.

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.*

The Head of School will schedule a workshop during July of each year for both new and returning board members. The workshop will include a review of the latest version of the By-Laws, Charter School Law, and the Charter Agreement.

The Head of School, along with appropriate faculty members, will take this opportunity to remind the Board of the school's mission, to report on the overall progress of that mission, and to solicit the board's help in fulfilling that mission.

Finally, the Head of School will distribute to the Board a compilation of all policies that have been established by the Board. The Board will be requested to take the policy manual home with them in order to study carefully and critically all policies and, if appropriate, to make suggestions for revisions, deletions, or additions at the August board meeting.

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.*

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PECUNIARY INTEREST. No member of the Board of Directors shall discuss or vote upon a matter that is likely to advance a pecuniary interest of the member at the expense of any interest of the Corporation.

SCREENING FOR CONFLICTS OF INTEREST. Prior to accepting a nomination for election to the Board of Directors, every candidate shall certify in writing that there is no matter known by that member which is likely to create a conflict of interest between the member and the Corporation.

CONSIDERATION OF EXCEPTIONS. When a matter which has been presented to the Board of Directors for its consideration is likely to create a conflict of interest or the appearance of a conflict of interest, the Board shall prohibit the matter from going forward unless the following conditions are met:

- The matter is fully disclosed at an open meeting of the Board;
- The affected parties are present at the meeting;
- After a full review of the matter the Board determines that it will clearly promote the purposes of the Corporation to allow the matter to go forward; and
- The Board votes unanimously to allow the matter to go forward.

There are no existing relationship that could pose an actual or perceived conflict of interest if the application is approved.

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

In most cases, the board will seek the guidance of the Head of School in developing school policies. When appropriate, the board will create a committee to study the need for a particular policy or will assign the question to a standing committee. [See above discussion of Board training.]

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.

Due to the small size of our school and due to the fact that the parents will be electing the members of the Board of Directors, it is not likely we will need to form any advisory bodies, councils, or associations.

If there are special concerns, the Board will be open to creating appropriate ad hoc or standing committees. However, we will discourage the formation of groups that might operate more or less autonomously.

We will also discourage the creation of groups unless there is a clear need for the group and there is solid evidence that the members of the group will be active in fulfilling its mission.

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

Any parent or staff member who has a grievance of any kind is encouraged to meet personally with the Head of School to discuss the grievance. Parents or staff members who are not satisfied with the response to the grievance may appeal to an ad hoc Grievance Committee by contacting the Board Chair. The Grievance Committee will be composed of the Chair of the Board and two other Board members appointed by the Chair. The Chair will schedule a meeting of the Committee and will notify all affected parties.

After hearing all relevant testimony and reviewing relevant documents, the Committee will make one of the following findings:

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(a) The grievance is without merit, and no action of any kind is justified.

(b) The grievance has merit, and no formal action is required; however, the parties are encouraged to meet and to seek a mutual understanding of their differences.

(c) The grievance has merit, and the committee will present the matter to the full Board to determine whether the Board wishes to take formal action.

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)

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.

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Hobgood Academy is seeking to convert to a public charter school because we want to provide an unique educational experience in collaboration with our community. By remaining a tuition-based school, we are not able to serve the needs of our communities. Ten years ago we had an enrollment of over 300 students. Today we have about 80 students. We believe there are at least 195 students (our projected enrollment) who would likely enroll in a "tuition free" Hobgood Academy Charter School.

Our service area includes the Southeastern corner of Halifax County and portions of Martin and Edgecombe counties. Primary school students in our service area are bused 8 miles to Scotland Neck. Middle school students are bused 21 miles to Enfield. High school students are bused 18 miles to Southeast High. Some Hobgood students are bused over 20 miles to a charter school in Tarboro. Parents are having to drive great distances to attend school-sponsored events. Some parents are also having to travel to as many

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as three different school sites. Hobgood needs a community school.

Hobgood Academy Charter School will be nonsectarian in nature. We fully understand, as a governmental agency, we must remain neutral with respect to matters of religious faith. We also understand that our doors must be open to all students who live in North Carolina, as they are already.

- 2. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N. If the current organization does not have a FORM 990, tax information for the last three years along with financial statements must be included as Appendix N.*

There will be no transfer of assets since the "existing private school" and "the non-profit organization" are one and the same entity.

Hobgood Academy has incurred operating losses for the past four years because tuition revenue has declined as student enrollment has declined. In order to reduce student attrition, tuition rates were reduced. However, Hobgood Academy's enrollment did not increase. During this time, a new preschool facility was built which contributed to the accumulated debt. Prior to July 2016, Hobgood Academy had accumulated \$400,000 in debt.

An opportunity arose that enabled us to clear our debt. We sold all our real property for \$1 million (less the \$400K debt) and we are leasing the property back from the purchaser. Under the lease, the landlord is responsible for maintenance of the buildings and the grounds and Hobgood Academy must reimburse the landlord for the costs of maintenance. Hobgood Academy has the option to purchase back the real property for \$1 million. As of July 2016, we had liquid assets of approximately \$600,000 and no debt.

- 3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.*

The following includes the current enrollment as well as the previous 3 years:

	2016-17	2015-16	2014-15	2013-14
Caucasion	67	66	68	115
Black	5	2	5	4
Hispanic	4	4	4	4
Multi-racial	2	3	1	2
Total	78	75	78	125

Our enrollment has decreased since 2013-14, due to many students leaving because of their parents' economic struggles. The demographics of our student population continues to be a majority of Caucasian students with a minority of other racial groups. There are many other school-aged children within our attendance area who cannot afford the tuition of a private school. Thus, once we convert to a charter school, we will be able to recruit students who have previously left and also new students whose families cannot afford tuition.

- 4. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.*

Students in grades 1 - 9 are assessed each year with the Stanford

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Achievement Test. Results have varied from year to year due to the decrease of student enrollment in specific grade levels (for example there is one student in one grade). Overall students have shown growth each year. At Hobgood Academy, we have had a 100% graduation rate.

5. *Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?*

Hobgood Academy currently has 17 teachers, with 9 of them holding NC teacher licensure. Hobgood Academy Charter School will ensure current Hobgood Academy teachers are aware of the teaching licensure requirements and highly qualified status. The projected turnover due to the statutory requirements is 0.

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.

1. Head of School
2. Assistant Head of School / Technology support
3. Finance officer
4. Clerical support (1)
5. Custodian (1)
6. Teachers (15) (13 for Core subjects. 1 full-time for EC; one 1/2 time for AIG; one 1/2 time for ELL.)
7. Instructional support (2)

Total of 22

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The board's strategy for recruiting and retaining high-performing teachers will include the following components:

1. Compensation for teachers will be fair and competitive.
2. The school will reimburse teachers for approved continuing education expenses.
2. We will recruit teachers who are passionate about teaching.
3. We will express appreciation for teachers who consistently seek professional growth.
4. We will respect our teachers as professionals who have their own ideas about teaching and who want the freedom to implement those ideas.

Hobgood Academy Charter School will recruit teachers from local schools of education from East Carolina University, Chowan University, and North

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Carolina Wesleyan. Hobgood Academy is fortunate to have graduates of our school who have come back to teach at Hobgood Academy. They are high-performing teachers who are highly qualified and would like to continue at Hobgood Academy Charter School.

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

The Board of Directors is ultimately responsible for all activities of the corporation. The Board of Directors is required to fulfill the purposes of the corporation as stated in its articles of incorporation and by-laws. In order to fulfill those purposes, the Board will hire a chief executive officer, i.e., the Head of School. The Head of School is in charge of the operations of the school and answers directly to the Board. The Board does not operate the school. The Head of School operates the school. However, the Head can only operate the school by using employees, who are "agents" for the school. Every employee of the school answers directly to the Head. The Head can hire and fire employees. The Head can set the salaries of each employee. The Board will not intervene in school operations unless the Head resigns or is physically or otherwise incapable of operating the school.

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

Hobgood Academy Charter School will seek to provide a safe, secure learning and working environment for students and staff by employing individuals who are upstanding citizens, who have sound moral character, and who represent Hobgood Academy Charter School positively.

As a condition of employment, a criminal history check will be conducted on all employees. A reasonable effort will be made to ascertain whether the employee has any criminal history in the county of residence, employment, or schooling for at least the past five years. The employee will be required to be fingerprinted and to provide any other information necessary to conduct the criminal history check. Any refusal will result in withdrawal of the employment offer or dismissal.

If the employee has a criminal history, there must be written documentation of how the criminal history information was used in the employment decision. It will include a determination of whether the individual poses a threat to the physical safety of students or personnel or has demonstrated that he/she does not have the integrity or honesty to fulfill the job duties.

N.C.G.S. 114-19.2 (a) (Criminal Record Checks of School Personnel); N.C.G.S.115C-332 (School Personnel Criminal History Checks); and 16 N.C.A.C. 6C-0300.

