



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Joe Maimone
Ginger Cash
Danielle Allen
Bruce Friend
Austin Smigel
Alex Quigley
Tammi Sutton
Les Stein
Phyllis Gibbs
Sally Houston
Sherry Reeves
Stephen Gay
Stephenie Clark
Lindalyn Kakadelis

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Huntersville Charter High School

Public charter schools opening the fall of 2020

Due by 5:00 pm, 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:
6303 Mail Service Center
Raleigh, NC 27699-6303

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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Huntersville Charter High School

X

Name of Municipality under which charter will be organized or operated:

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: *Aspire Carolinas Foundation*

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

Name of contact person: *Jennifer Nichols*

Title/Relationship to to nonprofitMunicipality: *Executive Director and Founder*

Mailing address: 91 Hubbard St.
Belmont NC 28012

Primary telephone: 704-651-4811 Alternative telephone: 704-651-4811

E-Mail address: *jnichols@aspirecarolinas.org*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

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*

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

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.

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?

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year Month

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	09,10	210
Year 2	09,10,11	310
Year 3	09,10,11,12	410
Year 4	09,10,11,12	420
Year 5	09,10,11,12	405

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. 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.

j_nichols
Signature

Jennifer R. Nichols
Title

j_nichols
Printed Name

09/28/2018
Date

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Clarify why enrollment increases from year 3-4, but then drops in year 5. What will be the ultimate number of students you plan to serve 9-12 once stabilized?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>Do the enrollment figures outlined in this section align with the narrative that there will be no more than 25 students per class?</u>		
<u>Why does the enrollment drop in year 5?</u>	<u>Austin Smigel</u>	<u>Grade Levels</u>
<u>Enrollment may be hard to achieve at a high school level starting out. 210 saunders will make budgeting hard for the skilled / subject specific teachers needed for HS</u>	<u>Stephen Gay</u>	<u>Grade Levels</u>
<u>Only concerned is the enrollment needed to hire the subject specific teachers needed.</u>	<u>Stephen Gay</u>	<u>Certify Appl</u>

<u>Reviewer</u>	<u>Score</u>
<u>Joe Maimone</u>	
<u>Ginger Cash</u>	
<u>Danielle Allen</u>	
<u>Bruce Friend</u>	
<u>Austin Smigel</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Tammi Sutton</u>	
<u>Les Stein</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Sally Houston</u>	<u>Pass</u>
<u>Sherry Reeves</u>	
<u>Stephen Gay</u>	<u>Pass</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

Clearly describe the mission of the proposed charter school:

Our goal is to offer students the opportunity to explore occupations that may or may not require post-secondary education but will involve academic study, hands-on training and skill building. In this rigorous program students will gain viable skills and experience while enrolled in an academic high school and be offered apprenticeships by companies within our region prior to graduation. Students will graduate with marketable skills entering a labor market begging for talented professionals.

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

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

The targeted population is primarily North Mecklenburg, Mecklenburg, eastern portions of Gaston County, the southern portion of Iredell County, and the western part of Cabarrus County. The target audience is represented by students:

- 1) interested in career and technical education.
- 2) who enjoy an innovative curriculum approach.
- 3) who are undecided as to their career path.
- 4) who plan to attend a two or four-year college upon graduation.
- 5) who want to enter the workforce immediately graduation from high school with trade certification.

The Huntersville Charter High School curriculum is appropriate for every high school student and the student body will likely reflect the racial demographics of the CMS district. The 2017-2018 demographic data for Charlotte Mecklenburg Schools reflects the following: 0.4 American Indian, 6.6 Asian, 24.1 Hispanic, 38.1 Black, 0.1 Pacific Islander, 28 White, 2.5 Two or More.

We chose the Huntersville location because of the interest by multiple stakeholder groups including families, professionals, corporations, and area career and technical educators that strongly support creating a charter career and technical high school.

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

The Huntersville Charter High School will serve up to 420 students. This is .009% of the ADM among Charlotte Mecklenburg Schools which has a total enrollment of 45,557.

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

The Huntersville Charter High School will be the first school to focus on both career/technical education and traditional academics in Mecklenburg County. There is no high school in the Charlotte Mecklenburg School District that offers this educational platform. This innovative school will allow students to choose interest areas that include trades such as HVAC, plumbing, electrical, welding, and pipefitting, as well as, other career clusters. An apprenticeship program will be offered to students that attend upon mastery of prerequisite skills in their chosen interest area.

- 4. In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*
- 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
- 4. Improving student learning.*
- 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
- 6. Encourage the use of different and innovative teaching methods.*

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. There are CMS schools that offer an individual trade course within

their traditional academic setting, however, there is no CMS school that combines a robust career and trade school curriculum along with traditional academics. Instead the region has relied upon the community colleges to increase their CTE offerings in hopes of drawing post-secondary students. The Huntersville High School will offer a rigorous multi-trade curricula with differentiated instruction using a blended learning platform. Initial course offerings will include electrical, HVAC, plumbing, pipefitting and welding. The school will increase trade and career course offerings as the student body grows.

5. Huntersville Charter High School (HCHS) will increase learning opportunities for all students, with a special emphasis on at-risk or gifted students. HCHS will share the campus with two schools for unique and challenged learners. The K-12 school for children with learning and attention differences and the grades 3-8 school for children with Asperger's both serve at-risk students. Some of these students also qualify as gifted students in specific content areas. Gifted students may find the differentiated learning style and career and technical curriculum provides them with a greater opportunity to accelerate their learning pace while remaining engaged and challenged. We believe by sharing the campus these challenged learners will have an opportunity to embrace educational and career options that previously were not available to them. Huntersville High School will provide resources to those at-risk students who may choose to enroll such as an additional counselor, reading comprehension instructor and other supports as deemed necessary. At-risk students who may have been less successful in the traditional school setting may find this differentiated learning environment and CTE course content to move them toward the educational success that has previously been out of reach.

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.*

Operations Goals

1. We will be in compliance with all charter school laws, state and federal laws and board of education policies.
2. We will meet expected enrollment figures as shown in the charter school application for the first five years.
3. We will provide a professional development program including two to four professional development days annually in areas of identified interests and needs.
4. Teachers and staff will report overall job satisfaction with a 95% workplace satisfaction rate by year five on the annual staff survey.
5. The student body will reflect the economic and racial diversity of the community by year five.

Academic Goals

1. Students will be supported, active, and engaged learners by achieving a 93% average daily student participation (attendance) rate by year 5.
2. The annual student attrition rate will be less than 10%.
3. The student graduation rate will exceed the Charlotte Mecklenburg School

average currently at 89.4%.

4. Student suspension rates for HCHS will be less than 10% compared to the suspension rate for CMS high schools which is 20%.
5. Students will graduate with a high school diploma and a certificate of completion in at least one CTE curriculum area.
6. On state administered tests, 75% of students will achieve proficiency in one or more areas.

Financial Goals

1. The Board of Directors (BOD) will establish an estimated annual budget prior to each school year with established budgetary guidelines.
2. Financial reports will be made monthly to the Board of Directors to monitor expenditures and cash flow.
3. An annual audit will be conducted by an independent auditor with findings reported to the Board of Directors.
4. The BOD will make adjustments as needed throughout the fiscal year to ensure sound financial practices and accountability.

Governance Goals

1. The Board of Directors will meet 9 times annually.
2. The Board of Directors will create a multi-year strategic plan by 2022.
3. The Board of Directors will hold an annual strategic planning meeting to review annual goals.
4. The Head of School will conduct annual performance evaluations on each teacher and staff member and will provide an overview to the BOD. Improvement plans will be established as needed.
5. The Board of Directors will conduct an annual head of school performance evaluation addressing progress and accomplishments toward the strategic plan. Improvement plans will be established as needed.
6. The school will achieve a 90% overall satisfaction rate on annual parent surveys by year three.

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

The Mission of HCHS

Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

The Goal of the HCHS mission

Our goal is to offer students the opportunity to explore occupations that may or may not require post-secondary education but will involve academic

study, hands-on training and skill building. In this rigorous program students will gain viable skills and experience while enrolled in an academic high school and be offered apprenticeships by companies within our region prior to graduation. Students will graduate with marketable skills entering a labor market begging for talented professionals.

The governing board will know that the proposed public charter school is working toward attaining their mission statement by the Board of Directors acknowledging successful fiscal management and the attainment of goals including school operations and academic performance.

One measure of success will be the active engagement of students in the career and technical classes and apprenticeships offered by regional corporations. Another measure of success will be the number of graduates by year five that have high school diplomas and CTE certificates of completion in one or more trade options. The true measure of success will be the number of students that are hired by regional companies or are moving forward into post-secondary educational options upon graduation.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Mission includes the statement of "rigorous academic environment", does the applicant intend to also offer AP and Honors courses?	Stephenie Clark	Mission Stat
Th idea and concept is great. The location is in an area of Meck Co that does have a number of strong HS and Charters. The niche population that you are trying to pull may or may not feel they can leave their current HS. Lake Norman Charter / Pine Lake / CSD do not have the full CTE program that you are offering and may have a number of students interested	Stephen Gay	Mission Stat
Why doesn't Appendix A1 include information to support the local area's interest in a school such as Huntersville Charter High School? Can you provide evidence for the community's desire to have such a school and that the eligible population of students interest in attending the school? Did you conduct a survey of the local population to determine their interest in a non-traditional high school like Huntersville?	Les Stein	Educational
Has the board conducted any research in the CTE/apprenticeship offerings in the Charlotte-Meck area? There appears to be a Apprenticeship 2000 program developed back in 1995 and currently running for High School juniors and seniors. How does your program differ from current offerings? Has the board conducted any surveys of families with high school aged students, if so what are the results for community interest? Will the total enrollment of 420 students hinder the course offerings of the school due to budgetary and funding constraints? What are the other career clusters the school plans to offer? How will the school ensure that each student has the opportunity for an apprenticeship and what is the timeline for students to qualify for this opportunity?	Stephenie Clark	Educational
The school appears to be a traditional/alternative hybrid school. Should that be accounted for in the school's mission? Has a market study/survey been completed to receive information about interest in attending school?	Austin Smigel	Educational
Again - concern is will you find the students in the HUntersville area to make this happen?	Stephen Gay	Educational
Will the school form a partnership with the local community colleges to offer the hands on experiences with each CTE focus? If not, will the facility be able to meet the requirements of having the machines necessary for hands on experience? Does the board anticipate having to compete with the K-12 school for the students in grades 9-12? Will the school have supports in place to support those students with learning differences that stream from the two campuses? How will the school budget for these supports given the small enrollment numbers?	Stephenie Clark	Purposes of
A strong partnership with CPCC would be a great advantage for the school and would help defer costs for teachers	Stephen Gay	Purposes of
In your discussion about increasing learning opportunities for at-risk students are you intimating that Huntersville Charter High School might also serve as an alternative school? If so, why isn't this identified in the mission statement in support of the school's purpose?	Les Stein	Purposes of
Who will be administering the certificate of completion in the CTE curriculum	Stephenie Clark	Goals for th

<p>areas? (i.e the school, local community colleges?)</p> <p>The financial goals are not written in SMART format as they are not measurable.</p> <p>How will the governing board monitor the progress towards the outlined performance goals and who will be responsible for communicating this information? How often does the board expect to receive an update on these goals and how will this data be shared with stakeholders?</p>		
Goals are realistic	Stephen Gay	Goals for th
Idea and plan align well with mission.	Stephen Gay	Certify Miss

Reviewer	Score
Joe Maimone	
Ginger Cash	
Danielle Allen	
Bruce Friend	
Austin Smigel	Pass
Alex Quigley	
Lindalyn Kakadelis	
Tammi Sutton	
Stephenie Clark	Pass
Stephen Gay	Pass
Sherry Reeves	
Sally Houston	Pass
Phyllis Gibbs	
Les Stein	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The instructional program will prepare students for a solid future by providing an education that meets or exceeds the NC graduation requirements for entrance into a four-year college or university, as well as, an industry-specific certificate of completion that will render our students career ready. Upon graduation, our students will have valid options for immediate employment and/or additional education in post-secondary educational institutions.

We will use differentiated instruction with blended learning. We believe this combination creates a strong educational approach for all types of learners including challenged learners. Differentiated instruction aids in creating personalized and individualized learning plans for students. In addition, differentiated instruction is also a great platform for Career and Technical Education.

According to Laura Robb, author of Differentiated Reading Instruction, "Differentiation is a way of teaching; its not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Here is a list of some key principles that form the foundation of differentiating instruction.

* Ongoing, formative assessment: Teachers continually assess to identify students strengths and areas of need so they can meet students where they are and help them move forward.

* Recognition of diverse learners: The students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every students needs.

* Group Work: Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.

* Problem Solving: The focus in classrooms that differentiate instruction is on issues and concepts rather than "the book" or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.

* Choice: Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students diverse needs and varied interests."

According to Horn and Staker, there are three elements that make blended learning effective:

- 1) increased student control of/responsibility for learning;
- 2) a shift in the role of the teacher from knowledge provider to learning facilitator, coach, and mentor;
- 3) the use of software or online learning for a portion of students educational experience.

This model provides flexibility in the classroom, learning labs and apprenticeship experiences where students will participate in a variety of individual and group "hands on" experiences, individual online and software specific learning, and classroom instruction. Traditional assessments such as reports, tests, and presentations will be combined with individual and group projects. Required state and classroom assessments including End of Course (EOC) exams will be used as part of the evaluation process for students.

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.

Basic Learning Environment: There are three primary learning experience environments for students at Huntersville Charter High School which include the classrooms, learning labs and outdoor areas. The school sits on a campus that will have areas designed for outdoor learning experiences. These three environments offer flexibility for our differentiated and blended learning platform.

Class Size and Structure: Huntersville Charter High School will have a class size of no more than 25 students but the preferred class size is 20-22 students. The HCHS environment will use technology inside and outside of the traditional classroom, as well as, industry specific and content specific curriculum, equipment, and tools. Within this creative environment you will see students:

- 1) working individually and in peer groups
- 2) using laptops, pencil and paper, and industry specific equipment.
- 3) receiving whole group or small group instruction.
- 4) creating projects and doing presentations.
- 5) being challenged to reach their full potential.

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.*

Curriculum and Accountability Alignment: Huntersville Charter High School will offer multiple career and technical education paths that align with the college-ready academic core including:

- 1) Electrical
- 2) HVAC and Welding
- 3) plumbing and pipefitting
- 4) Computer Science/Information Technology

This curriculum aligns with our mission, our intended student population and the North Carolina Accountability Model. Our core academic curriculum will include 1 credit in physical education, 3 credits in Science, and 4 credits in:

- 1) Math
- 2) English
- 3) Social Studies

Huntersville Charter High School students will take the EOC assessments for Math I, English II and Biology. This curriculum aligns with our mission to offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment. In addition, HCHS students will take 4 CTE credits and 2 work-based credits to complete their graduation requirements.

HCHS will offer industry specific curriculum that is flexible enough to change with the industry. Our students will receive additional "mini" courses within their chosen CTE areas that enhance their career readiness such as OSHA certification or CPR training as they become available and based upon industry suggestions. The Career and Technical Education curriculum does not target any one gender, race, or socio-economic strata so we will market these courses to all students. The target audience is represented by any student:

- 1) interested in career and technical education.
- 2) who enjoys an innovative curriculum approach.
- 3) who is undecided as to their career path.
- 4) who plans to attend a two or four-year college upon graduation but desires a more interactive curriculum.
- 5) who wants employment immediately following high school.

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.*

The primary instructional strategies will require teachers to understand and use:

- 1) ongoing, formative assessments in identifying student strengths and weaknesses.
- 2) differentiated lessons that improve student reading, writing, thinking,

problem solving and speaking.

- 3) peer to peer grouping to encourage cooperation, observation, discussion and learning.
- 4) problem solving around concepts and issues.
- 5) student choice and input in tasks, projects, and assignments.
- 6) increased student control of/responsibility for learning.
- 7) a shift in the role of the teacher from knowledge provider to learning facilitator, coach, and mentor
- 8) the use of software or online learning for a portion of students educational experience.
- 9) motivation through engagement, exploration and innovation.

