

***“FAST TRACK”
CHARTER SCHOOL APPLICATION***

Schools opening in the fall of 2012

Cornerstone Charter Academy

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FAST TRACK CHARTER SCHOOL

2012 Application Process

To open a charter school in the 2012-2013 school year

TIMELINE

APPLICATION DUE DATE/TIME:

NOVEMBER 10, 2011	Application must be received in the Office of Charter Schools by 12:00 Noon on Thursday, November 10, 2011 . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
NOVEMBER 17, 2011	Copy of the application due to the Local LEA
DECEMBER 2, 2011	LEA Impact Statements due to the Office of Charter Schools
DECEMBER, 2011	NC Public Charter School Advisory Council receives applications and discusses process, guidelines and procedures for review of documents and subcommittee work.
FEBRUARY 1-2, 2012	SBE votes for applicants which will immediately begin their planning year in order to open in August 2012.

*The Office of Charter Schools must receive the application no later than **12:00 noon on Thursday, November 10, 2011**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Cornerstone Charter Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
Cornerstone Charter Academy, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No **X**

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: Mary Catherine Sauer

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: 3607 Birdsong Ct., Summerfield, NC 27358

PRIMARY TELEPHONE: 336-423-6614 **ALTERNATE TELEPHONE:** 336-288-3098

E-MAIL ADDRESS: mcsauer@triad.rr.com

Location of Proposed Charter School (LEA): Guilford County

Conversion:

No: X

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Cornerstone Charter Academy (CCA) plans to serve Guilford County students from Kindergarten to 8th grade. CCA will not discriminate on the basis of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. We will actively seek applications from different

populations within Guilford County in the hope that Cornerstone Charter Academy will reflect the diverse make-up of the county. Our marketing will be targeted to a diverse population, both ethnically and economically. CCA will send flyers home to students at a wide variety of daycares and preschools and advertise in a wide range of newspapers as well.

In order to attract a diverse student population, we will also seek to have a diverse staff, with the goal of having at least one staff member fluent in Spanish to help serve families from the Hispanic community. CCA will also advertise open staff positions through the placement offices at many local schools of education including UNCG, Elon, Greensboro College, and NC A&T.

Proposed Grades Served: K-8 Proposed Total Enrollment: 728

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	566		X
Second Year	K-7	647		X
Third Year	K-8	728		X
Fourth Year	K-8	728		X
Fifth Year	K-8	728		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could 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 applicant.

Signature

Title

Mary Catherine Sauer

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

See page 2.

III. MISSION, PURPOSES and EDUCATIONAL FOCUS *(G.S.115C-238.29A)*

MISSION:

The mission of the proposed charter school is as follows:
Cornerstone Charter Academy, a tuition-free public charter school, will give every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:

Cornerstone Charter Academy (CCA) will be located in Guilford County, where there is evidence of a growing number of families that desire the kind of school choice that Cornerstone Charter will offer. With many successful private, home, charter, and magnet schools, many with significant waiting lists, Guilford County parents continue to demonstrate their desire to have a choice in their student's education. In addition, according to a News and Record article from September 25, Guilford County Schools expects to add 6,300 students over the next 10 years that will put a strain on current staffing and facilities.

Private schools in Guilford County continue to flourish as parents look for alternatives to their districted public schools. Greensboro Day School and Caldwell Academy both have hefty price tags, admission criteria, and waiting lists. While these are excellent opportunities for some, there are large segments of the population for which this is not a viable option.

In a similar manner, home schools in Guilford County have been growing over the last decade as families search for alternative educational opportunities.

Greensboro Academy, a K-8 charter school located in Guilford County, has had over 1200 students apply for admission for the last several years, even though there are typically no more than 90 spots available (and about 40 of those go to siblings.) The Triad Math and Science Academy also has a large waiting list. Both schools promote rigorous academic programs.

Guilford County Schools has several magnet programs that consistently get more applications than spaces available. The Early College at Guilford, Brown Summit Middle School Center for Advanced Academics, and Murphy Traditional Academy are all GCS magnet schools that share program components with Cornerstone Charter Academy and are in high demand.

With a growing population and limited opportunities for many students, Cornerstone Charter Academy will give more families a much needed choice. With no entrance requirements and no tuition, Cornerstone Charter will be accessible to families that currently have few options.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

1. Improve student learning:

Cornerstone Charter Academy will improve the ability of each student to think logically and present thoughts persuasively. The Core Knowledge curriculum will improve student learning by capitalizing on the

student's natural intellectual development. Dorothy Sayers, in her famous essay, "The Lost Tools of Learning", outlines stages of learning as grammar, dialectic, and rhetoric. In simple terms, grammar teaches facts in the three to eleven year old ages through early strength in memorization. The Core Knowledge curriculum is rich in these grammatical elements that are necessary as a foundation for student achievement in higher grades.

Around age eleven to twelve, the student should be ready to move onto the dialectic stage, which emphasizes the student's ability to engage in discursive reasoning, stressing logic to teach cause and effect, steps of reasoning, and how to make proper inferences.

2. Improve learning opportunities for all:

The Core Knowledge sequence has a research-based record of improving student standardized test scores, the traditional measurement of improved learning. The thorough study in grades K-8 of classical literature, history, English grammar and writing, mathematics, science, music, and art will ensure a strong foundation for all students and enable them to succeed in higher education settings.

3. Different and Innovative teaching methods:

The Core Knowledge curriculum is being rediscovered in many educational circles as an essential return to the basics of education. Core Knowledge does not dictate instructional methodology, rather it provides teachers the opportunity to appraise student ability and then select an array of teaching methods, particularly in grades K-8, such as Direct Instruction, small/whole group instruction, technology-based methods, etc. Cornerstone Charter Academy will use strong vertical and horizontal integration of curriculum in a small school setting where teachers have the planning time necessary to work together and present a consistent and logical progression of material to ensure student success.

4. Create new professional opportunities for teachers:

Cornerstone Charter Academy will be an exciting alternative for teachers in Guilford County. In addition to having a pay scale that will be competitive with other area schools, teachers will be attracted to the small, K-8 environment. Teachers will also appreciate the results that are possible with the structured, research-based Saxon and Shurley programs, and the freedom they will have with the Core Knowledge curriculum to meet the needs of their students using different and innovative methodologies.

Teachers will be required to cover all the course material, while having the flexibility to encourage a classroom atmosphere of lively discussion and debate, challenging students to present logical and defensible explanations for their assertions. Teachers will participate in ongoing Core Knowledge training and professional development on the most current instructional innovations available to teachers for the classroom. Surveys conducted of teachers at Core Knowledge schools show a high level of satisfaction in the program.

5. Parent and student choice:

CCA will provide parents and students a strong, research-based educational choice in Guilford County. Many affluent residents already have choices in education, resulting from the ability to move into desirable districts, the ability to afford private school, and the ability to stay home and home school. Parents and students lucky enough to win a place in one of our current charter schools also have a choice. Unfortunately, that is a relatively small number of families. Approving another charter school in Guilford County will help level the playing field by giving parents and students in a wide variety of economic situations another viable educational choice.

6. Accountability:

CCA will be accountable to the NC ABC testing program. In addition, all students in grades 2-8 will be tested 2 or 3 times a year using the NWEA MAP tests and students in grades K-1 will be administered a grade appropriate standardized test such as the NWEA MAP for primary grades.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Cornerstone Charter Academy will provide a back to basics, traditional education to students in grades K-8. All of the programs of the school will be derived from the three pillars: rigorous academics, character education, and meaningful parental involvement.

By setting high expectations and giving students the tools they need to meet them, Cornerstone Charter Academy students will graduate with a strong academic foundation designed to help them meet the challenges of higher education. The Core Knowledge curriculum, a research-based, content rich program, will serve as the educational foundation for CCA. In addition to Core Knowledge, the Saxon math and Shurley grammar programs will give students the opportunity to reach their full academic potential. Student growth over time will be measured and tracked using the NWEA MAP computer adaptive tests, given two or three times a year.

Cornerstone Charter Academy's character education program will teach students at all grade levels the meaning and benefits of positive moral virtues. School-wide monthly virtues will be taught using weekly moral focus lessons. Periodic awards assemblies will recognize students who exemplify the monthly virtues. School-wide service projects will give students, families, community members, and teachers the opportunity to work side by side to put the virtues into action and have an impact beyond the walls of the school.

Parents will be given opportunities to be an integral part of the school community. A parent room will welcome parents into the school and allow them a place to congregate, hold meetings, work and volunteer. Three parents or community members will serve as representatives to the School Improvement Team, and an active Parent/ Teacher organization will be encouraged and supported. Parents will also be asked to participate in a variety of volunteer positions at the school including field trip chaperones, reading buddies, and lunch supervisors.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

A. PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Cornerstone Charter Academy, Inc.

Mailing Address: 3607 Birdsong Ct.

City/State/Zip: Summerfield, NC 27358

Street Address: 3607 Birdsong Ct.

Email: mcsauer@triad.rr.com

Phone: 336-423-6614

Fax:

Name of registered agent and address: Mary Catherine Sauer
3607 Birdsong Ct.
Summerfield, NC 27358

FEDERAL TAX ID:

B. TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

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

- Yes (copy of letter from federal government attached)
X No

Note:

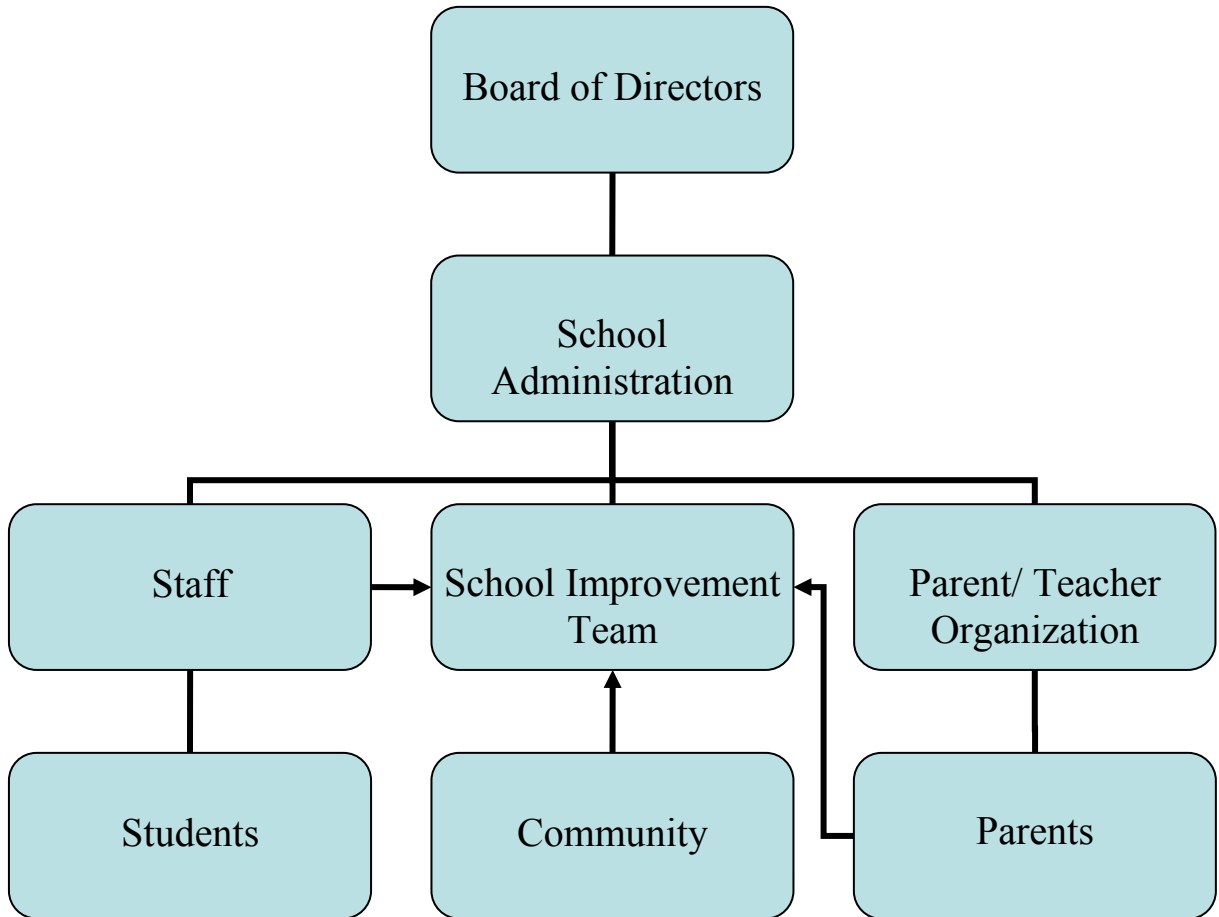
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative 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 the charter school.