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

Our proposed salary range for all employees will be based upon the N. C. State Salary Scale for 2016-2017.

We will continue to give our employees the option of participating in a TIAA retirement plan which requires us to match the employee's 2.5% contribution.

Except for mandatory contributions to Medicare and Social Security, there will be no other employment benefits.

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

1. Any employee who has a grievance should report the grievance to the Head of School.

2. If the grievance is not settled to the employee's satisfaction, the employee must provide to the Head of School a Grievance Letter that identifies: (a) the complaint/issue, (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The Head of School will acknowledge the receipt of a Grievance Letter within 3 school days and attempt to respond to all involved within 10 calendar days.

3. If a resolution cannot be reached through a discussion with the Head of School, the employee may submit a formal Grievance Packet to the Chair of the Board of Directors of Hobgood Academy Charter School within five days of notification of the Head of School's decision. The Chair will review all information to determine whether the Head of School has complied with school policies and/or the law. The Chair of the Board of Hobgood Academy Charter School will issue a response within 10 school days of receiving the packet.

4. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c).

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

The Assistant Head of School will also be responsible for school technology, maintaining the school website, and computer education.

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.

Hobgood Academy Charter School will hire qualified teachers to teach special needs, ELL and gifted students. We anticipate hiring 1 full-time EC teacher, a part-time AIG teacher, and a part-time ELL teacher. We will hire teachers who meet the requirements of being highly qualified for our EC students.

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 Head of School will be responsible for ensuring that all staff have the qualifications and appropriate licenses for their positions. The Head of School will also be responsible for properly observing and evaluating staff to reflect job performance. If any staff members are not performing effectively, the Head of School will address these as personnel issues appropriately.

Staff Evaluation and Professional Development

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

The Head of School will be the instructional leader of Hobgood Academy Charter School and will be responsible for the maintaining of teacher licensure requirements and professional development for appropriate staff.

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.

The Head of School will partner initially licensed teachers with experienced teachers in the same content area as much as possible. The mentor and mentee

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will meet weekly and keep a log of their conversations. The mentor will also be the peer observer for one of the 4 formal required observations. New staff with experience will also be partnered with a staff member for orientation to our school and review of curricular expectations. Partners will meet at least once a month formally and may choose to meet weekly informally as deemed necessary.

Since plans are for Hobgood Academy Charter School to be a small school, we will have a small staff. Administrators will be informally observing all staff each day by conducting walk-through observations. Teachers will receive informal notes as feedback on their teaching as well as interacting with each other and parents. Staff will be evaluated using the North Carolina Teacher Evaluation. Teachers will receive training on this process prior to the opening of the 2017-18 school year.

- 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.*

In accordance with our school's mission, our teachers will be expected to participate in ongoing professional development at our school and beyond. Our professional development plan will begin during the teacher workdays prior to the first day for students. The professional development will be ongoing throughout the year on early release days as well as each month during teacher/staff meetings. The focus during monthly teacher meetings will be on the professional development as teachers share with each other effective teaching strategies and continue to develop the health/PE/health-oriented career focused curriculum.

Teachers will also be expected to attend professional development based on their individual needs. We will utilize peer observations with feedback as a professional development tool. We will be committed to ongoing, systematic, professional growth in order to positively impact student achievement.

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

Professional development will be provided for all teaching staff prior to the beginning of school. We will have five days to schedule training that will address analyzing assessment data, innovative and effective teaching strategies, learning styles of students, and the health/PE/health-oriented career focused curriculum. There will be ongoing professional development throughout the school year.

- 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.*

We will have approximately 30 hours of professional development throughout the school year. Our school calendar includes teacher workdays and early release days to complete professional development. Teachers will also receive professional development during staff meetings twice each month.

Enrollment and Marketing:

-

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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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

1. Program announcements will be made to churches, community organizations and government entities.
2. Information sessions will be held throughout the potential attendance area.
3. Local television and radio news stations will be contacted for regular announcements and interview opportunities.
4. Flyers and posters will be strategically distributed throughout the potential attendance area.
5. Social media pages, with a focus on Facebook, will be created in order to make announcements and create advertisements for the school. Social media advertisements will target the potential attendance area.
6. A school website will be created upon preliminary approval.
7. Information booths will be available at community events such as the Hobgood Cotton Festival.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
 2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*
1. The benefit of already being a fully operational school is that we would be able to offer our new families the opportunity to meet our teachers/staff, visit classrooms, tour the facilities, and attend school events.
 2. A school website will be created upon preliminary approval in order to share notes from board meetings, school schedules, and opportunities for student and parent participation.
 3. The school will make regular announcements about current events and scheduling issued through an automated phone-call system in order to keep parents informed.
 4. Students and school representatives will have a presence at town events or annual gatherings such as the Hobgood Cotton Festival and other town celebrations.
 5. There will be scheduled meetings in which parents, students and community members can express their thoughts and concerns as well as ask questions.
 6. We will engage our parents and community by sponsoring community events

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where parents will volunteer and participate in our annual 5K Run, healthy living seminars led by Extension Specialists from the NC Cooperative Extension Service, and an annual Health Fair. Athletic events for middle school and high school teams will be open for public admission and will foster engagement of parents and the student body. Youth sports programs will engage elementary children and their parents in a friendly, competitive environment.

7. Parents will be required to sign a Parent Volunteer contract that states each parent will be responsible for volunteering a certain number of hours during school sponsored events.

8. Hobgood Academy Charter School will have an active Parents of Hobgood Academy Charter (PHAC). Grade parents will be selected for each grade. Their job will be to participate in PHAC and keep the parents in their grades informed of activities occurring at Hobgood Academy Charter School. Hobgood Academy Charter School will also have Area Coordinators whose job will be to coordinate the parents in their geographic locations to help with school events.

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.*
1. The period for open enrollment applications would, tentatively, be from March 1, 2017 through March 31, 2017 (if we are approved for accelerated consideration). Notice of open enrollment will be published on the school web site and also in three area newspapers. Notice will be published at least 10 days prior to the period of open enrollment. The notice will contain an announcement of three open houses, at which parents and children may meet staff members and ask questions about the school. Applications may be submitted during each open house.
2. Applications for students who are children of Board members or of employees will be given preference, but such applications may not exceed 15% of the total enrollment. All other applications will be accepted unless the number of applications for particular grade levels exceed our capacity to handle the additional students in a manner consistent with our mission of offering personalized instruction.
3. If the number of applicants for a given grade level is excessive, we will select students by conducting a public lottery. We will assign a number to each applicant (or to each set of siblings). Applicants whose numbers are not drawn will be notified and will, at their request, be placed on a

waiting list. If a successful applicant should later choose not to attend Hobgood Academy Charter School, then applicants who have requested to be placed on the waiting list shall be contacted, in the order of placement, and invited to attend Hobgood Academy. If there are grade levels which do not receive sufficient applications during the period of open enrollment, then those grade levels shall remain open for enrollment on a first come - first served basis until they reach capacity or until the first day of school.

4. Students who have been accepted for admission may withdraw or transfer as they wish, but they will not be considered for re-enrollment during the same school year.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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 Halifax County Schools
 LEA #2 Martin County Schools
 LEA #3 Edgecombe County Public Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330	LEA 420	LEA 580	LEA 330
Kindergarten	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 01	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 02	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 03	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 04	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 05	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 06	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 07	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 08	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 09	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 10	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 11	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
Grade 12	7	4	4	7	4	4	7	4	4	7	4	4	7	4	4
	91	52	52	91	52	52	91	52	52	91	52	52	91	52	52
	195			195			195			195			195		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
<p>Do parents belong at the top of the organizational chart if they are only electing board members? They have not control over board members once elected.</p> <p>How will the board monitor the financial status of the school on an ongoing basis?</p> <p>What criteria will be used to evaluation board, admin, etc?</p>	Buffy Fowler	Governance a
<p>What does applicant mean when it states the primary function of the board is to oversee the entire operation of the charter school? Should the board allow parents to elect board members? What if the parents electing board members are not aligned to the school mission? What will be the policy guiding this process? The grievance process outlined here is lacking in the discipline component of the application raising alignment concerns. The structure of the board outlined in the organizational chart is concerning. Why does the founding board deem this the most appropriate structure? What research/evidence suggests that this is the appropriate structure? What is the board's process for evaluating its own effectiveness?</p> <p>Applicant should clarify its understanding between governance and operations.</p>	Deanna Townsend-Smith	Governance a
<p>There is no indication that the current or future board members will have the capacity to assess and evaluate the performance of the school leader or hold the school leader accountable for student outcomes. Please describe the specific skill set and the essential skills necessary for a board to operate effectively? How will parents be supported in voting and identifying board members? What training will be provided to parents in good governing practices that will enable them to select, recruit board members? How will the board assess its own effectiveness? What professional development support will the board have? Please describe the on boarding process for new board members? Describe the metrics that will enable the Board to assess the effectiveness of the school leader.</p>	Tracy Kelley	Governance a
<p>Can the applicant clarify the process for having parents elect board members and describe how this approach will guarantee a diverse board with the skill sets needed to provide expertise in key areas?</p> <p>Will the founding board take advantage of board training offered by the NC Office of Charter Schools?</p> <p>Can the applicant clarify the school's organizational chart? It appears that parents have ultimate responsibility for school operations.</p>	Kevin Piacenza	Governance a
N/A	Deanna Townsend-Smith	Proposed Man
<p>Is the rationale for converting strong? Applicant has detailed declining enrollment over the last 10 years. How is the conversion justified based only on not charging tuition? Does the applicant have strong evidence to support that its current program is effective to the students it currently serves? If enrollment has been declining over 10 years, is there really a true need for this particular program in the area? what did the existing school put in place to retain its current population of students?</p>	Deanna Townsend-Smith	Charter Scho
<p>The rational for converting is strictly fiscal, there is no evidence of a successful academic program and no evidence that there is a need or interest in converting. There is no evidence that the school will be effective educating the entire community. The narrative citing SAT data is less than compelling and, again, evidences no real plan for how to use data to drive instructional and learning outcomes because there is not discussion of interim assessments. describe how school will ensure a rigorous instructional program.</p>	Tracy Kelley	Charter Scho
<p>This rubric does not match the private school conversation.</p>	Buffy Fowler	Charter Scho
<p>Can the applicant provide more detail related to the teacher dismissal process? How do performance standards, teacher evaluation, mentoring, etc. affect the dismissal process?</p>	Kevin Piacenza	Staffing Pla
<p>Describe the role of the board in the hiring and firing process.</p>	Buffy Fowler	Staffing Pla