Being well-versed in North Carolina State Standards, along with professional development that involves collaboration, research and increased curriculum exploration is important to achieving high educational standards. In addition, producing engaged teachers promotes engaged learners and that is a successful model for all students. As teachers become mentors that promote healthy self-esteem and self-confidence students will excel. Families will be encouraged to join the collaborative community that makes up Huntersville Charter High School and become partners in their childrens education.

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 instructional plan as outlined fulfills the graduation requirements for HHS students and builds the industry specific skills necessary for college readiness and, if desired, immediate career placement. The combined Career and Technical Education curriculum and core academic curriculum is designed to promote mastery of content, skills and concepts. Each school year requires a minimum of six credits including a Math and English class which they must pass to be promoted. Students will transition from grade to grade as they complete academic requirements; moving them ever closer to their desired college and career goals.

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?*

The Future-Ready Core Requirements for graduation include 22 credit hours. Most of our students will follow the core academic curriculum of sixteen (16) credit hours which will include one credit in physical education, three credits in Science, and four credits in:

- 4) Math
- 5) English
- 6) Social Studies

These HCHS students will take six additional credit hours - 4 CTE credits and 2 work-based credits to complete their graduation requirements of 22 credit hours.

There is another path to graduation for students that may need less rigorous core content, however, we believe that most students, including EC students can master the Future-Ready Core Requirements. The Future-Ready Occupational Requirements allow students to choose a course of study that

reduces the number of Core academic curriculum to twelve (12) credit hours. This course of study will include one credit in physical education, three credits in math, four credits in English and two credits each in Science and History. These Huntersville High School students will take ten additional credit hours 8 CTE credits and 2 work-based credits to complete their graduation requirements of 22 credit hours.

Regardless of whether the student chooses the Future Ready Core Requirements or the Future Ready Occupational requirements they will have 10 remaining elective hours to repeat courses, if needed, and take additional CTE courses.

Grade point averages will be calculated based upon a ten-point scale:

- 90-100 A (worth 4 points)
- 80-89 B (worth 3 points)
- 70-79 C (worth 2 points)
- 60-69 D (worth 1 point)
- 60 or below F (worth 0 points)

Regardless of which course of study is chosen by our students an "F" grade will result in 0 points and require that the course be repeated.

Transcripts will include all of the courses attempted, grades given, and points earned towards the GPA. Test scores from state EOC tests and national college admissions tests, such as the SAT, will also be included on the students transcripts.

For students taking the Future-Ready Core Requirements, the promotion requirements will be as follows:

- To Grade 10 5 credits must include the appropriate math and English
- To Grade 11 11 credits must include the appropriate math and English
- To Grade 12 17 credits must include the appropriate math and English
- To Graduate 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English.

For students taking the Future-Ready Occupational Requirements, the promotion requirements will be as follows:

- To Grade 10 5 credits must include the appropriate math and English
- To Grade 11 11 credits must include the appropriate math and English
- To Grade 12 17 credits must include the appropriate math and English
- To Graduate 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 English.

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.*

Huntersville Charter High School will follow the traditional school calendar (similar to Charlotte Mecklenburg Schools) with 185 days of instruction. Our students will have a later start time than some of the other high

schools in the area to allow for ease of traffic for our young drivers and accommodate the natural "late to sleep and late to wake" schedules of our teenage students.

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 use of a Multi-Tiered System of Supports (MTSS) will ensure effective academic and behavior practices are part of the normal school structure. While seeking continued school improvement, every student will receive assistance at various points in their educational experience. Students will be assessed on an on-going basis so that instruction, differentiation, and accommodations can be adjusted according to every child's individual needs. Teachers will collaborate with students, parents, and other administrative staff to find appropriate solutions to student issues in the areas of academics, behavior and school attendance. The MTSS process uses systematic problem-solving processes with data-based decision-making and evidence-based interventions to address barriers to the student learning process. Using MTSS to identify students in need and apply strategies to accommodate requires a three-tiered approach:

Tier 1 is the use of core instruction. Huntersville Charter High School will use differentiated and blended learning as a school wide intervention.

Tier 2 is the use of supplemental instruction when the data indicates that students need additional services. Students identified as needing Tier 2 support will receive academic interventions designed to ensure improved performance. These supports should follow a plan of action with measurable goals, benchmarks and outcomes that allow for phasing out interventions over time with improved performance. The ultimate goal is the student returning to Tier 1. If the student has not improved within 8 weeks of the implementation of the Tier 2 action plan with individualized interventions then they will be referred for Tier 3 supports.

Tier 3 students will receive additional service and supports, or individualized interventions that are research-based while monitoring data every fourteen days for improvement. If student does not improve within a four to six-week period with a return to Tier 2 or Tier 1 then the student will be referred to the EC teacher/Director for assessment.

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.*

Huntersville Charter High School anticipates that a percentage of students enrolling will request ELL and Limited English Proficient (LEP) services. Students will be allowed to self-identify by filling out the Home Language

Survey in the HCHS Enrollment Package provided to every family. If the student lists a language other than English the school will investigate to determine the child's home language. If it is determined that the dominant language is not English, then the school will request student records from the former school to help determine the child's proficiency and need for assistance. The Home Language Survey, and investigation will help determine any support needs including tests accommodation, translators, home visits and other supports that may be needed.

If teachers have concerns about particular students that are not currently receiving services they need to notify administration within the first twenty days of the student's admission to the school. An investigation will be made to determine needed supports. Successful strategies for ELL students work well with the Differentiated Instruction with Blended Learning teaching method used at HHS. ELL students seem to learn best when supports fall into the following categories: instructional strategies, learning supports and assessments. Service delivery strategies might include but not be limited to tutoring services, enrichment, and remediation in content subjects such as math, English, Science or Social Studies.

ELL students are continually monitored through observation, classroom-based assessments, teacher reports, and grades. As outlined by NC State policy GCS-A-012, students may exit from the program when they receive an administrative recommendation, a grade of C or above in English classes, and appropriate scores on the ACCESS (assessment designed by the WIDA Consortium to determine student's English proficiency).

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.*

Intellectually gifted students have an opportunity to self-select during the registration process. Huntersville Charter High School will also accept a parent or teacher nomination and will review student records such as counselor reports, work samples, test scores including ability or achievement tests. HHS will also accept the GATES assessment or Bright Horizons Gifted and Talented checklist.

The Guidance Counselor will oversee the AIG program that will assist teachers in creating Differentiated Education Plans (DEPs) to address student interests, challenges and needs. The DEP will create a framework for goal setting and outcome assessment, as well as, course and career planning.

The Differentiated and Blended Learning model of instruction provides a platform for learners of all levels to achieve educational outcomes. Regular monitoring through the Differentiated Instruction model will allow teachers and students to assess student progress. In addition, formal progress monitoring and reports will be done every six weeks with information sent home to parents.

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)*

Upon admission to HCHS, the parents will be given a form in the Enrollment Package to identify if their student has an IEP or 504 plan that was completed at their previous school. We will submit a formal request for the official IEP or 504 records from the previous school. The EC teacher/Director will audit the student files to ensure the following records are complete and in the transferred file:

- 1) Most recent copy of referral
- 2) Consent to evaluate the student
- 3) Eligibility determination
- 4) Current IEP
- 5) Prior written notice
- 6) Consent to serve the student
- 7) All related documents including psychological reports, eligibility reports, meeting minutes, etc.

If the IEP records from the previous school are found to be incomplete or not accurate, Huntersville High School, in an effort to remain in compliance, will hold a re-evaluation meeting. Until the re-evaluation is complete HHS will provide services as required on the most current or existing IEP.

Huntersville Charter High School will post Child Find information at the front desk and on the walls of the school as required by Child Find (34 CFR 300.125) as a part of the Individuals with Disabilities Education Act (IDEA). All students, upon admission to the school, will have Child Find information mailed to their homes. Child Find information will be listed on the school website, written in all policy manuals for students, parents and employees and be distributed at open houses and orientation events. For students whose primary language is not English or Spanish, Child Find information is available in other translations.

If students are suspected of having a disability and have not responded to

the Tier 3 support interventions, within the four to six-week period allowed for improvement and return to Tier 2, then they will be referred to the EC Director for evaluation for special education services. Until an IEP is established for the student, if identified as having a disability, the Tier 3 supports will remain in place. If the student is identified as having a disability but is not in need of special education services they will receive a 504 Plan. If a student has an IEP or 504 Plan they are served under Tier 4 and will receive all of the services, accommodations, modifications and instruction as designed in their respective IEP or 504 Plan. If the disability is present in only one area then the student will receive the Tier 1,2, or 3 supports, as appropriate, in other non-disability related areas.

Student files will be kept in a secure location. Student files will be located in a lockable file drawer inside of a locked room. Files will be released only to persons who have the legal right to view them and will be signed out and back in when returned on the file log located in the file room. The file log will require the following information to be recorded:

- 1) File to be examined
- 2) Purpose for examination and removal of the file
- 3) Date of removal of the file
- 4) Date of file return
- 5) Signature of person who has removed the file

Following the laws of FERPA, HIPPA and IDEA, files are not to be kept in classrooms, offices or unlocked areas of the school. Teachers are not allowed to discuss the student or the disability of the student with any unauthorized party. The only staff that are legally authorized to discuss the student or the information pertaining to the students disability are staff members who work directly with the student. Files will be audited periodically by the EC department staff to ensure that the correct and complete documentation is in the file.

Exceptional Children's Education Programming

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

1. As required by law, student and parents will receive an invitation to all proposed IEP meetings. New referrals to the EC department will convene within ten days of the request. Upon review of all of the data, including hearing and vision screenings, the team will determine if the student will be evaluated. The EC department will obtain parent permission for the evaluation and evaluation tools that will be needed to provide a thorough assessment. After the evaluation is completed, the IEP Team will reconvene to review the findings and determine if the student has a disability and is eligible for special education services. An Individual Education Plan (IEP) will be completed and parent signatures giving permission for services will be obtained. This process will be complete within the 90-day window for new

referrals with re-evaluations to be completed at minimum every three years; more often if determined by the EC Director and IEP Team. Summary findings of every IEP meeting will be provided to the parent(s) after every meeting.

In cases where the student is not to be evaluated, or is shown to be ineligible for special education services then the Administrative Team may request further interventions be given or may refer the file for review by the 504 Team.

We will have an Exceptional Childrens Teacher/Director on staff from the opening day of school. As the school increases enrollment in years two and three it is anticipated that an additional EC teacher will be hired with each having a caseload of students to serve. The EC Team will assist teachers in providing accommodations. They will also schedule IEP meetings, guide services and programs delivered to the student as required by the IEP, and provide in-service training to teachers and staff to ensure legal compliance.

HCHS will provide a full range of services and supports as required by the IEP. Some services may be contracted with local providers especially in areas of need where professional therapists are required.

2. HCHS will make every effort to keep the student in the general education setting as required by Least Restrictive Environment (LRE) regulations. Exceptions to this regulation include modifications as required by the IEP, such as, time spent in resource, separate or home/medical settings. Continual monitoring will verify if the IEP determinations are working or if further accommodations are needed. If a situation were to occur whereby the student needed to be permanently removed from the school for a severe disciplinary action then the IEP team must meet to conduct a Manifest Determination Assessment within ten days of the decision to make a placement change. If the behavior is determined not to be a result of the students disability then the standard disciplinary measures will be taken according to school policy.

3. When students are enrolled with existing IEP or 504 Plans they will receive a review of services. There will be one annual review of student IEPs, however, the team may call additional meetings if needed. The EC Director/teacher will collect and assemble data and then send progress reports home each quarter. If the student is not meeting goals as established by the IEP then the team will meet to address issues and make necessary changes to the goals and measurable outcomes. A new IEP summary is created with the new accommodations, modifications, devices and services required and distributed to the students teachers by the EC Director/teacher.

4. The EC Director/teacher will provide guidance and oversee all classroom accommodations and modifications. The EC Department will provide professional development or facilitate the engagement of needed trainings for all staff on learning interventions and the various strategies and accommodations that can be provided to EC students. If needed the EC department will identify and contract professional services needed to meet IEP 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.

HCHS is the first charter school in the region with the combination of rigorous core academics with Career and Technical Education (CTE) allowing students to choose a post-secondary career path of their choice. The CTE courses offered will be industry specific and allow for apprenticeships that will lead to further training and skill mastery. Students will have the ability to immediately move into their chosen trade after graduation with competitive salaries and benefits packages.

While North Carolina EOC tests will be given and a high percentage of students will meet or exceed the Charlotte Mecklenburg Schools average composite test scores, our ultimate goal for students is to ensure career readiness. As students may choose a variety of career paths, we will strive to increase annual student performance on the EOCs and highlight strengths and weaknesses for students whose ultimate goal is a two or four-year college degree. For students who have selected a particular trade focus we will strive to increase performance on the EOCs in areas that are critical to successful skill mastery in their chosen field.

Using the Charlotte Mecklenburg Schools test score composites we will strive to meet the following increasing goals:

English 2: Y1 - 51% Y2 54% Y3 57% Y4 60% Y5 63%

Math 1: Y1 - 51% Y2 54% Y3 57% Y4 60% Y5 63%

Biology: Y1 - 54% Y2 57% Y3 60% Y4 63% Y5 66%

For students taking the Future-Ready Core Requirements, the promotion requirements will be as follows:

To Grade 10 5 credits must include the appropriate math and English

To Grade 11 11 credits must include the appropriate math and English

To Grade 12 17 credits must include the appropriate math and English

To Graduate 22 credits must include passing level III or above on the NC Math 1 EOC, English 2 EOC and Biology, grade 12 math and English.

For students taking the Future-Ready Occupational Requirements, the promotion requirements will be as follows:

To Grade 10 5 credits must include the appropriate math and English

To Grade 11 11 credits must include the appropriate math and English
To Grade 12 17 credits must include the appropriate math and English
To Graduate 22 credits must include passing level III or above on the NC
Math 1 EOC, English 2 EOC and Biology, grade 12 English.

Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer or may elect to retake the class. Graduation requires 22 credits total consisting of 4 English, 4 Math, 4 Social Studies, 3 Science, 1 Phys Ed/Healthful Living and 6 CTE credits.

The EC staff will work with all students who require special services. As partners in education, they will work with the students, their parents and teachers to achieve successful outcomes to educational and career goals. If necessary, the student can complete the requirements for the Future-Ready Occupational course of study and receive a graduation diploma. If those graduation requirements seem unattainable, the students parents and teachers may establish more appropriate standards and requirements leading to a certificate of completion rather than a high school diploma. The certificate of completion program allows students to remain in school until the age of 21 if it continues to be a positive and appropriate placement.

Students will continue to receive the assistance and guidance they need to earn a high school diploma and work towards the career path of their choice. Guidance counselors, teachers and school administrators will diligently monitor the progress of students by analyzing progress reports, assessments, tests, and report cards to identify students who may be struggling to succeed. When issues are identified the school will remain proactive and immediately start on Tier 1 strategies to assist 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.*

A student handbook will be provided that explains the HCHS code of conduct. All students will be required to follow the code of conduct, rules and policies of the school. The rules of the school are based upon mutual respect of others, the environment, and self. School staff, teachers and administration will model positive behavior in and out of the classroom. Each classroom will have a posted list of practices centered around effective classroom management. The school will not tolerate disruptive, offensive, inconsiderate or aggressive conduct.

Huntersville Charter High School will use the full range of disciplinary laws under NC Law including the power of exclusion under article 14 section 115.c-218.1 and will develop a full range of disciplinary consequences for student actions.

The four levels of the disciplinary process include:

Level 1: Minor behavior infractions that are most often handled by the classroom teacher and peers in individual meetings. Once the behavior is corrected then the matter is concluded. If the inappropriate behavior continues then the incident is documented and notification is made to the parents and Principal.

Offenses may include using unapproved electronic devices or use of electronic devices at unapproved times, failure to follow the dress code and other minor infractions.

Level 2: More serious behavior infractions which cause an immediate referral to the Principal and parents are notified.

Offenses may include bullying, cyber-bullying, violating the tobacco substance policy, leaving the school without permission, being out of the assigned class during class time without permission and other similar serious infractions.

Level 3 Extremely serious behavior infractions that require a meeting attended by parents, student and the Principal. A level 3 infraction may also result from a level 2 infraction that has persisted and the corrective behavioral plan has failed. This infraction may lead to school exclusion or expulsion.

Offences may include fighting, possession of alcohol or other substances, destruction of property, repeated disrespect and disobedience of school personnel and other extremely serious behavior infractions.

