



NORTH CAROLINA CHARTER SCHOOL APPLICATION
Hobgood Academy Charter School

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

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

Mailing Address:
6307 Mail Service Center
Raleigh, NC 27699-6307

CHARTER SCHOOL
2018 Application Process
To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018

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 October 1, 2018 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. APPLICATION CONTACT INFORMATION..... 4

II. MISSION and PURPOSES..... 10

Mission:..... 10

Purposes of the Proposed Charter School:..... 12

Goals for the Proposed Charter School:..... 13

III. EDUCATION PLAN..... 15

Instructional Program:..... 15

IV. GOVERNANCE and CAPACITY..... 31

Governance:..... 31

Governance and Organizational Structure of School Governing Body:..... 31

Proposed Management Organization (Educational Management Organization or Charter Management Organization):..... 36

Private School Conversions:..... 36

Charter School Replication:..... 37

Projected Staff:..... 38

Enrollment and Marketing:..... 46

Marketing Plan:..... 46

Parent and Community Involvement:..... 47

Admissions Policy:..... 48

Weighted Lottery:..... 49

V. OPERATIONS..... 52

Transportation Plan:..... 52

School Lunch Plan:..... 52

Civil Liability and Insurance:..... 52

Health and Safety Requirements:..... 53

Facility:..... 53

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each Year 1:..... 55

Total Budget: Revenue Projections Year 1 through Year 5:..... 56

Personnel Budget: Expenditure Projections Year 1 through Year 5:..... 57

Operations Budget: Expenditure Projections Year 1 through Year 5:..... 60

Overall Budget:..... 62

Budget Narrative:..... 62

Financial Compliance:..... 64

VII. AGREEMENT PAGE.....

Application Fee: 65

Applicant Signature: 65

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Hobgood Academy Charter School

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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 Charter School*

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

Name of contact person: *Nicole Flanary*

Title/Relationship to

nonprofit

: *Board Member*

Mailing address: 201 Beech St.
Hobgood NC 27843

Primary telephone: 252-813-3530 Alternative telephone: 252-826-4116

E-Mail address: *nbf0315@earthlink.net*

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:

If so, provide the name of the third party person or group. *Gregg Sinderson, Team CFA*

List the fee provided to the third party person or group. *none*

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

Gregg Sinderson met with the Board of Directors of Hobgood Academy Charter School on several occasions as they discussed the charter application and what role, if any, his Team CFA could fill. He agreed to mentor Hobgood Academy Charter School at no cost, and HACS will hire Team CFA to run our financial program and Power School.

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

No:

Yes:

If so, Public or Private: X

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

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Submit the following evidences to support the conversion of the traditional public to a charter school:

- Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- Last payroll outlining current staff receiving compensation from the traditional public school
- Current school enrollment
- Parent support of the conversion

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior
Form 990 YR 2016	Form 990 YR 2017	Form 990 YR 2018

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

No: X

Yes:

Acceleration

Yes: X

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Hobgood Academy has operated as a private school since 1969. We are requesting approval for an accelerated planning year because we have an existing facility to house the projected enrollment and there is a strong community interest. We are committed to participating in the planning year while the application is being reviewed without any guarantee of charter approval. From its founding days, Hobgood Academy has been educating students to succeed in the world. Our graduates include doctors, lawyers, historians, engineers, entrepreneurs, farmers, pastors, and teachers. Unfortunately, only students from economically secure families were able to attend. As a free, public charter school we will be able to encourage all area scholars to make application for enrollment. Many that were unable to afford private tuition will be able to apply and attend Hobgood Academy Charter. This economically distressed community cannot wait. The NCDPI report card just published shows Halifax and Edgecombe counties as Low Performing Districts with 70% and 71.4% of schools ranked as Low Performing respectively. The only county with a higher percentage of Low Performing schools is neighboring Northampton county with 85.7% Low Performing. Most of these Low Performing schools are also ranked as Recurring Low Performing. According to www.countyhealthranking.org in 2015, out of 100 NC counties,

Halifax County ranked next to last at 99, Edgecombe County ranked 87 and Martin County ranked 80. The Center for Disease Control states that physical well-being impacts educational success. Our partnerships with Action for Healthy Kids, based in Chicago, IL, with a local branch in Cary, NC, and with East Carolina University's School of Health and Human Performance will help us make an immediate impact on our community. The percentage of students in our community with childhood trauma is among the highest in the state. CDC has determined that these Adverse Childhood Experiences lead to higher rates of mental illness along with higher rates of physical illness such as cancer, high blood pressure, and liver disease. Confronting these issues are critical to the success of our students. Our children deserve the best we can provide. Hobgood Academy currently has a staff of highly skilled teachers in grades committed to serving this community. This will be an advantage when we begin recruiting and hiring for the charter school. The opportunity to become a charter school on an accelerated schedule would ensure that Hobgood Academy would transition smoothly to Hobgood Academy Charter School. The Town of Hobgood is in negotiation with an international company in bio-technology to locate its headquarters here. That would drastically affect the economic opportunity for this area providing families high-paying job opportunities. We are committed to providing school choice for all scholars regardless of parents income, race, or address. Each building block is necessary for success. Hobgood Academy Charter is key in furthering this process. The Board of Directors of Hobgood Academy participated in the charter school planning sessions at NCDPI over the past two years to enhance our knowledge about becoming a successful charter school. We have expanded our board to include experts in Charter schools and finance. We are ready and able to add another year of planning and open an amazingly successful charter school in 2019-2020.

Demonstrate an exceptional need for the charter school in the proposed location

Hobgood Academy Charter School will be located at the southern end of Halifax County, adjacent to the northern end of Martin County and the eastern end of Edgecombe County. All three counties are designated Tier 1 in the 2017 County Tier Designation. This is due to the extreme poverty rates. Furthermore, Hobgood is at the furthest tip of the county and its families are underserved. The location of Hobgood Academy Charter at the intersection of these three Tier 1 counties make it a perfect place to impact the most vulnerable of our children. Research confirms that poverty negatively impacts education. We see this in the low performance of so many of our local schools. This school will change the economic and educational outlook for our community by attracting industry to locate here. The Halifax County Economic Development and the Hobgood Revitalization Committee are supportive and encouraged by our efforts. Team CFA is a charter management organization based in Forest City, NC. They have 14 existing charter schools as part of their network. While we are not requesting approval for Team CFA to serve as CMO, they will provide financial and Power School services. They have served as trusted advisors to the board.

Edna Andrews Elementary in Hamilton and East End Elementary in Robersonville were closed at the end of the 2017-2018 school year to be combined in the former South Creek Middle School in Martin County, 20 miles from HACS. The closest elementary school in Halifax County is 12 miles away in Scotland Neck and the closest middle school is over 20 miles away in Enfield. Students in our area spend hours each day on the school bus. It is

unacceptable for children to be waiting for the bus before 6am. Parents are desperate for a neighborhood school. We can operate a K-12 charter school that offers individualized instruction and a chance for cooperative learning across the entire grade spectrum with older students mentoring younger students on a regular basis. We will be building a sense of community within the school walls and then into the community at large. Widespread support exists for this charter school from all segments of this diverse community. Churches, civic organizations, and town government have highly affirmed our efforts and are committed to support Hobgood Academy Charter. We have a building complex, which includes three educational buildings, a gymnasium, and a lunchroom, as well as an athletic complex which includes a baseball field, softball field, football field, and field house. This property is being purchased by the Julia Carr Family Trust and will be leased to the board for \$12,000 per year, which is about 1% of the projected revenue. Board members of Hobgood Academy Charter School have formed a new nonprofit to govern the school. Some board members have served on the nonprofit that oversees the private school. This board has been in existence since 1969.

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

Yes:

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes:

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The facility chosen by Hobgood Academy Charter School is currently operating as a private school. It includes three educational buildings, a lunchroom, and a gymnasium. Additionally there is a playground and an athletic complex including a baseball field, a softball field, a football field, and a field house with bathrooms. This facility is being purchased by the Julia Carr Family Trust and a five year lease agreement with the board of HACS is in place for \$12,000 per year, roughly 1% of the projected annual revenue.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter*

school.

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school ; or
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Hobgood Academy Charter School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05,06,07,08	225
Year 2	K,01,02,03,04,05,06,07,08	250
Year 3	K,01,02,03,04,05,06,07,08	275
Year 4	K,01,02,03,04,05,06,07,08	300
Year 5	K,01,02,03,04,05,06,07,08	325

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 governance, operations, finances and student performance.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

hacharter
Signature

Vice Chairman HACS Board
Title

hacharter
Printed Name

09/27/2018
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Hobgood Academy Charter is committed to a holistic approach to excellence: academically, physically, emotionally, and socially. Through rigorous small group instruction, multi-age collaboration, and community involvement students will establish patterns for healthy, lifelong learning.

Clearly describe the mission of the proposed charter school:

Hobgood Academy Charter is committed to excellence by helping each student achieve his or her potential in a rigorous, supportive environment. Our school also provides opportunities for students to build character that values sound judgement, exemplary behavior, and respect for their fellow man. Each student will be equipped to lead a healthy, productive life that is economically stable, moral and fulfilling. Collaboration among all stakeholders is essential to the achievement of this mission.

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.*

Hobgood Academy Charter School targets students who live in the Town of Hobgood and its surrounding communities including the southern end of Halifax County, the northern end of Martin County, and the eastern end of Edgecombe County. The racial and ethnic makeup of Hobgood in 2014 according to citydata.com was 49.8 African American, 46% White, 4% Hispanic and ,6% Multi-racial. Suburban Stats identifies Halifax Countys racial and ethnic composition as 53% African American, 40% white, 3% American Indian, 2% Hispanic, while Edgecombe County is 57% African American, 38% White, 3% Hispanic, and Martin County is 43% African American, 53% White, 3% Hispanic. A high level of poverty exists in this area evidenced by the fact that all three counties are designated as Tier 1 in the 2017 County Tier Designation. We believe that Hobgood Academy Charter will reflect these demographics. The rational for locating a charter school in this location is that we believe the potential exists to turn the tide of poverty in this community through excellence in education. We believe that well prepared students can be a springboard to economic development. One of our new businesses in Hobgood, Criticality LLC is working with ECUs department of research and economic development on this issue. The Halifax County Economic Development Commission struggles to entice businesses that pay well to locate in Halifax

County because of a lack of skilled and employable workforce. This is especially true here at the rural end of the county where Hobgood is located. It is a vicious cycle of poverty and low-performing school. Rural students need and deserve to have educational options and Hobgood Academy Charter School hopes to provide an excellent option that will begin to create economic growth and healthy communities.

- 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 projected enrollment at Hobgood Academy Charter School is 225 students and will include grades K-8. Based on our current enrollment percentage by the counties of our targeted population and feedback from meetings, we expect to draw 54 students from Edgecombe County, which is 1.34% of their Average Daily Membership (ADM) in Grades K-8. We expect 108 students from Halifax County, which is 6.05% of their ADM. Finally, we expect 63 students from Martin County, which is 2.80% of their ADM.

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

The educational plan at Hobgood Academy Charter School is founded on instruction that is focused on a whole child, constructivist approach to teaching and learning based on the premise that learning occurs as students are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. The instructional vision for HACS is that as visitors walk through the school, students are engaged with meaningful literacy experiences across the curriculum, working collaboratively with other students and teachers where metacognition or 'thinking about one's own thinking' is the driving force in problem solving, and 21st century skills are being developed in every lesson, activity, and project. HACS will focus on building its students with the stamina, curiosity, and ambition it takes to solve real-world problems that can ultimately be transferred to improving their communities and lives. The curricula are philosophically aligned to promote ongoing interactions, develop active listening skills, and be prepared to respond to feedback and challenges in positively responsive ways. Reading and writing will be approached in a paralleled workshop format utilizing Lucy Calkins' Units of Study where students will learn to critically analyze literature for meaning while also having opportunities to create their own pieces of literature based on the information they have learned during the workshop. This approach is fluid in nature, allows learning to be personalized through constant conferring with teachers, and provides students the opportunity to view reading and writing as opportunities as opposed to requirements. The math curricula selected, Investigations 3 and Open Up Resources 6-8 Math, which recently received the highest-ever rating from EdReports, poses mathematics in a real-world sense where math is seen as a practical tool for navigating the world. In far too many schools, core curriculum is presented in ways that are impersonal and unconquerable for students who do not come from homes where opportunities abound. It is our goal to change that perception for students where they develop a strong desire to learn more and to crave opportunities that challenge their minds.