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How do you plan to compete for the best teachers without providing the health insurance benefit?		
The recruitment plan lacks intentionality and purpose that is aligned with schools mission. Please describe the new teacher interview and evaluation process. How will student performance impact teacher evaluation, school leaders evaluation, board evaluation?	Tracy Kelley	Staffing Pla
Is it appropriate for the Head of School to hire and fire? Is it reasonable for the Head of School to set the salaries for employees and not the BOD? How does this criminal background check policy mirror that of the LEA as outlined in statute? Is 1 EC teacher appropriate for a K - 12 campus? would it be more beneficial to not have an Assistant Head of School and possibly employ an additional EC teacher?	Deanna Townsend-Smith	Staffing Pla
Applicant should clarify the need for having 2 Administrators for 195 students.		
Does the applicant have an understanding on the NC Evaluation Tool? How does using this tool align to the school's mission/purpose? while professional development is being provided, it is difficult to ascertain its focus and alignment to the mission? Is \$5,000 the appropriate budgeted amount for 30 plus hours of professional development?	Deanna Townsend-Smith	Staff Evalua
How will student performance data impact professional development? Please describe how school leader will evaluate the effectiveness of professional development offerings to make they are being implemented appropriately and how will PD be monitored on an on going basis?	Tracy Kelley	Staff Evalua
The marketing details are lacking. Is listing a host of events enough to ensure the school will reach its projected enrollment of 195 when they have experienced a decreasing enrollment the last 10 year? Is it appropriate for the proposed board to assume that converting to a public charter school will solve its enrollment woes?	Deanna Townsend-Smith	Marketing Pl
Existing demographics are not in line with the area that the school is located within. What are strategies that will be used to attract a more diverse population?	Buffy Fowler	Marketing Pl
What if a parent cannot commit to the volunteer hours required by the school? Can a charter school require parents to volunteer?	Deanna Townsend-Smith	Parent and C
The plan is not innovative or creative and lacks intentionality especially given the need for parents to serve on board.	Tracy Kelley	Parent and C
Timeline is too short for adequate notification to community.	Alex Quigley	Admissions P
When you collected information from parents about their interest in converting to a charter was it conveyed to them that existing students are not guaranteed a slot and will not have preference of enrollment?	Buffy Fowler	Admissions P
Applicant should clarify the following statement - Students who have been accepted for admission may withdraw or transfer as they wish, but they will not be considered for re-enrollment during the same school year.	Deanna Townsend-Smith	Admissions P
There has been no evidence presented that this is a realistic projection.	Buffy Fowler	Projected St
N/A	Deanna Townsend-Smith	Weighted Lot

Reviewer	Score
Joe Maimone	
Buffy Fowler	Pass
Robert McOuat	
Glenn Allen	
Hilda Parlér	
Mike McLaughlin	
Avril Smart	
Alex Quigley	
Eric Sanchez	Fail
Deanna Townsend-Smith	Fail
Kevin Piacenza	Pass
Alan Hawkes	
Tracy Kelley	Fail
Cheryl Turner	

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.

Hobgood Academy Charter School is located in the southeastern section of Halifax County. We plan to serve students in the 15 mile radius of the town of Hobgood which will include families in Halifax, Edgecombe, and Martin counties.

Transportation will not be a barrier to student attendance and no child will be denied access to the school due to lack of transportation.

Hobgood Academy Charter School parents will be given opportunities prior to the opening of school as well as throughout the school year in order to share information so that parents may create carpools to transport students to and from school. Hobgood Academy Charter School will provide a fee-based before-school and after-school care for students whose families' work schedules are in need of such.

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.

Students will have options regarding lunch:

1. Students may opt to bring their own lunch. When students bring their lunch, they may purchase milk in our school cafeteria.
2. Hobgood Academy Charter School will prepare a healthy lunch according to the recommendations of the USDA (<https://health.gov/dietaryguidelines/2015/guidelines/>).
3. Students may purchase lunch from the cafeteria, or if they meet the state and Federal guidelines, will qualify for reduced or free lunch.

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	Proposed amount of coverage	Cost (Quote)
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coverage			
Comprehensive General Liability		\$1,000,000	\$2,145.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$3,292.00
Property Insurance		\$5,000,000	\$22,400.00
Motor Vehicle Liability		\$1,000,000	\$.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$585.00
Other		\$1,000,000	\$3,917.00
Total Cost			\$32,339.00

*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.

hobgoodacademy 09/16/2016

(Board Chair Signature) (Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Hobgood Academy Charter School rents all its real property, which includes a building for grades K-5, a building that houses the media center and classrooms, a building for grades 6-12 (including offices for administration), and a gymnasium (which houses the cafeteria). The lease extends until June 30, 2028. Under the lease, no cash rent is due. However, the landlord maintains the property and Hobgood Academy Charter School must reimburse the landlord for all maintenance expenses. Hobgood Academy Charter School also pays for insurance and property taxes.

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

Not applicable. Hobgood Academy Charter School already has operational

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facility.

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.

Not applicable. Hobgood Academy Charter School already has an operational facility.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Is there a plan for providing transportation to students with disabilities if stated in their IEP?	Glenn Allen	Transportati
"Transportation will not be a barrier to student attendance and no child will be denied access to the school due to lack of transportation"- In the event that students need transportation, how will the school handle that contingency?	Kevin Piacenza	Transportati
This transportation plan does not meet the criteria.	Alex Quigley	Transportati
How will the applicant ensure no child is denied access due to transportation? There is no budget for transportation.	Buffy Fowler	Transportati
Particular parts of the application indicated the school plans to target at-risk students. How does this transportation plan accommodate for those students? Does the plan outlined reflect a thorough explanation of how the board will ensure no child is denied access to the school? What happens for students who may get into the school in need of transportation outside of the 15 mile radius? Is it appropriate to have no monies budgeted for transportation? What will be the plan if there are homeless students or if an EC student needs transportation?	Deanna Townsend-Smith	Transportati
This plan lacks detail.	Alex Quigley	School Lunch
What food service options are being explored by the school? Will it be contracted out or facilitated in-house? Does the applicant expect to apply for the National School Lunch/Free and Reduced Lunch Program?	Kevin Piacenza	School Lunch
Will you participate in the federal lunch program? Will an the applicant have time to get lunch program in place by fall 2017?	Buffy Fowler	School Lunch
Does the school plan to participate in the National FRL program? Is \$100,00 sufficient to cover the lunch program?	Deanna Townsend-Smith	School Lunch
The property insurance seems high. Can the applicant clarify this amount?	Kevin Piacenza	Civil Liabil
Is your facility ADA compliant for accessibility?	Glenn Allen	Facility and
Can the applicant provide details related to the building size, age, and condition since this is relevant to other budget items?	Kevin Piacenza	Facility and
Is there a contingency plan if the school's acceleration request is denied? Will the applicant still have access to the building during its planning year?	Deanna Townsend-Smith	Facility and
Applicant should clarify its current lease agreement?		