Level 4 Unlawful or harmful behavior infractions, or continued escalation of level 3 behavior infractions. This level of offences will likely result in long-term suspension and/or loss of school placement at HHS.

Offences may include making threats against students, teachers, staff or administration, sexual assault, assault of a school employee, possession of a weapon on school grounds, sale or distribution of illegal substances (prescription or non-prescription), making a bomb threat and other unlawful or harmful behavior infractions.

The school will follow all procedural rules relating to the discipline of students with disabilities and those with Section 504 plans.

School incidents are evaluated using the code of conduct that is written and adopted by the HCHS Board of Directors. Any behavior infraction, regardless of the level of severity, may be evaluated on a case-by-case basis. The school will follow the protections under state and federal law relating to hearings for long-term suspension, exclusions, and expulsions.

Section III: Education Plan Concerns and Additional Questions		
<p>Where in the budget are line can we find evidence of line items associated with the implementation of blended learning?</p> <p>What will blended learning look like in general education classrooms versus the CTE courses?</p> <p>Will the school utilize summative assessments? If so, who will create them and how often will they be given?</p>	Stephanie Clark	Instructiona
- How will group projects be assessed?	Sally Houston	Instructiona
Reminder: You are requiring only 22 credits for graduation. If you are pulling students that may want to attend a 4 yr UNC system college they will need 28 and must have at least two years of foreign language. Please keep this in mind!	Stephen Gay	Instructiona
Math 3 is also a required EOC in HS and will be an indicator of Math Rigor.		
Basic plan is clear and aligned with mission	Stephen Gay	Curriculum a
- Calendar Clarification: When will practice assessments and/or interim assessments be provided to students throughout the year so teachers can collect data on progress towards EOG and SAT goals?	Sally Houston	Curriculum a
<p>What type of industry specific equipment will students have access to on the school campus?</p> <p>How will students earn the 2 work-based credits?</p> <p>What supports will the school have in place to assist students who may not pass Math or English courses for promotion?</p> <p>While the applicant provided an outline for history in grade 9, what will be included in the history curriculum outlines for grades 10, 11, and 12?</p> <p>What elective course options will students have during their matriculation? The Appendix B outlines the credits, but does not list the electives students can take (examples: art, business, technology, foreign languages, AP courses?)</p>	Stephanie Clark	Curriculum a
Who will monitor and coordinate the school's ELL needs?	Les Stein	Special Prog
Who will monitor and coordinate support for AIG students?		
Basic understanding of MTSS and Tier system are present	Stephen Gay	Special Prog
Will the school use an advisor system to monitor and track student progress at a more personal level?	Austin Smigel	Special Prog
<p>What if a student is suspected to have a disability prior to receiving Tier 3 interventions, how will you respond?</p> <p>What data will you use to determine what evidence based intervention/instruction will be offered at Tier 1, Tier 2, and Tier 3? Will a student be able to receive Tier 1 and Tier 2 interventions/instruction at the same time? How about Tier 1, 2, and 3 intervention/instruction at the same time? How will teachers be trained on evidence based instruction? How will instruction be monitored to ensure that all students are receiving high quality instruction?</p>	Ginger Cash	Special Prog
<p>For Tier 2 support, what are some examples of academic interventions that will be designed and implemented with struggling students?</p> <p>For Tier 3 support, what are some examples of the individualized interventions that will be used?</p> <p>Outside of classroom support, what services will ELL and AIG students be provided and which staff members will be tasked with providing these services?</p>	Stephanie Clark	Special Prog
Understanding of Special Education is evident in answer	Stephen Gay	Exceptional

What if there is a suspicion of a disability prior to the receipt of Tier 3 interventions, what is your process for responding to the referral?	Ginger Cash	Exceptional
What is the process for inspecting student records in the event a family does not return a form notifying the school that their child has an IEP or 504? Is there a process in place for identification of disability prior to reaching the Tier 3 status of MTSS?	Stephenie Clark	Exceptional
What will a full continuum of services look like at Huntersville Charter High School? What type of data will be compiled for the quarterly progress report? How often will staff monitor how EC students are progressing on goals outlined on their IEP and with whom will this progress shared (student, parents, general education teachers)?	Stephenie Clark	Exceptional
How will you allocate resources in order to provide the full continuum of services that includes regular, resource, separate, and homebound services?	Ginger Cash	Exceptional
Also - need to explore the OCS curriculum	Stephen Gay	Exceptional
What are the performance standards with regards to the CTE course offerings and obtaining a certificate of completion in one CTE curriculum area? Are there student performance standards associated with the apprenticeship component of the school's offerings? What are the goals and performance standards for CTE testing with regards to the state's Accountability model?	Stephenie Clark	Student Perf
Goals are realistic and in place - how are you planning to improve / make results better than CMS?	Stephen Gay	Student Perf
- What proactive measures are taken to encourage positive behavior? How are students recognized and/or rewarded for demonstrating leadership?	Sally Houston	Student Cond
What are the procedures and rights of families and students with regards to due process? What role will the board have in level 3 and level 4 offenses and making final decisions on consequences for those infractions? If the school is choosing to use the power of exclusion under article 14, section 115C-218.1(b)(12) what are the procedures by which a student can be excluded from Huntersville?	Stephenie Clark	Student Cond
Basic policies show understand of the law	Stephen Gay	Student Cond
As stated - look at OCS options and also the UNC System requirements.	Stephen Gay	Certify Educ

Reviewer	Score
Alex Quigley	
Austin Smigel	Pass
Bruce Friend	
Danielle Allen	
Ginger Cash	
Joe Maimone	
Tammi Sutton	
Stephen Gay	Pass
Sherry Reeves	
Sally Houston	Pass
Phyllis Gibbs	
Les Stein	Pass
Lindalyn Kakadelis	
Stephenie Clark	Pass

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.

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Aspire Carolinas Foundation

Mailing Address: 91 Hubbard Street

City/State/Zip: Belmont NC 28012

Street Address: 91 Hubbard Street

Phone: 704-651-4811

Fax:

Name of registered agent and address: Jennifer R. Nichols

91 Hubbard St.

Belmont, NC 28012

FEDERAL TAX ID: 82-3432311

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. 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. Please complete the table provided depicting the members of the board that will oversee the proposed school.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Marty McCarthy	Board Chair	MECKLENBURG	President, Cornerstone Education Foundations, Inc.		N
Dale Halton	Vice Chair	MECKLENBURG	Retired Pepsi franchise owner		N
Sarah McAulay	Secretary	MECKLENBURG	Retired, former mayor Huntersville, NC		N
James Secunda	Treasurer	GASTON	Owner, Thundering Herd Investments, LLC		N
Jennifer Nichols	Founder	GASTON	Executive Director, Aspire Carolinas Foundation		N

Please provide the following in this location of the APPLICATION:

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

The Board of Directors for Huntersville Charter High School will begin with the members of the Aspire Carolinas Foundation Board of Directors and Founder/Executive Director. The Board will have no less than five and no greater than nine total members under the current by-laws. The Board's greatest responsibility is to support the fulfillment of the school mission. Together these members will provide leadership that maintains the success of students by ensuring positive community integration, fundraising and partnership retention, sound fiscal management, wise personnel planning, a quality academic program, and management of enrollment and facilities.

The Board of Directors will focus on the following responsibilities as it relates to the mission including:

- 1) financial management of all resources including annual and capital expenses.
- 2) policy management and approvals.
- 3) hiring and annual evaluation of the Principal
- 4) strategic planning
- 5) fundraising and networking

Leadership is a major component to the success of the school and finding the right Principal is critical to its success. A search committee will be formed by members of the Board of Directors to hire the first Principal of the Huntersville Charter High School. The committee will include three Board members and two community advisors that have been chosen by the Board for their expertise in trade education and/or school administration. The position of Principal will be posted on multiple websites including but not limited to K12 Job Spot, Ed Week, School Spring, The National Association of Secondary Schools and the North Carolina Public Charter School Association. The search committee will narrow down the list of applicants and do interviews with the top prospects. After initial interviews the search committee will narrow the list again and choose the top three to four candidates to share with the Board of Directors. The Board and the committee will do second interviews and meet to determine if there is consensus. The position will be offered to a candidate once a majority of the Board has been reached. The Principal will attend meetings with the Board of Directors to provide monthly updates and discuss the governance of the school and progress towards strategic initiatives.

The Principal will hire the staff and teachers using the Board as a resource for assistance if needed in the interview and decision-making processes. The HCHS Principal will use the financial hiring guidelines that are given by the Board and will alert the Board to any issues that arise in the hiring process. The Board will provide policy and oversight allowing the Principal to focus on the day-to-day operation of the school. The Board of Directors will do an annual evaluation of the Principal prior to the end of each school year and determine if expectations have been met prior to offering a new contract. The Board will also conduct an annual self-evaluation. The Board will formally approve all new hires and terminations and note these changes in the meeting minutes.

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 BOD for HCHS will begin with the members of the Aspire Carolinas Foundation Board of Directors and Founder/Executive Director. These five members constitute the founding Board of Directors. It is the intention of the founding board to increase board membership to include individuals that may have expertise in trades, trade education, apprenticeships, post-

secondary education and education law. New Board members with backgrounds that are connected to the community, that have varied expertise, and diversity in age, perspective, ethnicity, gender, and socioeconomic status will be recruited. The founding board for HCHS each brings a unique skillset. Our members include an educator, founder of charter schools, community leader, philanthropist and business consultant. All of the members of the Board of Directors have leadership experience with other non-profit entities.

Combining their many talents, the board has years of experience and expertise in starting new schools, working with key stakeholders, donor management, organizational advancement, non-profit fundraising, business acumen, zoning, government, community leadership, entrepreneurship, communications, marketing, administration, and special education. All of these skills are needed to create and build the components of the unique campus that will feature the Huntersville Charter High School and this unique CTE program for our region.

Board members submit to a background check, sign a conflict of interest statement, and receive board training. The Board will act as community representatives of the school and encourage positive community engagement. The Board will receive specific training to ensure their understanding of charter school management and be responsible for policies relating to:

- 1) North Carolina charter school statutes and directives.
- 2) NC Open Meeting Laws.
- 3) State Board policies.

An advisory board will be established to provide additional expertise in career and technical education. Advisory group members will meet quarterly and offer expertise, resource development and current advancements in CTE. Having an advisory group will allow the school to remain on the cutting edge of career and technical education and create networking opportunities beyond the scope of the Board of Directors. The Principal will regularly update the Board on the activities of the Advisory Committee. The Advisory Board members are not members of the Board of Directors and will not have voting rights.

The Principal of the school is tasked with the operations of the school. The Board will review monthly reports from the Principal on the day-to-day operations of the school and the Principal will be involved in the annual strategic planning day. The principal will be on an annual contract, have a standard annual evaluation process and annual performance review that is held each spring prior to contract renewal. Performance is measured by:

- 1) adherence to the schools mission evidencing increased student academic and trade education.
- 2) movement toward (and attainment of) strategic goals as stated in the current strategic plan.
- 3) compilation of satisfaction surveys by staff and parents.
- 4) fiscal management.
- 5) additional indicators as set by the Board of Directors.

The Board of Directors will participate in annual Board development and will

consult with third party contractors, Advisory Committee members, school parent organizations, school administration, the NC Office of Charter Schools, and other appropriate sources on a regular basis. The Board of Directors will seek resources and council to provide exemplary governance to the school.

School community stakeholders including students, parents, staff, community organizations and businesses will have many opportunities to engage with the school through shared experiences. The school will offer opportunities for interaction with all stakeholders such as open houses, t

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?*

One component of the schools success is the curated selection of the founding board members. The current Board was formed by the primary members of Aspire Carolinas Foundation, Inc. The intention of Jennifer Nichols, Dale Halton and Marty McCarty was to create a board that was passionate and focused on creating new schools for specific underserved populations in the greater Charlotte region. Candidates to the Board are recommended by current members and community members. The current Board members will send two current members to interview the candidates and make recommendations to the full Board. Membership of Board applicants shall be effective on the date of the acceptance by the affirmative vote equal to or greater than two-thirds of all the actual membership of the Board. Two to three additional board members will be specifically recruited prior to or in the first two years of school operation in the areas of:

- 1) post-secondary education.
- 2) CTE education.
- 3) law and/or education law.

The Board of Directors will seek a parent to sit on the Board of Directors that fits one of the above categories. A parent representative will be seated on the Board by year three.

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

The minimum requirements for are nine monthly meetings to facilitate engaged and successful governance of HCHS. One annual strategic planning meeting will be held and may be included as one of the nine meetings. Members may on occasion participate by conference call if available.

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 current Board of Directors will be required to complete "pre-application" training during the planning year as part of the formal orientation process that will be used when each new board member joins. The orientation process will include members familiarizing themselves with the Charter Agreement. Additional training sessions will be offered to the Board of Directors and school personnel. Board members must attend at least one additional training per year. Training sessions may include sessions on important topics such as:

- 1) Dealing with Angry Parents
- 2) Dealing with Doctors, Lawyers, and Others
- 3) Student Discipline Under IDEA and Section 504
- 4) Bullying of Students with Disabilities
- 5) Recognizing and Preventing Sexual Harassment
- 6) Running a Tight IEP Meeting
- 7) Functional Behavioral Assessments and Behavioral Intervention Plans

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.*

Transparency is critical to Board success. The Board By-laws include a conflict of interest policy and form that must be signed by every member. The form is updated annually. To avoid conflict of interest Board members must declare relationships that may involve a potential conflict of interest. If conflict of interest is established then the Board member will recuse themselves from discussions and voting on matters related to the conflict of interest.

Board members are required to:

- 1) refrain from accepting contracts to provide services to Huntersville Charter High School.
- 2) step down from their position on the Board of Directors if they wish to enter into or choose to bid on a contract to provide services to The Huntersville Charter High School.
- 3) refrain from accepting gifts or services from individuals or members of the business community while on the Board of Directors.

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

From time to time school policies may need to be amended or added. During this process of decision making the Board of Directors will gather information from multiple sources on behalf of Huntersville Charter High School. Sources will include but are not limited to:

- 1) Principal reports
- 2) committee reports
- 3) surveys and public feedback
- 4) consults with professional experts
- 5) North Carolina Charter School law

If the Board of Directors cannot come to consensus while reviewing school policies the discussion may be tabled until additional information can be presented at a later date.

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 will have one official Advisory Committee that will provide resources and counsel regarding the CTE curriculum and trade-based partnerships with the school. This group meeting a minimum of 4 times annually, and more often as needed, will be called upon for their specific

trade knowledge and expertise. Specific tasks given to the Advisory Committee could involve items such as:

- 1) matching curriculum to industry partners and expertise
- 2) finding resources needed for specific trade courses and applied training experiences
- 3) identifying potential apprenticeship opportunities
- 4) identifying industry specific needs for potential curriculum expansion

In addition to the Advisory Committee, the BOD will also rely on the counsel of the hiring committee during the hiring process for the Principal of Huntersville Charter High School. This group may be called upon again during contract negotiations with the Principal or other high-level administrative employees should the Principal need assistance. Other committees or advisory groups may be required by the Board of Directors from time to time. The Board will determine the basis for establishing the group, determine the size and composition, clarify the roles of members, set forth the guidelines for reporting and the timeline for completing the intended goals.

The Parent Teacher Organization (PTO) will operate separately from the Board of Directors. This group is made up of parents and 2 designated staff members. The role of staff members is to report on behalf of the PTO to the Principal and BOD each month to assist in communication, clarification, facilitation and coordination of PTO, school and BOD goals. The purpose of the PTO group is to facilitate extracurricular, recreational, and school enhancing activities. The PTO will elect officers and committee chairs who will manage the activities of the group throughout the school year.

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

The Board of Directors will establish the grievance policies of the school for employee, parents and students. The policies will be written and available in policy manuals or handbooks and also in electronic format. In every instance the first line of reconciliation is between the two parties involved in the grievance. If disputes cannot be resolved then in each case the dispute will be directed to the managing supervisor, then on to the Principal if necessary. If the grievance is with the Principal and an attempt is made to resolve the issue with no success then the individual may outline the issue or grievance in writing and submit it to the Board of Directors. The Board will then do an investigation into the matter and respond in a timely manner to the parties involved. If needed, the Board of Directors may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies as set by the Board of Directors is to resolve issues in a fair and equitable manner for each party.