2. A one-page resume for teach member of the board of directors highlighting his or her experiences over the past ten or more years.

Mary Catherine Sauer

Objective

To obtain a charter to operate a K-8 charter school in Guilford County.

Volunteer Experience

Northern Guilford High School

- 2010-present PTSA President
- 2010-present Non-voting member, School Improvement Team
- 2011-present JV Soccer Team representative, Athletic Boosters
- 2009-2010 PTSA President-Elect

Greensboro Charter Academy

- 2011 Secretary, Leadership Team
- 2010-2011 Vice-President, Leadership Team
- 2009-2010 Parent Relations Chairman, Leadership Team
- 2007-2009 Fundraising Chairman, Leadership Team
- 2005-2007 Secretary, Leadership Team
- 2002-2005 Facilities and Grounds Chairman, Leadership Team
- 2003-2004 Member, School Improvement Team
- 2001-2002 President, Leadership Team
- 1999-2001 Academic Chairman, Leadership Team

Parents as Teachers Faith Community Network

- 2005-2007 Board Member
- 1999 Co-founder

Guilford United Football Club

- 2007-2011 Recreation Soccer Coach
- 2009-2011 Recreation Referee Assigner

Employment History

2006-2011	Tutor, Office Manager	Academic Development Services, Greensboro, NC
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Education

1992	BA, English	Virginia Tech, Blacksburg, VA
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References

References are available on request.

Karla Hall

1419 Kintail Court
 Summerfield, NC 27358
 Phone: 336-298-4445
 Cell: 419-425-1589
 E-mail: khall66@triad.rr.com

Personal Data

Birth date: June 15, 1963
 Birthplace: Glen Ridge, New Jersey, USA
 Married: 1985 Robert Hall
 Children: (3) Michelle, Jennifer, Bobby

Education

Montclair State University
 Bachelor of Science
 Biology/Chemistry
 January 1985

Awards, Fellowships, Grants

National Organization of Vascular Anomalies, 2005 Humanitarian Award
 CBS WFYM-2, Two Those Who Care, September 28, 1998
 Greensboro, NC Jaycees, 40 Leaders Under 40, May 1998

Positions Held

Administrative

1996 - Present— Founder and Executive Director, National Organization of Vascular Anomalies

Clinical

1992-1994—Cardio Vascular Technologist, Tannenbaum Medical Associates, Greensboro, NC
 1991-1992— Cardio Vascular Technologist, Houston Medical Center, Warner Robbins, GA

Research

1987-1990—Research Assistant Metabolic Diseases, Molecular Genetics, Pfizer, Groton CT
 1984-1986— Cytogenetics Research, University of Medicine and Dentistry of NJ, Newark NJ

Volunteer Experience

1995-Present: National Organization of Vascular Anomalies, Patient Advocate, Research & Education
 2009-Present: Northern Guilford (NC) High School Athletic Boosters, Volleyball Team Representative
 2009-Present: Northern Guilford (NC) High School PTSA, Member, Current Hospitality Chairmen
 2009-2010: Northern Guilford (NC) Elementary School, Parent Volunteer
 2002-2009: School Volunteer, Findlay City Schools, Findlay OH, Whittier Elementary, Wilson Vance Intermediate, Central Middle School, Findlay High School
 2005-2007: Founding Board Member of the Findlay Area Youth Football Cheerleader Association
 2002-2006: Sunday School Teacher, Dance Choreographer/Director of Findlay Area Youth, Choir.
 Findlay First Church of the Nazarene
 1999-2002: Greensboro Academy, Greensboro NC, PTO, Hospitality Chairmen, Parent Volunteer
 1994-2002 Lawndale Baptist Church, Greensboro, NC Preschool: Nursery Division Director

References

Denise Adams, MD Medical Director CCHMC Vascular Anomalies Program, Cincinnati Children's Hospital, Cincinnati, OH 513-636-8605

John DuBiel, President & CFO National Organization of Vascular Anomalies, Raleigh, NC 919-844-0360

Patti Learman

2602 Pewter Place
Greensboro, NC 27455
(336)207-7042
patti-patfcn@triad.rr.com

EXPERIENCE

Parents as Teachers Faith Community Network, Greensboro, North Carolina
Director/Parent Educator, February 2002 to present

- Co-founder of the Guilford County PAT affiliation
- Secured funding from fundraising efforts and various grant sources
- Recruited, trained and supervise a staff of ten parent educators
- Develop and maintain relationships in the community in order to promote the program and facilitate referrals

EDUCATION

Master of Education: Interdisciplinary Studies in Education and Development in Birth-Kindergarten (B-K ISED)
University of North Carolina – Greensboro, December 2011

Bachelor of Science in Business Administration – Marketing
University of Missouri – Columbia, June 1984

CERTIFICATIONS AND CREDENTIALS

- Parents as Teachers Born to Learn Birth to 3 Certification - February 2002
- Parents as Teachers Born to Learn Three to Kindergarten Certification – March 2003
- Duke University North Carolina Family Support Credential – June 2007
- Duke University Non-Profit Management Certification – November 2008

COMMUNITY INVOLVEMENT

- Local Interagency Coordinating Council
- United Way's Thriving at Three Initiative
- UNCG's Ready Together Community Assessment
- Filled various volunteer positions with Greensboro Academy
 - Moral Focus Chair 2002-2004
 - Principal and Teacher Hiring Committee
 - Fifth and Eighth Grade Graduation Committee

Dana Bentson

1502 Cedar Ridge Farm Rd., Summerfield, NC 27358

Tel: 336 6430579 cell: 336 2071068 bent6430@belloouth.net

PROFESSIONAL EXPERIENCE

Sandy Springs Middle School, Fulton County, Georgia 1985-1992
Sixth and Seventh grade teacher of Language Arts, Science and Social Studies.

Redan Elementary School, DeKalb County, Georgia 1984-1985
2nd grade Paraprofessional

Cedar Grove High School, DeKalb County, Georgia 1983-1984
Ninth through Twelfth grade Art teacher. Yearbook advisor.

EDUCATION

M.S.- North Carolina Agricultural and Technical State University, Greensboro, NC 1982-1983
Middle Grade Education, Student Teacher of the Year

B.S.- Appalachian State University, Boone, NC 1978-1982
Art Marketing and Design, minor in Psychology
Alpha Delta Pi Sorority, VP Pledge Director

COMMUNITY EXPERIENCE

Eastside Christian Preschool, Marietta, Georgia. Directed annual Teacher Appreciation Luncheon.

Eastside Christian School, Marietta, Georgia. Co-Chaired the first "Under the Big Top" Fund-Raiser and Auction. Handled planning, purchasing and overseeing all 28 class projects that were hand made and sold at the auction, including projects such as canvas floorcloths, mirrors, quilts, hand painted furniture etc. Raised over \$40,000.00

Greensboro Academy, Greensboro, NC. Lunch Mom, field trip driver, field day volunteer, Science Fair judge.

Northern Guilford High School, Greensboro, NC. Spiritwear Chair, on PTSA Board.

Bentson Clark and Copple, Greensboro, NC. Part time employee.

Grace Community Church, Greensboro, NC. Member.

6316 AUTUMN CREST COURT SUMMERFIELD, NC 27358
TEL (336) 643-1512 MOBILE (336) 254-7602

RANDY ELLIOTT

PROFILE

Seasoned executive with proved leadership and results management across a broad spectrum of industry sectors.

EXPERIENCE

LANDMARK BUILDERS, WINSTON-SALEM, NC 2007-PRESENT

Manager of Pre-Construction Services / Business Development / Marketing: Responsible for driving company revenues thru management of marketing efforts including print, radio, and web development as well as managing client services thru project design and contract negotiations. Through four years of activity responsible for delivering projects totaling over \$40 million in revenue.

AMERICAN EXPRESS GREENSBORO, NC 1999-2007

Operations Director: Held multiple positions over 8 years of service including pure operations management roles as well as quasi-marketing roles for core programs such as Membership Rewards. Led teams driving millions of dollars in reengineering as well as driving significant improvements in customer satisfaction results.

MENASHA CORPORATION DANVILLE, VA NC 1995-1999

Plant Operations Manager: Responsible for production results of over 100 employees across three shifts. Annual year over year improvements of productivity, quality, and safety achieved through a strong team

EDUCATION

North Carolina State University Industrial Engineering, 1995

Six Sigma Certified Blackbelt Six Sigma Academy, 2001

SKILLS

People Leadership / Results Management: Have successfully led teams in various situations and industries to drive desired results of production improvement, reengineering, customer satisfaction, and growing revenue.

REFERRALS

Jud Linville, CEO Citi Cards, New York, NY

Rusty Garrett, President Landmark Builders, Winston-Salem, NC

Bill Knight, Mayor Greensboro, NC

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. (*G.S.143.318.9 et seq*)

Bylaws of Cornerstone Charter Academy, Inc.

ARTICLE I Organization

Section 1. Name The corporation's name shall be Cornerstone Charter Academy, Inc.

Section 2. Principle Office The corporation's principle office shall be located at 3607 Birdsong Ct., Summerfield, NC. The Board of Directors may change the principle office from time to time.

Section 3. Fiscal Year The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. The organization is organized for the purpose of operating a charter school under the Charter School Act of 1996, as codified in the North Carolina General Statutes 115C-238.29A as now enacted or hereafter amended.

ARTICLE III Members

Section 1. The organization shall have no members.

ARTICLE IV Board of Directors

Section 1. Number The business of the corporation shall be conducted by a Board of Directors consisting of between 5 to 7 members, the actual number to be determined by the Board and may be changed from time to time by a vote of the Directors.

Section 2. Terms The terms of the founding Directors shall be one year from the date of the first annual meeting. After the first full year, the terms of the Directors shall be 3 years, with no Director serving for more than three consecutive full terms. The terms of the Directors shall be staggered so that no more than three Director's terms will expire in one year.

Section 3. Appointment Directors shall be appointed at the annual meeting of the Board of Directors.

Section 4. Vacancies Any vacancies on the Board shall be filled by a 2/3 vote of the remaining Directors at any meeting.

Section 5. Qualifications At least one Director shall be a parent or guardian of an enrolled student of Cornerstone Charter Academy. At no time shall a member of the Board of Directors be a full-time employee of the corporation. Board members may be compensated for actual expenses of serving on the Board or for other services to the organization as permitted by a vote of the Directors at any meeting.

Section 6. Removal Any Director may be removed with or without cause by a 2/3 vote of the Directors serving at the time.