Reviewer	Score
Deanna Townsend-Smith	Pass
Robert McOuat	
Cheryl Turner	
Mike McLaughlin	
Eric Sanchez	Fail
Alan Hawkes	
Joe Maimone	
Avril Smart	
Glenn Allen	
Buffy Fowler	Pass
Kevin Piacenza	Pass

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Hilda Parlér	
Alex Quigley	
Tracy Kelley	Pass

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 #1 420 - Halifax County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$6,705.46	91	\$610,196.86
Local Funds	\$870.00	91	\$79,170.00
Federal EC Funds	\$3,017.60	2	\$6,035.20
Totals			\$695,402.06

LEA #2 580 - Martin County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$6,124.49	52	\$318,473.48
Local Funds	\$1,477.28	52	\$76,818.56
Federal EC Funds	\$2,937.35	1	\$2,937.35
Totals			\$398,229.39

LEA #3 330 - Edgecombe County Public Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,943.95	52	\$309,085.40
Local Funds	\$1,016.76	52	\$52,871.52
Federal EC Funds	\$3,579.70	1	\$3,579.70
Totals			\$365,536.62

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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	\$1,237,756	\$1,237,756	\$1,237,756	\$1,237,756	\$1,237,756
-Local Per Pupil Funds	\$208,860	\$208,860	\$208,860	\$208,860	\$208,860
-Exceptional Children & Federal Funds	\$12,552	\$12,552	\$12,552	\$12,552	\$12,552
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,459,168	\$1,459,168	\$1,459,168	\$1,459,168	\$1,459,168

***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.

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	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Assistant Administrator	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
Finance Officer	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
Clerical	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$12,000	\$12,000	1	\$12,000	\$12,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	5		\$178,000	5		\$178,000	5		\$178,000	5		\$178,000	5		\$178,000
Instructional Personnel:															
Core Content Teacher(s)	13	\$40,000	\$520,000	13	\$40,000	\$520,000	13	\$40,000	\$520,000	13	\$40,000	\$520,000	13	\$40,000	\$520,000
Electives/Specialty Teacher(s)	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
Exceptional Children Teacher(s)	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
Instructional Support	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional	17		\$680,000	17		\$680,000	17		\$680,000	17		\$680,000	17		\$680,000

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Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	22		\$858,000	22		\$858,000	22		\$858,000	22		\$858,000	22		\$858,000
Administrative & Support Benefits															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	1	\$4,450	\$4,450	1	\$4,450	\$4,450	1	\$4,450	\$4,450	1	\$4,450	\$4,450	1	\$4,450	\$4,450
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	1	\$2,581	\$2,581	1	\$2,581	\$2,581	1	\$2,581	\$2,581	1	\$2,581	\$2,581	1	\$2,581	\$2,581
Social Security	1	\$11,036	\$11,036	1	\$11,036	\$11,036	1	\$11,036	\$11,036	1	\$11,036	\$11,036	1	\$11,036	\$11,036
D - Total Admin and Support Benefits:	3		\$18,067	3		\$18,067	3		\$18,067	3		\$18,067	3		\$18,067
Instructional Personnel Benefits:															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000	1	\$17,000	\$17,000
Social Security	1	\$42,160	\$42,160	1	\$42,160	\$42,160	1	\$42,160	\$42,160	1	\$42,160	\$42,160	1	\$42,160	\$42,160
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	1	\$9,860	\$9,860	1	\$9,860	\$9,860	1	\$9,860	\$9,860	1	\$9,860	\$9,860	1	\$9,860	\$9,860
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	3		\$69,020	3		\$69,020	3		\$69,020	3		\$69,020	3		\$69,020
D+E = F - Total Personnel Benefits	6		\$87,087	6		\$87,087	6		\$87,087	6		\$87,087	6		\$87,087
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	8		\$196,067	8		\$196,067	8		\$196,067	8		\$196,067	8		\$196,067

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B+E = H - Total Instructional Personnel (Salary & Benefits)	20		\$749,020	20		\$749,020	20		\$749,020	20		\$749,020	20		\$749,020
G+H = J - TOTAL PERSONNEL	28		\$945,087	28		\$945,087	28		\$945,087	28		\$945,087	28		\$945,087

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	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Paper	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
	Computers & Software	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Communications & Telephone	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Copier leases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$0	\$0	\$0	\$0	\$0
	Maintenance	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Custodial Supplies	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Custodial Contract	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
	Insurance (pg19)	\$32,339	\$32,339	\$32,339	\$32,339	\$32,339
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	Gas	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Water/Sewer	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Trash	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
	Travel	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Other	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	K - TOTAL Administrative & Support Operations	\$416,339	\$416,339	\$416,339	\$416,339	\$416,339
	Instructional:					
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0

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	Instructional Technology	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Books and Supplies	Instructional Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Curriculum/Texts	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Copy Paper	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Testing Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	L - TOTAL Instructional Operations	\$59,000	\$59,000	\$59,000	\$59,000	\$59,000
	K+L = M - TOTAL OPERATIONS	\$475,339	\$475,339	\$475,339	\$475,339	\$475,339

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$945,087	\$945,087	\$945,087	\$945,087	\$945,087
M - TOTAL OPERATIONS	\$475,339	\$475,339	\$475,339	\$475,339	\$475,339
J+ M =N TOTAL EXPENDITURES	\$1,420,426	\$1,420,426	\$1,420,426	\$1,420,426	\$1,420,426
Z - TOTAL REVENUE	\$1,459,168	\$1,459,168	\$1,459,168	\$1,459,168	\$1,459,168
Z - N = SURPLUS / (DEFICIT)	\$38,742	\$38,742	\$38,742	\$38,742	\$38,742

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

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

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

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

Provide the break-even point of student enrollment.

Our projected student enrollment is 195 students. This is based on the number recommended by the National Education Association (NEA Policy Brief P808). In 2000 Hobgood Academy had over 300 students. Due to the economic recession, as with many private schools, our enrollment has gradually declined. We feel that removing the tuition barrier will allow us to meet the projected enrollment.

According to the survey data, there is great interest in the Hobgood community for more students to enroll at our charter school because there is no other local school for children K-12.

The break-even point for student enrollment would be 100 students. We now have 78 students and we could continue to operate with our current staffing even if we had 100 students. Our projected expenses for our current school year are about \$650,000, which is approximately the same revenue we would receive from state and local funds for 100 students. (If we utilize our reserve funds, our break-even point in the first year would be about 80 students.)

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

If our charter school begins in August 2017, we plan to have approximately \$200,000 in reserve funds that can be used if revenues are less than anticipated.

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 other sources of funds are reflected in the budget.

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

15/1 student to teacher ratio

2. *Does the school intend to contract for services such as student accounting and financial*

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services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.

We plan to have one custodian for light daily routine cleaning, removing trash, etc. We will contract for additional custodial services such as stripping and waxing floors, periodic intense cleaning of bathrooms, etc.

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

Our transportation plan makes no demands upon our budget.

Our facility needs are substantial because our buildings are aging and will need constant attention. We have allowed \$120,000 per year to address that need. (Buildings total more than 40,000 square feet, and include three classroom buildings and a gymnasium-cafeteria.) Our grounds total 12 acres, including a football field, a softball field, and a baseball field. Maintenance of grounds is included in the budget.

Our mission and our curricular offerings make no extraordinary demands on the budget.

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

We expect to begin operations with a general fund balance of \$200,000. Since our budget does not currently reflect any Federal revenues, we would expect annually to have a general fund balance of approximately 5%.

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

We are currently in the first year of a 12-year lease with Scotfield, Inc. Scotfield maintains the buildings and grounds and Hobgood Academy reimburses Scotfield for its actual costs. There is no "cash rent." Scotfield purchased the property from Hobgood Academy for \$1 million, and Hobgood Academy has the option to purchase the property back for \$1 million.

Hobgood Academy has no debt.

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*

The school rents several copiers. The school owns free and clear all other usual and necessary tangible personal property used in connection with its operations (grades K-12).

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?

At least 3 months prior to beginning operations as a charter school, we will consult with our Auditor and follow his recommendations with respect to internal controls, segregation of duties, safeguarding of assets, and accurate and adequate record keeping.

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

There are no related party transactions.