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

Include in the Appendices:

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

on the Charter School Board Member Form (Appendix F).

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

During the inaugural school year Huntersville Charter High School will hire the following positions:

- (1) Principal
- (1) Business Manager
- (1) Administrative Assistant/Receptionist
- (1) Guidance Counselor/Testing Coordinator
- (1) EC Teacher/Director
- (1) Data Manager-PowerSchool-Testing
- (1) Contracted Maintenance
- (1) IT Teacher/Manager
- (7) Core Content Teachers
- (4) CTE Teachers

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

To draw quality professionals the school will offer teachers a competitive salary, a strong health benefits package, term life insurance, and

retirement benefits. HCSH will offer professional development opportunities, a positive and supportive work environment, and strong administrative leadership. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, and team building and social events to build camaraderie and friendship within the staff. Programs will be developed to recognize teachers for positive performance throughout the year. An annual merit increase and performance review process will be created.

Teachers with current NC Teaching Licenses or who are working toward this licensure will be given priority in the hiring process. We will meet the NCGS 115-C requirements of having over 50% of our teachers be licensed, and all teachers in the core subjects (math, science, social studies, language arts) will have a Bachelors degree. All candidates will provide their resume and cover letter in response to a posted job description. If they are selected as a candidate they will fill out an application, provide a minimum of three professional references and prepare for a phone and personal interview. The Principal will make final hiring recommendations for employment to the BOD. The BOD will formally approve every personnel decision, both hires and terminations and record them in their minutes.

Teachers will be evaluated in the fall and spring by their supervisor or Principal with written evaluations completed prior to contracts being offered or renewed for the next school year. According to the NC State Board of Education, teachers that have SP I status will be evaluated through the Beginning Teacher Support Plan.

Staff satisfaction surveys will be completed annually to give all personnel the opportunity to voice their thoughts and opinions.

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

The Board of Directors (BOD) will maintain a positive and professional relationship with the school employees. The BOD will hire and supervise the principal. The principal reports solely to the BOD. The principal and other administrators will supervise staff and teachers. The Board of Directors, charged with governance of the school, will approve staff policies and procedures, the hiring and termination of staff, and position changes of staff members. At times the BOD may prepare information, reviewed and released by the principal, to share with staff, such as, annual reports, donor news and shared events on campus.

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

All open teaching positions will be posted on Monster.com, NC School Jobs, and Indeed.com. The school will also use word of mouth, referrals from other professionals and direct contact to qualified prospects to fill available positions. Job postings will be posted to school staff members first, and all staff members that apply will be interviewed and considered for internal positions. The Principal will create a committee of 2-3 staff members to vet candidates, participate in the interview process and make their recommendations to the principal. The principal will then recommend the candidate of choice to the Board of Directors. Once the candidate has been

approved by the Board of Directors the offer of employment is made conditional upon a positive result of the criminal background check.

Huntersville Charter High School provides annual employment contracts and contract renewals are not guaranteed. Teachers will be evaluated in the fall and spring by their supervisor or Principal with written evaluations completed prior to contracts being offered or renewed for the next school year. According to the North Carolina State Board of Education, teachers that have SP I status will be evaluated through the Beginning Teacher Support Plan. Evaluations will be compiled for all teachers prior to the end of the school year with employment recommendations for the next school year. The Board of Directors will evaluate changes and improvements to the employee compensation package and employees will be notified of rehiring decisions no later than 30 days prior to the end of the school year.

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

The Board of Directors will offer competitive salaries and benefits that can be negotiated within the salary ranges set prior to each school year. Full-time employees will receive health insurance, term life, retirement and participation in a 401K retirement plan.

Starting Salary ranges are as follows:

- Principal: \$75,000 - \$85,000
- Business Manager: \$45,000 - \$55,000
- EC Director/Teacher: \$45,000 \$53,000
- Guidance Counselor/Testing Coordinator: \$45,000 - \$53,000
- Classroom Teachers/CTE Instructors: \$40,000 - \$50,000
- Clerical/Receptionist: 30,000-35,000
- Administrative Assistant: 32,000 - \$37,000
- IT Teacher/Manager: \$40,000 - \$50,000
- Data Manager/PowerSchool - Testing: \$30,000 - \$35,000

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

The Board of Directors will establish the grievance policies of the school for employees. The policies will be written and available in the employee handbook. In every instance the first line of reconciliation is between the two employees involved in the grievance. If disputes cannot be resolved then in each case the dispute will be directed to the managing supervisor. If the managing supervisor cannot resolve the dispute then the employee should put the grievance in writing to the Principal. If the Principal is unable to resolve the issue the Principal will bring the issue to the Board of Directors for help in finding a resolution. If the grievance is with the Principal and an attempt is made to resolve the issue with no success then the individual may outline the issue or grievance in writing and submit it to the Board of Directors. The Board will then do an investigation into the matter and respond in a timely manner to the parties involved. If needed, the Board of Directors may seek legal counsel or representation on behalf of the school. The ultimate goal of grievance policies as set by the Board of Directors is to resolve issues in a fair and equitable manner for each party. The Board of Directors is the final authority in matters pertaining to grievances among employees.

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

In the current plan the only positions that have been identified as having dual responsibilities during the first school year is the Guidance Counselor/Testing Coordinator, EC Director/Teacher, Administrative Assistant/Receptionist, IT Teacher/Manager, and Data Manager/PowerSchool-Testing

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.*

Huntersville Charter High School will provide services to all students including exceptional learners. Employees will be hired as needed in the areas of ELL, AIG and ECS. As students are accepted into the school we will review applications based upon their self-identification and determine the staffing needs. Using the most current Charlotte Mecklenburg data we anticipate meeting the needs of students in the following categories:

13.4% - ESL

9.7% - SES

10.8% - AIG

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

The Principal of the School will supervise all employees of the school. Leadership responsibility will include compliance with all state and federal laws, requirements related to testing and all state board of education policies. The Principal will provide leadership over all areas of the education program including curriculum development, teacher hiring, retention and professional development, student discipline, supports for exceptional learners, communication to all stakeholder groups and adherence to the strategic plan and reporting mechanisms as set by the Board of Directors.

The Huntersville Charter High School Principal is a direct employee of the Board of Directors and will work in partnership with the Board, students, families and staff to achieve the mission of HCHS and change the nature of education in our region. Though a Masters Degree in school administration would be preferred, experience in Career and Technical Education is also desired. At minimum the Principal must hold an Administrators license, have experience in Career and Technical Education. High school leadership experience is also highly desired.

The Exceptional Childrens Director/Teacher will identify students with special needs and provide support to all general education teachers, CTE instructors, students with disabilities, and students identified as English language learners. The EC Director/teacher will provide students with continual evaluation and instruction in order to ensure HCHS compliance with all state and federal laws. The ultimate goal is to provide every opportunity for success for these challenged learners.

The Guidance Counselor/Testing Coordinator will ensure that students meet all school requirements, state testing, and graduation requirements. The Guidance Counselor assists students in selecting courses, appropriating apprenticeship opportunities, and determining post-secondary options. The counselor will assist in college entrance preparation, admission and scholarship opportunities for students who choose a post-secondary two or

four-year college option. The Guidance Counselor will assist the Data Manager in collecting attendance, student assessment and behavioral data and provide behavioral management and intervention support for students as needed. The Guidance Counselor/Testing Coordinator will work with the Data Manager to ensure testing compliance for all students and assist with scheduling and proctoring tests.

The Guidance Counselor will be supervised by the HCHS Principal.

Classroom Teachers will be responsible for understanding and providing instruction in their subject matter, demonstrating appropriate time management and record keeping skills, providing effective classroom management, and exhibit excellent oral and written communication skills. Teachers must meet the requirements for qualified teachers in North Carolina. Non-licensed teachers will receive support from the administrative team if they desire to become licensed.

The IT Teacher/Manager will manage and maintain the school network, provide IT support to the administration and staff and maintain electronic equipment such as computers, laptops, and projectors/Smartboards, phone system. The IT Teacher/Manager will be responsible for understanding and providing instruction in their subject matter, demonstrating appropriate time management and record keeping skills, providing effective classroom management, and exhibit excellent oral and written communication skills. Teachers must meet the requirements for qualified teachers in North Carolina. Non-licensed teachers will receive support from the administrative team if they desire to become licensed.

The Office Assistant/Receptionist will assist the Principal, staff, students and families in meeting the mission of the school. Administrative tasks would include but not be limited to answering the phone, greeting parents, students and visitors, providing administrative support to the Principal, ordering and managing the lunch program, and managing office machines.

The Data Manager/PowerSchool -Testing will manage PowerSchool for all students. The Data Manager will maintain all records in PowerSchool including student attendance and records. The Data Manager will generate report cards and transcripts and coordinate testing schedules for all state test. The Data manager will work with the Guidance Counselor/Testing Coordinator to ensure testing compliance for all students and assist with scheduling and proctoring tests.

The Business Manager is responsible for facility operations, school payables/receivables, and payroll. The Business Manager will maintain employee records and ensure state and federal employee compliance. The Business Manager/Finance Officer will provide monthly financial income and expense statements to the Board of Directors and assist with financial forecasting and annual budget preparation. The Business manager will ensure financial adherence to the budget and assist with the annual audit.

Staff Evaluation and Professional Development

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

The Business Manager will maintain employee files relating to licensure

requirements and professional development. The Principal will ensure that the school meets the 50% licensure requirement and that professional development is offered.

- 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.*

As a school that presents a CTE program in addition to traditional core requirement we will need the licensure flexibility allowed to charter schools. Huntersville Charter High School will maintain the highest level of licensure possible while providing the quality education our students deserve. On an annual basis HCHS will maintain more than 50% licensed teachers. HCH will follow the North Carolina State Board of Education Beginning Teacher Support Plan for teachers with SP I Licensure. All SP I teachers and unlicensed teachers will be assigned experienced mentors. The evaluation model developed by the Principal, based up the NC policy GS 115c-333.1 of evaluating teacher effectiveness, and approved by the Board of Directors will provide multiple performance measures including formal and informal observations, mentor feedback, and other measures as determined by the Principal.

There will be formal and informal efforts made to retain quality staff and teachers. The annual staff survey will provide the Board of Directors and Principal with feedback to specific questions relating to staff satisfaction. The Principal will make recommendations for improvements if needed to ensure staff satisfaction and retention. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, and team building and social events to build camaraderie and friendship within the staff. Programs will be developed to recognize teachers for positive performance throughout the year. An annual merit increase and performance review process will be created. The Board of Directors will determine annual salary increases prior to the end of the school year for the next school.

- 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.*

Teachers will attend internal professional development classes during the back to school prep days and 4 days during the school year that have early release schedules for that purpose. This development training will be identified and selected by the Principal, with input from all teachers about what areas they feel would be helpful to all staff.

Each year there will be a line item in the budget for external professional development. By department teachers will be encouraged to seek external subject-related professional development. The external professional development training can be chosen by the teacher and approved by their immediate supervisor and the Principal within the established guidelines and budget. The external training could also be identified by the Principal and recommended to the staff member as a performance goal. All professional development will support teachers in staying up to date in their subject area, teaching techniques, and classroom management to ensure the school

provides cutting edge and up to date teaching in all subjects.

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

Each year five days are set aside prior to school opening for preparation and development. Three of those days will be used for internal professional development. Proposed teacher development offered prior to the opening of school may include subjects such as:

- 1) goals and expectations.
- 2) team building and mentoring relationships.
- 3) employee benefits, staff handbook, and student handbook updates.
- 4) health and safety training, school safety updates, and school security
- 5) updates on new programs or initiatives, school policy, charter school law, and discipline.
- 6) grading, testing, and evaluations.
- 7) exceptional children resources, procedures and expectations
- 8) department meetings, department resources and external professional development opportunities

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.*

Huntersville Charter High School will have professional development seminars conducted throughout the one week back to school prep week that all teachers attend. In addition, several days a year will be scheduled as teacher work days or early release days designated for professional development. There are many professional external courses that are available and free to teachers through the Department of Public Instruction. There are also mandatory courses that can be made available to the school staff in groups or individually off site such as First Aid and CPR offered by the American Red Cross.

Available courses could include:

- 1) student-centered learning using differentiated instruction.
- 2) effective Use of SmartBoards and other technology in blended learning.
- 3) student-centered instruction and Exceptional Children.
- 4) state licensure courses.
- 5) other classes of interest as identified by teachers.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably 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)).

Huntersville Charter High School is the only trade school for grades 9-12 in the greater Charlotte region and we will use a multi-pronged approach to reach potential students including:

- 1) having a strong website and social media presence by posting school information on the school website and Facebook page 8 months prior to school open.
- 2) promoting articles and stories in local media outlets by have a minimum of 3 HCHS articles in the Herald Citizen Newspaper within the 2 years prior to school opening.
- 3) giving a minimum of 20 presentations and information sessions to organizations, churches, corporations, municipalities, and schools prior to school opening.
- 4) hosting a minimum of 4 parent meetings to provide information prior to school open.
- 5) giving information handouts to families of K-12 students with learning differences and Aspergers that are attending schools on the shared campus in fall and spring annually.
- 6) providing a minimum of 3 campus open houses and hard hat tours.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1) The Aspire Carolinas Foundation office will be located in the first school open on the campus at 11414 Beatties Ford Rd. with a phone line and information available to prospective families. We will continue the marketing activities as listed in the previous section. In addition, family/student prospect meetings, hard hat tours and campus open houses will be held from approval date through opening date and beyond.

2) The Huntersville Charter High School is on the campus of Huntersville Education Village aptly named because we intend to encourage our students and families to become a community within the larger regional community that we serve. We will have hundreds of partners from the community that provide financial donations, expertise, gifts in-kind of service, equipment and materials, corporate mentorships, apprenticeships, and volunteer leadership. We will continue to build upon this practice to create a culture of collaboration within our school community of students, family, staff and Board of Directors. Each student and family will be invited into this culture of sharing through opportunities for families to participate in the educational process with their student. HCHS will hold open houses, educational workshops, information sessions and exploratory nights in the trades. Huntersville Charter High School will encourage families to be part of the Parent Teacher Organization (PTO) and provide volunteer opportunities for students and families to give back to the community. Families will be asked to help HCHS expand our network of community resources and

partnerships as we share the needs of the school. As true partners in education they will be asked to share their expertise as visiting instructors, assist with field trips, serve on the Board of Directors and participate in other activities.

3) When Huntersville Charter High School opens there will be opportunities for parents to become partners in the education process by logging into PowerSchool and viewing their child's progress, encouraging their student to complete assignments and projects and study for upcoming tests. Parents will be given volunteer opportunities to enhance the school community including participation in the PTO. The PTO will elect officers, form committees that create opportunities and programs to enhance the school community.

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.*

Students will only be enrolled for ninth and tenth grades for the first year of operation. Huntersville Charter High School will have a 45-day open enrollment period beginning in January of 2020 for the 2020-2021 school year. Every applicant will receive a lottery number that will be needed if more students enroll than the school can accommodate. If there are more applications than seats available, a publicly-held drawing will be conducted within 2 weeks of the enrollment closing to draw lottery numbers until every available seat is filled. This will be conducted by an independent party to ensure lack of bias. Potential students do not have to be present to be accepted to the school. Numbers drawn will be posted on the school website within two business days so that students and families can view the list. If students are not present during the drawing they will receive an acceptance letter by mail.

Prospective students will have 10 days to return their acceptance letter and students will remain on the roster until an official withdrawal has been received at the Aspire Carolinas office on campus. Students cannot withdraw by phone or email. The school must receive a physical letter or transcript request from another school to designate rejection of the seat. Upon official request, the transfer of records will be completed within 7 business days.

Students who are not selected in the lottery but wish to remain on the waiting list using the number originally assigned. At the end of the open enrollment period students who wish to apply will be given numbers and

placed on the waiting list behind the group who applied during open enrollment. If seats become available offers will be made to students from the waiting list in numerical order.

Preferences will be given to the following students as long as the number of preferred students does not represent more than 15% of the total student enrollment:

- 1) students of full-time staff
- 2) students of Board members
- 3) students with siblings already enrolled

If the situation arises that there are not as many applications as available seats for a particular grade level then students will be enrolled in other grades until the student quota has been reached. Within 90 days of the lottery closing registration sessions will be held so that students can register for classes and turn in enrollment packages. If students are not available when registration sessions are held then the student will be given an individual appointment to register for classes. HCHS must have the students most recent report card unless the student was previously home-schooled then attendance records and course descriptions for completed courses will be required.