Section 7. Conflict of Interest If a matter before the board places a Director in a conflict of interest between the interests of the corporation and the interest of the director, or the Director's family or business, the Director with the conflict shall be prohibited from participating in the discussion and vote on that matter. In addition the corporation shall comply with the voting and disclosure provisions of the Director conflict of interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE V Meetings

Section 1. Regular Meetings The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board. Annual meetings of the Directors shall take place in June of each year. All meetings of the Board of Directors shall comply with the North Carolina open meetings laws.

Section 2. Special Meetings Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board. Directors shall be given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Quorum A quorum for conducting business of the Board of Directors shall consist of a majority of the Directors.

Section 4. Participation At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to one another during the meeting. A director participating in the meeting this way shall be considered present at the meeting.

Section 5. Compliance with Open Meetings Laws Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular or special meetings of the Board of Directors.

ARTICLE VI Officers

Section 1. Officers The corporation's officers shall consist of a President, one or more Vice-Presidents, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the board of Directors may from time to time determine. No director shall serve in more than one elected position at a time.

Section 2. Election Officers shall be elected by a majority vote of a quorum at the annual meeting.

Section 3. Removal Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms Each officer shall hold office for a term of one year. An officer may serve for more than one term.

Section 5. Vacancies Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

ARTICLE VII School Director

Section 1. Selection The School Director shall be appointed by the Board of Directors. The School Director shall receive such compensation as the Board may direct.

Section 2. Duties The School Director, at the discretion of the Board, shall carry out the policies established by the Board and shall be directly responsible to the Board. The School Director shall have general management of the artistic, academic, and administrative operations of the charter school and shall direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the State of North Carolina. The School Director shall prepare an annual budget for submission to the Board of Directors. The School Director shall assemble a hiring committee comprised of stakeholders of the school including staff, faculty, and parents, and will consider and report the committee's recommendations to the Board. The School Director shall, subject to approval of the Board of Directors, employ and discharge all personnel, prescribe their duties, set their salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct annual reviews of all personnel.

ARTICLE VIII Indemnification

Section 1. The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with

respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX Amendments

Section 1. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the corporation. Written notice of any proposed changes to the Bylaws must be given to the Directors prior to any meeting at which such changes are proposed. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws shall be submitted to the North Carolina State Board of Education.

4. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

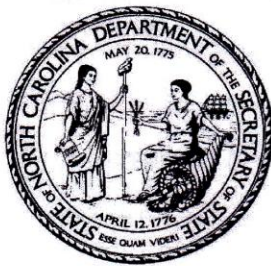
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CORNERSTONE CHARTER ACADEMY, INC.

the original of which was filed in this office on the 11th day of October, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 11th day of October, 2011

Elaine F. Marshall

Secretary of State

Document Id: C201128300158

C201128300158

SOSID: 1225277
Date Filed: 10/11/2011 4:35:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201128300158

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Cornerstone Charter Academy, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 3607 Birdsong Ct.
 City, State, Zip Code Summerfield, NC 27358 County Guilford
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Mary Catherine Sauer
6. The name and address of each incorporator is as follows: _____
Mary Catherine Sauer 3607 Birdsong Ct. Summerfield, NC 27358
Karla Hall 1419 Kintail Ct. Summerfield, NC 27358
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 3607 Birdsong Ct.
 City, State, Zip Code Summerfield, NC 27358 County Guilford
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

C201128300158

These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 5th day of October, 2011.

Mary Catherine Sauer
Signature of Incorporator

Mary Catherine Sauer, President
Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

C201128300158

DISSOLUTION

At the time of dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all debts, obligations, liabilities, costs and expenses of the corporation, dispose of all of the assets of the corporation in such manner as the Board of Directors shall determine. In no case shall a disposition be made which would not qualify as a charitable contribution under Section 170(c)(1) or (2) of the Internal Revenue Code of 1986, as now enacted or hereafter amended.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

5. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The Cornerstone Charter Academy Board of Directors will meet at least once a month to set policies and procedures for the school. The Board will hear reports from the school director, the Leadership Team, and the School Improvement Team. The Board will seek to make informed decisions with input from stakeholders of the school.

With due consideration of the recommendations of the administrative team the Board will have final approval of all school policies, curriculum, academic programs, and personnel decisions. While accepting ultimate responsibility for the operation of the school, the Board will be a governing Board that will expect the administration and staff to carry out the policies set by the Board. The administration and staff will be responsible for the day to day operation of the school.

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

The Board will have many resources that will be utilized in the decision-making process. The Board will employ council to help maintain compliance with North Carolina law and directives from DPI. The School Improvement Team, consisting of teacher representatives, parents, staff members, and administrators will help make decisions within the parameters set by the school mission and vision set forth by the Board.

Additionally, the Leadership Team, consisting of Parent/ Teacher Organization (PTO) committee chairmen, teacher representatives, PTO officers, and administrators can make policy recommendations for the Board's consideration. For example, if some parents wanted to make a change to the dress code, they could discuss it in with the Leadership Team. If the Leadership Team agreed with the change, they could present the recommended change to the Board for consideration.

The Board will also have access to annual parent satisfaction surveys, teacher satisfaction surveys, NWEA results and the EOG and EOC results that will all help set the course and direction for the school.

7. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Goal 1: Cornerstone Charter Academy will implement a rigorous academic program that aligns with the NC Common Core Standards and will prepare students for higher education.

Objective 1: The school will use the Core Knowledge curriculum in grades K to 8.

Objective 2: Students in grades K-6 will use Saxon Math as the primary math instruction program.

Objective 3: Students in grades K – 8 will use Shurley grammar as part of the language arts program.

Goal 2: Students will achieve appropriate academic growth over time.

Objective 1: Each student will make more than one year of academic growth in each academic year.

Objective 2: Students performing below grade level will perform on grade level after being in our program for three years.

Objective 3: Teachers will use a variety of strategies including classroom differentiation and acceleration to challenge all students to achieve optimal academic growth.

Goal 3: Students will participate in character education based on the common character traits.

Objective 1: All grade levels will use a moral focus curriculum as part of their educational program. There will be a school-wide virtue for each month. Each grade level will plan activities and discussions centered around that virtue.

Objective 2: The school will hold frequent school-wide assemblies where individuals and groups will be recognized for achievement or growth in activities related to the monthly virtue.

Objective 3: Students will have multiple opportunities to participate in school wide-service projects that highlight one or more virtues. Students will also be encouraged to participate in other service to the school and community and will be recognized for doing so.

Goal 4: Parents will be partners in their children's education. They will feel welcome at school and participate as stakeholders in the decision making processes.

Objective 1: A Leadership Team will, in cooperation with the principal, help direct extracurricular, afterschool, and supplemental activities. The Leadership Team will consist of PTO officers, committee chairmen, teacher representatives, and administrators.

Objective 2: A School Improvement Team will help direct the educational goals, objectives and programs at the school. The School Improvement Team will consist of administrators, teachers, staff representatives, and parent and community representatives.

Objective 3: There will be a room designated as a place for parents in the building where they can congregate, hold meetings, work, and volunteer.

8. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

All Board members will be required to sign a conflict of interest statement (see appendix section 3). Further, there are policies in place, reflected in the bylaws, prohibiting Board members from being full-time employees of the school and benefiting financially from their position on the Board.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

If the Charter School plans to contract for services with an "educational management organization" or "charter support organization," please specify the name of the company, address, phone number, contact person, fax, and email: **We do not intend to use an EMO or CSO.**

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
2. What other EMO/CMOs were pursued and why did the applicant select this particular one?

3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.
4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

E. ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

CCA will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. We will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. There will be no entrance examination and no screening process, other than to determine the eligibility of a student to enroll in a North Carolina public school. CCA will advertise and solicit applications from a wide range of communities within Guilford County with the idea that the make-up of our school should reflect the make-up of Guilford County as much as possible.

CCA will have an open enrollment period where we will accept applications for enrollment. If the application is approved on February 3, then the open enrollment period will be from February 6 to March 9. At the end of the open enrollment period, if there are any grades for which there are more applications than open positions, a lottery will be held for those grades on March 22.

At the public lottery, a drawing will first take place to determine the order of the grades that will be drawn. After that, for each grade level, open spots will be filled by drawing first from children of full time employees of the school, then (in the first year only) from children of the founding Board members, then (after the first year) from any students who have sibling preference, then from the other applications. In the case of multiple birth siblings, one surname will be entered in the lottery and if that name is drawn, all multiple birth siblings will be admitted to the school. As each name is drawn, it will be recorded by hand and placed on a bulletin board in the order in which it was drawn. After all available spots are filled, CCA will keep drawing names and order them on a waiting list for each grade level.

After the open enrollment period, applications will be time and date stamped and students will either be accepted or added to the end of the waiting list for the appropriate grade.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

1. Educational theory, foundation of the model, and proposed innovative offerings.

Cornerstone Charter Academy will use results of Effective Schools Research to guide the program and policy choices of the school. The characteristics found to directly effect student achievement will lay a foundation for the continuous development of the school to help each student reach his or her full potential. The defining characteristics of an effective school that we will use are:

A Safe and Orderly Climate

Students will feel safe, welcome, and nurtured. Expectations will be clear and consequences for not meeting expectations will be consistent.

Focus on Achievement

High expectations are set for student behavior and performance. Staff, parents, and students are committed to helping students reach those expectations.

Cooperative Work Environment

The school has a focused mission that is clearly communicated to staff, parents, and students. All stakeholders work together to accomplish the school’s mission.

Focused Curriculum

The educational program offers a strong base of content which is sequenced to provide a solid background of knowledge.

Strong Instructional Leadership

The School Director is the educational leader of the school. He guides the teams of teachers in implementing the school’s mission and vision.

Time on Task

Students are given frequent, varied and meaningful learning opportunities. Distractions from activities that do not directly affect learning objectives are minimized.

Monitoring of Student Progress

The school is driven by student performance. Data is used to evaluate programs and guide instruction.

Parental Involvement

As stakeholders in the school, parents are welcomed and encouraged to be involved in many different capacities.

The educational program at Cornerstone Charter Academy will be anchored by Core Knowledge, a collaborative and seamless education program. The K-8 Core Knowledge Curriculum has been aligned with the Common Core Standards. This integration will allow Core Knowledge to provide a coherent foundation for learning while allowing the flexibility to meet and exceed the NC accountability standards.

The Core Knowledge guidelines offer students a strong base of content which is sequenced to provide a solid background of knowledge. The specificity of the content helps eliminate gaps and repetition. Through Core Knowledge literature and in-depth historical profiles, the curriculum affords students the opportunity to gain an understanding of the world around them. Students who have not been fortunate enough to have amassed great experiential knowledge will find that the rich and varied texts that they are exposed to through Core Knowledge will help them gain insight into the world around them. Students who already have a broad knowledge base will find that Core Knowledge opens their world to in-depth critical inquiry. The classrooms at Cornerstone Charter Academy, comprised of both heterogeneous and homogeneous student groups, will accentuate opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world.

Core Knowledge provides guidelines for teachers to accommodate students at all levels. An array of resources will be provided at all levels of learning. Limited English proficient (LEP), disabled students and students that enter the school below grade level will be accommodated with specific individual learning goals. Books written in the first language of the students may be made available to LEP students as well as books that are appropriate for their present reading level. Students identified as learning disabled will be provided the instruction and services per their Individual Education Plan (IEP) or 504 plan. The intent is to follow the inclusion model and to offer tutoring before and after school to focus on achievement. Students entering below grade level will be expected to improve by more than one grade level each year and be performing on grade level by year three. Ongoing assessments will take place in order to accommodate each student appropriately. Our goal is to create an inclusive environment that fosters a sense that all students are an important part of the learning community, yet our strategies will be individualized to meet the needs of all students.