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

Andrew Harris, CPA
3722 North Main Street
Farmville, NC 27828
252-753-2636
Fax: 888-689-1044

Hobgood Academy Charter School - We help children learn how to learn to be both physically and academically healthy so they will know how to live successfully in a rapidly changing world.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
A projection of only 4 EC students out of the total enrollment of 195 seems low. Can the applicant justify this projection?	Kevin Piacenza	Budget Reven
Why has the applicant projected such a small percentage of EC students? Only approximately 2%	Buffy Fowler	Budget Reven
How will the debt of the private school impact the converted public charter school?	Deanna Townsend-Smith	Total Budget
Low EC projection	Buffy Fowler	Total Budget
Is a Lead Administrator and Assistant Administrator a need for s student body of 195 K - 12? Why are there no funds allocated for Food Service if the school will prepare and provide a lunch according to FDA guidelines as outlined in the earlier portion of the application?	Deanna Townsend-Smith	Personnel Bu
Benefits projections do not include health insurance. Given the stated desire to be "competitive" in attracting good teachers, can the applicant explain?	Kevin Piacenza	Personnel Bu
Is there money allotted for contract services related to students with disabilities such as school psychology, speech language services, occupational therapy, physical therapy, etc?	Glenn Allen	Personnel Bu
Budget reflects a high cost of administration for only 195 students.	Buffy Fowler	Personnel Bu
In the facilities section of the application, applicant indicated the school will lease its facilities. Why is \$0 budgeted for the facilities? Is it realistic to have \$0 budgeted for transportation? Why is there no monies budgeted for technology? How will the school handle online state assessments w/o computers?	Deanna Townsend-Smith	Operations B
Some budget lines appear to be low for a school 195 students: Office Supplies Copier lease Concern with no transportation budget	Buffy Fowler	Operations B
Please provide a detailed accounting of current and future facilities maintenance needs. How will school provide transportation with no transportation budget?	Tracy Kelley	Operations B
Can the applicant clarify the agreement between the school and "landlord"? \$120k for maintenance is unusual. What does this include? Also, there is no funding for transportation, student computers, software, or outside contractors; can the applicant clarify?	Kevin Piacenza	Operations B
There is no narrative addressing variable income or detailed explanation of assumptions, revenue estimates.	Tracy Kelley	Total Expend
High admin cost Low items on budget such as office supplies, transportation, Copier lease, etc	Buffy Fowler	Total Expend
Applicant should clarify how it plans to start with \$200,000 in reserve as this was not identified in the earlier part of the application when the initial opportunity was provided.	Deanna Townsend-Smith	Budget Narra
This budget assumes that they will be able to essentially transition their existing students to the new charter. "Our transportation plan has no demands on our budget" clearly indicates they have no desire to meet the needs of students other than the ones they already serve.	Alex Quigley	Budget Narra
The applicant refers to survey data in this section; where is it? The applicant states, "We now have 78 students" How will these students be handled in the enrollment process? are they required to go through lottery?	Kevin Piacenza	Budget Narra
What is the applicants understanding of internal controls, segregation of duties, safeguarding assets, and accurate record keeping?	Deanna Townsend-Smith	Financial Au

Reviewer	Score
Hilda Parlér	
Kevin Piacenza	Pass
Glenn Allen	

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Avril Smart	
Robert McQuat	
Mike McLaughlin	
Eric Sanchez	Fail
Alan Hawkes	
Tracy Kelley	Pass
Buffy Fowler	Pass
Cheryl Turner	
Joe Maimone	
Alex Quigley	Fail
Deanna Townsend-Smith	Fail

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).

hobgoodacademy

Date: 09/16/2016

Applicant Signature:

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

Board Position: Chairman, Board of Trustees

Signature: _____

Date: 09/16/2016

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

Notary Public Official Seal

Hobgood Academy Charter School - We help children learn how to learn to be both physically and academically healthy so they will know how to live successfully in a rapidly changing world.

My commission expires: _____, 20_____.

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

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

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Mission, Purposes, and Goals	Poorly written mission statement - joseph_maimone
Education Plan	Appendix B does not reflect a curriculum outline per grade span. Instead it is an elementary daily schedule. Applicant needs to provide a curriculum outline per grade span. - esanchez
Governance and Capacity	- esanchez
Operations	- esanchez
Financial Plan	- esanchez
OVERALL	- buffy_fowler - dtsmith840 - dtsmith840

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Response does not describe a mission that speaks clearly about the academic outcomes and expectations for students. As a result, the mission statement fails to evidence high expectations for students, there is nothing evidencing an that all students will be ready for career or college life. - kelleystacy</p> <p><u>Mission Statement</u> As currently worded , the mission statement is vague and not compelling. Can the mission statement be revised to be more specific, clear, and meaningful? - kpiacenza</p> <p><u>Mission Statement</u> Applicants outlines it will "strive" to prepare students both physically and academically for their futures. If the mission is to help children "learn" to be both physically and academically healthy, shouldn't the school achieve it's proposed purpose? What evidence exists to detail that the current model is successful since the school is converting from a private to a public charter school? - dtsmith840</p> <p><u>Mission Statement</u> Mission statement is poorly written. What is the applicants main rationale for seeking a charter? What is the mission statement presently at Hobgood Academy? Is the focus on healthy bodies and minds a new proposed mission? What changes or needs assessment has been done at the school to determine the need for the focus on health? - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> Response does not address or explain how the proposed schools' education plan will meet the specific needs of this population of students. The evidence of educational need was not compelling and unpersuasive. - kelleystacy</p>
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Educational Need and Targeted Student Population

Is there a plan for accommodating currently enrolled students with newly enrolled? If there is a currently enrolled student body how do those demographics align with targeted student population? Is there any data gathered via public meetings or surveys to support need? - kpiacenza

Educational Need and Targeted Student Population

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>.

What are the surrounding counties educational opportunities outside of the brief response provided of no equivalent program? What has been the academic achievement of students enrolled in the county? Does small classroom sizes automatically translate into a cohesive school culture and high achieving students?

What is the true evidence of need for the school and this proposed program in the county?

Applicant should clarify its compelling evidence of need for the proposed school.

- dtsmith840

Educational Need and Targeted Student Population

Will Hobgood be able to continue operation if a charter is not granted this year?

Appendix A1 does not address educational need. - buffy_fowler

Educational Need and Targeted Student Population

Although healthy living is important, how will educational academic goals be met in a low performing area? - joseph_maimone

Purposes of Proposed Charter School

The response does not clearly describe, how it will achieve one or more of the 6 legislated purposes. How will the school provide the resources (emotional, mental, support systems, listed)? How will the resources listed be connected to support the schools' academic program and improve academic outcomes for kids? The teaching methods described are vague and lacking in specificity and are not likely to result in improved educational outcomes for students. - kellestracy

Purposes of Proposed Charter School

"Hobgood Academy Charter School will promote the use of innovative teaching methods"- Can the applicant clarify these methods by providing specific details related to their documented effectiveness with the target population and their origin? - kpiacenza

Purposes of Proposed Charter School

This section of the proposal is not aligned to the component outlined in the earlier part of the application. The school's mission has no mention of a special emphasis for at-risk or gifted students. How does the school's proposed mission align to this new statement? - dtsmith840

Purposes of Proposed Charter School

Applicant described one of the two primary purposes was: To increase learning opportunities for all students with a special emphasis on at-risk or gifted students. The special emphasis on at-risk or gifted is not mentioned in targeted population section. The second primary purpose states:

	<p>To encourage the use of different and innovative teaching methods. No specifics on innovative program given. Describe the innovative programs proposed for Hobgood. - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> How doe student achievement goals reflect the fact that the school is a conversion? 50% proficiency in year 1 evidences low expectations for both the quality of teaching and learning. This is especially troublesome given that the school is already fully enrolled. The goals are not missioned aligned as there is no measure for healthy living. Responses indicates that operational goals will set and measured using surveys. Surveys are not clear, specific measurable way to set performance targets. There are no details addressing how the Board will progress monitor the schools academic program using benchmark assessments. - kelleltracy</p> <p><u>Goals for the Proposed Charter School</u> What data will be used in the monthly "comprehensive reports" provided the board? Can the applicant clarify the school's routine assessment process beyond the annual state testing? Are the annual student achievement goals listed realistic? Can the applicant provide any existing data from the LEA that might help set a baseline and benchmarks for the target population? - kpiacenza</p> <p><u>Goals for the Proposed Charter School</u> Is establishing 50% proficiency in year one a rigorous goal? Outside of measuring performance based on an end of year assessment, what are the plans to determine progress toward achieving the outlined goals? - dtsmith840</p> <p><u>Goals for the Proposed Charter School</u> Goals are broad with no details on how "courses not assessed with the NC State Testing will be assessed by class/course requirements." What evidence does applicant have that the proposed educational methods have been working in existing private school? Goals are not reasonable, 90% in five years? Why would you predict an attendance rate lower than the state average? What is existing graduation rate in Halifax County and existing graduation rate for Hobgood? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Justification for acceleration should require mostly passes on application reviews. - joseph_maimone</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Can the applicant provide specific documentation or evidence that supports the proposed instructional approach of combining or blending NC curriculum standards with the health programs cited?</p> <p>"Teachers will be expected to master the State Essential Standards and Common Core. In addition we will be using a combination of the Subject Centered, Integrated, and Experiential Curriculum Model Frameworks to implement our health based curriculum"- is this a research based model? Can it be described more clearly? How does this "model" relate to the health programs cited?</p>