Enrollment packages will include:

- 4) Proof of address
- 5) Date of birth
- 6) Emergency contact information
- 7) Name of address of previous school
- 8) Immunization records
- 9) Home language survey
- 10) Transportation survey
- 11) Free and reduced lunch form
- 12) Self-identification form for IEP, AG, etc.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

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

1. *In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
2. *A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools

LEA #2 Cabarrus County Schools

LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000	LEA 600	LEA 130	LEA 000
Grade 09	90	30	0	70	30	0	70	30	0	70	30	0	75	30	0
Grade 10	80	10	0	90	30	0	70	30	0	70	30	0	70	30	0
Grade 11	0	0	0	80	10	0	90	30	0	70	30	0	70	30	0
Grade 12	0	0	0	0	0	0	80	10	0	90	30	0	70	30	0
	170	40		240	70		310	100		300	120		285	120	

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
In place	Stephen Gay	Tax-Exempt S
Having the committees and the PTO informally report to both the BoD and Principal may cause issues with lines of ultimate responsibility. Have you thought about either having them directly report to one or the other?	Austin Smigel	Governance a
Is there a specific BoD/staff nepotism policy?		
<p>Clarification is needed around the total number of voting members the board will have. The narrative provided states no more than nine, but the bylaws provided state no more than ten.</p> <p>Will the governing board have any oversight in academic outcomes? If not, who will be responsible for monitoring academic goals established in the charter application?</p> <p>The applicant indicates that the board will establish an advisory board, who will serve on this board?</p> <p>What additional performance metrics will the board consider including in the Principal annual evaluation?</p> <p>What is the rationale behind waiting until year 3 to add a parent representative to the governing board?</p> <p>Board members are required to attend additional training per year. Who determines what these are and will they be provided in house or externally?</p> <p>Will the board only entertain grievances that are about the Principal that cannot be resolved?</p> <p>What is the evaluation process for the governing board and its individual board members?</p>	Stephenie Clark	Governance a
- Elaborate: What do you mean by running a "tight" IEP meeting?	Sally Houston	Governance a
Strong founding board - framework is in place for a good foundation	Stephen Gay	Governance a
NA	Stephen Gay	Proposed Man
<p>- Clarify: Here you have listed 7 content teachers. Your Personnel Budget represents the cost of hiring 6 content teachers. Which number is accurate?</p> <p>- Will staff surveys be anonymous?</p> <p>- What non-evaluative coaching will teachers receive in addition to their two evaluations by their Principal/supervisor?</p> <p>- Who manages the upkeep of grade books given the impact GPA can have on a student's college trajectory?</p>	Sally Houston	Staffing Pla
<p>What are the proposed staffing positions for years 2-5?</p> <p>Will the school need to hire electives teachers or lunch staff?</p> <p>How will the school fund annual merit increases for teachers over time?</p> <p>Will staff be "at-will" employees?</p> <p>What is the process for employee dismissal?</p> <p>Clarify the discrepancy between the Principal salary outlined in this narrative versus the budgeted salary that gets up to \$97,000.</p> <p>What is the process to handle an employee grievance regarding termination of employment?</p>	Stephenie Clark	Staffing Pla

<p>Is there a timeline for when dual positions identified will no longer need to be dual?</p> <p>If the board will hire qualified ELL, AIG, and ECS staff members as needed, will there be an applicant pool of qualified candidates already identified? Does the board anticipate it being difficult to complete the hiring process and vetting for these personnel if this is done ad hoc during the beginning of each school year (as needed)?</p> <p>What are the required licenses and qualifications for the outlined staff descriptions?</p>		
<p>Salary projections are fair and reasonable - very much on target for region. Less than CMS, but hard to compete with them!</p>	Stephen Gay	Staffing Pla
<p>- Clarify: What types of programs will be developed to recognize teacher performance?</p> <p>- Will teacher input be the primary driving factor for staff PD? How will student data drive the professional development of staff?</p> <p>- What practice opportunities, if any, will teachers have before the start of school in order to refine their teaching techniques?</p> <p>- How often are administrators present in classrooms to gather schoolwide academic and culture trends?</p> <p>- Will team building activities primarily take place outside of school hours? If so, are these mandatory? Will childcare be arranged for families to attend any team bonding outside of school hours?</p>	Sally Houston	Staff Evalua
<p>Back office planning is well thought out and in place.</p>	Stephen Gay	Staff Evalua
<p>If the school will not use NCEES for staff evaluations, how will they ensure standards for evaluation align with requirements for teacher licensure renewal?</p> <p>How will the school plan for class coverage when teachers seek external professional development?</p> <p>What is the expected number of days or hours for professional development throughout the school year? Applicant identifies that several days will be scheduled as either teacher work days or early release, but did not quantify the number.</p>	Stephenie Clark	Staff Evalua
<p>The key will be to tell your story and to build community support from the start. Business buy in will be key! Chamber of Commerce will be strong opportunity and connection</p>	Stephen Gay	Marketing Pl
<p>The Aspire Educational Village is a great plan and will be a strong addition to the community. Will the K-12 school be a competition for the HCHS?</p> <p>IS the plan to pull students with Autism to the school in the future? If so - need to add Special Needs resources to plan.</p> <p>Will also be key to telling your story so people will understand the relationship between the three planned schools!</p>	Stephen Gay	Parent and C
<p>What type of volunteer opportunities will parents have beyond the PTO, who will manage this, and will parents receive training for their volunteer activities?</p>	Stephenie Clark	Parent and C
<p>- How often will educational workshops take place? What are the proposed topics for these workshops and other information sessions?</p> <p>- What steps will be taken to include Spanish speaking families in the PTO? Will translators be available at these meetings and information sessions?</p>	Sally Houston	Parent and C
<p>Clarify the application of the 15% cap on student enrollment preferences, particularly number 3.</p> <p>What type of correspondence will students not accepted receive? Will all families receive some form of a letter, regardless of attendance at the public lottery?</p> <p>If a student returns an acceptance letter, this does not formally enroll them. The applicant will need to clarify what is the enrollment process and what happens if a student does not show up day 1 to fill a seat. More specifically, what if a student never completes enrollment documents, will they still remain on the school's roster?</p>	Stephenie Clark	Admissions P

What effect will over enrolling other grade levels in lieu of a shortage of applications in a particular grade level have on class sizes, staffing, and programs?		
What information will be collected on the initial lottery application?		
If the target grade size is 70-75 why have 90 in the 9th year 1? Have average student attrition rates/modles been reviewed?	Austin Smigel	Projected St
You may also pull kids from southern Iredell who are looking for what you are offering. They do have the option of the CATS program in Troutman	Stephen Gay	Projected St
Clarify the dip in enrollment from year 4 to year 5. Program wise, how will the school deal with the bubble effect of grades 9-10 from year 1 - year 4? Will this impact student apprenticeship offerings and any staffing models?	Stephenie Clark	Projected St
Follows basic State Plan /Charter Law	Stephen Gay	Weighted Lot

Reviewer	Score
Alex Quigley	
Austin Smigel	Pass
Bruce Friend	
Danielle Allen	
Ginger Cash	
Joe Maimone	
Lindalyn Kakadelis	
Les Stein	Pass
Phyllis Gibbs	
Sally Houston	Pass
Sherry Reeves	
Stephen Gay	Pass
Stephenie Clark	Pass
Tammi Sutton	

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.

It is likely that Huntersville Charter High School will serve students from a wider area since it will be the only school with a combination of CTE and traditional curriculum. Though, many of the students we are serving will be able to drive to school, there will be others who need assistance with transportation in order to attend the school. In the enrollment packets there will be a transportation survey that allows us to understand the needs of each student and where they live in relationship to the school. This will help us to determine the numbers of students needing assistance and the resources and support that will be required to ensure that no child is denied access to the school due to lack of transportation. Transportation options might include:

- 1) Carpooling for families that can coordinate with others in proximity to where they live. Students will receive an enrollment list that shows other families in their zip code area so that they can make their own arrangements. HCHS will also help families make transportation connections during registration days.
- 2) Vans that hold 15 passengers to be donated, leased, or purchased to make pick-ups at 2-3 central locations. With the trade options available at the school it is conceivable that companies might be willing to purchase or donate a van as part of their partnership in building the apprenticeship program.
- 3) Contracting with local transportation services, if needed, to provide transportation for students if other options have failed.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

The school will offer options for students including free and reduced lunch as written in the enrollment packet. The following will be the lunch options:

- 1) Students at HCHS are encouraged to bring their own lunch if that is their preference.
- 2) Students may order lunch through the online ordering system through the school website. The school will use a catering company or several outside vendors to provide healthy daily options.
- 3) Students who qualify for the Free or Reduced Lunch Program (form to fill out in the enrollment package) will be able to receive a free or reduced lunch daily. On days when the vendors are not providing a hot lunch, HCHS will provide a cold meal to qualifying students.
- 4) For students who forgot their lunch or forgot to order a meal there will

be a supply at the school of foods that can be used as a meal substitute. HCHS Administration will keep track of the use of meal substitutes to avoid possible abuse of this program and will implement policies in the student handbook.

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

The Nonprofit Board 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		\$3,500.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,200.00
Property Insurance	\$100,000		\$100.00
Motor Vehicle Liability	\$1,000,000		\$250.00
Bonding Minimum/Maximum Amount	\$1,000	\$50,000	\$3,500.00
Other	\$4,000,000		\$5,000.00
Total Cost			\$13,550.00

*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.

j_nichols 09/28/2018

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

The Aspire Carolinas Foundation has purchased approximately 25 acres in Huntersville, North Carolina on the corner of Hambright and Beatties Ford Road. The property has an existing 6,000 square foot building on it that will house the Foundation Office and create a presence for HCHS while the building is constructed on the property.

Aspire is working on a master plan to build an approximately 60,000 square foot building (at full build-out) on the property that will be designated as Huntersville Charter High School. Per NCGS 115C-218.75 we will "meet the same health and safety requirements required of a local school unit". Our architect and the Huntersville Town Planner will ensure we follow all state and local building codes. By following these codes and all permit and inspection procedures we will ensure that we receive a certificate of occupancy from the county that will allow us to obtain the Certificate of Occupancy for Educational use to the Office of Charter Schools.

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 cost of the building is \$210.00 per square foot, however, there are many partners of this project that are willing to lend expertise, in-kind services, and in-kind materials to lower the cost of the project.

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.*

If the building is not going to be ready for occupancy on opening day we will work with our current real estate broker to identify professional retail space that can be rented temporarily until the building is certified ready for occupancy.

X

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
<p>Funding for building in place?</p> <p>Can it be constructed in time to open?</p>	Stephen Gay	Certify Oper
<p>In year 1, the school will serve grades 9-10, is it feasible to assume that these students can transport themselves given students cannot obtain a license until 16?</p> <p>How will the school accommodate the transportation needs of students in year 1?</p> <p>Has the school considered how many students may have access to a vehicle to get to and from school?</p> <p>Does the carpooling protocol of handing out enrollment lists align with privacy rights and FERPA?</p> <p>Who will drive the passenger vans that hold up to 15 students?</p>	Stephenie Clark	Transportati
<p>Area and population - does meet needs -may ned to explore bus options as student population expands</p>	Stephen Gay	Transportati
<p>- \$22,000 is allotted for transportation in the budget. How did you reach this number? Will that be enough to cover the expense of buying a van or contracting out transportation services?</p> <p>- Which local transportation services have you considered and what are their rates?</p>	Sally Houston	Transportati
<p>How will you provide transportation as outlined by an IEP as a related service?</p>	Ginger Cash	Transportati
<p>Who will be responsible for administering and monitoring the school's lunch program?</p>	Les Stein	School Lunch
<p>How often will vendors not provide a hot lunch and under what circumstances?</p> <p>Will the school have a designated kitchen area to prepare these cold meal offerings? Who will be in charge of this process?</p> <p>Is there any way for school lunches to be ordered outside of the online system? How will the school assist families who do not have access to a computer or internet services?</p> <p>What will the supply of school foods for meal substitution consist of and who will be in charge of distributing these foods?</p>	Stephenie Clark	School Lunch
<p>plan is in place</p>	Stephen Gay	School Lunch
<p>- What are the rates of catering companies and outside vendors you've explored?</p> <p>- How will you ensure students with food allergies and outside dietary restrictions receive lunch?</p>	Sally Houston	School Lunch
<p>Meets state requirements</p>	Stephen Gay	Civil Liabil
<p>Why does the Appendix L show that the annual premium will be \$21,100 while the quote in this section is only \$13,500?</p> <p>Why doesn't the quote in this section include the \$9,000 that is identified in Appendix L for Workmans Compensation?</p>	Les Stein	Civil Liabil
<p>Does the school plan to have CTE related equipment available on site, if so, will it be of value greater than \$100,000 as outlined in the insurance coverage?</p> <p>Clarify why the liability coverage outlined in the insurance quote (Appendix L) is for 100 students and 7 staff members.</p> <p>The coverage for crime should be a minimum of \$250,000.</p> <p>Insurance cost outlined in this section states \$13,550, but the budget reflects \$10,000 for insurance. Please clarify which figure is accurate.</p>	Stephenie Clark	Civil Liabil
<p>How did the board calculate the number of acres and square-footage for the facility? Will this be sufficient enough to house the necessary materials for the CTE courses?</p>	Stephenie Clark	Facility and

Huntersville Charter High School - Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

<p>Who will be responsible for the funding and payments for the building? How long will it take to build?</p> <p>How will the board pay the lease (rental) and finance building the permanent facility at the same time?</p> <p>Will rental space allow for CTE curriculum and instruction? Will there be any hindrances to course offerings?</p> <p>How long would the board anticipate leasing and will there be any impacts to the number of students enrolled?</p>		
<p>Will Aspire Carolina Foundation donate the 25 acres of land to HCHS or will it charge the school for the use of the land? What are the financial arrangements associated with the use of the 25 acres on which the school facilities will be built?</p> <p>If the school building will be 60,000 square feet, at a cost of \$210/sg. ft., the total cost of the building will be \$12,600,000. The operations budgets allocates \$220,000 during the first year for mortgage expenses, up to \$500,000 in year five. Will these annual mortgage payments be enough to cover the cost of the building loan?</p> <p>Do you have written guarantees to support the statement that "there are many partners of this project that are willing to lend expertise, in-kind services, and in-kind materials to lower the cost of the project?"</p> <p>Have you conducted research to identify possible temporary locations in the event that construction of the school building is not finished in time?</p>	Les Stein	Facility and
Aspire is a great partner - are they building the building and leasing back to school?	Stephen Gay	Facility and
Is the land being conveyed to the school or held by the foundation?	Austin Smigel	Facility and

Reviewer	Score
Joe Maimone	
Ginger Cash	
Danielle Allen	
Bruce Friend	
Austin Smigel	Pass
Alex Quigley	
Tammi Sutton	
Les Stein	Pass
Phyllis Gibbs	
Sally Houston	Pass
Sherry Reeves	
Stephen Gay	Pass
Stephenie Clark	Fail
Lindalyn Kakadelis	

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 600 - Charlotte-Mecklenburg Schools</p>			
	<p>Revenue</p>	<p>Approximate Per Pupil Funding</p>	<p>Projected LEA ADM</p>	<p>Approximate funding for Year 1</p>
	<p>State Funds</p>	<p>\$5,291.06</p>	<p>170</p>	<p>\$899,480.20</p>
	<p>Local Funds</p>	<p>\$2,755.58</p>	<p>170</p>	<p>\$468,448.60</p>
	<p>Federal EC Funds</p>	<p>\$4,464.16</p>	<p>17</p>	<p>\$75,890.72</p>
	<p>Totals</p>			<p>\$1,443,819.52</p>
	<p>LEA #2 130 - Cabarrus County Schools</p>			
	<p>Revenue</p>	<p>Approximate Per Pupil Funding</p>	<p>Projected LEA ADM</p>	<p>Approximate funding for Year 1</p>
	<p>State Funds</p>	<p>\$5,315.15</p>	<p>40</p>	<p>\$212,606.00</p>
<p>Local Funds</p>	<p>\$1,895.00</p>	<p>40</p>	<p>\$75,800.00</p>	
<p>Federal EC Funds</p>	<p>\$4,464.16</p>	<p>4</p>	<p>\$17,856.64</p>	
<p>Totals</p>			<p>\$306,262.64</p>	