Core Knowledge lends itself to many methodologies, allowing teachers the freedom to use best practices and teach with more confidence. This confidence will overflow into better classroom management and higher academic performance. Experienced teachers find that the addition of the Core Knowledge Curriculum, through its design and extended resources, expands the opportunities they have for meeting the needs of each student. Core Knowledge training will be part of the initial staff training. Staff development will be ongoing and is addressed in the budget projections and school calendar. All teachers will have staff development in classroom management, writing instruction, Saxon Math, and Shurley Grammar.

Alignment of Core Knowledge with the NC Common Core Standards, coupled with quality staff development, will give all students the benefits of a curriculum rich environment, the opportunity to share life experiences, and the high quality teachers necessary to reach their full potential. It is the intent of the Board to seek out academic leadership and faculty that understand and embrace this curriculum. The Board will also do its best to provide the training and resources necessary to implement this program with fidelity.

K-5 Overview

The elementary school will consist of 4 classes of 20 Kindergarten students and 3 classes of 27 students in each of grades 1-5. Classroom assistants will aid in multiple classrooms, allowing teachers to devote more time to the preparation and administration of academic materials. Assistants will be continually evaluated and receive staff development with the certified instructional faculty to enhance the teaching skills of all faculty members.

Reading, language arts, math, science and social studies will be the central components of the K-5 curriculum and will be based on the Core Knowledge topics as specified in the Core Knowledge sequence and aligned with the NC Common Core Standards.

Art, music, and PE will also be important parts of the K-5 program. The visual arts and music components will include not only production of art and music but also the social and historical perspectives that are important to a comprehensive appreciation of the arts. The PE program will include the study of health and nutrition.

6-8 Overview

The middle school will consist of grades 6-8. Homeroom teachers will teach the core classes of language arts, math, history and science. Students will be allowed to choose a concentration in the area of art, music, or PE. Leadership, foreign language, and Technology will supplement the core subject offerings.

Extracurricular opportunities will be offered as part of the middle school program. Sports teams and after school clubs will help keep the middle school students engaged and interested in school.

Math

Saxon Math will be used as the primary math program through Algebra I. Starting in 2nd grade advanced students will have the option of moving ahead and advancing the mathematics curriculum. Advanced students will be able to complete Algebra II in 8th grade.

Reading and Language Arts

K-2nd grade students will use the Core Knowledge Early Reading program. Grades 3-5 will use the Open Court and our middle school will utilize the reading and language arts program as outlined in the Core Knowledge Sequence.

Students have different learning styles that well trained and knowledgeable educators take into consideration as they prepare their lessons. The brains of different students assimilate information in different ways. Reading is not a natural act but rather an acquired skill. Therefore, to meet the needs of all students, reading instruction must be taught using a variety of presentation styles.

Even with this inclusive program, some students may struggle with reading. When developmentally appropriate, each student showing reading difficulty will undergo periodic reading skill analysis and continue that evaluative process if the student is deemed to be reading below grade level. Intervention for below grade level readers may include remediation, tutoring, and classroom modifications.

Students will have access to complete stories and books rather than abbreviated editions. Reading complete volumes of well-written material is critical for fluency, vocabulary development, thought development, and written development. Core Knowledge provides a list of books that will be the foundation for the reading and writing instruction at each grade level.

Prior to and during the school year, the faculty will be placed in collaborative settings that will allow them to plan writing assignments across the curriculum. Teachers in subject areas other than language arts will know the expectations set for written materials submitted by students. They will be expected to hold students to the same standards in all classes.

History and Science

The Core Knowledge Curriculum is aligned to meet the grade level objectives in the Common Core Standards. It is understood that the major areas of study for science in grades K-8 include the following:

- Force and Motion
- Nature of Matter
- Energy
- Processes that Shape the Earth
- Earth and Space
- Process of Life
- How Living Things Interact with Their Environments, and
- The Nature of Science

The major areas of study as set by the Common Core Standards for social studies in K-8 include the following:

- Time, Continuity, and Change (History)
- People, Places, and Environments (Geography)
- Government and the Citizen (Civics and Government) and
- Production, Distribution, and Consumption (Economics)

Field trips in both science and history will be used to bring the subject area alive. They will be well-planned, focus on the present subject matter, and available to all students.

To extend the learning opportunities for students with various learning styles, teachers will be given the necessary training, materials, and planning time to create lesson plans that touch all students.

Character Education

Character education is one of the pillars of Cornerstone Charter Academy. In grades K-5 time will be set aside each week to explore the school-wide virtue of the month through stories, crafts, drama, and discussions. The middle school grades will take a more integrated approach and explore the same virtue through each curriculum area. Monthly service projects will be tied into the monthly virtues when possible, with the goal of creating a cohesive, consistent and integrated character education program.

Physical Education

Physical education will be provided in all grade levels. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the program.

Art and Music

Art and music instruction will be required for all students in grades K-6. In grades 7 and 8, art and music will be an elective area of focus. Art classes will include production of art with a variety of media as well as social and historical perspectives with the goal of developing an appreciation of a variety of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of a variety of music.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Using the Core Knowledge Curriculum, many types of instructional methodology may be used in the school. Cooperative learning, investigative learning, the Socratic Method, and directed independent study are a few of the instructional styles that a teacher may utilize to meet the needs of a particular student or class. The intent of CCA is

to have intensive and ongoing staff development that will increase the awareness of how students learn, give the teachers the tools to evaluate student learning styles, and instill the expertise and confidence so the teacher will adapt his or her presentation to the needs of the students.

Through formal academic pursuits, students will encounter a variety of pedagogical styles. Students learn from different teaching styles but may have one style that best fits their needs. While a particular student may have a preferred learning style, students must also learn to adapt to the styles of teaching that may not always be best suited for them. Our role will be to train teachers to use various styles of presentation in the delivery of each lesson while being aware of and incorporating the type of instruction that best meets the needs of the students. This instructional strategy will prepare each teacher to meet the needs of a variety of students and prepare the students for a variety of academic settings. Teachers will participate in workshops that focus on student learning styles and the current developments in brain research. Teachers will work in collaborative teams that will regularly evaluate and assess teaching styles and share best practices.

3. Compliance with Federal and State regulations for serving exceptional children.

The population of students who choose to attend CCA will mandate many of the decisions surrounding staffing the school. The Director will hire a licensed, certified staff member to provide services for students with exceptionalities including Exceptional Children (EC) and Limited English Proficient (LEP) students. CCA realizes that it is the school's responsibility to meet the needs of these students and will commit to hiring or contracting with appropriate professionals to meet the needs of the students. Consideration will be given to the Special Education consultants to meet the needs and requirements of our exceptional children population.

The staff of CCA will be aware of students with Individual Education Program (IEP) and section 504 plans and ensure that all requirements are being met as prescribed by law. The IEP will be updated per the law and adjustments will be made to accommodate each student. A licensed, certified EC teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings. There will be an ongoing assessment in classrooms to determine if a child has special needs. CCA will treat each child on an individual professional basis. The NC State Code will be followed. It includes but is not limited to:

- A non-discriminatory Policy Regarding Identification, Location, Evaluation and Selection,
- IDEA eligible students,
- Individual education plans (IEP) developed in IEP meetings with parents and the IEP committee,
- Least restrictive environment,
- Parent/Student participation in decisions,
- Procedural due process.

The CCA teachers who teach core content to EC students will hold appropriate "in field assignment" in accordance with the EC certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported throughout the interventions determined by a School Support Team (SST). Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Research-based interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the SST will determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas, such as speech and language, will also be assessed. The SST committee, school director and parents will review results and agree upon a plan.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic Pullout

- Consultation and Collaboration
- Speech Therapy, Physical Therapy & Occupational Therapy
- Enriched Curriculum

Students with limited-English proficiency (LEP) will be assessed upon entering the school. The school will provide services to those qualifying students and will comply with all requirements of the law to make sure that the LEP students are served appropriately. Teachers will receive training to develop teaching strategies to better serve this population. A timeline will be put in place to accommodate the LEP students in a timely manner:

- Home Language Survey: Date of registration or within the first week of school
- Classification of LEP Levels: Twenty days after registration or return of survey
- Student Placement in LEP: One month after student enters CCA
- Parent/Guardian Notification: Upon date of classification
- Teacher Certification/Personnel: Establish schedule upon opening of school
- Update LEP Plan: One month after student enters school
- Check Cumulative Folder: Upon receipt
- Post Program Review: One month after student enters CCA
- Reclassification or Exiting of LEP Students: Any point in year after 4 months of assessment or May, for end of year assessment
- Home-School Communication: Ongoing throughout the year

The EC and LEP faculty members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these students as well as the other students in the class. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class.

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

Entrance requirements for kindergarten will be the statutory age limits set by the State of North Carolina. Entrance requirements for grades 1-8 will be the successful completion of the previous grade at another school.

Exit Requirements for K-8 are as follows:

K-8 students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases, and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels.

K-8 students will develop age and grade level abilities to understand the objectives as determined by the NC Common Core Standards for mathematics.

A policy for promotion and retention will be in place. Any student meeting the state standards requirements per the NC state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level.

Parents of students being considered for retention shall be notified in writing as early as possible, not later than 45 days before the end of the school year. Parents may respond in writing to the Director within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Director.

The Director will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Parent recommendation
- Student's test scores (NWEA, EOG)
- Student's academic progress over time
- Student's portfolio of work
- Student's behavior history
- Student's attendance history
- Student's special education needs

5. The school calendar (must provide instruction for a minimum of 185 instructional days)
(G.S.115C-238.29F(d)(1))

Cornerstone Charter Academy 2012-2013 School Year

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13th-17th Staff Development
20th Staff Development
21st First Day of School

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5th Staff Development
25th End of 1st Quarter

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8th-9th Conferences
12th Veteran's Day
21st-23rd Thanksgiving break

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20th-31st Winter Break

January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st New Year's Day
17th End of 2nd Quarter
21st MLK Jr. Day

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

28th End of 3rd Quarter

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1st-5th Spring Break
18th-19th Conferences

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27th Memorial Day

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5th Last Day of School
6th-7th Staff Development

July						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- No school for students, all day for staff
- Half day for students, all day for staff
- No school for students or staff

185 Days

6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

In addition to all state and federally mandated tests, CCA will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two or three times per year to students in grades 2-8. CCA will administer the NWEA MAP for primary grades to students in grades K and 1. The NWEA is a computer adaptive assessment that can give teachers specific feedback about a student's areas of strength and areas that need further development.

7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

Cornerstone Charter Academy will operate with the belief that every student can learn. Our student achievement goals, therefore, will reflect our desire to meet each student where he is and help him grow academically. It will be the goal of CCA for each student to attain *more than* one year of academic growth as measured on the NWEA MAP from fall to fall.

Students who are below the appropriate grade level in academic achievement will have individual academic achievement plans with the goal of attaining more than one year of academic growth. Strategies such as differentiated classroom instruction and individual tutoring will be used to help below grade level students achieve maximum growth.

The specific students that choose to attend CCA will dictate specific performance goals, but a school wide goal will be to have all of our students performing at or above grade level after three years of attendance.

8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.

The goal for all students will be to achieve more than one year of growth each year in the core subject areas. Students who are below grade level (as determined by various assessments including the EOGs, NWEA MAP) will be given specific plans developed with the parents and teachers to achieve more than the expected growth. Strategies will include differentiated classroom instruction, tutoring, and the use of other remedial resources.

9. Details of the proposed charter plans to involve parents and community members in the school.

Cornerstone Charter Academy recognizes the importance of involving parents and community members in many areas of the school. To that end, we have developed many ways that they can be involved.