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-218, 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.*

Hobgood Academy Charter School recognizes the need to address all six of these Legislative Purposes of a Charter School, and hopes to set goals to achieve each of these as we grow and develop as a charter school. The first goal that we have selected to address is 3) provide parents and students with expanded choices in the types of educational opportunities that are available in the public school system. Hobgood Academy Charter School will be a fully integrated K-8 school focused on collaboration, small group instruction, community involvement, and healthful living. A K-8 school offers students an opportunity to be involved in mentoring, both as a mentor and a mentee, which according to youth.gov results in higher college enrollment rates, better attitudes toward school, increased graduation rates, enhanced self-esteem and self-confidence among other documented benefits. As a community school, parents will have easy access to the school, expanding opportunities for parent involvement. Rural families typically lack choices in education. We believe that all students deserve access to choices, not just those who can afford tuition-based schools. Hobgood Academy Charter School desired to meet the need for excellent educational options within the public school system.

Additionally, we have selected 4) improving student learning as a crucial first year goal. According to 2016 data, less than 40% of the elementary students in Halifax and Edgecombe Counties met proficiency levels in Math and Reading. We believe our educational model will be more successful. We can actively engage our youngest learners at the highest levels through our curriculum and monitor their progress through the 8th grade. As student health is a specific focus of HACS, our instructional plan includes brief physical activity breaks which CDC suggests increases levels of concentration, memory, and on-task behavior. The Conscious Discipline

social-emotional framework will teach students how to self-regulate their emotions leading to more effective problem solving in social situations and increased learning. This may be effective in countering the effects of childhood trauma. Multi-aged activities, such as gardening and physical fitness, will provide a unique opportunity for interactions not possible in traditional settings that will increase student motivation and innovation. We fully expect to see improved student learning.

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 believes that setting specific goals and measuring the outcomes is a roadmap to success; therefore, we have set expectations for academics, wellness, operations, finance, and governance in the first 5 years of operation as follows:

ACADEMICS In year 1, students are expected to meet or exceed proficiency of surrounding LEAs. Student achievement should meet or exceed expected growth each year after establishing a baseline from Year 1 state assessments. Progress will be monitored through interim formative assessments and measured using NC EOG scores. By year 5, 80% of students should meet proficiency on EOGs. Student achievement will also be measured by promotion and retention standards set by the school. Teachers are expected to attend professional development provided in order to insure full understanding in implementation of the curriculum.

WELLNESS Create an environmental climate that encourages physical activity, healthy nutrition, and positive interpersonal relationships. This will be measured by attendance and disciplinary referral data. Average daily attendance should be at least 94% for the first 2 years and 96% by year 5. Elementary students will participate in at least 30 minutes of active play each day and participate in PE weekly. Middle school students will have Health/PE classes each day.

OPERATIONS Transportation should run smoothly with all students arriving at school on time and all bus inspections being completed and bus driver licensing remains current. We will insure every child has access to a healthy lunch as established by our school lunch program. Further evidence for these goals will be parent/student satisfaction surveys with at least an 85% positive rating.

FINANCE Operate within budgetary guidelines established each year and create a surplus of funds each year. The goal for Year 5 is to have a positive general fund balance of over 1 million dollars. This will be measured by presentation of the audit report.

GOVERNANCE Diligent governance is extremely important to the success of the school. The School Improvement Plan will be established with set goals that will be monitored by the SIT and presented to the Board annually with updates provided at Board meetings. It is the goal for all board members to attend 100% of the monthly board meetings and the Annual meeting. Members must attend a minimum of 2 training sessions each year. Strategic planning based on the assessment will take place at the Annual meeting each July. The board will also be assessed on marketing. The measure used will be positive enrollment growth each year. Another goal is to involve the community in

fundraising and volunteering at the school. This can be measured by participation in our Parent/Teacher Organization and volunteer/parent sign-in sheets. Teacher satisfaction is a goal of the Board. This can be measured by satisfaction surveys, the Teacher Working Conditions Survey, and teacher retention rates of 90%.

The progress on these goals will be addressed by the Lead Administrator in monthly board meetings which are open to parents and the public. Board members will discuss any need to address these goals. An Annual meeting will be held each July to assess the yearly results and strategize for the next year. The Lead Administrator will also be present at the Parent-Teacher Organization meetings to update parents.

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

Hobgood Academy Charter School Board of Directors will meet on the 3rd Monday of each month. The Lead Administrator will report to the Board with status updates on items relating to the achievement of the schools mission statement at each of these meetings including curriculum implementation, student achievement, attendance data, discipline data, and family/community involvement. The Board members are encouraged to participate in activities sponsored by the school and volunteer/visit in classrooms as appropriate in order to see the work in action.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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.

HACS will deliver instruction that is rigorous and relevant for all students. The instructional staff will utilize a whole child, constructivist approach to teaching and learning based on the premise that learning occurs as students are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Using this approach, the North Carolina SCOS will be the foundation for content standards upon which instructional staff will build and expand while addressing the developmental domains of students. Using a constructivist approach, the instructional staff will engage students in an array of evidence-based strategies including the following:

- Establish an emotionally and physically safe learning environment through the implementation of Conscious Discipline focusing on pro-social behaviors and teaching strategies of social problem-solving
- Focus on building relationships to create a sense of community using Conscious Discipline through teaching acceptance, appreciation of differences, and capitalizing on assets each student and family has to offer
- Design instruction that focuses on the development of students in all developmental domains
- Integrate content across the curriculum
- Incorporate student choice and interests, often neglected in traditional public schools
- Focus on explicit vocabulary instruction
- Capitalize on student strengths and needs using small group instruction including project-based learning, guided reading K-4, and intervention/enrichment opportunities
- Utilize inquiry-based learning opportunities such as project-based learning which has been shown to improve the attendance of economically disadvantaged students as compared to traditional teaching styles
- Extend learning beyond the walls of the classroom through outdoor learning (school gardens)
- Provide meaningful, hands-on learning experiences
- Assess student understanding using formative assessment strategies, teacher-designed benchmarks, and summative assessments including state assessments.

Students at HACS will engage daily with core content areas. Teachers will engage students in a workshop approach for reading and writing utilizing Lucy Calkins Units of Study. Utilizing this curriculum promotes the mindset that reading and writing are interrelated, challenging, allow one to reach obtainable goals, and most of all are enjoyable. Students will explore the

construction of words utilizing the Words Their Way program. Students in grades K-4 will engage daily in guided reading lessons from Jan Richardsons Literacy Footprints curriculum. Skills taught in core content areas will provide the foundation for completing inquiry studies in project-based learning where content is integrated and presented in a real-world manner. Teachers will utilize a combination of Buck Institute Gold Standard and High-Quality Project-Based Learning Frameworks to guide the instructional process for classroom project learning. This combination of curricula and approaches allows the instructional staff to assist students in developing critical thinking skills thus preparing them for next phases of learning.

Another area of focus includes physical and emotional well-being. Within each day, students will be provided learning opportunities focused on health-based content to promote healthy lifestyles which will have immediate benefits including increased concentration, higher rates of attendance, and positive classroom behavior. Conscious Discipline, Energizers, and partnership for Action with Healthy Kids will support these areas of development.

Assessment will be an ongoing process that minimally interrupts the learning cycle. HACS will utilize the following:

- NWEA formative assessments
- Curriculum-based assessments based on Essential Questions
- Portfolios
- Student learning journals
- Rubrics
- State-required assessments

Teachers will use data to fill gaps, accelerate, and personalize learning.

Curriculum and Instructional Design:

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

Classrooms at HACS will be primarily classroom-based with opportunities for outdoor learning, as well. Students in the elementary and middle grades will be provided opportunities to cultivate an understanding of life cycles and farm to table concepts through our school gardens focusing on the growing and eating of vegetables that support healthy nutrition. All students will benefit from the harvest of these foods through seasonal snack opportunities.

Class size will be capped at 25 per grade level. Elementary classrooms will be self-contained in nature with opportunities to engage in workshops which support one-on-one conferring between teacher and student, small group instruction, learning stations and multi-age group projects such as the outdoor gardens and teaming with middle school students for mentoring opportunities. A full-time teacher assistant will be designated for kindergarten and first grade classrooms with a shared teacher assistant for second and third grades. Students will have access to specialist classes including music, art, and physical education. 6th-8th grade students will be offered electives including technology exploration along with PE, art, and music. 7th and 8th grade classes will be departmentalized with one teacher being responsible for language arts and social studies and a second

teacher responsible for math and science. Students in middle school will have multi-age group opportunities based on academic achievement and student interests in electives and within their coursework as units of study allow. Students will also work with the Community Health Coach in partnership with Edgecombe Community College to focus on a future in healthy lifestyles and health careers.

Teachers at each level of learning will be considered facilitators of learning as opposed to holders of knowledge. With a constructivist approach at all levels, we anticipate students to grow in their level of curiosity and depth of knowledge as well as their ability to seek answers to their own questions, the truest form of lifelong learners. Students' interests and strengths will be capitalized upon to provide opportunities to delve deeper into units of study independently or in smaller interest groups.

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.*

HACS will provide a comprehensive, rigorous learning experience for every child focusing on all domains of development using a learner-centered, constructivist approach. Personalized learning through the use of a variety of data will drive daily instruction and program planning. Along with capitalizing on student interest and motivation through a workshop approach to literacy and inquiry-based learning, each students strengths will be identified, built upon, and used to enhance areas of need. Students physical and emotional health and well-being is also a major vehicle in which academic achievement will be obtained leading to a lifetime of success.

The instructional staff at HACS will be encouraged to use a variety of resources to enhance learning and develop projects to support the teaching of the NC Standard Course of Study. HACS will utilize Lucy Calkins Units of Study for reading (K-8), writing (K-8), and phonics (K-2). In the core area of mathematics, the school will utilize Investigations (K-5) and Open Up Resources 6-8 Math. Teachers are encouraged to utilize and develop innovative lessons that capitalize on students strengths and needs, interests, and are grounded in standards upon which the NC Accountability Model is based. Although the instructional staff will be provided autonomy in many ways, it is the expectation that specific strategies be utilized to support a range of learners thus meeting the needs of EC, AIG, and EL learners (see specific sections). Economically disadvantaged learners are also of specific focus and will benefit from strategies including explicit vocabulary instruction and integration of literacy instruction in all content areas. Students in grades K-4 will engage in guided reading

instruction daily with teachers utilizing the Jan Richardson model.

Research indicates that children living in economically impoverished homes have the best opportunity for achieving at grade level when they are taught with a focus on small group instruction, peer collaboration, opportunities for oral language, vocabulary development, and metacognition (FirstSchool, 2013). Both workshop and project-based learning models encompass each of these elements. The instructional staff at HACS will engage students in project-based learning following the frameworks of the Buck Institutes Gold Standard and High-Quality Project-Based Learning to insure learning is targeted and rigorous. Students at HACS will be held accountable for their learning by being required to articulate their learning through periodic check-in assessments, class and small group discussions, project assignments and presentations, and written responses to elements of the Essential Questions established by teachers which will provide continuous feedback for adjustment to instruction immediately.

With a target group focus on children from economically disadvantaged homes, HACS will work to combat documented long-term effects of poverty such as obesity and heart disease through a strong emphasis on physical well-being. By providing continuous education in grades K-8 on the importance of physical exercise, healthy food choices, and healthy lifestyles, all students from HACS will graduate with a knowledge of how to maintain a healthy body, positively impacting the physical effects of poverty on students lives.

According to the National Center for Children in Poverty, poverty can contribute to social and emotional difficulties often resulting in displays of aggression, hyperactivity, and conduct problems in school. Research indicates that schools who implemented Conscious Discipline, the choice curriculum for social-emotional learning at HACS, reported a decrease in discipline referrals related to behaviors such as hyperactivity and aggression, increased academic achievement, improved school culture, and healthier social and emotional skill sets for students leading to more positive school experiences.

- 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.*

Professional development for instructional staff will begin upon hire and/or prior to the first day of school and will continue to be the schoolwide professional development focus for a minimum of 3 years in order to achieve the desired level of expertise as suggested in high quality professional development models. The following are professional development endeavors that build the fundamental framework for instructional staff at HACS:

- *Lucy Calkins Workshop Model for reading and writing
- *Inquiry-based learning with a focus on project-based learning
- *Formative assessment strategies
- *Guided Reading
- *Ruby Paynes Framework for Understanding Poverty
- *Cultural Competence for Educators
- *K-8 Energizers

*Guiding Principles of Action for Healthy Kids

*Conscious Discipline

Within these professional development endeavors, instructional staff at HACS will build upon and be expected to demonstrate mastery of the following instructional strategies:

1.Conferencing: Teachers must be skilled at conferencing with students in both the literacy workshop model and project-based learning. They must also be able to utilize these skills in assisting students as they develop self-regulation, helping children talk through social problems and their emotional upset followed by making plans for different outcomes in social situations after incidences of upset. Conferencing with parents is another skillset and will be critical to building and maintaining positive relationships with families with particular focus on the use of cultural competence, demonstrating respect for all families.