Huntersville Charter High School - Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

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	\$1,112,086	\$1,641,914	\$2,171,743	\$2,225,136	\$2,145,770
-Local Per Pupil Funds	\$544,249	\$794,010	\$1,043,729	\$1,054,110	\$1,012,776
-Exceptional Children & Federal Funds	\$93,747	\$137,712	\$182,135	\$186,578	\$177,693
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,750,082	\$2,573,636	\$3,397,607	\$3,465,824	\$3,336,239

***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:															
Principal	1	\$80,000	\$80,000	1	\$84,000	\$84,000	1	\$88,200	\$88,200	1	\$92,610	\$92,610	1	\$97,241	\$97,241
Assistant Principal	0	\$0	\$0	.5	\$64,000	\$32,000	1	\$65,920	\$65,920	1	\$67,898	\$67,898	1	\$69,935	\$69,935
Business Manager	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Administrative Assistant	1	\$34,000	\$34,000	1	\$35,020	\$35,020	1	\$36,071	\$36,071	1	\$37,153	\$37,153	1	\$38,268	\$38,268
Data Manager	1	\$34,000	\$34,000	1	\$35,020	\$35,020	1	\$36,071	\$36,071	1	\$37,153	\$37,153	1	\$38,268	\$38,268
Clerical	1	\$31,000	\$31,000	1	\$31,930	\$31,930	2	\$32,888	\$65,776	2	\$33,875	\$67,750	2	\$34,891	\$69,782
A - Total Admin and Support:	5		\$229,000	5.5		\$269,470	7		\$345,083	7		\$357,200	7		\$369,769
Instructional Personnel:															
Core Content Teacher(s)	6	\$47,000	\$282,000	8	\$48,410	\$387,280	10	\$49,862	\$498,620	11	\$51,358	\$564,938	10	\$52,989	\$529,890
Cte Instructors	5	\$47,000	\$235,000	7	\$48,410	\$338,870	10	\$49,862	\$498,620	10	\$51,358	\$513,580	10	\$52,989	\$529,890
It Teacher/Manager	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Exceptional Childrens Director	1	\$52,000	\$52,000	1	\$53,560	\$53,560	1	\$55,167	\$55,167	1	\$56,822	\$56,822	1	\$58,527	\$58,527
Exceptional Children Teacher(s)	.5	\$47,000	\$23,500	1.5	\$48,410	\$72,615	3	\$49,862	\$149,586	3	\$51,358	\$154,074	3	\$52,989	\$158,967
Guidance Counselor	1	\$52,000	\$52,000	2	\$53,560	\$107,120	3	\$55,167	\$165,501	3	\$56,822	\$170,466	3	\$58,527	\$175,581
Flexible Staff - Subs, Adjunct Teachers	1	\$15,000	\$15,000	1	\$17,500	\$17,500	1	\$20,000	\$20,000	1	\$22,500	\$22,500	1	\$25,000	\$25,000

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B - Total Instructional Personnel:	15.5		\$709,500	21.5		\$1,028,445	29		\$1,440,539	30		\$1,537,016	29		\$1,534,130
A+B = C - Total Admin, Support and Instructional Personnel:	20.5		\$938,500	27		\$1,297,915	36		\$1,785,622	37		\$1,894,216	36		\$1,903,899
Administrative & Support Benefits															
Health Insurance	5	\$5,000	\$25,000	5	\$5,100	\$25,500	7	\$5,200	\$36,400	7	\$5,300	\$37,100	7	\$5,400	\$37,800
Retirement Plan	5	\$3,364	\$16,820	5	\$6,467	\$32,335	7	\$8,479	\$59,353	7	\$8,777	\$61,439	7	\$8,773	\$61,411
Medicare, Social Security, Unemployment	5	\$3,504	\$17,520	5	\$4,122	\$20,610	7	\$3,771	\$26,397	7	\$3,903	\$27,321	7	\$3,902	\$27,314
D - Total Admin and Support Benefits:			\$59,340			\$78,445			\$122,150			\$125,860			\$126,525
Instructional Personnel Benefits:															
Health Insurance	15	\$5,000	\$75,000	21	\$5,100	\$107,100	29	\$5,200	\$150,800	30	\$5,300	\$159,000	29	\$5,400	\$156,600
Retirement	15	\$3,311	\$49,665	21	\$5,387	\$113,127	29	\$8,146	\$236,234	30	\$8,403	\$252,090	29	\$8,677	\$251,633
Social Security, Medicare, Unemployment	15	\$3,618	\$54,270	21	\$3,746	\$78,666	29	\$3,800	\$110,200	30	\$3,920	\$117,600	29	\$4,047	\$117,363
E - Total Instructional Personnel Benefits:			\$178,935			\$298,893			\$497,234			\$528,690			\$525,596
D+E = F - Total Personnel Benefits			\$238,275			\$377,338			\$619,384			\$654,550			\$652,121
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$288,340	5.5		\$347,915	7		\$467,233	7		\$483,060	7		\$496,294
B+E = H - Total Instructional Personnel (Salary & Benefits)	15.5		\$888,435	21.5		\$1,327,338	29		\$1,937,773	30		\$2,065,706	29		\$2,059,726
G+H = J - TOTAL PERSONNEL	20.5		\$1,176,775	27		\$1,675,253	36		\$2,405,006	37		\$2,548,766	36		\$2,556,020

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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	\$10,000	\$14,000	\$16,000	\$16,000	\$12,000
	Computers & Software	\$6,600	\$8,200	\$8,600	\$8,000	\$8,000
	Communications & Telephone	\$8,100	\$3,400	\$3,600	\$3,600	\$1,600
	Copier leases	\$3,500	\$4,500	\$4,500	\$3,500	\$3,500
Professional Contract	Legal Counsel	\$4,000	\$4,400	\$5,000	\$4,000	\$4,000
	Annual Audit	\$12,400	\$12,400	\$12,400	\$13,000	\$13,000
Facilities	Facility Lease/Mortgage	\$220,000	\$380,000	\$440,000	\$500,000	\$500,000
	Maintenance	\$9,100	\$15,200	\$20,400	\$21,000	\$24,000
	Custodial Supplies	\$9,300	\$15,000	\$18,200	\$18,800	\$18,000
	Custodial Contract	\$22,000	\$24,400	\$26,200	\$27,600	\$28,000
	Insurance (pg19)	\$10,000	\$12,000	\$13,000	\$14,000	\$15,000
Utilities	All	\$45,000	\$55,000	\$60,000	\$62,000	\$64,000
Transportation	Transportation Services	\$22,000	\$30,000	\$35,000	\$38,000	\$38,000
Other	Marketing	\$15,600	\$25,000	\$15,000	\$10,000	\$10,000
	Child nutrition	\$32,000	\$35,000	\$40,000	\$42,000	\$41,000
	K - TOTAL Administrative & Support Operations	\$429,600	\$638,500	\$717,900	\$781,500	\$780,100
	Instructional:					
Classroom Technology	Computers	\$8,000	\$10,000	\$10,000	\$10,000	\$10,000
	Instructional Technology	\$15,000	\$25,000	\$22,000	\$20,000	\$20,000
Instructional Contract	Staff Development	\$10,000	\$16,000	\$18,000	\$20,000	\$20,000
	Ec Services	\$15,000	\$21,000	\$29,000	\$35,000	\$35,000
Books and Supplies	Instructional Materials	\$6,000	\$9,000	\$12,000	\$14,000	\$12,000
	Curriculum/Texts	\$20,000	\$24,000	\$24,000	\$26,000	\$20,000
	Testing Supplies	\$6,000	\$7,000	\$8,000	\$9,000	\$8,000
	L - TOTAL Instructional Operations	\$80,000	\$112,000	\$123,000	\$134,000	\$125,000
	K+L = M - TOTAL OPERATIONS	\$509,600	\$750,500	\$840,900	\$915,500	\$905,100

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

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,176,775	\$1,675,253	\$2,405,006	\$2,548,766	\$2,556,020
M - TOTAL OPERATIONS	\$509,600	\$750,500	\$840,900	\$915,500	\$905,100
J+ M =N TOTAL EXPENDITURES	\$1,686,375	\$2,425,753	\$3,245,906	\$3,464,266	\$3,461,120
Z - TOTAL REVENUE	\$1,750,082	\$2,573,636	\$3,397,607	\$3,465,824	\$3,336,239
Z - N = SURPLUS / (DEFICIT)	\$63,707	\$147,883	\$151,701	\$1,558	-\$124,881

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 number projection is based upon several factors:

1) There has been tremendous interest from multiple stakeholders in having industry specific CTE High School programs in Mecklenburg County, however, no school of this type has been created.

To meet the growing labor need, we anticipate several industry specific schools of this size will be needed around the region. We would like to create a successful model that can be replicated in multiple communities outside of Charlotte.

2) The North Mecklenburg area is growing rapidly. Currently, charter schools in this area have very large waiting lists and community leaders acknowledge that additional charter school options are needed.

3) Town leaders in Huntersville have determined that the primary educational need is for a charter trade High School and they are 100% in favor of this project.

4) The location of the Huntersville Charter School will allow students from several LEAs to take advantage of this opportunity, however, we believe the primary student enrollment group will be from North Mecklenburg.

5) We will have a larger initial enrollment to create financial viability, sustainability, and high-level partnership engagement. This will create a bubble-up effect in year four to 420 students that will not be sustained in year five. Beginning in year five we will enroll 105 students annually. Over the next 3 years we will establish a consistent enrollment of 420 students.

6) This school will be small in size compared to the CMS High Schools nearby. The smaller scale on the village campus allows us to create a true community feel. This boutique school with smaller class sizes will allow us to focus on student engagement, individual student growth, and success.

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The break even point of student enrollment is approximately 190 students. At that level we would reduce teaching staff by one member and look at other minor cost saving measures.

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

Huntersville Charter High School will be implementing a vigorous marketing campaign to attract students for the 2020 school year if approved. We will engage all of our stakeholder groups including local media to increase visibility for this unique program.

If revenue is lower than anticipated:

- 1) Line item adjustments to the budget will be needed if enrollment is much lower than expected. Lower enrollment will necessitate a reduction of staff, use of part-time employees and line item reductions that are tied to student enrollment.
- 2) The Board of Directors will be approached to implement a fundraising plan to provide gap funds.
- 3) Implement a robust marketing plan to increase enrollment.
- 4) Work with school partners to provide in-kind services and supports to lower cost.

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

There are no revenues in the budget other than state and local funds.

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

Classes will have 20-24 students.

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

We will have a full-time EC department. We will out-source for professional services such as speech therapist, psychologist, occupational therapist, and other needed services. In addition, we will out-source our custodial needs, school maintenance and lawn care.

The Board of Directors will determine the parameters around contract authorization, the approval process and budget limits. All contracts exceeding the predetermined limits will require additional steps for approval. Conflict of interest policies will apply to all contracts. The Board of Directors requires a multiple bid process before entering into contractual obligations with outside vendors.

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

The budget aligns with the school mission by providing teachers in core courses and several CTE areas so that students will have multiple career options. As enrollment grows during the first 4 years, HCHS will provide extra EC teachers so that students with learning differences or Aspergers

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will receive additional support to ensure their success.

The budget aligns with the curricular offerings by providing the correct number of teachers to cover the core curriculum and CTE courses that are required for students to meet all graduation requirements and complete trade certifications.

Our budget allows financial support for students who will need transportation services. The annual budgets have increased transportation allocations to correlate with added school enrollment.

Our goal is to get students to HCHS even if it requires ride sharing, central location pick-up options, contract services or other creative solutions.

Our budget is aligned to meet facility needs by utilizing a newly constructed building by Aspire Carolinas Foundation that is fully equipped to meet all of our educational needs on a 25-acre shared campus. This opportunity allows Huntersville Charter High School to have less financial burden and allows a greater focus on educational services to students.

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.

It is the desire of the Board of Directors that we maintain a fund balance of at least ten percent of total expenses each year. This growing fund will be available in the case of enrollment shortages, gaps or delays in funding sources. This growing fund will also allow the Board to make decisions on issues that might arise regarding transportation, supports for students with special needs or other unforeseen expenses.

The fund balance will grow in the following ways:

- 1) The Board of Directors will use sound financial principles to ensure an annual balanced budget.
- 2) The school will hold an annual fundraising campaign and will ask parents to contribute to the needs of the school.
- 3) The Board of Directors will be tasked with philanthropic efforts to include relationship building and fund development.
- 4) The school will utilize partnerships in the CTE community to have many services, course materials, and needed equipment provided as in-kind donations.
- 5) The school will work with professional trade groups to have CTE teachers and instructors provided at no cost or low cost to the school.
- 6) At the discretion of the Board of Directors, the school will minimize costs by leveraging costs of services with other schools on campus where possible (e.g., ground maintenance, custodial services, and school maintenance services).

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

Aspire Carolinas Foundation is purchasing the land and building Huntersville Charter Trade High School. The Foundation will do the initial fundraising and financing in an effort to provide the best possible financial future for

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the school. We are in conversations with trade organizations that may provide labor and materials in an effort to offset much of the construction costs. We will leverage every resource to garner maximum community participation and with our partners will create the highest quality educational environment for our students. Our goal is to maximize partnerships and minimize debt.

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

The Board of Directors is in conversations with professional trade organizations in the region to supply all of the materials and equipment needed in the CTE labs. We will confirm this in the next few months. As we increase our partnerships with the community we anticipate other needed items will be given in-kind to Huntersville Charter High School.

Key Budget Assumptions

Revenue Assumptions:

We assume that we will follow the expected enrollment numbers that begin with 210 students in year one and bubble up to 420 students in year four and gradually build back to that number between year five (405 students) and year eight (420 students). Our budgets as projected in this document are based upon the 2018-2019 per pupil funding for state, local and federal EC funds in the two counties we believe will supply our student enrollment. We used the 2018-2019 per pupil funding level for all five years of our budget projections which resulted in a deficit in year five.

We believe that that there will be an increase in state and local funds each year. We believe this additional income will increase our budgeted surplus for each of first four years and cover any deficit currently showing our year five budget.

Personnel Assumptions:

We assume that the school will be led by one administrator in year one (Principal) serving 210 students. If needed the budget provides for a half-time Assistant Principal in year two with an enrollment of 310 students. With 410 students enrolled in year three the budget provides for a full-time Principal and full-time Assistant Principal. The Board will request information from the Principal prior to making decisions regarding the Administrative Team for year two. At the discretion of the Board of Directors, the budget also assumes a 5% annual pay increase for the Principal of the school and 3% annual pay increase for all other staff and administrators.

Instructional Personnel Assumptions:

The initial team of 12 instructors are shown in the budget as equally split

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between Core content and CTE categories, however, we assume the Principal will adjust the team as needed so that all relevant courses for 9th and 10th grade are covered by the instructional team. The instructional team will increase with additional enrollment; this includes teachers, guidance counselors, and EC teachers.

Operational Assumptions:

Our operational budget is based upon estimates. The Board of Directors and administrative staff will adjust the proposed budget as firm quotes are obtained for needed goods and services for year one and subsequent years.

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

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

The Board of Directors will rely upon the Business Manager and Principal to provide monthly financial reports and quarterly reviews that accurately reflect the income and expenses of the school. The Board of Directors will use financial reports to adjust the annual budget, execute strategic planning and complete budget forecasting.

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

We have no related party transactions.