CCA plans to have a parent room where parents and community members feel welcomed, hold meetings, work, and have a place to go before and after volunteering at the school. This place for parents ties into one of our three pillars and will be a priority as we look for facilities.

Parents and community members will also be invited to participate in our School Improvement Team (SIT). Three members of the SIT will be elected by the parent/teacher organization and may be parents or community members.

CCA also plans to have an active Parent/ Teacher organization (PTO) that will allow parents to set up committees and participate in activities that enhance the learning environment of the school and support its mission.

Volunteer opportunities for both parents and community members will be numerous and varied. They will include activities such as chaperoning field trips, helping in the library, reading to Kindergarteners, supervising lunch and reading time, coaching athletic teams, filing and copying.

The goal of CCA is to work in partnership with parents and everything from our facilities to our organizational structure will reflect that.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

CCA plans to provide a challenging, academically rigorous program. The Core Knowledge curriculum will provide a strong base of content which is sequenced to provide a solid background of knowledge. Classroom differentiation and acceleration will also help meet the needs of gifted students. Since we won't have a specific, distinct gifted program, each student will be evaluated individually to determine if he or she meets the criteria for each enrichment program. Each teacher will determine the best way to challenge each student in the classroom and will receive ongoing staff development in classroom differentiation. Math acceleration will be determined by a variety of factors including teacher recommendation, parent recommendation, test scores, and math grades.

CCA will screen for English language learners with a questionnaire upon enrollment. Staff members will be trained to develop teaching strategies to best serve these students. Some possible strategies available to the teachers include extra tutoring, materials in the students' native language, and classroom accommodations.

Any student may be referred to the EC Department by a teacher, parent, or other staff member. Upon referral, the EC staff will gather information necessary to evaluate the student for EC services. The information gathered may include direct observations, portfolio of class work, NWEA test scores, EOGs, and any professional documentation. The EC staff may perform additional testing to determine how to best meet the needs of the individual student. The EC staff will work with the classroom teacher, parents, and administration to determine the best course of action for the student.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

Cornerstone Charter Academy is committed to meeting the needs of all enrolled students. It is the policy of CCA that every child have a fair and full opportunity to reach his full potential and that no child shall be excluded from service or education for any reason. To ensure that we meet the needs of exceptional children we will have an Exceptional Children (EC) department responsible for the identification and screening of all children with special needs. The EC department will further be responsible for developing educational plans and strategies for special needs students. The EC department will evaluate the needs of children and the adequacy of special education programs before placing a child in the program. The department will conduct periodic evaluation of the benefits of the programs and compare the benefits to the nature of the child's

needs. The EC department of CCA will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected.

All teachers in the EC department will be licensed and meet the highly qualified designation. Teachers will be trained in the identification, screening, implementation and maintenance of Individual Education Program (IEP) and Section 504 plan.

The staff of CCA will be aware of students with an Individual Education Program (IEP) or a Section 504 plan and make sure that all requirements are being met as prescribed. The IEP will be updated per the law and adjustments will be made to accommodate each student. A licensed, certified EC teacher, classroom teacher, parent and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs. Students with a Section 504 plan or identified as being eligible for a Section 504 will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 will include but not be limited to: modification of tests and assignments, extra set of textbooks for home, adjusted seating, use of study guides/ organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.

Cornerstone Charter Academy's EC staff will have ongoing, intensive training to ensure awareness and compliance with state and federal exceptional children's laws. The EC staff will work closely with classroom and special teachers to provide students with the necessary and appropriate accommodations and interventions.

Student needs will be supported throughout the interventions determined by a School Support Team (SST). The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas, such as speech and language, will also be assessed. The SST committee, school director and parents will review results and agree upon a plan.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

SAMPLE

Cornerstone Charter Academy

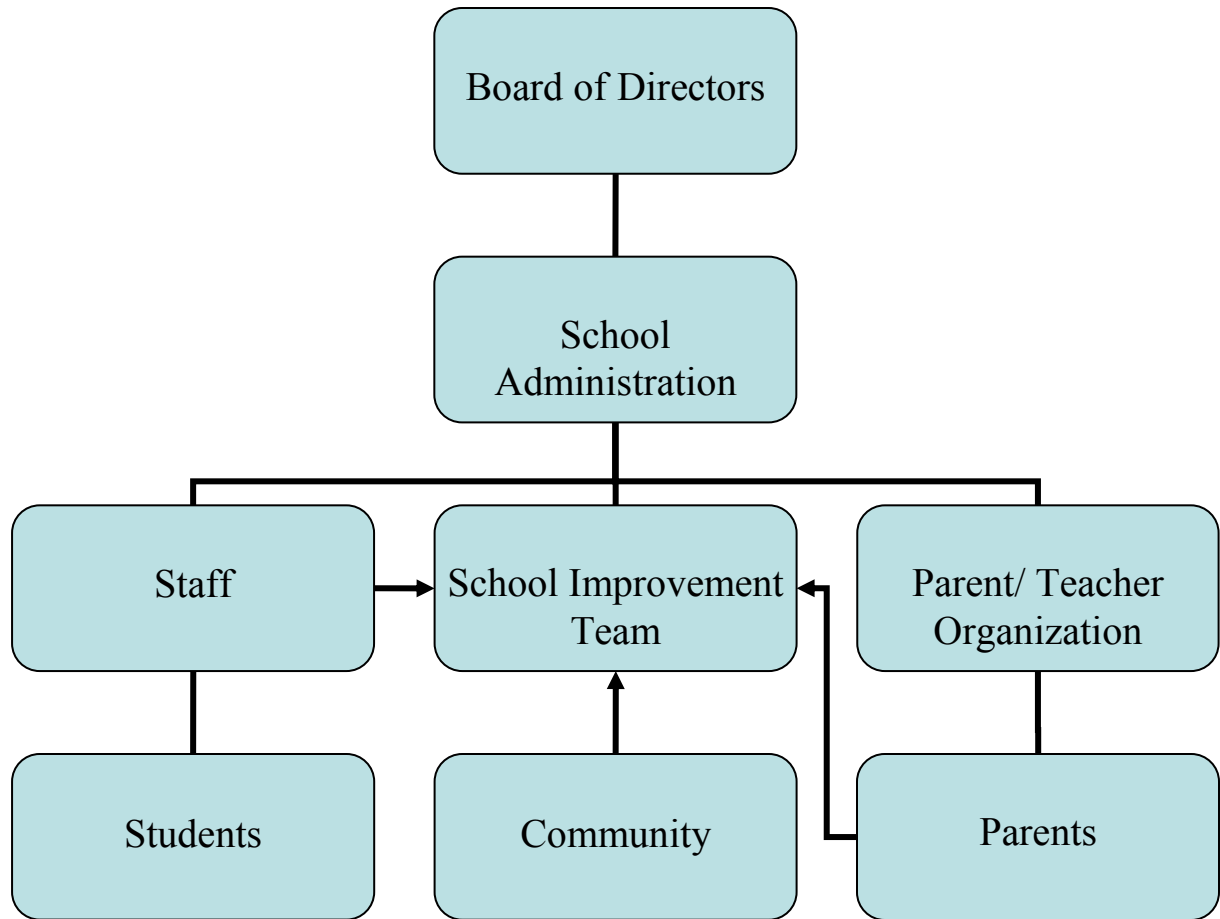
Parent/ Student Handbook

2012 – 2013

Cornerstone Charter Academy
Board of Directors

Mary Catherine Sauer
Karla Hall
Patti Learman
Dana Bentson
Randy Elliott

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Mission: Cornerstone Charter Academy, a tuition-free public charter school, will give every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation.

Goals and Objectives:

Goal 1: Cornerstone Charter Academy will implement a rigorous academic program that aligns with the NC Common Core Standards and will prepare students for higher education.

- Objective 1: The school will use the Core Knowledge curriculum in grades K to 8.
- Objective 2: Students in grades K-6 will use Saxon Math as the primary math instruction program.
- Objective 3: Students in grades 1 – 8 will use Shurley grammar as part of the language arts program.

Goal 2: Students will achieve appropriate growth over time.

- Objective 1: Each student will make more than one year of academic growth in each academic year.
- Objective 2: Students performing below grade level will perform on grade level after being in our program for three years.
- Objective 3: Teachers will use a variety of strategies including classroom differentiation and acceleration to challenge all students to achieve optimal academic growth.

Goal 3: Students will participate in character education based on the common character traits.

Objective 1: All grade levels will use a moral focus curriculum as part of their educational program. There will be a school wide virtue for each month. Each grade level will plan activities and discussions centered around that virtue.

Objective 2: The school will hold frequent school-wide assemblies where individuals and groups will be recognized for achievement or growth in activities related to the monthly virtue.

Objective 3: Students will have multiple opportunities to participate in school wide service projects that highlight one or more virtues. Students will also be encouraged to participate in other service to the school and community and will be recognized for doing so.

Goal 4: Parents will be partners in their children's education. They will feel welcome at school and participate as stakeholders in the decision making processes.

Objective 1: A Leadership Team will, in cooperation with the principal, help direct extracurricular, afterschool, and supplemental activities. The Leadership Team will consist of PTO officers, committee chairmen, teacher representatives, and administrators.

Objective 2: A School Improvement Team will help direct the educational goals, objectives and programs at the school. The School Improvement Team will consist of administrators, teachers, staff representatives, parent and community representatives.

Objective 3: There will be a room designated as a place for parents in the building where they can congregate, hold meetings, and work.

Effective Schools Research

Cornerstone Charter Academy will use results of Effective Schools Research to guide the program and policy choices of the school. The characteristics found to directly effect student achievement will lay a foundation for the continuous development of the school to help each student reach his or her full potential. The defining characteristics of an effective school that we will use are:

A Safe and Orderly Climate

Students will feel safe, welcome, and nurtured. Expectations will be clear and consequences for not meeting expectations will be consistent.

Focus on Achievement

High expectations are set for student behavior and performance. Staff, parents, and students are committed to helping students reach those expectations.

Cooperative Work Environment

The school has a focused mission that is clearly communicated to staff, parents, and students. All stakeholders work together to accomplish the school's mission.

Focused Curriculum

The educational program offers a strong base of content which is sequenced to provide a solid background of knowledge.

Strong Instructional Leadership

The School Director is the educational leader of the school. He guides the teams of teachers in implementing the school's mission and vision.

Time on Task

Students are given frequent, varied and meaningful learning opportunities. Distractions from activities that do not directly affect learning objectives are minimized.

Monitoring of Student Progress

Schools are driven by student performance on standardized tests. Data is used to evaluate programs and guide instruction.

Parental Involvement

As stakeholders in the school, parents are welcomed and encouraged to be involved in many different capacities.

Cornerstone Charter Academy 2012-2013 School Year

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13th-17th Staff Development
20th Staff Development
21st First Day of School

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5th Staff Development
25th End of 1st Quarter

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8th-9th Conferences
12th Veteran's Day
21st-23rd Thanksgiving break

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20th-31st Winter Break

January						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1st New Year's Day
17th End of 2nd Quarter
21st MLK Jr. Day

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

28th End of 3rd Quarter

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1st-5th Spring Break
18th-19th Conferences

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

27th Memorial Day

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5th Last Day of School
6th-7th Staff Development

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- No school for students, all day for staff
- Half day for students, all day for staff
- No school for students or staff

185 Days

Cornerstone Charter Academy

Daily Schedule

7:30 a.m.	Students begin to arrive
8:10 a.m.	Morning Assembly
8:25 a.m.	Classroom Instruction Begins
11:30	Lunch
1:40 p.m.	Kindergarten Dismissal
2:55 p.m.	1st – 6th Dismissal

Attendance

Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) been approved in advance or 2) falls into one of the excused absence categories. A parent note is required within three days of the student's return to school to be excused.