2.Formative assessment process: Using formative assessment builds students metacognition, increases students motivation, resulting in self-regulated life-long learners. It allows teachers to provide actionable feedback that is used to adjust ongoing teaching and learning strategies to improve attainment of learning goals.

3.Analysis of student work: Teachers must have a solid understanding of the standards and curriculum they are teaching as well as their goals and expectations for student learning and performance. Teachers must be skilled at scaffolding small group conversations in which students are providing feedback to one another as well as engaging in conversations during PLCs or parent conferences discussing the aspects of student work.

4.Effective questioning: Teacher questioning that promotes critical thinking, metacognition, and supports multiple feedback loops is critical in engaging students in deep conversations about the curriculum and their work.

5.Vocabulary instruction: Vocabulary instruction is noted as one of the premier strategies in closing the achievement gap for students from economically disadvantaged homes. It is also key for other populations including EC students and EL students. Teachers must be able to clearly identify vocabulary that is key to learning in order to advance students' acquisition of content and then establish an environment in which students are expected to utilize them in dialogue.

6.Hands-on learning: It is well-documented that students at all levels of learning benefit from concrete, hands-on learning to stimulate different regions of the brain. For younger learners, EL learners, and those with learning disabilities, thoughtful, hands-on strategies are their keys to learning. Students at HACS will engage in this approach through the use of math manipulatives, outdoor learning, and project-based learning.

7.Inquiry-based learning including project-based learning: Students will benefit from personal experiences with content through inquiry-based learning. Field work, investigations, individual and group projects engage students in developing questions, seeking evidence to answer questions, and articulating their findings.

Each of the research-based strategies listed have been documented to improve student achievement for a variety of populations including those who will be served at HACS.

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

completion.

The curriculum at HACS is aligned grades K-8 with a consistent focus on standards, methodology, instructional strategies, and a focus on rigor, critical thinking, problem-solving, and whole-child development.

HASC strives to have 100% of our students proficient on all end-of-grade state tests administered at our school. At the K-2 level, we strive to insure every child meets the reading benchmarks for Reading 3D and a score of At Standard for the NC K-2 Math Assessment.

At the beginning of each school year, parents will be provided a curriculum outline with gradelevel requirements to successfully move to the next grade in order to promote awareness of goals and expectations. Students and parents will receive progress reports on the 15th day of each 30-day grading cycle. Report cards will be sent home with students at the end of each 30-day grading cycle. Parent/Teacher conferences will be held at the conclusion of the 1st and 4th grading periods and at any other time as deemed necessary by the teacher or at the parent's request.

Standards-based grading for grades K-2 will be reported to parents in the following categories: Above expectation, Meets expectation, Below expectation, and Well below expectation. Students in grades 3rd-8th will be graded on a 10-point grading scale. Grading will be as follows:

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F *Grades will be rounded to the nearest whole number.

All students will receive gradelevel core instruction. Teachers will help students with individual goal-setting to empower students to develop a growth mindset. Students who require additional support in reading will receive remedial support from the reading specialist either within the classroom or as a brief pullout depending on the student's needs in addition to support from the classroom teacher. Remediation for math and other content areas will take place through the daily use of small group instruction. Students who are displaying difficulties with gradelevel performance will be referred to the MTSS team in order to analyze student data and performance and to provide the teacher with research-based strategies that support student learning. This process is an ongoing cycle of monitoring data and student performance and adjusting instruction to insure every student is successful.

Students who need acceleration will be provided differentiated activities that encourage them to stretch beyond grade level expectations or to dive deeper into units of study and project work. Middle school students will be encouraged to participate in academic competitions such as Math Counts and NC History Day at East Carolina University.

Family engagement is critical for student success. Teachers will be asked to provide strategies for families to utilize in supporting children's learning at home. This may take place through newsletters, information on teachers' websites, and curriculum nights at the school. Families will also be invited to curriculum sessions offered both during the day and at night that spotlight student projects and learning experiences in order to insure seamless connections to the learning that is taking place at school. The school website will include links to sites that will allow students to practice skills at home. Examples include ABCya.com, Kahn Academy, Funbrain.com, and Timeforkids.com. Because HACS reaches out to families across multiple communities, it is the goal of the staff to also provide curriculum nights in the various communities throughout the year to reach families who may be unable to travel to the school.

At the close of the regular school year, students at HACS will be provided

the opportunity to participate in summer remediation and enrichment camps. HACS will offer 5 weeks of half-day camps to support continued learning throughout the summer and reduce traditional summer slide.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Hobgood Academy Charter School will follow a traditional calendar model broken into 6-weeks grading periods. According to G.S. 115C-84.2, the school calendar must provide instruction for a minimum of 1,025 hours. The school day will begin at 8:00am and will release at 3:00pm with instructional time accounting for 5.75 hours per day. The school will closely follow the traditional school calendar for surrounding counties. The calendar provided is a tentative schedule of the 2019-20 school year. The proposed school calendar meets the state-mandated requirement of 1,025 hours with a total of 1050 hours in 180 days providing for a 30-minute lunch and recess and 10 minutes of allotted transition time per day.

As stated previously, the calendar will reflect opportunities for scheduled parent conferences at the end of the first and fourth quarters. This provides parents and teachers an opportunity to discuss each student's progress after six weeks of instruction in both semesters while also providing for an additional opportunity at the end of the first semester, which may be utilized for parent conferences and/or parent training. Family engagement in student learning and progress is critical which is why parent education opportunities will be offered in a variety of settings and timeframes which will be determined once charter approval is granted.

The calendar also reflects consistent teacher workdays throughout the year to allow for continued professional development for instructional staff. These designated days are crucial to adhering to the plan for professional development and achieving high levels of success with implementation selected programs and instructional strategies.

Research indicates that students who come from economically disadvantaged homes often do not receive the same level of stimulation during breaks as those from more affluent homes. In order to minimize "summer slide" for students and to provide continued academic stimulation, students will have the opportunity to participate free of cost. Summer camp experiences will include opportunities such as Farm to Table Gardening, Cooking 101, Storybook Dragons, and Summertime STEAM, which will be facilitated by contracted instructional staff. Transportation services will be provided to insure all students have equitable opportunities to participate. Remediation efforts such as RtA summer reading camps will be correlated with summer enrichment camps. These opportunities will be scheduled June 15-18, June 22-25, July 6-9, July 13-16, and July 20-23.

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.*

The goal of the instructional staff at HACS is to provide learning experiences in a way that draws on students natural curiosity and interests thereby ensuring student motivation, a main factor in student success. The instructional staff at HACS will utilize daily formative assessments to monitor and provide immediate feedback on student learning. Students may have quick response assessments such as an exit ticket or more in-depth formative assessments such as a response journal from which the teacher can draw observations of student misunderstanding. Teachers will use periodic assessments during projects with rubrics as part of this information. For more direct instructional approaches, if the majority of the class demonstrates misunderstanding, the teacher will reteach the content utilizing a different strategy from the original presentation. If only a small number of students demonstrate misunderstanding, the teacher will determine how student(s) might be best served to correct misunderstanding of content. Strategies for this type of immediate remediation and support are as follows:

- in-class small group instruction
- in-class individualized instruction
- peer remediation
- online tutorials such as Kahn Academy
- push-in classroom support from the reading specialist
- home support by sharing the concern with the parent/guardian and providing strategies to support aligned methods at home

This will provide a clear, regular opportunity for teachers to assess and address student understanding and provide scaffolded and targeted instruction. Teachers will gather data from a variety of sources including a beginning of year assessment for baseline data as well as data throughout the year utilizing all assessments available to monitor progress.

If a teacher recognizes there are academic or behavioral challenges, he/she will refer the student to the MTSS team for recommended Tier 2/Tier 3 interventions. The MTSS team will be comprised of the school administrator, one teacher from each gradespan K-2, 3-5, and 6-8, the guidance counselor, special education teacher, the students parent(s), and the reading specialist as necessary. During this meeting the classroom teacher will share observations of student performance, interventions being utilized in the classroom, and data gathered based on the interventions used. The team will recommend 1-2 additional research-based strategies that the teacher will implement in the classroom and document student progress. Should these strategies prove successful, the teacher will continue to monitor the student within the normal scope of instruction. Should these strategies prove to be ineffective, the teacher will again request to meet with the team to review the data and determine if the student needs more intensive instructional strategies to be successful. The reading specialist or EC specialist may be called upon to provide support with Tier 3 interventions. If the learning difficulties continue beyond the normal scope of development, a DEC 1 referral will be made to determine if further evaluation is needed for specialized instruction.

In addition to focusing on individual student needs, the MTSS team will also analyze school-wide data on a monthly basis in order to inform total school instructional effectiveness and program planning.

Because family engagement is critical in ensuring student success, teachers will be in constant communication with families, especially when students are struggling. Teachers in grades K-8 will utilize the SeeSaw app to create digital portfolios of student learning. These portfolios may also be used to capture evidences of student difficulty in areas such as reading fluency. For example, although Reading 3D documents student difficulty, having a specific video of the child displaying the misunderstanding is very helpful as teachers work to explain the concern to families. Teachers will share such evidences and educate families on strategies.

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. **Methods for identification:** Hobgood Academy Charter School is committed to ensuring ALL students have the resources and skills to demonstrate continuous progress and success. To address a potential language barrier, at the beginning of each school year or upon enrollment, families will be asked to complete a home-language survey. Information from this survey along with informal interviews with families at enrollment will assist our guidance counselor and EL teacher in notifying instructional staff there may be a need for greater linguistic support for students. During the first 30 days of enrollment, students whom we anticipate will need English Language support will be given the states EL screening assessment, either the W-APT Screener for K and 1st grade students or the WIDA Screener for 2nd grade and above. Parents and teachers will be provided the results of the screener so that a Language Acquisition Plan can be designed for the student with goals to quickly acquire both social and academic proficiency in English should the results be below the benchmark goal.

2. **Specific instructional programs, practices, and strategies:** Having mastery of a language other than English will be viewed as a strength to be built upon at Hobgood Academy Charter School. HACS instructional staff will utilize a sheltered English instructional approach, allowing the EL student to remain in the classroom with specific scaffolding supports put in place by the regular classroom teacher and the EL instructor while utilizing supports from adopted curricula. In the regular classroom, students will receive the following research-based strategies that are supportive of language acquisition and academic achievement for our target population:

- * Explicit vocabulary instruction
- * Universal themes and meaning-based context (content related to personal lives and interests)
- * Guided interaction (students working together to analyze academic concepts)
- * Metacognition and authentic assessment (opportunities to reflect on thinking and articulate learning)
- * Nonlinguistic strategies including modeling, graphic organizers, and visuals

The students Language Acquisition Plan will state accommodations and modifications that must be implemented in the classroom and in testing situations for the student to be optimally successful.

3. Monitoring and evaluating: Each year, students identified as EL will be given the WIDA ACCESS test to determine progress in acquisition of the English language. For students who are not making adequate progress, a conference will be scheduled with the parents, teachers, guidance counselor, EL instructor and administrator to determine what additional services might need to be in place for the coming school year.

In order for a student to be deemed to no longer need more intensive supports as an EL student, he or she must score at the approved state level on the ACCESS exam. School staff will meet with families to discuss a students ACCESS test results as well as overall student performance. Should the students classroom performance indicate a need continued need for supports, an updated Language Acquisition Plan will be written for the specific areas of need identified by the ACCESS results and teacher(s).

EL students, as all others, will have access to high-quality, learner-centered education that capitalizes on students abilities to proficiently listen, speak, read, and write. EL students will be held to the same high standards as other learners and will be evaluated with assessments aligned to state standards while taking into consideration language acquisition stages and any identified modifications.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Identification: All students at HACS will be instructed under the premise that each student embodies some form of giftedness. The instructional design for students at HACS is one that is focuses first and foremost on providing students rigorous core instruction while integrating the opportunity to build upon their interests and strengths maximizing internal motivation to excel. As part of the educational program at HACS, students in grades 3rd, 5th, and 8th will take the Otis-Lennon School Ability Test (OLSAT), which is frequently used to identify giftedness. Results from this test along with students scoring a Level 5 on EOGs will support the instructional staff in identifying students that display academic giftedness. Students, including those in grades K-2, may also be identified by staff based on classroom performance. Students who transfer into HACS may also be identified based on records from their previous school.