	<p>Can the applicant describe specific assessment strategies and how they are connected to the instructional model? - kpiacenza</p> <p><u>Instructional Program</u> Responses focusing almost entirely on the plans for implementing its healthy living theme, no in depth discussion as to the schools instructional strategies, methods, or assessment strategies was provided. There is no evidence to support the contention that the healthy living theme will have a positive impact on academic achievement for the schools targeted student population. The response does not provide any evidence or show a track record of success achieved at the current school which would justify acceleration and conversion. - kellelytracy</p> <p><u>Instructional Program</u> Instructional program and methods for core classes are not covered in the description. The applicant has set a lofty goal of a 90% proficiency rate in 5 years, yet no reading, writing, math, science methods are described. - buffy_fowler</p> <p><u>Instructional Program</u> What is the documented evidence regarding the proposed approach leading to improved student outcomes? What assessment strategies will be implemented? How will the school measure excelling academically when assessment strategies are not clearly outlined in this proposal? How does this instructional program align to the proposed mission of the school? - dtsmith840</p> <p><u>Instructional Program</u> This is a wholly inadequate instructional program description that lacks depth or breadth. It does not meet the criteria. - a_quigley</p> <p><u>Curriculum and Instructional Design</u> Class sizes are not described in this section.</p> <p>Appendix B is a schedule? - kpiacenza</p> <p><u>Curriculum and Instructional Design</u> The response dose not provide a clear and specific description of the learning environment. Appendix B is missing. As a result there is no plan for how the school will provide a high quality education for all students. - kellelytracy</p> <p><u>Curriculum and Instructional Design</u> High school curriculum requirements does not aligned with NC standards for high school math. Applicant describes that the NC standard course of study will be followed. - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> What assessment data will be analyzed with teachers as outlined as no specific assessment or assessment strategies have been explained? How will the professional development plan impact teacher instructional practices? Is the proposed curriculum truly aligned to the NC SCOS since the school proposed this curriculum? Applicant should clarify the assessments it plans to use. - dtsmith840</p> <p><u>Curriculum and Instructional Design</u></p>
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	<p>Other than healthy living focus, appears to be little focus on academic rigor to ensure proficiency promised in goals. - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u> The materials attached do not meet the criteria. - a_quigley</p> <p><u>Special Programs and "At-Risk" Students</u> "If, at the end of any 3-week grading period, a student is performing at less than a satisfactory level, the teacher will require the student to attend a supervised 90-minute study period to be held at the end of the regular school day" How is "satisfactory level" defined? Is this a punitive measure or intended as an intervention?</p> <p>Are the 5 "circumstances" listed as intervention triggers taken from a research-based intervention model?</p> <p>Are there other programs being considered by the applicant to serve IG students beyond the summer biography activity? Has a specific diagnostic for testing been identified?</p> <p>- kpiacenza</p> <p><u>Special Programs and "At-Risk" Students</u> The responses demonstrates that the group does not have a data driven approach to addressing the needs of struggling students. What data will be used for early detection, prevention, identification of students who are struggling academically? What assessments will be used in order to ensure the educational program is meeting the needs of all learners? What are the researched based strategies that will be employed to structure the 90 minute study hall and how will the school measure the effectiveness of the intervention and what is the process for identifying students in need of intervention support? Describe how the school schedule will be designed to provide adequate learning time for all students and how will struggling tier 1 students be given the additional time for individualized instruction through tiered instruction? There is no description of or discussion of how school intends to provide a continuum of support. There is nothing in the response that indicates applicant group has the capacity to meet state federal requirements regarding the education of of ELL students? How will intervention systems allow students to move along a continuum of services and change placements according identified progress or needs?</p> <p>- kelleytracy</p> <p><u>Special Programs and "At-Risk" Students</u> Plan does not demonstrate a sound differentiated plan for prevention and intervention. - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> What interventions and/or strategies will be put into place for students in the classroom that are struggling?it The following statement, seems to represent the deficit model, "causes the teacher to feel that the student is not able or willing to be a "full participant" in the learning process." Describe the ways the school will enhance the academic opportunities of academically gifted and at-risk students during the school day. - buffy_fowler</p> <p><u>Exceptional Children – Identification and Records</u> "The Head of School and regular education teachers will be involved in the development</p>
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<p>of accommodations for students with disabilities"-Will the EC teacher be involved in the identification and management of student records? Will the EC teacher have compliance responsibilities or develop accommodations? - kpiacenza</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>It is unclear whether school currently has a RTI process in place as the response does not provide sufficient details and does not evidence a full understanding of the 504, child find, process. - kelleltracy</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>"The process used at Hobgood Academy Charter School is Response to Intervention."-- This cannot delay a timely evaluation of student suspected to have a disability. Response to Intervention is only a piece of the Child Find process. What is policy for parent and teacher referral? What is the plan for maintaining record confidentiality and compliance? - kevin_allen</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>EC identification on the application for the lottery is not allowable. How will the school work to appropriately identify students? What does the applicant see as the connection between RTI and EC student identification. What is the plan to manage newly identified students in need of a 504 Plan? Is it adequate to have the 504 process limited to 2 people? Does the applicant have a true understanding of the differences between 504 and EC students?</p> <p>Applicant should clarify its understanding of EC and 504. - dtsmith840</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>Has there been discussion with Halifax County Schools about referring students for evaluations? Describe the steps of RTI and the 3-tiered model. Applicants states that the school counselor will have responsibility of the EC files. Where does the EC teacher come into play? Applicant does not display a clear understanding of the Exceptional Children's program and responsibilities. Applicant is applying for an accelerated application, how does the applicant plan to learn about the responsibilities of the Exceptional Children's program in order to provide a quality program to all students? - buffy_fowler</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>This does not meet the criteria. Again, it lacks detail. Additionally, you cannot ask kids if they are EC on the charter application. - a_quigley</p> <p><u>Exceptional Children – Education Programming</u></p> <p>Does the applicant intend to implement a full inclusion model, or provide EC services in a pull out or resource setting, or a combination?</p> <p>"Hobgood Academy Charter School's educational programs will be based on the North Carolina Standard Course of Study"- What about the focus on physical fitness and nutritional health? Does the applicant anticipate any special strategies or accommodations for students with disabilities given this approach? - kpiacenza</p> <p><u>Exceptional Children – Education Programming</u></p>