Examples of excused absences include:

- Illness
- Doctor's or Dentist's appointment
- Death in the family
- Absences that have been approved in advance

Students who need to leave school before the school day is over must be signed out by a parent or guardian. Teachers should be notified ahead of time of the time and reason for the student leaving early.

Make-Up Work

It is the responsibility of the student, with help from the parent, to obtain all missed assignments from the appropriate teacher. Class work and homework that is missed due to an excused absence must be made up within two days upon his return to school, or within the same number of days that the student was absent. Teachers are not required to give assignments in advance of absences, but may do so at their discretion.

Class work and homework that is missed due to an unexcused absence may be made up at the teacher's discretion, but will be recorded at no more than 50%.

Tardiness

Students are expected to be in class, or the morning assembly, by 8:10 every morning.

Excessive tardiness disrupts the classroom instruction and exhibits disrespect to the teacher and the other students in the class. Excessive tardiness will be cause to refer the student to the director for disciplinary procedures.

Snack

Students will have a snack time in their daily schedule. Students may bring a healthy snack from home to have during that time. Sodas and candy will not be considered healthy snacks.

Lunch

Students will eat lunch in their classrooms with either their teacher or parent volunteer supervising. Lunches for students who qualify for free and reduced lunches will be provided by the school. Other students may bring their own lunches or purchase lunch from the school.

Dismissal

Kindergarten students will be dismissed at 1:40. Students may be picked up at that time or, with prior notice given to the teacher, may stay until the 2:55 dismissal.

Students will be dismissed at 2:55. In order to protect the time on task and make the most out of the school day, instruction will occur right up until 2:55. Parents should wait until 2:55 to pick up their students. All students that are not staying for a pre-arranged after school activity should be picked up by 3:30.

Dress Code

Students should dress in a manner that is optimal for learning and not distracting to others. With that goal, the Cornerstone Charter Academy dress code will be as follows:

Hair must be of natural color and not extreme in styling. No headwear may be worn without prior approval by the director.

Girls may wear one earring in each ear. No other piercings may be worn.

Shirts must be collared, and red or white in color, or approved Cornerstone Charter Academy spiritwear.

Pants must be kaki or black in color and of cotton or cotton blend. They must be well fitting and of an approved style. (no skinny pants, leggings, big-pocketed cargo pants.)

Shorts, skirts, and capris must be kaki or black in color and of cotton or cotton blend. They must be at least 1 inch longer than fingertip length when arms are extended to the sides. Boys' shorts should not be longer than the knees.

Undergarments should not be visible.

Shoes should be closed toe and closed heels. No flip-flops or Crocs will be allowed. Heels should not exceed 1 inch in height. Socks must be worn, except with girls' dress shoes.

Communication

Communication between the school and the families of Cornerstone Charter Academy is vital to the success of our students and school. If you have a problem or concern, please contact your teacher, the office staff, or the school director.

Parent/ Teacher conferences will be held after the first and third quarters. Parents will be able to sign up for a conference time that is convenient for them and the teacher.

Weekly classroom newsletters will be sent home with all students, informing parents of upcoming activities, assignments, and events.

Monthly newsletters will be sent from the school director, as well as periodic emails and phone calls.

Health and Safety

Students' health and safety is a priority for Cornerstone Charter Academy. Key members of our staff will be trained as first responders by the American Red Cross. Further, all staff members will be trained on the school's emergency response plan.

NC students are required by law to have certain immunizations prior to attending schools: DTP, DTaP, Polio, Measles, Mumps, Rubella, Hib, Hepatitis B, Varicella. Cornerstone Charter Academy staff will work to make sure all students meet the immunization requirements. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons.

When medically necessary, medications (over the counter or prescription) may be administered by trained school personnel. Permission must be given in writing by the parent and kept on file in the school office.

Cornerstone Charter Academy staff will work with the Health Department, and contract services when appropriate, to offer our students special health screenings. These screenings include hearing, vision, and speech.

Electronic Devices

All electronics are required to be kept put away for the entire academic day, except with the permission of the teacher. Students bring electronic devices to school at their own risk, and the school will not be responsible for lost or stolen electronics.

Laptops may be brought to school with prior approval from the teacher. Cell phones may be brought to school only after the parent and student have signed the cell phone use policy. Cell phones are to be put away for the entire academic day. Failure to abide by the cell phone use policy will result in the forfeiture of cell phone privileges.

Promotion and Retention

Students will be promoted to the next grade when they have demonstrated a mastery of the previous grade level objectives. Parents of students being considered for retention shall be notified in writing as early as possible, not less than 45 days before the end of the school year. Parents may respond in writing to the Director within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Director.

The Director will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Parent recommendation
- Student's test scores (NWEA, EOG)
- Student's academic progress over time
- Student's portfolio of work
- Student's behavior history
- Student's attendance history
- Student's special education needs

Curriculum

The educational program at Cornerstone Charter Academy will be anchored by Core Knowledge, a collaborative and seamless education program. The K-8 Core Knowledge Curriculum has been aligned with the Common Core Standards. This integration will allow Core Knowledge to provide a coherent foundation for learning while allowing the flexibility to meet and exceed the NC accountability standards.

Math

Saxon Math will be used as the primary math program through Algebra I. Starting in 2nd grade advanced students will have the option of moving ahead and advancing the mathematics curriculum. Advanced students will be able to complete Algebra II in 8th grade.

Reading and Language Arts

K-2 grade students will use the Core Knowledge Early Reading program. Grades 3-5 will use the Open Court and our middle school will utilize the reading and language arts program as outlined in the Core Knowledge Sequence. Shurley Grammar will be used to teach students in grades K-8.

Students have different learning styles that well trained and knowledgeable educators take into consideration as they prepare their lessons. The brains of different students assimilate information in different ways. Reading is not a natural act, but rather an acquired skill. Therefore, to meet the needs of all students, reading instruction will be taught using a variety of presentation styles.

History and Science

The Core Knowledge Curriculum is aligned to meet the grade level objectives in the Common Core Standards. It is understood that the major areas of study for science in grades K-8 include the following:

- Force and Motion
- Nature of Matter
- Energy
- Processes that Shape the Earth
- Earth and Space
- Process of Life
- How Living Things Interact with Their Environments, and
- The Nature of Science

The major areas of study as set by the Common Core Standards for social studies in K-8 include the following:

- Time, Continuity, and Change (History)
- People, Places, and Environments (Geography)
- Government and the Citizen (Civics and Government) and
- Production, Distribution, and Consumption (Economics)

Field trips in both science and history will be used to bring the subject area alive. They will be well planned, focused on the present subject matter, and available to all students at all times.

To extend the learning opportunities for students with various learning styles, teachers will be given the necessary training, materials, and planning time to create lesson plans that touch all students.

Character Education

Character education is one of the pillars of Cornerstone Charter Academy. In grades K-5 time will be set aside each week to explore the school-wide virtue of the month through stories, crafts, drama, and discussions. The middle school grades will take a more integrated approach and explore the same virtue through each curriculum area. Monthly service projects will be tied into the monthly virtues when possible, with the goal of creating a cohesive, consistent and integrated character education program.

Physical Education

Physical education will be provided in all grade levels. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the program.

Art and Music

Art and music instruction will be required for all students in grades K-6. In grades 7 and 8, art and music will be an elective area of focus. Art classes will include production of art with a variety of media as well as social and historical perspectives with the goal of developing an appreciation of a variety of art. Likewise, music classes will explore music using grade level appropriate activities and instruments with the goal of developing an appreciation and understanding of a variety of music.

Special Education

Cornerstone Charter Academy strives to meet the educational needs of every enrolled student. Either parents or teachers may refer a student to the EC department for an evaluation to determine if the student has special needs that should be addressed.

Students with special needs will be supported throughout the interventions determined by a School Support Team (SST). Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Research-based interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not, adjustments will be made to implement a different set of interventions. Other areas will also be assessed such as speech and language. The SST committee, school director and parents will review results and agree upon a plan.

The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic Pullout
- Consultation and Collaboration
- Speech Therapy, Physical Therapy & Occupational Therapy
- Enriched Curriculum

Homework

Cornerstone Charter Academy believes that homework can be a valuable part of the learning experience. The discipline, study skills, and responsibility that daily homework assignments give a student can help him be successful in higher education and beyond. Further, daily practice is essential for developing important skills and meeting educational goals.

All grades will be expected to give homework at least four times per week that is appropriate in difficulty and designed to help the students reach their educational objectives.

The *average* amount of time a student should spend on nightly homework assignments is:

K	10 minutes
1	20 minutes
2	25 minutes
3	30 minutes
4	45 minutes
5	50 minutes
6	60 minutes
7	60 minutes
8	60 minutes

Special Events

In order to protect the time on task, special events will be limited. Holiday parties should not be a part of the academic day. Other celebrations, such as birthday celebrations should be limited to non-academic parts of the day such as lunch and recess.

When special events do occur for classes or grade levels, such as an author visit or touring ensemble, parents will be notified in advance.

Visitors and Volunteers

Volunteers are an integral part of the mission for the school. It is our goal to welcome all visitors and volunteers. When you arrive at school, please sign in at the front office. When you leave, please sign out.

Student Conduct and Discipline

Student expectations will be communicated clearly at the beginning of each year, and periodically throughout the year. Through our Character Education program, behavior expectations will also be addressed.

Students are expected to follow three basic tenets from which all other expectations will follow: respect yourself, respect others, and respect the school.

Many behavior corrections may be taken care of in the classroom by the classroom teacher. Each teacher will establish a system to reward desirable student behavior and discourage undesirable student behavior. Teachers will communicate with parents when students exhibit undesirable behavior that results in a disciplinary action being taken.

When students demonstrate behavior that is extremely disruptive to the class or goes beyond what the teacher's system can handle in scope or frequency, the student will be referred to the office for administrative discipline.

Administrative discipline will always include notification of and consultation with the parent and may include

- Detention
- In school suspension
- Out of school suspension
- Long term suspension

When considering administrative disciplines for special needs students, the school Director, or his designee, will review and consider any accommodations made as a result of the student's IEP or 504 status and if the behaviors are a manifestation of the student's disability. If a student with an IEP or 504 plan exhibits continuous or egregious disruptive behavior, a functional behavioral assessment and/or a behavior intervention plan may be put in place.

A parent may appeal any administrative discipline by submitting a written request for review to the Director within 7 days of the written notification of the administrative discipline. The Director will either reconsider the discipline or forward the request for review to the Board of Directors within 3 days. The Board will hold a hearing where the parents and a representative, if desired, will be given a chance to speak on why the administrative discipline should be changed. The Board of Directors' decision on the request for review will be final.

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

The following start-up plan assumes charter approval the first week of February.

Marketing:

Getting student applications will be one of the first priorities. We will have ads and press releases ready to go to local media as soon as we get final approval. Fisher Design Studios has agreed to provide the initial designs and marketing services for no upfront costs, and Patti Learman will direct the initial marketing.

We will advertise in the News and Record, The Rhinoceros Times, The Carolina Peacemaker, and The Northwest Observer. We will additionally target students at local daycare centers and preschools.

We will collect names from interested parties that visit our website and will mail them applications. We will also send a mailing to our current mailing list of interested families. Until we get temporary or permanent offices, Academic Development Services has agreed to let us use two offices. This will allow parents to drop off applications in person and provide a location from which to conduct the school's initial business.