1. Strategies to enhance abilities of intellectually gifted students:

All students will be instructed with the mindset that each student has areas of giftedness. It is the goal of HACS to hire at minimum one teacher with AIG certification to guide planning for students with identified giftedness who will also provide in-house professional development to instructional staff on strategies to support students with giftedness. Regular classroom instruction will focus on a strengths-based approach where students giftedness is capitalized on in the regular classroom. By utilizing a workshop-based approach as well as other inquiry-based approaches, instructional practices lend themselves to personalized learning where

students will work at their maximum potential with constant teacher-scaffolding to insure optimal learning is taking place. As specific student strengths and giftedness are realized, instructional staff will differentiate instruction, allowing students to accelerate their learning through opportunities for independent or small group exploration of greater depth and rigor of content. Students will be provided opportunities to accelerate and deepen their learning through project-based learning and service learning. Students displaying advanced mathematical understanding in 7th grade will be encouraged to take Algebra I in the 8th grade. Students will be encouraged to participate in local and state academic competitions such as Math Counts, History Day, and the Science Olympiad.

2. Monitoring and evaluating: Students formally identified as being intellectually gifted will be monitored and evaluated using class performance standards and continued growth on state assessments. As students are formally identified, an AIG learning plan will be put in place to document and monitor student performance and growth over time with the input of the classroom teacher, AIG certified teacher, guidance counselor, parent/guardian(s), and school administrator. These plans will be reviewed and added at minimum annually.

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. In order to insure compliance with all federal regulations with regards to students with exceptional needs, HACS will employ a full-time EC specialist. When a student enrolls in HACS, a records request from the previous school will be made if the parent indicates on the enrollment form that the child previously received disability services. This will also help to identify any out-of-state or kindergarten students who received previous services. Upon receipt of the records, the records will be reviewed by the guidance counselor to determine if the child has an Individualized Education Program or 504 Plan. A search in CECAS will be conducted to obtain the EC records of an in-state transfer. The EC specialist will review the records

and immediately begin to implement the IEP or 504 Plan while at the same time scheduling a meeting with parents to addend the IEP or 504 Plan as needed based on current services provided at the school. If a particular service is not provided, HACS will contract with licensed providers to insure service delivery. The full range of service continuum will be offered utilizing the child's least restrictive environment as determined by the IEP team.

Should a legal guardian at any time share with staff at HACS that they suspect their child has a disability, the staff at HACS will assist them in putting the concern in writing upon which the 90-day timeline will begin to complete an evaluation.

2.If a guardian, teacher, or through the MTSS process indicates cause for suspicion that a child may have a disability, the school will schedule a DEC 1 meeting to discuss if further evaluations are needed to determine if the child has a disability and needs specialized instruction. If the team determines evaluations are needed, the school will obtain guardian permission to conduct the evaluations to make the determination for eligibility. A licensed psychologist and related services providers will then be contracted to complete the evaluations. Once a report with recommendations is received from the licensed service providers, the EC specialist, classroom teacher, administrator, and legal guardian(s) will meet to discuss the results of the testing and determine if the child is eligible for special education services and/or a 504 Plan. If the child is deemed eligible by the IEP team and specialized instruction is needed, an IEP will be written and implemented by the special education and regular education teachers. If only modifications and/or accommodations are needed, a 504 Plan will be written. Accommodations will be implemented throughout the year in the regular classroom setting including all forms of assessment. State assessments will only be given by a staff member who has been trained to administer the test. This may include but is not limited to the EC Specialist.

3.Records for all new students will be requested by the guidance counselor or EC Specialist from the agency in which the child was known to last receive services.

The following procedure will be followed to ensure that students' EC information remains confidential:

- 1.The records will be kept in a secure, fireproof file cabinet to ensure security and confidentiality of critical data and reports.
- 2.The EC folder is to be signed in and signed out to ensure that a folder can be located within fifteen minutes if it is not in the filing cabinet.
- 3.Only authorized individuals may check out confidential folders .
- 4.Folders checked out and removed from the secure area are to be returned by the end of the school day.
- 5.All confidential folder documents will be kept in the folder at all times. New documents added will be placed in the folder as soon as signed (if signature[s] necessary) or as soon as completed.

In order to insure compliance with all federal regulations, the EC Specialist and Lead Administrator will utilize the NC-DPI compliance checklist annually and correct as soon as possible by calling an IEP meeting.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*

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

Hobgood Academy Charter School's education plan is designed to meet the needs of every learner by creating a learner-centered environment where students' strengths are built upon. Students with disabilities will engage in the same curricular experiences as their peers in an inclusive model with differentiated instruction to insure the student has access to a free and appropriate public education provided in his/her least restrictive environment. In order to insure a free and appropriate education, the lead administrator and EC specialist will work with appropriate agencies to access equipment and service providers to insure that the full range of continuum of EC services is offered at HACS. A push-in model of support will be utilized so the EC Specialist works in the classroom alongside the regular education teacher as deemed necessary by the IEP. The EC Specialist and the regular classroom teacher will collaborate to determine barriers to learning and what strategies need to be put in place to differentiate the instruction in order to meet goals established in the IEP such as providing handouts and visual aids, breaking information into smaller steps, and peer coaching. Should it be determined by the IEP team that a student's needs warrant a smaller, more intensive setting, the student will work with the EC Specialist for identified periods of time in a separate classroom utilizing specially designed instruction to meet the individual students functional and academic needs.

It is the expectation that there will be ongoing conversation between the instructional staff in regards to student achievement with all students, and especially students with disabilities. It is imperative that the EC Specialist, classroom teacher, and any other contract service providers communicate to insure optimal learning will take place for students. The EC Specialist will be responsible for sharing IEP goals with the classroom teacher so there is a consistent understanding of the student's needs, goals, and accommodations.

In order for student success to be maximized, family engagement is critical. Each student will receive a progress report from the EC teacher noting progress on IEP goals to be included with the student's report card. Parents/legal guardians will be included in each step of an EC student's learning process. Student progress will be reviewed at each IEP team meeting to ensure there is progress on established goals.

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.*

It is the expectation that students who attend Hobgood Academy Charter School work to their maximum potential to ensure preparedness for future endeavors after graduation. It is also the expectation that the instructional staff at HACS work to engage and challenge every student to reach state, school, and personal goals set by the student. Although we recognize some students will face learning obstacles, it is the expectation that every student will demonstrate a year's growth with the ultimate goal of grade level proficiency on state assessments each year.

Teachers will work to develop formative assessments as well as unit and benchmark assessments to provide evidence of learning over time. Projects will be graded using rubrics developed in partnership by the students and the teacher. Each of these assessment forms will be analyzed and discussed regularly at data meetings held within each gradespan (vertical teams). Teachers will utilize the data and feedback from colleagues to determine next steps for students collectively and individually. Teachers will also utilize the SeeSaw app to maintain a digital learning portfolio that can be reviewed with students and parents as a means of setting learning goals for individual students. Teachers in grades K-3 will utilize Reading 3D as a tool to assess student growth in reading skills and comprehension. Kindergarten teachers will use the Kindergarten Entry Assessment to monitor development in the five domains of learning. All of this data will provide teachers with a plethora of information about each student thus allowing them to make informed decisions when planning instruction and remediation/acceleration, as necessary.

Students in grades K-8 will be promoted based on overall mastery of core content, classroom performance, 20 or fewer absences per school year, academic growth, and performance on state mandated tests. Teachers of students in grades K-2 will use information from Reading 3D and the K-2 State Math Assessment as part of the determination, but these assessments will not be the single determining factor of promotion or retention. Students in grades 3-8 will receive numerical grades based on a 10-point grading scale that will provide another data point to reference in the decision-making process.

Students who are not meeting the learning goals and expectations in the classroom at any time will be referred by the classroom teacher to the MTSS team for guidance on implementation of research-based interventions that will allow the teacher to monitor the student's progress. Any student, including those with disabilities, who are performing below gradelevel expectations at the end of the 4th grading period will be considered at-risk for retention. Parents will be notified throughout the year of the student's difficulty in meeting the established learning goals. The teacher will be expected to maintain ongoing communication through parent conferences, progress reports, and report cards at minimum. During the last month of the school year, any student who is recommended by the teacher for retention will be brought to the Promotion/Retention Advisory Team which will include the student's guardian for review of assessments, student work samples, and other data including records of attendance, IEP goal progress data, to determine if retention is the best option pending results from state assessments if applicable. Should retention be determined in the best interest of a student at HACS, parents/guardian will be notified in writing within 48 hours. If a parent disagrees with the recommendation by the Promotion/Retention Advisory Team to retain the student, the parent can request a review by the lead

administrator who has the ultimate authority to grade and place the student. The lead administrator has the final decision in this process and will notify the parent within 24 hours. HACS will also abide by all guidelines mandated by the NC Read to Achieve legislation in regards to 3rd grade promotion/retention. Students identified as English Language learners who are performing below grade level expectation will be promoted to the next grade provided they have received less than two years of EL instruction unless a case is presented by the classroom teacher that is determined to otherwise be in the best interest of the student.

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.*

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.*

1. Discipline will be proactively addressed through the Conscious Discipline framework which is a "multidisciplinary approach based on three distinct brain-body states in adults and children that drive behavior" including survival, emotional, and executive states. The framework addresses students social-emotional well-being and provides a common language for all students and staff. HACS will use Conscious Discipline to teach students how to self-regulate and handle conflict which will lead to more effective problem solving in social situations and decreased discipline referrals. Conflict will be viewed as an opportunity to teach appropriate behavior. Morning Meeting will be the designated time for explicit social skills instruction each day.

Should a student display continuous difficulties with behavior, the teacher should enlist the support of the guidance counselor, MTSS team, and family to create a specific behavior plan for the student to provide specific attainable goals for the student and to provide a means for monitoring and tracking the students behavior. If deemed necessary, a functional behavior assessment can be conducted.

2. -Use, purchase, or sale of alcohol, controlled substance (as defined by state law), or illegal or counterfeit substance

-Fighting: The exchange of mutual aggressive contact between students, with or without injury. This does not include an act of self-defense.

-Sexual misconduct: To include offensive touching, sexual harassment, indecent exposure, consensual sexual activity, excessive display of affection -Weapons brought on campus including any dangerous object or substance that could cause harm or irritation to another individual or school property or at any school function

-Harrasment/Bullying/Cyberbullying: Any pattern of gestures or written, electronic, or verbal communication, or any physical act or any threatening communication that places a student or employee in actual and reasonable

fear of harm to his or her person or damage to his or her property; creates a hostile environment interfering with a students educational performance or by adversely altering the conditions of an employees employment

-Insubordination: Including but not limited to not complying with the direction or instruction of a staff member, walking away from a staff member while being spoken to, speaking to staff in an inappropriate manner, not completing assigned work

3. Students with disabilities will be taught behavioral strategies consistent with Conscious Discipline. Students with disabilities may also receive additional social skills instruction depending on goals in their IEP. The staff at HACS will comply with all federal regulations with regards to discipline for exceptional children. A students disability will be taken into consideration when incidences occur. Should a student reach the 10-day limit for suspensions, a Manifestation meeting will be held to determine if the behavior was a manifestation of the disability. If deemed so, the student will return to school in their prior placement, absences will be coded as excused, and compensatory services will be offered. If the behavior is not a manifestation of the disability and the suspension causes a change in placement, services will be contracted out to provide FAPE while the student is suspended from school. An EC student will only be placed on long-term suspension for the following infractions: possession of illegal or non-prescribed substances, possession of a weapon, and bodily injury that causes disfigurement. Homebound services will be contracted.