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

Potter and Company, PA
106 Welton Way
Mooresville, NC 28117
PH 704-662-3146
FX 704-662-3485

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Funding may not cover full needs for staff	Stephen Gay	Budget Reven
Tight budget to meet the resource needs. Mentioned multiple times about in-kind and business donations - be careful not to count on in advance	Stephen Gay	Total Budget
Will the EC Director provide direct services to students? If not, will a part-time teacher be enough to provide the full continuum of services for students expected (state average is 12-13% of overall population)?	Ginger Cash	Personnel Bu
7 core teachers are mentioned earlier in the text.	Austin Smigel	Personnel Bu
Salaries are realistic	Stephen Gay	Personnel Bu
Clarify the differences in teachers outlined for year 1 in the staffing and hiring section (7 core content and 4 CTE) versus this table (6 Core Content and 6 CTE). Will a 1/2 time EC teacher be sufficient enough to provide services in year 1? Clarify why the principal salary outlined in this section does not match what was provided in the Staffing and Hiring section of the charter application.	Stephenie Clark	Personnel Bu
- 6 content teachers and 5 cte teachers are listed here, but under Staff Hiring, you noted 7 content teachers and 4 cte teachers. Which is accurate? - Why do you have .5 for the AP during year 2? - How many hours is a ".5" (part-time) EC teacher expected to work each week?	Sally Houston	Personnel Bu
Based on the information provided in the Facilities Section, the total cost of the school building will be \$12,600,000 (60,000 sq. ft. at a cost of \$210/sq. ft.) How will the annual mortgage payments, starting with \$220,000 in the first year, and ending with \$500,000 in year five, cover the building loan? Why doesn't the quote for the annual insurance premium in Appendix L (\$21,100) align with the amount identified for insurance in the operations budget? Is the budget for computers (\$8,000) enough to support the number of teachers (14.5)? Will \$15,000 support the anticipated EC population for services such as OT, PT, etc.? Will \$20,000 for curriculum and texts support the anticipated first year enrollment of 210 students? How will this line item support the enrollment for years 2 - 5?	Les Stein	Operations B
Clarify: What is an expense decrease listed from years 4 and/or 5 in the following areas: computers and software, communications and telephone, copier leases, office supplies, marketing, and legal counsel?	Sally Houston	Operations B
Are the maintenance/custodial amounts sufficient to cover buildings of this size in this area? Clarification on the transportation budget is needed. How is the estimated mortgage structured and has the school been able to receive estimated about the proposed loan?	Austin Smigel	Operations B
Why does the facility lease/mortgage increase over time? Particularly, it nearly doubles from year 1 to year 5. What is the rationale behind spending \$25K on marketing expenses in year 2? What line items in the budget directly relate to the materials needed to effectively implement the blended learning model?	Stephenie Clark	Operations B

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How did the board determine which expense items would increase up until year 3 and then decrease for year 4-5?		
May need to look at tech budget - especially with CTE	Stephen Gay	Operations B
Based on the questions identified in the prior sections, the budget will not support the anticipated expenses. Why is the school showing a negative balance for year five and how will it adjust for this?	Les Stein	Total Expend
Negative in Year 5 - what plans would be in place to address?	Stephen Gay	Total Expend
Additional controls may be needed to be put into place to protect from a deficit in yr. 5. What are the ways the school modeled its long-term budgeting?	Austin Smigel	Total Expend
- See questions about expenditures budget on previous page.	Sally Houston	Total Expend
Budget has a \$1,500 surplus in year 4 and a deficit in year 5. What plans are in place to address this?	Stephenie Clark	Total Expend
There are 121 instructors listed in the budget but 12 listed in the narrative. Is this the "pick-up from the 7th instructors listed at the beginning of the application?	Austin Smigel	Budget Narra
- What do you mean by half-time assistant principal? Is the 32K listed a stipend for another staff member at the school? How many hours is a part-time AP expected to work? - In your contingency plan, what line items will you likely adjust first if you do not reach enrollment targets?	Sally Houston	Budget Narra
Why is there no mention of the budget deficit that is anticipated for year five?	Les Stein	Budget Narra
Realistic plan is in place	Stephen Gay	Budget Narra
How will the break even enrollment numbers impact the financing of the \$12.6 million facility costs? How will the board guarantee receiving in-kind services and supports to lower costs in the event revenues are lower than anticipated? Who is in charge of emergency custodial or maintenance needs if this service is outsourced? Will the contract include having a site manager in the building during operating hours? If not, under whom will this responsibility fall? Will the school lease the facility from the foundation? What are the roles of the foundation and the school in paying for the facility? Are there any negative consequences associated with a families lack of contribution to the school's annual fundraising campaign? How many partnerships have been identified so far within the CTE community and from these partnerships what guaranteed resources will the school receive? What is the rationale behind giving school administration a 5% raise and only 3% for all other staff?	Stephenie Clark	Budget Narra
What are the policies and processes the board will put in place to ensure internal controls, separation of duties, etc?	Stephenie Clark	Financial Au
What are the procedures and methods for conducting an independent financial audit?		
How will the school handle the transaction on money within the school building? What mechanism will be used to make sure that proper checks-and-balances is maintained?	Les Stein	Financial Au

Reviewer	Score
Joe Maimone	

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Ginger Cash	
Danielle Allen	
Bruce Friend	
Austin Smigel	Pass
Alex Quigley	
Lindalyn Kakadelis	
Tammi Sutton	
Stephenie Clark	Fail
Stephen Gay	Pass
Sherry Reeves	
Sally Houston	Pass
Phyllis Gibbs	
Les Stein	Fail

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

j_nichols

Date: 09/28/2018

Applicant Signature:

The foregoing application is submitted on behalf of Huntersville Charter High School (*name of non-profit corporation/board of directors for the proposed municipal charter school or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "TCS-U-013," all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: j_nichols

Board Position: Jennifer R. Nichols

Signature: _____

Date: 09/28/2018

Sworn to and subscribed before me this

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes

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

Initial Screening

Huntersville Charter High School - Huntersville Charter High School will offer a career-focused education that provides a "hands on" experience in career and technical education while maintaining a rigorous academic environment.

Mission, Purposes, and Goals	- stephenie_clark
Education Plan	- stephenie_clark
Governance and Capacity	- stephenie_clark
Operations	- stephenie_clark
Financial Plan	- stephenie_clark
OVERALL	- stephenie_clark Appendix P only has one page submitted and it is not notarized. - stephenie_clark Appendix P only has one page submitted and it is not notarized. - stephenie_clark - danielle_allen

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Th idea and concept is great. The location is in an area of Meck Co that does have a number of strong HS and Charters. The niche population that you are trying to pull may or may not feel they can leave their current HS. Lake Norman Charter / Pine Lake / CSD do not have the full CTE program that you are offering and may have a number of students interested - stephen_gay1</p> <p><u>Mission Statement</u> Mission includes the statement of "rigorous academic environment", does the applicant intend to also offer AP and Honors courses? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Why doesn't Appendix A1 include information to support the local area's interest in a school such as Huntersville Charter High School? Can you provide evidence for the community's desire to have such a school and that the eligible population of students interest in attending the school? Did you conduct a survey of the local population to determine their interest in a non-traditional high school like Huntersville? - lstein692</p> <p><u>Educational Need and Targeted Student Population</u> The school appears to be a traditional/alternative hybrid school. Should that be accounted for in the school's mission? Has a market study/survey been completed to receive information about interest in attending school? - austin_smigel</p> <p><u>Educational Need and Targeted Student Population</u> Again - concern is will you find the students in the HUntersville area to make this happen? - stephen_gay1</p> <p><u>Educational Need and Targeted Student Population</u></p>
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<p>Has the board conducted any research in the CTE/apprenticeship offerings in the Charlotte-Meck area? There appears to be a Apprenticeship 2000 program developed back in 1995 and currently running for High School juniors and seniors. How does your program differ from current offerings?</p> <p>Has the board conducted any surveys of families with high school aged students, if so what are the results for community interest?</p> <p>Will the total enrollment of 420 students hinder the course offerings of the school due to budgetary and funding constraints?</p> <p>What are the other career clusters the school plans to offer?</p> <p>How will the school ensure that each student has the opportunity for an apprenticeship and what is the timeline for students to qualify for this opportunity? - stephenie_clark</p> <p><u>Purposes of Proposed Charter School</u> In your discussion about increasing learning opportunities for at-risk students are you intimating that Huntersville Charter High School might also serve as an alternative school? If so, why isn't this identified in the mission statement in support of the school's purpose? - lstein692</p> <p><u>Purposes of Proposed Charter School</u> A strong partnership with CPCC would be a great advantage for the school and would help defer costs for teachers - stephen_gay1</p> <p><u>Purposes of Proposed Charter School</u> Will the school form a partnership with the local community colleges to offer the hands on experiences with each CTE focus? If not, will the facility be able to meet the requirements of having the machines necessary for hands on experience?</p> <p>Does the board anticipate having to compete with the K-12 school for the students in grades 9-12?</p> <p>Will the school have supports in place to support those students with learning differences that stream from the two campuses? How will the school budget for these supports given the small enrollment numbers? - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> Goals are realistic - stephen_gay1</p> <p><u>Goals for the Proposed Charter School</u> Who will be administering the certificate of completion in the CTE curriculum areas? (i.e the school, local community colleges?)</p> <p>The financial goals are not written in SMART format as they are not measurable.</p> <p>How will the governing board monitor the progress towards the outlined performance goals and who will be responsible for communicating this information? How often does the board expect to receive an update on these goals and how will this data be shared with stakeholders? - stephenie_clark</p> <p><u>Certify Mission, Plan, Goals</u></p>
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	Idea and plan align well with mission. - stephen_gay1
Education Plan	<p><u>Instructional Program</u> - How will group projects be assessed? - sallyhouston11</p> <p><u>Instructional Program</u> Reminder: You are requiring only 22 credits for graduation. If you are pulling students that may want to attend a 4 yr UNC system college they will need 28 and must have at least two years of foreign language. Please keep this in mind!</p> <p>Math 3 is also a required EOC in HS and will be an indicator of Math Rigor. - stephen_gay1</p> <p><u>Instructional Program</u> Where in the budget are line can we find evidence of line items associated with the implementation of blended learning?</p> <p>What will blended learning look like in general education classrooms versus the CTE courses?</p> <p>Will the school utilize summative assessments? If so, who will create them and how often will they be given? - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u> - Calendar Clarification: When will practice assessments and/or interim assessments be provided to students throughout the year so teachers can collect data on progress towards EOG and SAT goals? - sallyhouston11</p> <p><u>Curriculum and Instructional Design</u> Basic plan is clear and aligned with mission - stephen_gay1</p> <p><u>Curriculum and Instructional Design</u> What type of industry specific equipment will students have access to on the school campus? How will students earn the 2 work-based credits? What supports will the school have in place to assist students who may not pass Math or English courses for promotion? While the applicant provided an outline for history in grade 9, what will be included in the history curriculum outlines for grades 10, 11, and 12? What elective course options will students have during their matriculation? The Appendix B outlines the credits, but does not list the electives students can take (examples: art, business, technology, foreign languages, AP courses?) - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u> Who will monitor and coordinate the school's ELL needs? Who will monitor and coordinate support for AIG students? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u></p>

<p>Will the school use an advisor system to monitor and track student progress at a more personal level? - austin_smigel</p> <p><u>Special Programs and "At-Risk" Students</u> What if a student is suspected to have a disability prior to receiving Tier 3 interventions, how will you respond? What data will you use to determine what evidence based intervention/instruction will be offered at Tier 1, Tier 2, and Tier 3? Will a student be able to receive Tier 1 and Tier 2 interventions/instruction at the same time? How about Tier 1, 2, and 3 intervention/instruction at the same time? How will teachers be trained on evidence based instruction? How will instruction be monitored to ensure that all students are receiving high quality instruction? - ginger_cash</p> <p><u>Special Programs and "At-Risk" Students</u> Basic understanding of MTSS and Tier system are present - stephen_gay1</p> <p><u>Special Programs and "At-Risk" Students</u> For Tier 2 support, what are some examples of academic interventions that will be designed and implemented with struggling students? For Tier 3 support, what are some examples of the individualized interventions that will be used? Outside of classroom support, what services will ELL and AIG students be provided and which staff members will be tasked with providing these services? - stephenie_clark</p> <p><u>Exceptional Children – Identification and Records</u> What if there is a suspicion of a disability prior to the receipt of Tier 3 interventions, what is your process for responding to the referral? - ginger_cash</p> <p><u>Exceptional Children – Identification and Records</u> Understanding of Special Education is evident in answer - stephen_gay1</p> <p><u>Exceptional Children – Identification and Records</u> What is the process for inspecting student records in the event a family does not return a form notifying the school that their child has an IEP or 504? Is there a process in place for identification of disability prior to reaching the Tier 3 status of MTSS? - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> How will you allocate resources in order to provide the full continuum of services that includes regular, resource, separate, and homebound services? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u> Also - need to explore the OCS curriculum - stephen_gay1</p> <p><u>Exceptional Children – Education Programming</u> What will a full continuum of services look like at Huntersville Charter High School? What type of data will be compiled for the quarterly progress report? How often will staff monitor how EC students are progressing on goals outlined on their IEP and with whom will this progress shared (student, parents, general education teachers)? - stephenie_clark</p>

	<p><u>Student Performance Standards</u> Goals are realistic and in place - how are you planning to improve / make results better than CMS? - stephen_gay1</p> <p><u>Student Performance Standards</u> What are the performance standards with regards to the CTE course offerings and obtaining a certificate of completion in one CTE curriculum area?</p> <p>Are there student performance standards associated with the apprenticeship component of the school's offerings?</p> <p>What are the goals and performance standards for CTE testing with regards to the state's Accountability model? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> - What proactive measures are taken to encourage positive behavior? How are students recognized and/or rewarded for demonstrating leadership? - sallyhouston11</p> <p><u>Student Conduct and Discipline</u> Basic policies show understand of the law - stephen_gay1</p> <p><u>Student Conduct and Discipline</u> What are the procedures and rights of families and students with regards to due process?</p> <p>What role will the board have in level 3 and level 4 offenses and making final decisions on consequences for those infractions?</p> <p>If the school is choosing to use the power of exclusion under article 14, section 115C-218.1(b)(12) what are the procedures by which a student can be excluded from Huntersville? - stephenie_clark</p> <p><u>Certify Education Plan</u> As stated - look at OCS options and also the UNC System requirements. - stephen_gay1</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> In place - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Having the committees and the PTO informally report to both the BoD and Principal may cause issues with lines of ultimate responsibility. Have you thought about either having them directly report to one or the other?</p> <p>Is there a specific BoD/staff nepotism policy? - austin_smigel</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Strong founding board - framework is in place for a good foundation - stephen_gay1</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> - Elaborate: What do you mean by running a "tight" IEP meeting? - sallyhouston11</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Clarification is needed around the total number of voting members the board will have. The narrative provided states no more than nine, but the bylaws provided state no more</p>

	<p>than ten.</p> <p>Will the governing board have any oversight in academic outcomes? If not, who will be responsible for monitoring academic goals established in the charter application?</p> <p>The applicant indicates that the board will establish an advisory board, who will serve on this board?</p> <p>What additional performance metrics will the board consider including in the Principal annual evaluation?</p> <p>What is the rationale behind waiting until year 3 to add a parent representative to the governing board?</p> <p>Board members are required to attend additional training per year. Who determines what these are and will they be provided in house or externally?</p> <p>Will the board only entertain grievances that are about the Principal that cannot be resolved?</p> <p>What is the evaluation process for the governing board and its individual board members? - stephenie_clark</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> Salary projections are fair and reasonable - very much on target for region. Less than CMS, but hard to compete with them! - stephen_gay1</p> <p><u>Staffing Plans, Hiring, and Management</u> - Clarify: Here you have listed 7 content teachers. Your Personnel Budget represents the cost of hiring 6 content teachers. Which number is accurate? - Will staff surveys be anonymous? - What non-evaluative coaching will teachers receive in addition to their two evaluations by their Principal/supervisor? - Who manages the upkeep of grade books given the impact GPA can have on a student's college trajectory? - sallyhouston11</p> <p><u>Staffing Plans, Hiring, and Management</u> What are the proposed staffing positions for years 2-5?</p> <p>Will the school need to hire electives teachers or lunch staff?</p> <p>How will the school fund annual merit increases for teachers over time?</p> <p>Will staff be "at-will" employees?</p> <p>What is the process for employee dismissal?</p> <p>Clarify the discrepancy between the Principal salary outlined in this narrative versus the budgeted salary that gets up to \$97,000.</p>
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<p>What is the process to handle an employee grievance regarding termination of employment?</p> <p>Is there a timeline for when dual positions identified will no longer need to be dual?</p> <p>If the board will hire qualified ELL, AIG, and ECS staff members as needed, will there be an applicant pool of qualified candidates already identified? Does the board anticipate it being difficult to complete the hiring process and vetting for these personnel if this is done ad hoc during the beginning of each school year (as needed)?</p> <p>What are the required licenses and qualifications for the outlined staff descriptions? - stephenie_clark</p> <p><u>Staff Evaluation and Professional Development</u> Back office planning is well thought out and in place. - stephen_gay1</p> <p><u>Staff Evaluation and Professional Development</u> - Clarify: What types of programs will be developed to recognize teacher performance? - Will teacher input be the primary driving factor for staff PD? How will student data drive the professional development of staff? - What practice opportunities, if any, will teachers have before the start of school in order to refine their teaching techniques? - How often are administrators present in classrooms to gather schoolwide academic and culture trends? - Will team building activities primarily take place outside of school hours? If so, are these mandatory? Will childcare be arranged for families to attend any team bonding outside of school hours? - sallyhouston11</p> <p><u>Staff Evaluation and Professional Development</u> If the school will not use NCEES for staff evaluations, how will they ensure standards for evaluation align with requirements for teacher licensure renewal?</p> <p>How will the school plan for class coverage when teachers seek external professional development?</p> <p>What is the expected number of days or hours for professional development throughout the school year? Applicant identifies that several days will be scheduled as either teacher work days or early release, but did not quantify the number. - stephenie_clark</p> <p><u>Marketing Plan</u> The key will be to tell your story and to build community support from the start. Business buy in will be key! Chamber of Commerce will be strong opportunity and connection - stephen_gay1</p> <p><u>Parent and Community Involvement</u> The Aspire Educational Village is a great plan and will be a strong addition to the community. Will the K-12 school be a competition for the HCHS?</p> <p>IS the plan to pull students with Autism to the school in the future? If so - need to add Special Needs resources to plan.</p> <p>Will also be key to telling your story so people will understand the relationship between the three planned schools! - stephen_gay1</p>