Enrollment:

The open enrollment period will start as soon as we get final approval and end March 9 at 5:00 p.m. If a lottery must be held for any grades it will be held on Thursday, March 22 at 12:00 p.m. Academic Development Services has agreed to host the lottery. Several volunteers who do not plan on enrolling students in the school have offered to help with the mailings and the lottery.

Location:

Finding a suitable location will be another top priority. Dan Pierce, of NAI Piedmont Triad has agreed to help us secure a suitable temporary or permanent location. We have had informal conversations with the owners of several possible locations.

Staffing:

Karla Hall will head up a hiring committee. The number of applications received will dictate hiring decisions. We will initially advertise on craigslist, newspapers, and with placement centers at local universities including NC A&T, UNCG, Elon, High Point University, and Greensboro College. After the School Director is contracted, he or she will take over as head of the hiring committee and will recommend all new hires to the Board for approval.

Funding:

Mary Catherine Sauer will head up the funding committee. We will explore a number of options to secure start up funds, including grants from public and private foundations, loans, and fundraising. After the open enrollment period (or the lottery if necessary) we will have a core group of parents that we will call upon to help in some of our efforts, including fundraising.

Once funds are secured (in conjunction with securing facilities) we will work to procure necessary materials, furniture, and equipment.

February 3	Final Charter Approval
February 6	Start advertising Open Enrollment and for Staff positions
March 9	Open Enrollment Ends
March 22	Lottery, if necessary
March 9 to June 15	Hire staff
March 9 to June 15	Secure start up funds
March 9 to June 15	Secure either temporary or permanent facility
June 15 to August 13	Prepare facility
June 15 to August 13	Procure books, materials, equipment
August 13 to August 20	Staff Development
August 21	First Day of School

VII. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

Administration

- 1 Director
- 1 Assistant Director (as student population permits)
- 1 Administrative Assistant
- 1 Business Manager

Contracted paraprofessionals

- Speech and psychology paraprofessionals as needed

Instructional/ Teaching Staff

- 1-2 Full Time EC Teachers
- 22 Full Time Classroom Teachers (as student population permits)
- 4 Teacher Assistants
- 1 PE Teacher
- 1 Music Teacher
- 1 Art Teacher
- 1 Librarian
- 1 Foreign Language Teacher

Other Staff

- 1-2 Custodian/Maintenance

Total Staff 2012-2013: 38

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

As soon as final approval is given, the school will advertise for all positions in several different ways. New media such as craigslist, facebook, and teacher-teacher.com will be used as well as more traditional outlets such as the News and Record classifieds. We will also advertise open positions through the placement offices of local schools of education including NC A&T, UNCG, Greensboro College, Elon, and High Point University.

Until a Director is in place, Karla Hall will head up a hiring committee that will consist of Board members, community members, and teachers who have already been hired. After a Director is in place, the Director will lead the hiring committee. When a teacher is under consideration for a position on a grade level team for which there is already staff in place, the current grade level staff will be expected to make a recommendation concerning the prospective hire.

SAMPLE

Cornerstone Charter Academy

Staff Handbook

General Expectations

Hours

All classroom teachers are expected to be in their classrooms by 7:50 a.m. each morning. If there is a lunch volunteer for the day, teachers may leave the classroom for 30 minutes during the scheduled lunch. If there is no lunch volunteer, the teacher is expected to stay with his or her students during lunchtime. Teachers may leave at 3:45 if there are no further obligations that day.

Hours before and after school may vary depending on other scheduled meetings and events.

Attire

Staff members' attire should be consistently professional. With the exception of some field trips and occasional special events, denim, crocs, flip-flops, and the like should not be worn. Teachers should equal or exceed student's dress code.

Conduct

As a Cornerstone Charter Academy staff members represent the school at work and in the community. It is important that their behavior reflect the values of CCA.

Communication

Effective communication is essential to a well run school. Classroom teachers will send home weekly newsletters outlining class work and activities happening that week.

Teachers will also put important information on their classroom websites, and update their online grade books weekly.

As a public school of choice, CCA depends on families to choose it. It is important to remember that the parents are the customers of the school. Therefore, any phone calls, notes, or emails from parents should be returned the same day if possible.

Volunteers

Parent and community volunteers are vitally important to the successful operations of CCA. As such, all staff members are expected to make the school a welcoming, inviting place for volunteers. Classroom teachers are responsible for making sure their volunteers have a clear understanding of student expectations and what the volunteer should do if those expectations are not met.

Out of Classroom Obligations

In addition to classroom and teaching responsibilities, staff members will also be required to perform other duties and services for the school and the community.

Meetings

All staff members will be expected to attend regular staff meetings at times and intervals set by the Director. Additionally, grade level team members will be expected to meet at least twice a month to coordinate lessons, activities, and programs.

Extracurricular Duties

As a part of the CCA community, each staff member will be expected to take on at least one extracurricular activity or service. Examples of acceptable activities include leading a club, coaching a sport, or serving on a special committee. Extracurricular activities shall be approved in advance by the Director.

Community Service

An important part of the character education program is the community service component. Staff members will be expected to participate in periodic service projects along side CCA students, families, and community.

Staff parents

Staff members who are also parents have a unique role in the school community. In addition to the responsibilities as a staff member, they have additional responsibilities as parents of a CCA student. These responsibilities involve the same commitment expected from parents who work outside of the school and include sharing time and talent voluntarily with the Cornerstone Charter Academy community.

Resources

Staff members are expected to be good stewards of the school's limited resources. Supplies are necessary and greatly enhance the learning opportunities for our students, but care should be taken that they are not wasted. CCA is committed to providing each teacher with the necessary tools to do his or her job well. Accordingly, CCA will provide each classroom teacher with an annual budget to purchase additional supplies and materials for his or her classroom.

School Closings

School closings or delays due to inclement weather will be announced on local news channels. Staff will not be expected to report on those days.

Absences

As professional educators, teachers are expected to be at school for all of the scheduled school and work days. Student time on task is negatively impacted when the classroom teacher is not in the classroom. When serious illness or other emergencies do occur, staff members should notify the office immediately so that an appropriate substitute can be scheduled. Absences for appointments, travel, professional development, or other scheduled events must be approved in advance by the Director.

Classroom Expectations

Lesson Plans

Lesson plans for the week should be completed and available for review Monday morning. They should be clearly labeled and available so that in the event of an unexpected absence a substitute can step in and teach the scheduled lessons.

Substitutes

Substitutes will be scheduled by the administrative assistant. Every effort will be made to honor each teacher's preferences from the approved sub list.

Educational Program

CCA teachers will be required to follow the educational program set by the Board of Directors of the school. Any deviation from the prescribed curriculum, pacing guides, or programs must be approved in advance by the Director. A report of any major changes or deviations from the prescribed program will be included in the Director's report to the Board of Directors.

Classroom Guidelines

Teachers are expected to keep an orderly, engaging classroom. The teacher's desk should be kept neat and orderly. Confidential information should be stored properly and secured so that students, visitors, and classroom volunteers do not have access to it. Students should be encouraged and assisted in keeping their workspaces organized and clean. Any maintenance issues should be reported immediately to the front office.

Postings

The following should be posted in all classrooms:

- Classroom expectations
- Emergency evacuation plans
- Lockdown procedures
- Lunch procedures
- Homework for the week
- Weekly schedule
- American Flag
- North Carolina Flag

General Environment

All staff members are responsible for helping to maintain a safe, orderly environment in the hallways and common areas of the school buildings. Student behavior expectations will be clearly communicated and posted. CCA staff should remind students of the appropriate behaviors when necessary and, if warranted, take appropriate disciplinary action including but not limited to referral to the student's classroom teacher or the Director.

Middle school staff members should make a point of supervising hallways during class changes.

Employment Expectations

Employment

All new employees and changes in the status or position of current employees must be approved by the Board of Directors before any change of status becomes official.

All staff members are expected to perform their duties in a professional, respectful manner. In most cases, failure to meet expectations will result in the staff member being placed on a performance plan. There are, however, some behaviors that may result in immediate termination. These behaviors include, but are not limited to:

- Inappropriate sexual or violent behavior towards others
- Use of drugs, tobacco, or alcohol on school property
- Egregious misconduct
- Harassment, bullying, or discrimination of others
- Unexplained absence

Observations and Evaluations

The administrative team will observe each teacher at least once per quarter. These observations should be a combination of scheduled and unscheduled. More frequent, informal observations may occur at any time throughout the school year. Three times per year an administrator will meet with each teacher to offer feedback on the observations. This feedback should include specific areas of strengths and areas and suggestions for improvement.

The Director will give each staff member an annual evaluation. Teachers will be evaluated using a range of data including student NWEA MAP test scores, administrative observations, parent satisfaction surveys, mentor evaluation (for new teachers), information from the grade book, and lesson plans. Annual evaluations will be used to distribute merit-based salary increases and bonuses, at the discretion of the Director.

Performance Plans

Teachers who are found to need extra assistance in meeting the expectations of Cornerstone Charter Academy may be put on a performance plan. The plan will include specific information about ways in which the staff member is not meeting expectations as well as specific steps that need to be taken to help the staff member meet expectations, and a timeline for meeting the requirements of the plan. Specific steps may include staff development, mentoring, modeling, frequent observations, and frequent feedback. If the staff member does not show adequate improvement on the performance plan within the specified timeline he or she may be recommended for dismissal.

Teams

Teachers will be expected to work in collaborative grade-level teams. Teams should meet at least twice monthly to discuss and plan pacing, assessments, policies, programs, and other related topics. Team members will be expected to establish similar programs and policies with the intent that all students in the same grade level have similar experiences and are equally prepared to enter the next grade.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

School administrators will be required to have a proven, experiential background in successful school and/or business management. A Masters Degree in Business Administration and/or School Administration will be a minimum requirement for the school director.

Teachers will be required to be licensed to teach in North Carolina, or working toward licensure. At all times, at least 75% of CCA's teachers will be licensed. In addition, all teachers in core subject areas will meet Highly Qualified standards. The school will use any and all measures approved by NC SBE to assist teaching candidates to become NC licensed and highly qualified. These measures will include, but not be limited to, reciprocity agreements, lateral entry, and alternative national licensure programs.

Classroom assistants will be required to meet standards of NCLB legislation as it relates to their interaction with Title I students.

Any reports to parents required by NCLB as per qualification of the persons teaching the students will be forwarded in a timely manner. Criminal background checks of all personnel are required by law and will be conducted on all applicants for faculty, administrative, and staff positions.

ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5))

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

CCA's marketing plan will help it reflect the demographic composition of Guilford County. CCA will initially advertise in a wide variety of media designed to target a cross section of the population. The goal will be to have at least one staff member fluent in Spanish to help facilitate the enrollment of the Spanish speaking population. CCA will also target day cares, preschools, and churches that serve a wide variety of students throughout Guilford County.

As transportation can be a barrier to a diverse school population, CCA will actively seek to help parents find transportation solutions. Funds permitting, these solutions may include school provided transportation.

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. Explain the analysis utilized to determine these specific enrollment figures

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20%

per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

Cornerstone Charter Academy's enrollment figures are based on the model of other successful charter schools. Since a permanent location has not yet been secured, the projection that all of CCA's students will come from Guilford County is based on the possibility that the facility will be centrally located. The enrollment figures reflect the plan to have 4 Kindergarten classes of 20 students, and 3 classes of 27 students in each of grades 1-6 the first year. Each year after that, a grade will be added until the school is a full K-8.