4. Should a student be suspended, the legal guardian(s) of the student have 10 days to petition the Board in writing for a hearing. Expulsion can be recommended by the Lead Administrator to the Board where a hearing will be held and legal guardian(s) will have an opportunity to plead the student's case. The Board will make the final decision, which cannot be contested.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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:

School Governing Body:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit

: Hobgood Academy Charter School

Mailing Address: 201 S Beech Street

City/State/Zip: Hobgood NC 27843

Street Address: 201 S Beech Street

Phone: 252-826-4116

Fax:

Name of registered agent and address:

Kelly Craft
1089 Edwards Fork Rd.
Scotland Neck, NC 27874

FEDERAL TAX ID: 83-2001956

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Juliana Harris	Chairperson	MARTIN	Vice Principal	Principal, B-K, Curriculum Specialist, Reading K12	
Nicole Flanary	Vice Chairperson	HALIFAX	Site Resource Coordinator		
Ron Elkins	Secretary	HALIFAX	Major Account Manager		
Lindsey Moore	Co-Treasurer	HALIFAX	CPA	North Carolina CPA	
Cara Archer	Co-Treasurer	EDGECOMBE	Finance	Masters Organizational Communication	
Zane B. Stillwell II	Member	WAKE	Consultant	MPA w/ Public Policy Certification	
Richard Cannon	Member	MARTIN	Farmer	NC Pesticide Applicator	
Joseph McDowell	Member	HALIFAX	Pharmacist		
Richard James	Member	MARTIN	Attorney	NC State Bar	
Gloria Jean Spruell Boyd	Member	MARTIN	Educator (retired)	NC Early Childhood, Reading 12, NC A+ facilitator	
Joyce Betts	Member	HALIFAX	Administrator, Families in Crisis (retired)		

Please provide the following in this location of the APPLICATION:

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

The Board of Directors of Hobgood Academy Charter School will be the governing organization charged with the responsibility of creating a mission, of hiring a Lead Administrator, of short-term and long-term strategic planning, and of setting and monitoring measurable goals as stated in the By-Laws. The Board will be responsible for ensuring that the school is in compliance with federal, state, and local laws. We will be diligent in assuring that there are no conflicts of interest. Elected officers of the

board include: Chairman, Vice Chairman, Secretary, and Treasurer. Board officers will be elected every year at the Annual Meeting. A current board member has been recruited to accept the role of Lead Administrator. The Administrator will make monthly reports to the board as the to progress made toward educational and financial goals. An end-of-year evaluation will be conducted to determine the success of the school and the administrator in accomplishing set goals. New goals for improvement will be set.

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.*

The Hobgood Academy Charter School Board of Directors is comprised of eleven (11) members with a variety of skill sets. These skills include expertise in finance, accounting, marketing, business management, law, nonprofit management, fundraising, education, charter schools, education administration, curriculum, and community development. Six (6) of the board members are female and five (5) are male; two (2) are African American and nine (9) are Caucasian; and five (5) have children or grandchildren currently enrolled at Hobgood Academy while six (6) do not have children at this school. Ten (10) of the directors live in the three counties that comprise our targeted population and one (1) lives outside these counties. The duties of the Chairman include presiding at each meeting of the Board, presenting reports to the Board, and any other duties assigned by the Board of Directors. The Vice Chairman will perform the duties of the Chairman upon his/her absence and any other duties assigned by the Chairman. The Secretary will be required to take and maintain accurate minutes, see that all notices are posted in a timely manner, and any other duties assigned by the Chairman. The Treasurer will be responsible for all funds and securities of the Corporation, prepare or cause to be prepared a true statement of the Corporations assets and liabilities, while ensuring that all tax information is presented in an accurate and timely manner. This well-balanced Board is well equipped to ensure and effective, innovative educational model and a successful business model. The board will evaluate the school and the lead administrator by examining students academic proficiency and growth; by parent, student, and staff satisfaction surveys; and physical and emotional health by studying daily absences and disciplinary referrals. The Board will work closely with our Parent-Teacher organization, Advisory Board, and with community leaders to be sure that all members of our student body are successful.

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?*

Two (2) of the founding board members were on the 2017-2018 Board of Directors. The nine (9) additional members were recruited based on their expertise in the fields of education, charter schools, finance, business management, marketing, and community organization as well as their commitment to running a successful charter school in Hobgood. One of our Directors will transition into our Lead Administrator leaving an opening on the Board. The Board will then assess our strengths and weaknesses to determine what to look for in a new member, who we hope will be in place by our Annual Meeting in July. When a Board member determines that he/she will

not be able to serve his/her full term, the Board will require a 30-day notice to allow the Board to find an adequate replacement.

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

The Hobgood Academy Charter School Board of Directors will meet monthly on the third Monday of each month at 7pm to monitor the school operations. An Annual Meeting will be held in July of each year for election of officers, for evaluation of performance goals, and for strategic planning.

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 Board of Hobgood Academy Charter will develop a handbook to assist in the orientation of all Board members. An orientation of new Board members will be held at the July Annual Meeting each year. Members of the 2018-2019 Board of Directors will attend the Charter School Governance session of the RTO sponsored by NCDPI on September 26, the Charter School Leadership Institute in Holly Springs on October 18, all other RTO workshops including Charter School Finance, Operations and Accountability, and Meeting the Needs of All Students. Additional opportunities for Board development include workshops "A Framework Understanding Poverty," "A Conscious Discipline Approach," and "Building Community" and a tour of a Team CFA charter school. Members will be required to participate in at least three Board development opportunities each year.

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.

Conflicts of Interest as well as perceived Conflicts of Interest must be carefully avoided at Hobgood Academy Charter School. Any state and federal laws will be carefully followed. As stated in Section 4 of our By-Laws, no member of the Board shall discuss or vote on a matter that is likely to advance a pecuniary of the member at the expense of the Corporation. All nominated board members must sign a letter there is no matter known that is likely to cause a Conflict of Interest between the member and the Corporation. If a matter comes before the Board that has the potential to become 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.

- i. The matter is fully disclosed at an open meeting of the Board;
- ii. The affected parties are present at the meeting;
- iii. 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
- iv. The Board votes unanimously to allow the matter to go forward.

If any existing relationship exists that could cause actual or perceived conflicts, it should be declared to the Board in an open meeting and a vote shall be taken to determine how the issue will be resolved. The Board action is final.

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

Hobgood Academy Charter School Board of Directors will ensure that all

policies adopted by the Board will be in accordance with the North Carolina Laws for Charter Schools. The Board has retained legal counsel to review proposed policies for compliance. It will be the function of the Board to adopt policies of vision, goal setting, student admissions, teacher licensure, charter renewal, and board screening. It will be the duty of the Lead Administrator and key members of his/her team to draft policies for the day-to-day operation of the school which will be in the Student Handbook and the Faculty Handbook each year. These policies can be updated as needed based on how well they worked the previous year. The Board will vote on these policies at the beginning of the school year and the implementation will be carried out by the Lead Administrator and his/her team.

When deliberating policies, the Board will gather data concerning financial impact, differing perspectives, how stakeholders will be affected, and any other relevant data. The Board may ask the Lead Administrator and any relevant committee to come and discuss policy recommendations. Once all points have been discussed, the Board will begin deliberation. In the deliberation the Board will seek to build consensus, taking all viewpoints into consideration. Once the Board votes to approve or reject a policy, the entire Board will support the decision.

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.

The Board of Directors, in support of our mission, will establish a School Improvement Team composed of community leaders, teachers, and parents. The purpose of this team is to provide the Board and Lead Administrator ideas and insight that will help Hobgood Academy Charter School meet its goals and prepare for the future. They will help to provide a diverse frame of reference and work to enhance community outreach. This team will be appointed cooperatively by the Board and Lead Administrator. The team has no direct authority and report directly to the Board.

A Parent-Teacher organization will be organized to provide support to the school and Lead Administrator through organizing activities such as fundraisers, community events, volunteering, and mentoring new families. They will have no authority and must obtain approval from the Lead Administrator for proposed projects.

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

The procedures for parent and employee grievance and/or termination are simple and straightforward.

1) The aggrieved party will talk with the Lead Administrator in an attempt to resolve the issue. If this involves an EC student, the EC teacher will be included.

2) If the issue remains unresolved, the parent/employee will have 10 days to file a formal, written grievance complaint with the Board of Directors.

3) The Board will meet with the parent/employee to discuss and attempt to resolve the issue.

4) Any decision of the Board is final, with no appeal.

Governance and Organizational Structure of School Governing Body (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).

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 no longer able to meet the needs of this community as a tuition-based private school. This school was founded in a time when the community was more economically stable. Family farms and textile mills were numerous. Today, many families struggle to put food on the table and pay utility bills. They cannot afford to send their children to a private school. Hobgood Academy has prepared thousands of students to excel in college, careers, and beyond. It is our desire to extend this legacy and prepare thousands more as an innovative, free, public charter school committed to excellence and to all scholars. A successful public charter school is the only chance for this region to make an economic and educational recovery. Hobgood Academy Charter School will be nonsectarian in nature and will be able to provide choice for all scholars regardless of their parents income, race, religion, or address. As North Carolina Charter School Law requires, students will be accepted on a lottery system. Current students at Hobgood Academy will have no greater chance of acceptance than those not enrolled here.

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.

Hobgood Academy has sold its real property to the Julia Carr Family Trust and the new owners will receive the deed in January 2019 when the final payment is made. All contents remain the property of Hobgood Academy and will be transferred to Hobgood Academy Charter School on July 1, 2019. Hobgood Academy is currently operating with a positive cash flow. Employee contracts expire in June and faculty is encouraged to apply to Hobgood Academy Charter School. No debt will be transferred from Hobgood Academy to

Hobgood Academy Charter School. The most recent FORM 990s are attached.

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

Hobgood Academy showed a significant decline in enrollment from 2010 to 2015, however the past three years have shown a slow, but steady growth. We believe this is due to Opportunity Scholarships received by students who have chosen Hobgood Academy. Unfortunately, not all those who visited and applied for the scholarships received them. While the majority of our students are Caucasian, we have been successful in recruiting more minority students. Tuition remains a barrier for many students. Fifty percent of our students receive some type of tuition assistance. We currently have 4 students that are in foster care. Feedback from our community meetings suggest that as a free, public charter school our numbers would more closely reflect our community which is 49% African American, 46% Caucasian, and 5% Hispanic.

	2018-2019	2017-2018	2016-2017
Caucasian	87	69	70
African American	7	9	4
Hispanic	4	4	4
TOTAL ENROLLEMENT	98	82	78

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.*

Hobgood Academy graduates have gone on to be doctors, lawyers, administrators, pharmacists, plumbers, farmers, teachers, and pastors. We deem that a success. Hobgood Academy also relies on testing data from the Stanford Achievement Test, a standardized test that measures students in a national comparison. The most recent scores are shown in a chart below. While the 8th grade is low, we believe the overall scores indicate a successful school.

Percentile score	READING	MATHEMATICS
3rd Grade	64%	88%
4th Grade	57%	64%
5th Grade	76%	72%
6thGrade	86%	73%
7th Grade	74%	67%
8th Grade	41%	29%

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 has 7 full time elementary and middle school teachers, all of whom are licensed. All current staff will be encouraged to apply at Hobgood Academy Charter School, though we expect to lose one or two. The Board of Directors will hold conferences with each teacher to discuss annual performance evaluations from the teachers portfolio, to share the new focus, vision, and expectations for Hobgood Academy Charter School to determine if he/she would be likely to excel under the new education plan. Since one of our Board members will transition to Lead Administrator, his/her input would be highly valued.

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/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 Lead Administrator (Principal)
- 1 Custodian
- 2 Bus Drivers
- 3 Teacher Assistants
- 1 Counselor/Testing Coordinator
- 1 Financial Manager
- 1 Media and Technology Specialist
- 9 Regular Classroom Teachers
- 4 Electives/Specialty Teachers to include PE (Full-time), Art (Part-time), Music (Part-time), Foreign Language (Part-time)
- 1 Exceptional Children's Teacher (Full-time)
- 1 EL Teacher (Part-time)
- 1 Reading Specialist

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

Our mission will remain at the forefront as decisions are made in recruiting, hiring, and retaining high-performing teachers. The faculty and staff is the backbone of any excellent school. Job opportunities will be advertised through social media, Internet websites, job fairs, Teach for America, and other mediums. Positions will remain advertised for a minimum of 10 days in order to insure equitable opportunities for prospective employees. Recruitment efforts will focus on but are not limited to graduates from East Carolina University, Elizabeth City State University, North Carolina Wesleyan College, and Meredith College along with networking through alumni of Hobgood Academy and board members in order to secure high-quality instructional staff. HACS also seeks to employ a staff that reflects the demographics of the student population and communities served.

The next step to insure high-quality, seamless instructional practices and continuity of services is to focus on teacher retention. The Lead Administrator will create a supportive environment for instructional staff to grow and expand their teaching methods through frequent dialogue and constructive feedback regarding instructional practices, establishing a climate of professionalism where innovation is encouraged and support is

provided when new ideas are implemented, and instructional staff are engaged in meaningful professional development opportunities that meet the strategic goals of the school but also focus on teacher interest and need including regular PLCs where teachers have opportunities to discuss challenges, celebrate accomplishments, analyze data, and plan collaboratively. The Lead Administrator will provide support with student discipline to insure classroom instruction is minimally interrupted. Evidence of a supportive environment for HACS will be evidenced by teacher retention rates, NC Teacher Working Conditions Survey results, parent surveys, and positive student enrollment.