	<p><u>Parent and Community Involvement</u> - How often will educational workshops take place? What are the proposed topics for these workshops and other information sessions? - What steps will be taken to include Spanish speaking families in the PTO? Will translators be available at these meetings and information sessions? - sallyhouston11</p> <p><u>Parent and Community Involvement</u> What type of volunteer opportunities will parents have beyond the PTO, who will manage this, and will parents receive training for their volunteer activities? - stephenie_clark</p> <p><u>Admissions Policy</u> Clarify the application of the 15% cap on student enrollment preferences, particularly number 3. What type of correspondence will students not accepted receive? Will all families receive some form of a letter, regardless of attendance at the public lottery? If a student returns an acceptance letter, this does not formally enroll them. The applicant will need to clarify what is the enrollment process and what happens if a student does not show up day 1 to fill a seat. More specifically, what if a student never completes enrollment documents, will they still remain on the school's roster? What effect will over enrolling other grade levels in lieu of a shortage of applications in a particular grade level have on class sizes, staffing, and programs? What information will be collected on the initial lottery application? - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> If the target grade size is 70-75 why have 90 in the 9th year 1? Have average student attrition rates/modles been reviewed? - austin_smigel</p> <p><u>Projected Student Enrollment (Table)</u> You may also pull kids from southern Iredell who are looking for what you are offering. They do have the option of the CATS program in Troutman - stephen_gay1</p> <p><u>Projected Student Enrollment (Table)</u> Clarify the dip in enrollment from year 4 to year 5. Program wise, how will the school deal with the bubble effect of grades 9-10 from year 1 - year 4? Will this impact student apprenticeship offerings and any staffing models? - stephenie_clark</p> <p><u>Weighted Lottery</u> Follows basic State Plan /Charter Law - stephen_gay1</p>
<p>Operations</p>	<p><u>Certify Operations</u> Funding for building in place? Can it be constructed in time to open? - stephen_gay1</p> <p><u>Transportation Plan</u> - \$22,000 is allotted for transportation in the budget. How did you reach this number?</p>

<p>Will that be enough to cover the expense of buying a van or contracting out transportation services? - Which local transportation services have you considered and what are their rates? - sallyhouston11</p> <p><u>Transportation Plan</u> How will you provide transportation as outlined by an IEP as a related service? - ginger_cash</p> <p><u>Transportation Plan</u> Area and population - does meet needs -may ned to explore bus options as student population expands - stephen_gay1</p> <p><u>Transportation Plan</u> In year 1, the school will serve grades 9-10, is it feasible to assume that these students can transport themselves given students cannot obtain a license until 16?</p> <p>How will the school accommodate the transportation needs of students in year 1?</p> <p>Has the school considered how many students may have access to a vehicle to get to and from school?</p> <p>Does the carpooling protocol of handing out enrollment lists align with privacy rights and FERPA?</p> <p>Who will drive the passenger vans that hold up to 15 students? - stephenie_clark</p> <p><u>School Lunch Plan</u> - What are the rates of catering companies and outside vendors you've explored? - How will you ensure students with food allergies and outside dietary restrictions receive lunch? - sallyhouston11</p> <p><u>School Lunch Plan</u> Who will be responsible for administering and monitoring the school's lunch program? - lstein692</p> <p><u>School Lunch Plan</u> plan is in place - stephen_gay1</p> <p><u>School Lunch Plan</u> How often will vendors not provide a hot lunch and under what circumstances?</p> <p>Will the school have a designated kitchen area to prepare these cold meal offerings? Who will be in charge of this process?</p> <p>Is there any way for school lunches to be ordered outside of the online system? How will the school assist families who do not have access to a computer or internet services?</p> <p>What will the supply of school foods for meal substitution consist of and who will be in charge of distributing these foods? - stephenie_clark</p> <p><u>Civil Liability and Insurance</u> Why does the Appendix L show that the annual premium will be \$21,100 while the quote in this section is only \$13,500?</p>
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	<p>Why doesn't the quote in this section include the \$9,000 that is identified in Appendix L for Workmans Compensation? - lstein692</p> <p><u>Civil Liability and Insurance</u> Meets state requirements - stephen_gay1</p> <p><u>Civil Liability and Insurance</u> Does the school plan to have CTE related equipment available on site, if so, will it be of value greater than \$100,000 as outlined in the insurance coverage?</p> <p>Clarify why the liability coverage outlined in the insurance quote (Appendix L) is for 100 students and 7 staff members.</p> <p>The coverage for crime should be a minimum of \$250,000.</p> <p>Insurance cost outlined in this section states \$13,550, but the budget reflects \$10,000 for insurance. Please clarify which figure is accurate. - stephenie_clark</p> <p><u>Facility and Facility Contingency Plan</u> Will Aspire Carolina Foundation donate the 25 acres of land to HCHS or will it charge the school for the use of the land? What are the financial arrangements associated with the use of the 25 acres on which the school facilities will be built?</p> <p>If the school building will be 60,000 square feet, at a cost of \$210/sg. ft., the total cost of the building will be \$12,600,000. The operations budgets allocates \$220,000 during the first year for mortgage expenses, up to \$500,000 in year five. Will these annual mortgage payments be enough to cover the cost of the building loan?</p> <p>Do you have written guarantees to support the statement that "there are many partners of this project that are willing to lend expertise, in-kind services, and in-kind materials to lower the cost of the project?"</p> <p>Have you conducted research to identify possible temporary locations in the event that construction of the school building is not finished in time? - lstein692</p> <p><u>Facility and Facility Contingency Plan</u> Is the land being conveyed to the school or held by the foundation? - austin_smigel</p> <p><u>Facility and Facility Contingency Plan</u> Aspire is a great partner - are they building the building and leasing back to school? - stephen_gay1</p> <p><u>Facility and Facility Contingency Plan</u> How did the board calculate the number of acres and square-footage for the facility? Will this be sufficient enough to house the necessary materials for the CTE courses?</p> <p>Who will be responsible for the funding and payments for the building? How long will it take to build?</p> <p>How will the board pay the lease (rental) and finance building the permanent facility at the same time?</p> <p>Will rental space allow for CTE curriculum and instruction? Will there be any hindrances</p>
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	<p>to course offerings?</p> <p>How long would the board anticipate leasing and will there be any impacts to the number of students enrolled? - stephenie_clark</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Funding may not cover full needs for staff - stephen_gay1</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Tight budget to meet the resource needs.</p> <p>Mentioned multiple times about in-kind and business donations - be careful not to count on in advance - stephen_gay1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> 7 core teachers are mentioned earlier in the text. - austin_smigel</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will the EC Director provide direct services to students? If not, will a part-time teacher be enough to provide the full continuum of services for students expected (state average is 12-13% of overall population)? - ginger_cash</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Salaries are realistic - stephen_gay1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> - 6 content teachers and 5 cte teachers are listed here, but under Staff Hiring, you noted 7 content teachers and 4 cte teachers. Which is accurate? - Why do you have .5 for the AP during year 2? - How many hours is a ".5" (part-time) EC teacher expected to work each week? - sallyhouston11</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Clarify the differences in teachers outlined for year 1 in the staffing and hiring section (7 core content and 4 CTE) versus this table (6 Core Content and 6 CTE).</p> <p>Will a 1/2 time EC teacher be sufficient enough to provide services in year 1?</p> <p>Clarify why the principal salary outlined in this section does not match what was provided in the Staffing and Hiring section of the charter application. - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Based on the information provided in the Facilities Section, the total cost of the school building will be \$12,600,000 (60,000 sq. ft. at a cost of \$210/sq. ft.) How will the annual mortgage payments, starting with \$220,000 in the first year, and ending with \$500,000 in year five, cover the building loan?</p> <p>Why doesn't the quote for the annual insurance premium in Appendix L (\$21,100) align with the amount identified for insurance in the operations budget?</p> <p>Is the budget for computers (\$8,000) enough to support the number of teachers (14.5)?</p> <p>Will \$15,000 support the anticipated EC population for services such as OT, PT, etc.?</p>

<p>Will \$20,000 for curriculum and texts support the anticipated first year enrollment of 210 students? How will this line item support the enrollment for years 2 - 5? - lstein692</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Are the maintenance/custodial amounts sufficient to cover buildings of this size in this area?</p> <p>Clarification on the transportation budget is needed.</p> <p>How is the estimated mortgage structured and has the school been able to receive estimated about the proposed loan? - austin_smigel</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> May need to look at tech budget - especially with CTE - stephen_gay1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Clarify: What is an expense decrease listed from years 4 and/or 5 in the following areas: computers and software, communications and telephone, copier leases, office supplies, marketing, and legal counsel? - sallyhouston11</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Why does the facility lease/mortgage increase over time? Particularly, it nearly doubles from year 1 to year 5.</p> <p>What is the rationale behind spending \$25K on marketing expenses in year 2?</p> <p>What line items in the budget directly relate to the materials needed to effectively implement the blended learning model?</p> <p>How did the board determine which expense items would increase up until year 3 and then decrease for year 4-5? - stephenie_clark</p> <p><u>Total Expenditure Projections (Table)</u> Based on the questions identified in the prior sections, the budget will not support the anticipated expenses.</p> <p>Why is the school showing a negative balance for year five and how will it adjust for this? - lstein692</p> <p><u>Total Expenditure Projections (Table)</u> Additional controls may be needed to be put into place to protect from a deficit in yr. 5. What are the ways the school modeled its long-term budgeting? - austin_smigel</p> <p><u>Total Expenditure Projections (Table)</u> Negative in Year 5 - what plans would be in place to address? - stephen_gay1</p> <p><u>Total Expenditure Projections (Table)</u> - See questions about expenditures budget on previous page. - sallyhouston11</p> <p><u>Total Expenditure Projections (Table)</u> Budget has a \$1,500 surplus in year 4 and a deficit in year 5. What plans are in place to address this? - stephenie_clark</p> <p><u>Budget Narrative</u></p>
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	<p>Why is there no mention of the budget deficit that is anticipated for year five? - lstein692</p> <p><u>Budget Narrative</u> There are 121 instructors listed in the budget but 12 listed in the narrative. Is this the "pick-up from the 7th instructors listed at the beginning of the application?" - austin_smigel</p> <p><u>Budget Narrative</u> Realistic plan is in place - stephen_gay1</p> <p><u>Budget Narrative</u> - What do you mean by half-time assistant principal? Is the 32K listed a stipend for another staff member at the school? How many hours is a part-time AP expected to work? - In your contingency plan, what line items will you likely adjust first if you do not reach enrollment targets? - sallyhouston11</p> <p><u>Budget Narrative</u> How will the break even enrollment numbers impact the financing of the \$12.6 million facility costs? How will the board guarantee receiving in-kind services and supports to lower costs in the event revenues are lower than anticipated? Who is in charge of emergency custodial or maintenance needs if this service is out-sourced? Will the contract include having a site manager in the building during operating hours? If not, under whom will this responsibility fall? Will the school lease the facility from the foundation? What are the roles of the foundation and the school in paying for the facility? Are there any negative consequences associated with a families lack of contribution to the school's annual fundraising campaign? How many partnerships have been identified so far within the CTE community and from these partnerships what guaranteed resources will the school receive? What is the rationale behind giving school administration a 5% raise and only 3% for all other staff? - stephenie_clark</p> <p><u>Financial Audits</u> How will the school handle the transaction on money within the school building? What mechanism will be used to make sure that proper checks-and-balances is maintained? - lstein692</p> <p><u>Financial Audits</u> What are the policies and processes the board will put in place to ensure internal controls, separation of duties, etc? What are the procedures and methods for conducting an independent financial audit? - stephenie_clark</p>
<p>OVERALL</p>	<p><u>Grade Levels Served and Total Student Enrollment:</u> Why does the enrollment drop in year 5? - austin_smigel</p>

	<p><u>Grade Levels Served and Total Student Enrollment:</u> Enrollment may be hard to achieve at a high school level starting out. 210 saunders will make budgeting hard for the skilled / subject specific teachers needed for HS - stephen_gay1</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Clarify why enrollment increases from year 3-4, but then drops in year 5. What will be the ultimate number of students you plan to serve 9-12 once stabilized?</p> <p>Do the enrollment figures outlined in this section align with the narrative that there will be no more than 25 students per class? - stephenie_clark</p> <p><u>Certify Application</u> Only concerned is the enrollment needed to hire the subject specific teachers needed. - stephen_gay1</p>
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<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening	<p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix B includes curriculum for one grade level offered, but not the grade span 9-12. Appendix B2 does not include a list of electives the school plans to offer. Appendix P only has one page submitted and it is not notarized.</p> <p>Applicant did not respond to the incomplete information request by the October 12, 2018 deadline. Applicant submitted missing information on January 30, 2019.</p>
Application	* Mr. Walker stated the CSAB needs to consider if the application was complete before

<p>Review</p>	<p>going forward.</p> <p>* Dr. Allen stated that Huntersville Charter High School is proposing to locate in Mecklenburg County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is not a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant does not have any special requests and is not a repeat applicant. The applicant did not receive third party assistance. The Office of Charter Schools is requesting a vote on completeness. Dr. Allen explained what was missing and stated that all materials have been uploaded to Eboard along with a letter from the applicant explaining why materials were late.</p> <p>* The CSAB discussed what was missing and the timeline of the submission of missing materials from the applicant. Dr. Allen confirmed that the incompleteness goes into the application portal and official communication is through that application portal. She confirmed that an applicant must go into the portal to receive communication. Ms. Turner stated she feels that the materials were submitted far too late. Mr. Walker stated he believes this is a substantial amount of information missing. He stated we have been strict on this in the past. Mr. Hawkes asked if there was any error on our part. Mr. Walker stated no, this is completely on the applicant. He stated the applicant put the wrong email address in the system and the applicant is required to check the system for official communication. The CSAB expressed the need to be consistent with all applicants. Motion: The Huntersville Charter High School application is deemed incomplete. Motion: Tammi Sutton Second: Cheryl Turner * Board members asked for reconsideration. Vote: Unanimous</p> <p>Motion: Recommend that SBE waive the completeness requirement and allow the CSAB to consider the application and proceed to a full interview and request action on first read. Motion: Steven Walker Second: Alan Hawkes * The CSAB expressed concern about opening a can of worms with applicants down the road. Vote: Phyllis Gibbs, Alan Hawkes Opposed: Bruce Friend, Tammi Sutton, Cheryl Turner, Lynn Kroeger, Heather Vuncannon, Steven Walker, Lindalyn Kakadelis, Sherry Reeves</p>
<p>Application Interview</p>	
<p>OVERALL</p>	