	<p>Response fails to describe the supports or continuum of services for exceptional students and students with disabilities. There is no indication that group understands how to monitor student IEP, track progress, set goals, capture evidence, document progress. Overall, group does not provide a sound plan for implementing the full range of exceptional children's programs. - kellestracy</p> <p><u>Exceptional Children – Education Programming</u> "Procedures Governing Programs and Services for Children with Disabilities"--should be POLICIES GOVERNING SERVICES FOR CHILDREN WITH DISABILITIES. Plan states that you will provide full continuum of services for students with disabilities but no solid plan is outlined. Overall proposed curriculum is not outlined per grade level. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> How is the plan for serving Exceptional Children aligned with the overall proposed curriculum, instructional methods, and mission for the school? The educational plan for serving exceptional children lacks clarity as it is difficult to determine applicant's understanding and what will actually be done to appropriately serve students with disabilities. - dtsmith840</p> <p><u>Exceptional Children – Education Programming</u> "an exceptional children's teacher who will work with the regular education teachers to ensure that students' needs are addressed." This statement does not give evidence that a full continuum will be available to students. Applicant needs to expand to clarify a deep understanding of process. - buffy_fowler</p> <p><u>Student Performance Standards</u> What are the specific benchmarks, growth expectations, and time frame for academic goals and student performance? Can the applicant provide local data reflecting the target population? "Both regular education students and special education needs students will be promoted from one grade level to the next by showing at least one year's growth as indicated by state assessments as well as completing the requirements of courses and classes" - Can the applicant clarify this statement? Will EC students and regular education students be held to the same promotion standards? Beyond annual state mandated testing will there be other periodic school-wide assessment routines to help guide instruction? "Our at-risk students will receive guidance and remediation from our exceptional children's teacher as well as their regular education teachers to ensure their success"- Can this be clarified? Are at risk students and EC students the same? - kpiacenza</p> <p><u>Student Performance Standards</u> Response provides information on how physical fitness will be assessed but no academic assessment tools or strategies are provided. What assessment data will be used for student</p>
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	<p>goal setting? What assessments will school use to assess and improve the curriculum? what assessment will be used to assess student growth? Describe the timeline for promotion if it is contingent upon showing a years growth on the end of year assessment? Describe the structures, systems and process that are in place or will be in place in order to facilitate the discussion and analysis of student assessment data, drive instruction, and address the individual student strengths and weaknesses. - kellestracy</p> <p><u>Student Performance Standards</u> Is there differentiation in promotion for students with disabilities as related to their IEP? - kevin_allen</p> <p><u>Student Performance Standards</u> How did the applicant align this portion of the application to the goals outlined in the Missions, Purposes, and Goals section of the application? What is the likelihood of all components outlined in this section being achieved if responses are not clear, specific, measurable, attainable, and time specific? - dtsmith840</p> <p><u>Student Performance Standards</u> How will one year's growth be determined with state assessments? Could not making growth cause a student to be retained? What are the requirements of courses and classes?</p> <p>Answers appear to be restating requirements, therefore it is unclear the level of understanding and ability of the applicant to fulfill the requirements. More detailed information is needed on most parts of application to determine whether or not students will be given a sound education. Goals are not written in SMART goal formats.</p> <p>Applicant states, "Hobgood Academy Charter School will graduate all students." Please explain in detail how students not meeting expectations will be dealt with. - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> "Hobgood Academy Charter School has implemented a system to help students with their social and academic development." - Can the applicant provide some specific details generally describing the "system". How does the system align with mission, goals, etc.? Is the system based on an existing research based model?</p> <p>Can the applicant provide details for the discipline plan that describes length of suspension for various offenses or a hierarchy for behavior acts that could result in suspension?</p> <p>- kpiacenza</p> <p><u>Student Conduct and Discipline</u> What researched based system does or will school have in place to help students with their social and academic development? How will the school align its mission, organizational and operational policies to the facilitate the forming of positive habits? - kellestracy</p> <p><u>Student Conduct and Discipline</u> The application mentions that Hobgood "has implemented a system to help students." Can you explain this system? - kevin_allen</p> <p><u>Student Conduct and Discipline</u> While the Head of School will have ultimate authority to make decisions regarding student</p>
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	<p>discipline, what is the role of the board with developing the policy to guide the process? What is the established grievance process? - dtsmith840</p> <p><u>Student Conduct and Discipline</u> Applicant describes that they have, "implemented a system to help students with their social and academic development" Describe the system. Details needed of the discipline policies and procedures. - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> Is this the entire section on discipline? This is not detailed enough. - a_quigley</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Can the applicant clarify the process for having parents elect board members and describe how this approach will guarantee a diverse board with the skill sets needed to provide expertise in key areas?</p> <p>Will the founding board take advantage of board training offered by the NC Office of Charter Schools?</p> <p>Can the applicant clarify the school's organizational chart? It appears that parents have ultimate responsibility for school operations. - kpiacenza</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> There is no indication that the current or future board members will have the capacity to assess and evaluate the performance of the school leader or hold the school leader accountable for student outcomes. Please describe the specific skill set and the essential skills necessary for a board to operate effectively? How will parents be supported in voting and identifying board members? What training will be provided to parents in good governing practices that will enable them to select, recruit board members? How will the board assess its own effectiveness? What professional development support will the board have? Please describe the on boarding process for new board members? Describe the metrics that will enable the Board to assess the effectiveness of the school leader. - kellestracy</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Do parents belong at the top of the organizational chart if they are only electing board members? They have not control over board members once elected.</p> <p>How will the board monitor the financial status of the school on an ongoing basis?</p> <p>What criteria will be used to evaluation board, admin, etc? - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What does applicant mean when it states the primary function of the board is to oversee the entire operation of the charter school? Should the board allow parents to elect board members? What if the parents electing board members are not aligned to the school mission? What will be the policy guiding this process? The grievance process outlined here is lacking in the discipline component of the application raising alignment concerns. The structure of the board outlined in the organizational chart is concerning. Why does the founding board deem this the most appropriate structure? What research/evidence suggests that this is the appropriate structure? What is the board's process for evaluating its own effectiveness?</p>

<p>Applicant should clarify its understanding between governance and operations. - dtsmith840</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - dtsmith840</p> <p><u>Charter School Replication</u> The rationale for converting is strictly fiscal, there is no evidence of a successful academic program and no evidence that there is a need or interest in converting. There is no evidence that the school will be effective educating the entire community. The narrative citing SAT data is less than compelling and, again, evidences no real plan for how to use data to drive instructional and learning outcomes because there is not discussion of interim assessments. describe how school will ensure a rigorous instructional program. - kelleltracy</p> <p><u>Charter School Replication</u> This rubric does not match the private school conversation. - buffy_fowler</p> <p><u>Charter School Replication</u> Is the rationale for converting strong? Applicant has detailed declining enrollment over the last 10 years. How is the conversion justified based only on not charging tuition? Does the applicant have strong evidence to support that its current program is effective to the students it currently serves? If enrollment has been declining over 10 years, is there really a true need for this particular program in the area? what did the existing school put in place to retain its current population of students? - dtsmith840</p> <p><u>Staffing Plans, Hiring, and Management</u> Can the applicant provide more detail related to the teacher dismissal process? How do performance standards, teacher evaluation, mentoring, etc. affect the dismissal process? - kpiacenza</p> <p><u>Staffing Plans, Hiring, and Management</u> The recruitment plan lacks intentionality and purpose that is aligned with schools mission. Please describe the new teacher interview and evaluation process. How will student performance impact teacher evaluation, school leaders evaluation, board evaluation? - kelleltracy</p> <p><u>Staffing Plans, Hiring, and Management</u> Describe the role of the board in the hiring and firing process.</p> <p>How do you plan to compete for the best teachers without providing the health insurance benefit? - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> Is it appropriate for the Head of School to hire and fire? Is it reasonable for the Head of School to set the salaries for employees and not the BOD? How does this criminal background check policy mirror that of the LEA as outlined in statute? Is 1 EC teacher appropriate for a K - 12 campus? would it be more beneficial to not have an Assistant Head of School and possibly employ an additional EC teacher?</p> <p>Applicant should clarify the need for having 2 Administrators for 195 students. - dtsmith840</p> <p><u>Staff Evaluation and Professional Development</u></p>

	<p>How will student performance data impact professional development? Please describe how school leader will evaluate the effectiveness of professional development offerings to make they are being implemented appropriately and how will PD be monitored on an on going basis? - kellelytracy</p> <p><u>Staff Evaluation and Professional Development</u> Does the applicant have an understanding on the NC Evaluation Tool? How does using this tool align to the school's mission/purpose? while professional development is being provided, it is difficult to ascertain its focus and alignment to the mission? Is \$5,000 the appropriate budgeted amount for 30 plus hours of professional development? - dtsmith840</p> <p><u>Marketing Plan</u> Existing demographics are not in line with the area that the school is located within. What are strategies that will be used to attract a more diverse population? - buffy_fowler</p> <p><u>Marketing Plan</u> The marketing details are lacking. Is listing a host of events enough to ensure the school will reach its projected enrollment of 195 when they have experienced a decreasing enrollment the last 10 year? Is it appropriate for the proposed board to assume that converting to a public charter school will solve its enrollment woes? - dtsmith840</p> <p><u>Parent and Community Involvement</u> The plan is not innovative or creative and lacks intentionality especially given the need for parents to serve on board. - kellelytracy</p> <p><u>Parent and Community Involvement</u> What if a parent cannot commit to the volunteer hours required by the school? Can a charter school require parents to volunteer? - dtsmith840</p> <p><u>Admissions Policy</u> When you collected information from parents about their interest in converting to a charter was it conveyed to them that existing students are not guaranteed a slot and will not have preference of enrollment? - buffy_fowler</p> <p><u>Admissions Policy</u> Applicant should clarify the following statement - Students who have been accepted for admission may withdraw or transfer as they wish, but they will not be considered for re-enrollment during the same school year. - dtsmith840</p> <p><u>Admissions Policy</u> Timeline is too short for adequate notification to community. - a_quigley</p> <p><u>Projected Student Enrollment (Table)</u> There has been no evidence presented that this is a realistic projection. - buffy_fowler</p> <p><u>Weighted Lottery</u> N/A - dtsmith840</p>
<p>Operations</p>	<p><u>Transportation Plan</u> "Transportation will not be a barrier to student attendance and no child will be denied access to the school due to lack of transportation"- In the event that students need transportation, how will the school handle that contingency? - kpiacenza</p> <p><u>Transportation Plan</u> Is there a plan for providing transportation to students with disabilities if stated in their</p>

	<p>IEP? - kevin_allen</p> <p><u>Transportation Plan</u> How will the applicant ensure no child is denied access due to transportation? There is no budget for transportation. - buffy_fowler</p> <p><u>Transportation Plan</u> Particular parts of the application indicated the school plans to target at-risk students. How does this transportation plan accommodate for those students? Does the plan outlined reflect a thorough explanation of how the board will ensure no child is denied access to the school? What happens for students who may get into the school in need of transportation outside of the 15 mile radius? Is it appropriate to have no monies budgeted for transportation? What will be the plan if there are homeless students or if an EC student needs transportation? - dtsmith840</p> <p><u>Transportation Plan</u> This transportation plan does not meet the criteria. - a_quigley</p> <p><u>School Lunch Plan</u> What food service options are being explored by the school? Will it be contracted out or facilitated in-house? Does the applicant expect to apply for the National School Lunch/Free and Reduced Lunch Program? - kpiacenza</p> <p><u>School Lunch Plan</u> Will you participate in the federal lunch program? Will an the applicant have time to get lunch program in place by fall 2017? - buffy_fowler</p> <p><u>School Lunch Plan</u> Does the school plan to participate in the National FRL program? Is \$100,00 sufficient to cover the lunch program? - dtsmith840</p> <p><u>School Lunch Plan</u> This plan lacks detail. - a_quigley</p> <p><u>Civil Liability and Insurance</u> The property insurance seems high. Can the applicant clarify this amount? - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> Can the applicant provide details related to the building size, age, and condition since this is relevant to other budget items? - kpiacenza</p> <p><u>Facility and Facility Contingency Plan</u> Is your facility ADA compliant for accessibility? - kevin_allen</p> <p><u>Facility and Facility Contingency Plan</u> Is there a contingency plan if the school's acceleration request is denied? Will the applicant still have access to the building during its planning year? Applicant should clarify its current lease agreement? - dtsmith840</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> A projection of only 4 EC students out of the total enrollment of 195 seems low. Can the applicant justify this projection? - kpiacenza</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u></p>