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

The Board of Directors will work closely with the Lead Administrator. The Lead Administrator will be responsible for interviewing, completing background checks, and securing references on prospective employees, then making recommendations to the Board for hiring. The Lead Administrator will develop a committee, which may consist of 1 or more board members and eventually school staff to assist with these interviews. If an urgent circumstance arises causing the Lead Administrator to believe a staff member may have grounds for termination, that will be brought to the Board for immediate consideration. The Lead Administrator will be responsible for staff evaluations, and staff who are consistently performing below standard will also be considered for an action plan which may lead to termination should the staff member not demonstrate improvement. The Lead Administrator will handle all the day-to-day operations of the school. The Board will be kept up to date through informal interactions and a monthly report from the Lead Administrator during regularly scheduled board meetings. A teacher representative will also be invited to each board meeting to share successes and concerns. The Board, Lead Administrator and staff will all be accountable for achieving the mission and goals for Hobgood Academy Charter School.

It is the goal of the Board to be involved in school events including spending time in the school and classrooms periodically as a way of demonstrating support and understanding of the school in which they are governing. Should staff members have concerns they wish to share with the Board, the Board will request that the employee share the concern with the lead administrator first and recommend they follow the grievance process or utilize the School Improvement Team to promote ideas of support and/or resolution.

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

The Lead Administrator will be tasked with recruiting, interviewing, and making recommendations to the Board for hire. The Lead Administrator will seek highly qualified staff members who embrace the mission and educational plan of Hobgood Academy Charter School. Potential employees should be intelligent, compassionate, moral, motivated, and eager for a challenge. Each candidate will submit an application including a letter of interest, resume, and three references. The application will be reviewed by the Lead Administrator and those targeted to move forward in the hiring process will be scheduled for an interview with an interview committee consisting of the Lead Administrator, a board member, and additional staff after initial hiring has taken place. Once a potential candidate has been selected, a

national background check will be run, references will be checked, and the Lead Administrator will then make a recommendation to the Board for hiring the applicant. Applications and interview forms will remain on file in the Lead Administrators office.

The process for dismissing school personnel will be similar. The Lead Administrator is responsible for evaluating all staff. Employment is at-will. If a teacher fails to perform to expectation, the Board will be notified and an action plan for improvement will be developed to give the teacher guidelines and tools to help him/her succeed. If this process is unsuccessful, the Lead Administrator will recommend nonrenewal of the contract. If illegal behavior such as negligence or sexual harrassment, occurs, the Lead Administrator will notify the Board immediately and appropriate action will be taken to further investigate the allegation. Should substantial evidence of wrongdoing be present, the Board will determine appropriate action up to and/or including termination. All disciplinary actions will be accompanied by a letter from the lead administrator to the employee with a copy being placed in the employee personnel file.

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

Lead Administrator (Principal) \$60,000 to \$75,000

Custodians \$18,500 to \$26,500 (Hourly)

Bus Drivers

Counselor/Testing Coordinator \$35,000 to \$45,000

Financial Manager \$30,000 to \$40,000

Media and Technology Specialist \$35,000 to \$45,000

Core Content Teachers \$35,000 to \$45,000

Electives/Specialty Teachers \$35,000 to \$45,000

Exceptional Children Teacher \$35,000 to \$45,000

Reading Specialist \$35,000 to \$45,000

All Full-time non-contract employees will be eligible for state health insurance and retirement through the TIA 401K plan.

6. Provide the procedures for handling employee grievances and/or termination.

The procedures for employee grievance and/or termination are simple and straightforward.

1) The aggrieved employee will talk with the Lead Administrator in an attempt to resolve the issue.

2) If the issue remains unresolved the employee will have 10 days to file a formal, written grievance complaint with the Board of Directors.

3) The Board will meet with the employee to discuss and attempt to resolve the issue.

4) All employees serve at will and any decision by the Board is final, with no appeal.

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

We anticipate having our Teacher Assistants hired dually as our bus drivers.

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

The staffing plan includes hiring 1 full-time EC Specialist for the first year based upon state regulations for caseloads and school enrollment numbers. Hiring for this position will entail ensuring a 4-year degree and Master's with appropriate certifications in place including General Curriculum K-12 and middle school certifications. 3+ years of experience is

preferred for this position. Should additional certifications be needed, we will work with the employee to acquire those certifications or seek to hire another specialist with the necessary certifications. We seek to hire a part-time licensed TESOL teacher to support EL learners. It is also our goal to hire at least 1 classroom teacher with AIG certification to guide the instructional staff in planning for students deemed academically and/or intellectually gifted. After the initial year of HACS, if there are adequate number of students to warrant hiring a full-time AIG instructor, we will seek to do so.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).*

Staff Qualifications include the following:

Professional Staff

The Lead Administrator will possess teaching and administrative licensure from the State of North Carolina.

Responsibilities of the Lead Administrator will include:

- Oversight of all curriculum and school programming
- Direct reporting to the Board of Directors
- Manage staff and the day-to-day operations of the school
- Monitor the school's financial position, student performance goals, operations, and staff performance
- Implement initiatives to support the mission and culture of the school
- Ensure student and staff safety
- Develop a strategic plan annually to present to the Board of Directors
- Recruit and retain staff who are effective and are invested in the school's mission and culture
- Comply with all NC charter and public school laws and requirements

Full and part-time teachers including the Reading Specialist will possess the following minimum teaching credentials:

Bachelor of Arts or Science for no less than 50% of the instructional staff
Certification appropriate to the grade level/content being taught is preferred (Elementary, Middle Grades, Exceptional Children, ELL)

Every effort will be made to ensure that the faculty reflects at each grade span (K-5, 6-8) a range of cohorts and teaching experience so that staff strengths can be maximized.

Responsibilities of teachers include:

- Support the mission and vision of the HACS educational plan
- Create positive learning community
- Actively seek to achieve school-wide and state mandated student performance goals
- Attend regular professional development opportunities
- Provide feedback to students related to classroom performance
- Develop and implement lessons and projects that are engaging to students and lead to mastery of content
- Utilize instructional strategies that support the learning of all students
- Provide ongoing communication with parents/guardians of students

The Counselor/Testing Coordinator will possess teaching and/or guidance licensure or a 4-year degree in social work or related field.

Responsibilities include:

- Assess individual student need for counseling/assistance
- Provide monthly character education lessons in classrooms
- Communicate with parents, teachers and administrator on matters of social

health

- Maintain case files and reports to track student outcomes
- Acquire required testing certifications
- Manage test preparation and oversight of standardized testing as required by state guidelines including proctor training

Media and Technology Specialist will possess a minimum of two years post high school education and/or commensurate experience in skill development through prior employment in a technology-related profession.

Responsibilities include:

- Maintain technology equipment throughout the school
- Provide tech support to school staff
- Teach technology-related electives for middle school students
- Take the lead on installation and implementation of technology-based programs

Support Staff:

Financial Manager:

A minimum of two years post high school education and/or commensurate experience in skill development through prior employment as a school office employee.

Responsibilities include:

- Maintain financial records and work with CPA to file appropriate paperwork and answer any questions
- Process payroll
- Create monthly financial snapshots for Lead Administrator and Board of Directors
- Manage Accounts Payable/Accounts Receivable, deposits, and work with appropriate vendors
- Publish reports, records, and other data related to school's finances and operations
- Maintain inventory on necessary supplies and place orders when needed.

Custodial:

-A minimum requirement of a high school education or equivalent and/or commensurate work experience in upkeep of a business or similar facility.

Staff Evaluation and Professional Development

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

HACSS lead administrator will be responsible for maintaining records of professional development and working with teachers to support the acquisition of appropriate number of renewal credits for licensure renewal at the end of each renewal cycle.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Mentoring teachers will be a key strategy for the success of the school. As with any change, the conversion from private to charter brings about a shift in the normalcy for staff who may be hired to transition from private to charter employees. Bringing new staff in also provides a shift in dynamics. It will be critical for the lead administrator to set the tone that collectively, the staff is embarking on a new journey together and that everyone has strengths that will be capitalized on and will have places to grow. Building a sense of community will be crucial in the change process

as well as helping the staff understand that small steps are great steps if they are in sync together. The lead administrator must maintain a solid pulse on staff dynamics to insure solidarity and cohesiveness and will actively work with the board, the community, and parents to provide opportunities for staff to be recognized for their efforts.

Hobgood Academy Charter School will follow the guidelines of the NC State Board of Education policy ID number TCP-C-004 for the NC Teacher Evaluation Process. Instructional staff will be evaluated using the North Carolina Professional Teaching Standards to determine an overall effectiveness rating. At the beginning of each school year or upon hire, teachers will be provided an orientation to the NC-EES process, will complete a self-assessment, followed by developing a Professional Development Plan setting goals for their professional growth for the year. Teachers will be encouraged to focus their plans on developing expertise in strategies such as conferring with students and/or parents, project-based learning, or nonlinguistic representations that support the curricula and overall mission of the school. The lead administrator will conduct up to 3 observations each year based upon the renewal cycle of the teacher. Teachers will be evaluated under the Comprehensive, Standard, or Abbreviated observation cycle. Teachers who have more than 3 consecutive years of successful teaching experience will be evaluated under the Abbreviated or Standard evaluation cycles. During a teacher's license renewal year, the administrator will complete 3 classroom observations that include all 5 standards of performance. The teacher will receive a summary rating in these standards. In an Abbreviated cycle, the administrator will complete 2 classroom observations that are either formal or informal in nature. The teacher will receive a Summary rating on Standards I and IV of the evaluation tool.

Should a teacher not demonstrate proficiency in any areas of the evaluation, the administrator may place the teacher on an action plan to provide a pathway in which the teacher can improve performance. The administrator will monitor the teacher closely and provide a staff member to assist in mentoring and observing the teacher to provide continuous guidance for improvement.

Beyond formal observations, the lead administrator will spend time in each classroom regularly through informal observations such as walk-throughs where feedback is offered through a quick note, follow-up email, or conversation. Spending quality time in classrooms is a premier strategy for the administrator to monitor that curricular goals are being met, that classroom climate is conducive to learning, and provides an opportunity for the administrator to build meaningful relationships with students and staff. The lead administrator will also mentor teachers through weekly PLC meetings to guide teachers with data analysis and planning.

Any teacher that has 3 or fewer consecutive years of teaching will be evaluated on the Comprehensive cycle and will receive an overall summary rating on each standard. Any teacher in this category must also participate in the Beginning Teacher Support Program as outlined by the NC State Board of Education Policy TCP-A-004. Staff selected as mentors will be trained through the Homebase course "The 21st Century Mentoring Module."

- 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.*

1) Upon hire, instructional manuals and Internet sites will be made available to teachers to preview and become familiar with prior to formal professional development. During opening teacher workdays, consultants will be contracted for 1-day face-to-face or virtual trainings for the following initiatives:

-Conscious Discipline (total staff) 1 day

-Units of Study Workshop Model (instructional staff K-8) 1 day

-Investigations (K-5) and Open Up Resources 6-8 Math 1 day

Follow-up PD for these components will be scheduled on workdays throughout the year. Each of these initiatives offer pre-recorded online webinars will be viewed during weekly PLCs to insure ongoing conversation related to implementation and for problem-solving as concerns arise.

2) On the first required teacher workday in September, HACS staff will engage in a 1-day diversity training, which will be followed by a book study on Ruby Paynes Framework for Understanding Poverty. Teachers will meet in gradespan groups during PLCs and during staff meetings to discuss implications for working with students.

3) PD will also take place during scheduled staff meetings throughout the year. PD with Action for Healthy Kids to develop the school's wellness program will take place with our rep, Brittany Ledford from Cary, NC. A representative from ECU's School of Health and Human Performance will provide onsite training for teachers in grades K-8 on Energizers demonstrating how to integrate content with brain breaks. The administrator may also designate staff with expertise in particular areas to provide brief sessions, as well.

4) Collaborative Coaching will be a facet of the professional development model at HACS. Teachers will work in teams to record, review, and debrief lesson implementation to provide feedback on practices.

5) Teacher observation both onsite and at other sites including a Core Knowledge school.

6) Attendance at professional conferences will be encouraged as finances allow.

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.

During the initial workdays of the school year, staff at all levels will be involved in a variety of professional development endeavors to ensure a common understanding from which learning will take place.

August 12th: Opening Staff Meeting to include NC-EES orientation and review of staff handbook; Community-building activities to set the stage for positive staff interactions and collaboration; Setting the Stage for a Family-Friendly School will be an afternoon session facilitated by the lead administrator focusing on creating a family-friendly school environment.

August 13th-15th : 1-day onsite trainings facilitated by contracted consultants for the following:

-Conscious Discipline will be required for the entire school staff in order to provide a common language and baseline for expected practices within the school and an understanding of brain states as related to students social-emotional health, development, and approaches to discipline. Teachers will receive guidance on developing a Safe Place in classrooms and be introduced to calming techniques to support self-regulation for students.

-Units of Study Workshop Quick-Start will be held for all instructional

staff as literacy is taught across the curriculum. Teachers will gain an understanding of the workshop model, observing and conferring with students, and will work with consultants to unpack introductory lessons for the beginning of the year. Specialists will focus on developing plans for integration of literacy in their specialty areas.

- Investigations (K-5) and Open Up Resources 6-8 Math will be held separately for each respective gradespan. Specialists will select one of the trainings to attend according to the area they feel they could most benefit from learning more. Teachers will develop and deepen their math and pedagogical content knowledge, focus on engaging students in mathematical discourse, and begin unpacking initial lessons in preparation for the opening of school.

Because the staff may or may not be familiar with the designated curricula for HACS, it is anticipated that there will be moments of challenge in the implementation phase. Teachers will have opportunities to plan and problem-solve collaboratively during weekly PLCs, engage in collaborative coaching once a sense of trust is established among colleagues, and each of these areas will continue to be addressed and expanded upon as the year progresses. It is understood that all of these endeavors take time to practice, refine, and personalize so the practices become inherent.

Although project-based learning will be a focused learning approach, it is imperative that the instructional staff has a solid foundation with the core curriculum and instructional practices embedded. The professional development on these curricula will provide a springboard for project-based learning once instruction has begun and teachers feel secure in their daily routines. The prospective lead administrator has experience project-based learning and will begin to introduce the framework for this approach gradually as staff demonstrate they are comfortable with adding another level to their instructional practices.

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.

On the initial workday, staff will participate in a 2.5 hour session on Setting the Stage for a Family-Friendly School as well as NC-EES orientation and Bloodborne Pathogens training. During the following initial workdays of the school year, three 7-hour professional development sessions will be required for all instructional staff including 1 session on Conscious Discipline, 1 session on the Units of Study Workshop Approach, 1 session for grades K-5 on Investigations 3, and 1 session for grades 6-8 on Open Up Resources

6-8. Teachers will receive 7 hours of credit for diversity training held on the September 13th workday. During the remainder of the school year, half of each workday (3.5 hours) will be used for continued professional development (17.5 hours) as follow-up from initial core training or related areas such as formative assessment, inquiry and project-based learning, diversity, fostering student health, and the effects of childhood trauma. Teachers will be required to attend one monthly staff meeting and one professional development opportunity after school from 3:00-4:30 (30 hours). During this time, the administrator, guest speaker, or designated staff member will provide professional development related to the areas designated previously. Opportunities to debrief from coaching and observation experiences will take place either during planning time, PLCs, or briefly

after school.

Teachers will be provided time to observe other teachers in the building at least twice per year (2+ hours). A schedule will be determined, and if the observation does not take place during a planning period, the administrator will be responsible for finding coverage by another staff member. Should a teacher or group of teachers need to be away from school for a professional development opportunity, the school has budgeted funds to pay for substitutes to cover this expenditure. It is anticipated that each staff member will be provided with an opportunity for a minimum of 75 onsite hours of professional development each year. Teachers will be encouraged to pursue content-specific online professional development through offerings in CANVAS as well as administrator-approved independent studies.

Teachers will have designated planning time each day while students are at specialty classes (PE, art, music, media). During this time, once per week, teachers will meet by grade-span in PLC meeting to discuss data and assessments to support continued student achievement.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions G.S. 115C.218.45 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)).

As stated in our admissions policy, we will not discriminate against any student or limit admission based on intellectual ability, measures of achievement or aptitude, athletic ability, race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate .AND allowed by law.

According to the 2010 US Census Data, the 27843 (Hobgood) zip code racial/ethnic makeup is 5% Hispanic or Latino, 45% White, 49% Black or African American. Of families with school aged children, 46% have annual incomes below the poverty level. To be clear, the Hobgood Academy Charter School Board expects the enrollment to reflect both the racial/ethnic and economic composition of the community. All marketing efforts will be directed to meet these expectations. A weighted lottery will also help to ensure that 50% of our open seats during the lottery will go to students who qualify for free lunch under the federal school lunch program.

The key to fiscal success is full enrollment. The Board will monitor enrollment and marketing efficacy. The Board will authorize the Marketing Committee to implement the Marketing Action Plan. If marketing efforts do not result in full enrollment, recommendations for additional strategies and resources to implement these actions must be presented to the board. The following are highlights of the Action Plan throughout critical stages:

(Initial Application Process)

Marketing efforts have been made in the past two years. School personnel,

board members, and parents have held informational meetings in various public and private locations throughout our communities to share our mission and plans for converting to a Public Charter School. We are planning for the upcoming fall activities and developing marketing materials.

(Selection Process and Preliminary Planning Period)

Initial marketing materials will be updated as needed. Distribution of said marketing materials will begin during the fall and winter activities. Requests for information and materials will be logged. The schools website will have periodic updates regarding the Charter School progress. Potential volunteers for the public lottery will be identified and approached. Upon CSAB approval for acceleration, applications will be prepositioned in the community and applications requests will be prepared for mailing. Volunteers for the Lottery will be notified of the CSAB approval and planning will begin for the open enrollment Open House(s).

(Final Approval, Student Enrollment, and Planning Period)

Upon final SBE approval, dates for the initial open enrollment period and public lottery dates will be set. Communications will be immediately sent to pre-identified partners and locations to begin distribution of applications and posting of open enrollment dates. Arrangements for open enrollment and public lottery activities will be finalized. The Annual Seafood Festival will be held. Results of the open enrollment will be communicated to the Board. If needed, a public lottery will be held and results announced. If open seats remain, additional marketing will be authorized in an attempt to fill the seats.

(First 20 Days of School)

A ribbon cutting ceremony will be held to celebrate the first day of Hobgood Academy Charter School. The Board will be given updates of actual attendance vs. enrollment. Focused marketing will continue if unfilled seats remain.

(First Semester of School)

Evaluate the effectiveness of marketing plan and revise strategies for 2020-2021 school year if needed. Begin planning for returning students, open enrollment, and lottery.

(Open Enrollment Period 2020-2021)

Open enrollment will be from 01-08-20 to 02-15-20. The public lottery will be held within 30 days of 02-15-20.

(Final Plans/expansion year 2)

Results of the Open Enrollment and Lottery will be evaluated for 2nd year marketing strategies.

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. Hobgood Academy Charter School has begun the process of engaging parents and community members in the proposed conversion from Hobgood Academy to Hobgood Academy Charter School through a series of informational meetings in the three counties we serve. These meetings have included the Hobgood Depot, the Tarboro Coffee Shop, Woodman of the World in Oak City, Scotland Neck Crepe Myrtle Festival, Hobgood United Methodist Church, Gold Point Church of Christ, Hobgood Academy and in various private homes. We have a website and

Facebook pages through which we communicate, as well as a ONE CALL telephone service. When we receive approval for Hobgood Academy Charter School, we will begin another round of community meetings to answer questions and gather additional contact information from all interested family and friends. These prospective families will be invited to attend special events currently scheduled for this year including athletic events, field day, and Grandparents & Grandfriends Day. We have developed a relationship with First Media Radio in Rocky Mount and Roanoke Rapids to make our public service announcements. Finally, we plan to ask local churches for an opportunity to offer informational meetings in their facilities.

2. In both public and private schools parent involvement is critical to student success. As a K-8 school, Hobgood Academy Charter School will have the opportunity to build long-lasting relationships with families. It is our goal to establish a strong Parent-Teacher organization to assist in the planning and implementation of activities that strengthen and support student learning. We plan to have a school and community garden in which families are encouraged to participate. Physical fitness opportunities like intramural sports, Walk to School Day, and Field Day encourage parent involvement. Likewise, we will host school day events such as Read Across America Day with evening components to engage parents. We will provide parent seminars on subjects like nutrition, health and wellness, parenting, academic strategies at home, and gardening for which transportation can be provided from our cluster stops as well as hosting opportunities in the communities in which the families live. We will have a Grandparents & Grandfriends Day to recognize the importance of our extended family and friends thus tapping this rich resource of experience. We will provide these events in collaboration with partners like the Hobgood Citizens Group, Nutrition Plus, Action for Healthy Kids, Mc Dowells Pharmacy, and the Scotland Neck Memorial Library. We have built parent conference days into our calendar with options for meeting at the parents home when necessary. Hobgood Academy Charter School is committed to involving parents in the education of their children and thus building strong communities.

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 withdrawals and transfers.*

HACS will not discriminate against any student or limit admission based on intellectual ability, measures of achievement or aptitude, athletic ability, race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate AND allowed by law.

The first open enrollment period will commence within one month of the final SBE approval for a period of no less than 35 calendar days. After the first year, open enrollment will be Jan. 8th to Feb. 15th every year. Applications will be available from community locations, the school and on the website.

Once final SBE approval is received, applications will be accepted at the school via mail or in person. Applications will be reviewed for completeness and logged with the time and date of receipt. Families may choose to opt in and submit separate information to be included in the weighted preference for students eligible for free lunch. Applications received during the open enrollment period will be assigned to open seats in the order received.

If there are more applicants than seats, a public lottery will be held. The lottery will be weighted to reserve 50% of the open, authorized seats for students eligible for free lunch. Additionally, enrollment preference (up to 15%) is given to: Siblings of currently enrolled students, children of FTE, and children of board members. Once the 15% of seats is reached, remaining applications qualifying for preference will be put with the applications for the general public lottery. During the public lottery, applications will be assigned to open seats and then waiting lists in the order drawn.

Lottery results will be communicated via email or USPS mail. Families will have 15 calendar days to complete and return the student enrollment packages. If the enrollment packages are not received or postmarked within the deadline, the seat will be given to the next applicant on the list. Once enrolled, students will not have to re-apply, but will need to submit a returning student form by the given deadline to determine the available seats for next year's enrollment. Any students remaining on the waitlist must reapply for the next year. If a student wants to withdraw or transfer to another school, HACS would ask a minimum 3 day notice to allow for successful offboarding including the withdrawal reason and expedited preparation of records to be sent to the new school. Records will be sent upon receipt of the official transcript request. Re-enrollment will require a new application and normal application procedures will be followed. There will be an open house during the open enrollment period, but attendance will not be required. This will be an opportunity for families to learn more about the school and have their questions answered. If families are unable to attend the open house, they can reach out to the school to make an individual appointment or phone conference.

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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
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.*

The board is committed to encouraging all scholars to apply regardless of parent's income, race or address. We are requesting approval to use a weighted lottery to ensure that 50% of the seats are available to students living in poverty.

2. *A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*

We will use the federal free lunch guidelines to determine student's eligibility for the weighted lottery. We will set aside 50% of authorized open seats for students eligible for free lunch. We will utilize an application process that provides demographic and income information on a separate sheet. Any open seats not filled in the lottery for students in poverty will be made available to all students.

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

The board is passionate about serving all scholars in Halifax County and surrounding counties.

PROJECTED ENROLLMENT Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Edgecombe County Public Schools
- LEA #2 Halifax County Schools
- LEA #3 Martin County Schools

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	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	LEA 420	LEA 580
Kindergarten	6	12	7	12	24	14	12	24	14	12	24	14	12	24	14
Grade 01	6	12	7	6	12	7	12	24	14	12	24	14	12	24	14
Grade 02	6	12	7	6	12	7	6	12	7	12	24	14	12	24	14
Grade 03	6	12	7	6	12	7	6	12	7	6	12	7	12	24	14
Grade 04	6	12	7	6	12	7	6	12	7	6	12	7	6	12	7
Grade 05	6	12	7	6	12	7	6	12	7	6	12	7	6	12	7
Grade 06	6	12	7	6	12	7	6	12	7	6	12	7	6	12	7
Grade 07	6	12	7	6	12	7	6	12	7	6	12	7	6	12	7
Grade 08	6	12	7	6	12	7	6	12	7	6	12	7	6	12	7
	54	108	63	60	120	70	66	132	77	72	144	84	78	156	91
	225			250			275			300			325		

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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 will work diligently to ensure that transportation is not a barrier to any student who wishes to attend this school. We will encourage and assist in carpooling and staff will meet and greet students and parents as they arrive at morning drop off and afternoon pickup. This will enhance our efforts at building a sense of community. While this has worked well in recent years, we realize that this is may not be a suitable option for every family. HACS will purchase two buses and set up cluster stops in surrounding communities. Likewise, students with IEPs that reference transportation and homeless students will have these needs met. We have an agreed purchase price for two buses and have included \$50,000 in the budget to include this purchase, maintenance, parts, and diesel fuel. We plan to us Teacher Assistants and maintenance personnel as drivers.

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.