	<p>Why has the applicant projected such a small percentage of EC students? Only approximately 2% - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Low EC projection - buffy_fowler</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> How will the debt of the private school impact the converted public charter school? - dtsmith840</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Benefits projections do not include health insurance. Given the stated desire to be "competitive" in attracting good teachers, can the applicant explain? - kpiacenza</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is there money allotted for contract services related to students with disabilities such as school psychology, speech language services, occupational therapy, physical therapy, etc? - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Budget reflects a high cost of administration for only 195 students. - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Is a Lead Administrator and Assistant Administrator a need for s student body of 195 K - 12? Why are there no funds allocated for Food Service if the school will prepare and provide a lunch according to FDA guidelines as outlined in the earlier portion of the application? - dtsmith840</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Can the applicant clarify the agreement between the school and "landlord"? \$120k for maintenance is unusual. What does this include? Also, there is no funding for transportation, student computers, software, or outside contractors; can the applicant clarify? - kpiacenza</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Please provide a detailed accounting of current and future facilities maintenance needs. How will school provide transportation with no transportation budget? - kellelytracy</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Some budget lines appear to be low for a school 195 students: Office Supplies Copier lease Concern with no transportation budget - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> In the facilities section of the application, applicant indicated the school will lease its facilities. Why is \$0 budgeted for the facilities? Is it realistic to have \$0 budgeted for transportation? Why is there no monies budgeted for technology? How will the school handle online state assessments w/o computers? - dtsmith840</p> <p><u>Total Expenditure Projections (Table)</u> There is no narrative addressing variable income or detailed explanation of assumptions, revenue estimates. - kellelytracy</p> <p><u>Total Expenditure Projections (Table)</u></p>
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	<p>High admin cost Low items on budget such as office supplies, transportation, Copier lease, etc - buffy_fowler</p> <p><u>Budget Narrative</u> The applicant refers to survey data in this section; where is it? The applicant states, "We now have 78 students" How will these students be handled in the enrollment process? are they required to go through lottery? - kpiacenza</p> <p><u>Budget Narrative</u> Applicant should clarify how it plans to start with \$200,000 in reserve as this was not identified in the earlier part of the application when the initial opportunity was provided. - dtsmith840</p> <p><u>Budget Narrative</u> This budget assumes that they will be able to essentially transition their existing students to the new charter. "Our transportation plan has no demands on our budget" clearly indicates they have no desire to meet the needs of students other than the ones they already serve. - a_quigley</p> <p><u>Financial Audits</u> What is the applicants understanding of internal controls, segregation of duties, safeguarding assets, and accurate record keeping? - dtsmith840</p>
<p>OVERALL</p>	<p><u>Cover Page</u> The applicant is proposing to convert a private school to a public charter school. Additionally, applicant is seeking to accelerate it's process an open in 2017-18. How will the financial history over three years be improved should the applicant's request to accelerate be honored. Why has the private school experienced a negative fund balance the last three years? How will the proposed board address the fund deficit it is currently demonstrating? - dtsmith840</p> <p><u>Cover Page</u> Conversion from private, with three years of deficits. Is this a reapplication, requesting acceleration? - joseph_maimone</p> <p><u>Cover Page</u> No Appendix A attached.</p> <p>The applicant has not provided evidence that the school qualifies for acceleration. - buffy_fowler</p> <p><u>Acceleration</u> Group does not articulate a compelling reason or provide supporting evidence to justify an accelerated planning year. - kelleystacy</p> <p><u>Acceleration</u> Appendix A 1 pending and ECC/ECU agreement pending. - kpiacenza</p> <p><u>Acceleration</u> The applicant outlined they will be partnering with Edgecombe County and East Carolina University. While plans are in the works, acceleration calls for the requirement of having a firm partnership. Should the CSAB/SBE forgo its policy in this instance for a promise and not a firm partnership? What happens if the partnership is not finalized? Should this</p>

	<p>applicant just receive consideration to open during the 2018-19 opening as all acceleration requirements have not been met at this time? Additionally, the acceleration policy details there must be evidence of a charter school not being in the county. Per the applicants response, there are other charter schools currently operating in this area. Is the need outlined so compelling to support or justify acceleration?</p> <p>Applicant should clarify why its acceleration request should be granted as it does not meet the criteria to accelerate. - dtsmith840</p> <p><u>Acceleration</u> The applicant has not met either requirement for acceleration. There is no commitment by the University/Community College at this point. There are already two charter school located in Halifax County. The fund balance of the private school gives the impression, the applicant is seeking a charter to prevent from closing down due to financial trouble. - buffy_fowler</p> <p><u>Acceleration</u> Do we stick to 'requirement' of no charter in 'county', or is beyond 25 miles sufficient? - joseph_maimone</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> There is no narrative provided in order to assess whether or not the enrollment figures are realistic for this area of the state. Does the current school support a K-12 program, now? - kellestracy</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Although this school is proposing to convert from a private to public charter school and may currently have through 12th grade, is it wise to take o K - 12 initially with new requirements regarding accountability, etc?</p> <p>Applicant should clarify why it is proposing to open with K - 12 in year one. - dtsmith840</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> No evidence that figures are realistic - buffy_fowler</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> one class per grade, K-12 may be unrealistic? - joseph_maimone</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	

Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is needed for the application evaluation:</p> <p>(1) Appendix B - Curriculum Scope and Sequence per grade span</p> <p>Applicant responded to the incomplete submission request on October 7, 2016.</p>
Application Review	<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. The Performance Committee (PFC), led by Mr. Quigley, discussed each major section for the proposed application.</p> <p>Clarification was sought on the current enrollment of the private school. The private school representatives detailed that current enrollment is 82 students. Mr. Maimone wanted clarity on the funding structure for the staff the school plans to hire should the school make it to interview. Mr. Maimone also questioned the proposed applicants partnership with the two and four year schools outlined in the application.</p> <p>Mr. McLaughlin sought clarity on the demographics of the private school and the proposed demographics of the proposed school. The proposed board of directors were asked to clarify the proposed demographics. One board members provided some statistics on Halifax, Edgecombe, and Martin County in response to the question. The current make-up of the private school is 13 students and the school currently participates in the opportunity scholarship. Current tuition is \$5500 a year. Approximately ten students receive a discount and attend at \$2500.</p> <p>Mr. Quigley detailed the education design lacked specificity and left a lot to be desired for a school that is currently operating as a private school. Mr. Maimone drilled the proficiency goals set by the proposed school. Also the proficiency rates for the proposed and current student population was asked by the PFC.</p> <p>The PFC drilled the reason for the conversion. The board chair of the proposed school detailed the school is looking to reach more students than it currently serves. Mr. Sanchez wanted clarity on the targeted population since 1969 and the board members present detailed the primarily the school has been predominately white and wants to reflect its current population. The PFC wanted to know how the school has evolved with its diversity over time. The proposed board detailed they understood what the demographics will be for the proposed school and that their diversity has increased over the past 20 years with scholarship opportunities.</p> <p>The PFC detailed the need for the application to be more developed as the proposed board does not have a clear understanding of what it will mean to serve the population they are proposing to target. Additionally, the instructional program and other components of the</p>

	<p>application lacked appropriate detail.</p> <p>Overall concerns were raised by the PFC on the proposed applicants ability to stay viable if the school has operated with a deficit the last 3 years. The board chair of the proposed school indicated the school is no longer in debt and currently has a surplus. Mr. Maimone questioned the backup plan for viability if the school were not to get a charter. The board chair outlined the school has a plan to fundraise to supplement their budget.</p> <p>Mr. Sanchez made a motion to not recommend Hobgood Academy Charter School to the full CSAB for interview. Ms. Turner seconded. The committee motion passed unanimously.</p> <p>Mr. Maimone made a motion to the full CSAB for Hobgood Academy Charter School to not receive an interview. Ms. Parler seconded. Mr. Helton indicated support for the proposed school and the reason why the school may not currently be reflective of its community. The motion passed 6 to 2 with Mr. Helton and Mr. Walker dissenting.</p>
<p>Application Interview</p>	
<p>OVERALL</p>	