Hobgood Academy Charter does not plan to participate in the National School Lunch Program. HACS will contract food service. Healthy food choices will be a part of our curriculum and its practice will be evidenced during lunchtime. All students will be able to open a pre-paid account for the lunchroom to help parents and guardians pay on a weekly or monthly basis. Students who meet federal guidelines for free lunches will be provided lunch at no cost. We have included \$100,000 in the budget for providing these lunches.

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

The
Nonprofit

shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$2,020.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,292.00
Property Insurance	\$3,657,000		\$12,384.00
Automobile Liability	\$1,000,000		\$108.00
Crime Coverage Minimum/Maximum Amount	\$250,000	\$250,000	\$300.00
Other	\$1,000,000		\$3,327.00
Total Cost			\$21,431.00

*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.

hacharter 09/26/2018

(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 specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

Hobgood Academy Charter School has secured a lease for the facility currently operating as Hobgood Academy. It has been operating as a school for 45 years under a certificate of occupancy.

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.

The lease of for this facility is \$12,000 annually. Total square footage of the educational buildings is 25,612 feet which makes it approximately \$0.47. This cost is significantly less than any similar facility in our three

county area.

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.*

This is not applicable since the facility is currently in operation.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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 Year 1

**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 #1 330 - Edgecombe County Public Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,408.21	54	\$346,043.34
Local Funds	\$1,105.00	54	\$59,670.00
Federal EC Funds	\$4,464.16	6	\$26,784.96
Totals			\$432,498.30

LEA #2 420 - Halifax County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,226.27	108	\$780,437.16
Local Funds	\$930.00	108	\$100,440.00
Federal EC Funds	\$4,261.76	11	\$46,879.36
Totals			\$927,756.52

LEA #3 580 - Martin County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,914.81	63	\$435,633.03
Local Funds	\$1,516.00	63	\$95,508.00
Federal EC Funds	\$3,689.60	7	\$25,827.20
Totals			\$556,968.23

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$1,562,114	\$1,806,567	\$1,987,224	\$2,167,881	\$2,348,537
-Local Per Pupil Funds	\$255,618	\$284,020	\$312,422	\$340,824	\$369,226
-Exceptional Children Federal Funds	\$99,492	\$111,871	\$123,058	\$134,245	\$145,432
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,917,223	\$2,202,458	\$2,422,704	\$2,642,950	\$2,863,195

***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 Year 1 through Year 5

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	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$75,000	\$75,000	1	\$77,250	\$77,250	1	\$79,568	\$79,568	1	\$81,955	\$81,955	1	\$84,414	\$84,414
Finance Officer	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,132	\$37,132	1	\$38,245	\$38,245	1	\$39,393	\$39,393
Maintenance	1	\$23,000	\$23,000	1	\$23,690	\$23,690	1	\$24,401	\$24,401	1	\$25,133	\$25,133	1	\$25,887	\$25,887
Counselor/Test Coordinator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Media Specialist/Technology	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Data Specialist	0	\$0	\$0	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$38,245	\$38,245	1	\$39,393	\$39,393
A - Total Admin and Support:	5		\$213,000	6		\$260,590	6		\$268,409	6		\$270,996	6		\$279,127
Instructional Personnel:															
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Teacher Assistants	3	\$27,500	\$82,500	4	\$28,325	\$113,300	5	\$29,175	\$145,875	6	\$30,050	\$180,300	7	\$30,951	\$216,657
Teachers	9	\$40,000	\$360,000	10	\$41,200	\$412,000	11	\$42,436	\$466,796	12	\$43,709	\$524,508	13	\$45,020	\$585,260
Summer School Teachers	2	\$8,000	\$16,000	2	\$8,240	\$16,480	2	\$8,487	\$16,974	2	\$8,742	\$17,484	2	\$9,004	\$18,008
Reading Spec./ Instructional Coach	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Physical Education	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Electives/Specialty Teacher(s)	2	\$40,000	\$80,000	2	\$41,200	\$82,400	2	\$42,436	\$84,872	2	\$43,709	\$87,418	2	\$45,020	\$90,040
B - Total Instructional	19		\$658,500	21		\$747,780	23		\$841,825	25		\$940,837	27		\$1,045,025

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	24		\$871,500	27		\$1,008,370	29		\$1,110,234	31		\$1,211,833	33		\$1,324,152
Administrative & Support Benefits															
Health Insurance	5	\$5,869	\$29,345	6	\$5,869	\$35,214	6	\$5,869	\$35,214	6	\$5,869	\$35,214	6	\$5,869	\$35,214
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	5	\$2,130	\$10,650	6	\$2,554	\$15,324	6	\$2,192	\$13,152	6	\$2,258	\$13,548	6	\$2,326	\$13,956
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	5	\$618	\$3,090	6	\$740	\$4,440	6	\$635	\$3,810	6	\$654	\$3,924	6	\$674	\$4,044
Social Security	5	\$2,641	\$13,205	6	\$3,167	\$19,002	6	\$2,718	\$16,308	6	\$2,800	\$16,800	6	\$2,884	\$17,304
D - Total Admin and Support Benefits:			\$56,290			\$73,980			\$68,484			\$69,486			\$70,518
Instructional Personnel Benefits:															
Health Insurance	15	\$5,869	\$88,035	17	\$5,869	\$99,773	19	\$5,869	\$111,511	21	\$5,869	\$123,249	23	\$5,869	\$134,987
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	15	\$1,875	\$28,125	17	\$1,908	\$32,436	19	\$1,947	\$36,993	21	\$1,990	\$41,790	23	\$2,036	\$46,828
Social Security	19	\$2,149	\$40,831	21	\$2,207	\$46,347	23	\$2,269	\$52,187	25	\$2,333	\$58,325	27	\$2,399	\$64,773
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	19	\$502	\$9,538	21	\$516	\$10,836	23	\$530	\$12,190	25	\$545	\$13,625	27	\$561	\$15,147
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:			\$166,529			\$189,392			\$212,881			\$236,989			\$261,735
D+E = F - Total Personnel Benefits			\$222,819			\$263,372			\$281,365			\$306,475			\$332,253
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$269,290	6		\$334,570	6		\$336,893	6		\$340,482	6		\$349,645

Hobgood Academy Charter School

B+E = H - Total Instructional Personnel (Salary & Benefits)	19		\$825,029	21		\$937,172	23		\$1,054,706	25		\$1,177,826	27		\$1,306,760
G+H = J - TOTAL PERSONNEL	24		\$1,094,319	27		\$1,271,742	29		\$1,391,599	31		\$1,518,308	33		\$1,656,405

Operations Budget: Expenditure Projections Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
	Paper	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351
	Computers & Software	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
	Communications & Telephone	\$7,100	\$7,313	\$7,532	\$7,758	\$7,991
	Copier leases	\$4,600	\$4,738	\$4,880	\$5,027	\$5,177
	Postage	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
Professional Contract	Legal Counsel	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
	Financial	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
	Financial Cash Management	\$16,875	\$18,750	\$20,625	\$22,500	\$24,375
	Power School Support	\$7,875	\$8,750	\$9,625	\$10,500	\$11,375
	Auditor	\$0	\$8,000	\$8,240	\$8,487	\$8,742
Facilities	Facility Lease/Mortgage	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Maintenance	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	Custodial Supplies	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
	Insurance (pg19)	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
	Exterminator Contract	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351
	Furniture And Equipment	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Utilities	Electric And Water	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
	Propane	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
	Trash	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
Transportation	School Year	\$50,000	\$44,290	\$45,619	\$46,987	\$48,397
	Summer School	\$5,833	\$6,008	\$6,189	\$6,374	\$6,565
Other	Marketing	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
	Child nutrition	\$100,000	\$114,444	\$129,666	\$145,697	\$162,573
	Travel	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351
	Board Development-Seminars/Consultants	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
	Publications	\$500	\$515	\$530	\$546	\$563
	K - TOTAL Administrative & Support Operations	\$443,383	\$470,566	\$498,039	\$526,599	\$556,307
	Instructional:					
Classroom Technology	Computers	\$20,000	\$22,222	\$24,444	\$26,667	\$28,889

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

Hobgood Academy Charter School

	Software	\$1,000	\$1,111	\$1,222	\$1,333	\$1,444
	Instructional Technology	\$15,000	\$16,667	\$18,333	\$20,000	\$21,667
Instructional Contract	Staff Development	\$15,000	\$16,667	\$18,333	\$20,000	\$21,667
	Support For Ec Services	\$50,000	\$55,556	\$61,111	\$66,667	\$72,222
Books and Supplies	Instructional Materials	\$35,000	\$38,889	\$42,778	\$46,667	\$50,556
Books And Supplies	Summer School	\$4,000	\$4,444	\$4,889	\$5,333	\$5,778
Books and Supplies	Curriculum/Texts	\$55,000	\$61,111	\$67,222	\$73,333	\$79,444
	Copy Paper	\$5,000	\$5,556	\$6,111	\$6,667	\$7,222
	Testing Supplies	\$3,000	\$3,333	\$3,667	\$4,000	\$4,333
Books And Supplies	Pd Materials	\$1,200	\$1,333	\$1,467	\$1,600	\$1,733
	L - TOTAL Instructional Operations	\$204,200	\$226,889	\$249,577	\$272,267	\$294,955
	K+L = M - TOTAL OPERATIONS	\$647,583	\$697,455	\$747,616	\$798,866	\$851,262

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$1,094,319	\$1,271,742	\$1,391,599	\$1,518,308	\$1,656,405
M - TOTAL OPERATIONS	\$647,583	\$697,455	\$747,616	\$798,866	\$851,262
J+ M =N TOTAL EXPENDITURES	\$1,741,902	\$1,969,197	\$2,139,215	\$2,317,174	\$2,507,667
Z - TOTAL REVENUE	\$1,917,223	\$2,202,458	\$2,422,704	\$2,642,950	\$2,863,195
Z - N = SURPLUS / (DEFICIT)	\$175,321	\$233,261	\$283,489	\$325,776	\$355,528

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment projection was determined by looking at survey data results and facility capacity. Survey data shows that there were 238 students interested in 225 K-8 openings. This would indicate that a lottery will probably be needed. Year 1 breakeven is at 216 students with the proposed budget.

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

Should anticipated revenues not be received or are lower than estimated, the school has identified several ways to cut expenditures to ensure the school's needs are met. If the revenue drop is due to fewer students than anticipated, the per student costs will automatically be reduced. Additional measures may include: reduction in the personnel budget, limiting nonessential purchases for custodial supplies, maintenance costs, furniture and equipment costs, more fundraising activities, and additional solicitation of donated materials and funds.

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. The current budget does not include any other funds that may potentially be solicited.

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

The budget shows approximately 16 students/teacher

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

The school intends to contract with Team CFA to run our financial program and Power School. Additional funds have been set aside for Contract Support Services for EC students.

Contractors and vendors will bid for opportunities. They will be selected by the principal and financial manager with additional input from appropriate board members or staff that may have additional knowledge or expertise. Factors to be considered may include: pricing, stability of vendor (will it stay in business long enough to complete commitment), referrals/reviews from other customers - if applicable, potential or perceived conflicts of interest, review of qualifications, and possibly safety and background records. Large purchases would require approval from the financial committee and possibly the full board. If there is any potential for a conflict of interest, the affected party would recuse himself or herself from negotiations.

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

The budget provides funds for Professional Development to help our staff meet the needs of our students. Funds for Curriculum/texts, instructional materials, summer school, will be provided to support the curricular offerings. Access to all students will not be denied and funding has been put in place to facilitate the transportation plan both during the school year and summer school. To support facility needs, funds for maintenance, custodial supplies, furniture/equipment, pest control, and utilities have been allocated. There will be some cost savings for existing supplies, materials and equipment that will be realized as a result of converting from the private school to the charter school.

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

The school intends to set aside approximately 10% of it's expenditures for the general fund balance the first year. That percentage will be increased to approximately 14% by year 5 for a total goal of over \$1,000,000 in the general fund by the end of 5 years.

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

There are will be two leases; the facility lease of \$12,000 per year and the copier lease of \$4600 per year. There are no other proposed financing structures.

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

Since the school already operating, it has the contents required for operations such as desks, chairs, computers, library books, custodial and maintenance equipment, gym equipment, etc.

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?

To ensure adequate internal financial controls, the school will require multiple signatures on checks, retain Team CFA for financial services support, require regular reports from the head of school, financial manager, treasurer, and finance committee, and finally retain an independent auditor for financial and operational compliance. Financial policies will be reviewed regularly to determine compliance with current laws and best practices.

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

None known at this time.

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.

We have not determined which firm we will hire to complete our annual audit, but we are currently investigating Darrell L. Keller CPA PA and Andrew Harris CPA PLLC.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