**PROJECTED ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Guilford County

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3	
Kindergarten	K	<u>80</u>	_____	_____	<u>80</u>	_____	_____	<u>80</u>	_____	_____	<u>80</u>	_____	_____	<u>80</u>	_____	_____
First	1	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____
Second	2	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____
Third	3	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____
Fourth	4	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____
Fifth	5	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____
Sixth	6	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____	<u>81</u>	_____	_____

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	<u>81</u>	—	—	<u>81</u>	—	—	<u>81</u>	—	—	<u>81</u>	—	—
Eighth	8	—	—	—	—	—	—	<u>81</u>	—	—	<u>81</u>	—	—	<u>81</u>	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>566</u>	—	—	<u>647</u>	—	—	<u>728</u>	—	—	<u>728</u>	—	—	<u>728</u>	—	—
Overall Total Enrollment		<u>566</u>			<u>647</u>			<u>728</u>			<u>728</u>			<u>728</u>		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	<u>\$2,603,898.58</u>	<u>\$2,976,516.79</u>	<u>\$3,349,134.80</u>	<u>\$3,349,134.80</u>	<u>\$3,349,134.80</u>
--Local Per Pupil Funds	<u>\$1,375,923.36</u>	<u>\$1,572,831.12</u>	<u>\$1,769,738.88</u>	<u>\$1,769,738.88</u>	<u>\$1,769,738.88</u>
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$3,979,821.94</u>	<u>\$4,549,347.91</u>	<u>\$5,118,873.68</u>	<u>\$5,118,873.68</u>	<u>\$5,118,873.68</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2012-13 through 2016-2017

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

See
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

2012-2013

\$ 4,427.29 x 566 = \$ 2,505,846.14	State Operating Income
\$ 3,501.88 x 28 = \$ 98,052.44	EC Allotment
\$ 2,430.96 x 566 = \$ 1,375,923.36	Local Operating Income
\$ 3,979,821.94	Total Operating Income

2013-2014

\$ 4,427.29 x 647 = \$ 2,864,456.63	State Operating Income
\$ 3,501.88 x 32 = \$ 112,060.16	EC Allotment
\$ 2,430.96 x 647 = \$ 1,572,831.12	Local Operating Income
\$4,549,347.91	Total Operating Income

2014-2015

\$ 4,427.29 x 728 = \$ 3,223,067.12	State Operating Income
\$ 3,501.88 x 36 = \$ 126,067.68	EC Allotment
\$ 2,430.96 x 728 = \$ 1,769,738.88	Local Operating Income
\$ 5,118,873.68	Total Operating Income

2015-2017

\$ 4,427.29 x 728 = \$ 3,223,067.12

\$ 3,501.88 x 36 = \$ 126,067.68

\$ 2,430.96 x 728 = \$ 1,769,738.88

\$ 5,118,873.68

State Operating Income

EC Allotment

Local Operating Income

Total Operating Income

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff 37-46	\$ <u>\$1,717,000</u>	\$ <u>\$1,938,000</u>	\$ <u>\$2,292,000</u>	\$ <u>\$2,292,000</u>	\$ <u>\$2,292,000</u>
--Administrator(s) # 1-2	\$ <u>142,000</u>	\$ <u>152,000</u>	\$ <u>142,000</u>	\$ <u>142,000</u>	\$ <u>142,000</u>
--Clerical #2	\$ <u>80,000</u>	\$ <u>85,000</u>	\$ <u>90,000</u>	\$ <u>90,000</u>	\$ <u>90,000</u>
--Teachers #27-33	\$ <u>1,080,000</u>	\$ <u>1,200,000</u>	\$ <u>1,485,000</u>	\$ <u>1,485,000</u>	\$ <u>1,485,000</u>
--Librarians #1	\$ <u>35,000</u>	\$ <u>37,000</u>	\$ <u>39,000</u>	\$ <u>39,000</u>	\$ <u>39,000</u>
--Guidance #	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Teacher Assistants #4-6	\$ <u>100,000</u>	\$ <u>140,000</u>	\$ <u>180,000</u>	\$ <u>180,000</u>	\$ <u>180,000</u>
--Custodian #1	\$ <u>25,000</u>	\$ <u>27,000</u>	\$ <u>28,000</u>	\$ <u>28,000</u>	\$ <u>28,000</u>
--Maintenance #1	\$ <u>25,000</u>	\$ <u>27,000</u>	\$ <u>28,000</u>	\$ <u>28,000</u>	\$ <u>28,000</u>
--Food Service #	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
--Bus Driver #					
--Other	\$ <u>240,000</u>	\$ <u>270,000</u>	\$ <u>300,000</u>	\$ <u>300,000</u>	\$ <u>300,000</u>
<u>Contracted Services</u>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>	\$ <u>309,060</u>	\$ <u>348,840</u>	\$ <u>412,560</u>	\$ <u>412,560</u>	\$ <u>412,560</u>
<i>STAFF DEVELOPMENT</i>	\$ <u>80,000</u>	\$ <u>80,000</u>	\$ <u>80,000</u>	\$ <u>80,000</u>	\$ <u>80,000</u>
<i>MATERIALS AND SUPPLIES</i>	\$ <u>320,000</u>	\$ <u>370,000</u>	\$ <u>400,000</u>	\$ <u>400,000</u>	\$ <u>400,000</u>
<i>OFFICE SUPPLIES</i>	\$ <u>65,000</u>	\$ <u>75,000</u>	\$ <u>85,000</u>	\$ <u>85,000</u>	\$ <u>85,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	\$ <u>50,000</u>	\$ <u>55,000</u>	\$ <u>60,000</u>	\$ <u>60,000</u>	\$ <u>60,000</u>
<i>OFFICE EQUIPMENT</i>	\$ <u>45,000</u>	\$ <u>45,000</u>	\$ <u>40,000</u>	\$ <u>40,000</u>	\$ <u>40,000</u>

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TESTING MATERIALS	<u>\$32,000</u>	<u>\$36,000</u>	<u>\$40,768</u>	<u>\$40,768</u>	<u>\$40,768</u>
INSURANCE	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>	<u>\$85,000</u>
UTILITIES	<u>\$80,000</u>	<u>\$80,000</u>	<u>\$80,000</u>	<u>\$80,000</u>	<u>\$80,000</u>
RENT	<u>\$800,000</u>	<u>\$800,000</u>	<u>\$800,000</u>	<u>\$800,000</u>	<u>\$800,000</u>
MAINTENANCE & REPAIR	<u>\$48,000</u>	<u>\$48,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
TRANSPORTATION	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
MARKETING	<u>\$40,000</u>	<u>\$40,000</u>	<u>\$30,000</u>	<u>\$20,000</u>	<u>\$10,000</u>
FOOD/CAFETERIA SUPPLIES	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$6,000</u>
TOTALS	<u>\$3,676,060</u>	<u>\$4,005,840</u>	<u>\$4,461,328</u>	<u>\$4,451,328</u>	<u>\$4,441,328</u>

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$0
Certificates of Deposit	\$0
Bonds	\$0
Real Estate	\$0
Capital Equipment	\$0
Motor Vehicles	\$0
Other Assets	\$0
TOTAL	\$0

ADDITIONAL NOTES:

MARKETING PLAN (GS 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

CCA will aggressively market the school to a variety of communities in Guilford County, with the goal of mirroring the diversity of the overall population. CCA’s marketing will include the following:

Community Meetings

Meetings have already been held and will continue to be held throughout the spring. Parents will be able to get questions answered, find out about our programs, and apply for enrollment at these public meetings. Press releases will be sent to a variety of local media and flyers will be put up at establishments such as the YMCA, community centers, the Children’s Museum, and the Science Center.

Brochures

Brochures will be distributed to daycares and preschools throughout Guilford County.

Website

CCA has established the website www.cornerstonecharterk8.com and will keep it updated with current information.

Advertisements

The school will advertise in local newspapers including the News and Record, the Rhinoceros Times, the Northwest Observer, and the Carolina Peacemaker.

SCHOOL AUDITS:**PROGRAM AUDITS:** GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The evaluation of the CCA program will be data driven. A number of factors will be used to determine the effectiveness of the program, among them, NWEA test scores, EOGs, EOCs, Parent Satisfaction Surveys, and Teacher Satisfaction Surveys. The Director, with the help of the School Improvement Team, will prepare an annual report for the Board outlining the data and detailing areas of strength and areas that need improvement.

The School Improvement Team (SIT) will prepare a School Improvement Plan, subject to Board approval, that sets measurable, attainable goals that support the mission of the school. The SIT will periodically evaluate and adjust the school's goals and objectives to make sure the school continues to improve.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Darrell Keller, CPA, has agreed to conduct the annual required audit for the LLCA-CFA. He is listed as a state-approved charter school auditor.

Darrell Keller, CPA
P.O. Box 1028
Kings Mountain, NC 28086
(704) 739-0771

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety**

Cornerstone Charter Academy is committed to the health, safety, and well-being of all students and employees. CCA will train staff and provide all necessary measures to meet required Federal and State health and safety laws and regulations. Key members of our staff will be trained as first responders by the American Red Cross in first aid and CPR. Further, all staff members will be trained on the school's emergency response plan.

- **Immunization of Students**

NC students are required by law to have certain immunizations prior to attending schools: DTP, DTaP, Polio, Measles, Mumps, Rubella, Hib, Hepatitis B, Varicella. Cornerstone Charter Academy staff will work to make sure all students meet the immunization requirements. Students attending CCA will provide documentation of immunization to include the child's age at administration of each vaccine, the number of doses, and the date of administration. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons in accordance with state requirements.

- **Fire and Safety Regulations**

CCA will meet the building (including appropriate fire control mechanisms,, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The school director will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

- **Food Inspections**

CCA will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will welcome the local health inspector as he makes random visits to inspect food service processes. The school will take due diligence to correct any food service issues found during the inspections.

- **Hazardous Chemicals**

CCA has the responsibility to inform and adequately train its employees who work with hazardous substances and to design and implement employee protection programs. Employee training programs will provide the necessary hazard information to school staff so they can participate in and support measures in place at school. Material Safety Data sheets (MSDS) will be on site and available for review of anyone coming in contact with chemicals. A central file will be kept in the main office of MSDS. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all staff.

- **Bloodborne Pathogens**

CCA will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials (human body fluids, unfixed tissue from a human, HIV –containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV.

CCA will have a written Exposure Control Plan that is accessible to all employees. The Plan will include 1) designated job classifications, tasks and procedures which involve potential exposure, 2) indications of required engineering and work practice controls and 3) specifications of necessary personal protective equipment. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risk
- Post-exposure reporting

- **Diabetes care plans**

For each student enrolled in CCA with diabetes, CCA will help develop and implement an Individual Diabetes Care Plan. Staff members and teachers will be trained to appropriately assist and support students with diabetes and

implement their Diabetes Care Plan. CCA will annually report any enrolled students with diabetes to the State Board of Education. CCA will further provide information demonstrating compliance with the guidelines under G.S. 115C-12(31).

- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

We do not plan to have grades 9-12.

- **Providing parents and guardians with information about:**

- **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

CCA will give information to parents and guardians at the beginning of each year with information about meningococcal meningitis and influenza. These handouts will include information about vaccines, causes, symptoms, how they are spread and where parents can get more information and vaccines for their children.

- **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**

CCA will give parents and guardians of students in grades 5-8 information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year, and will include causes, symptoms, how these diseases are transmitted, vaccines that can prevent them, benefits and possible side effects of vaccines, and where parents and guardians can get more information and vaccines.

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	1,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	the appraised value of the building and contents
Motor Vehicle Liability	1,000,000
Bonding	\$250,000
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other	

See Resource Manual for Minimums required by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

In order to make sure that transportation is not a barrier to students attending Cornerstone Charter Academy, CCA will actively assist parents find transportation solutions. Funds permitting, these solutions may include school provided transportation. CCA will facilitate the arranging of carpooling to and from school. CCA will also work with local afterschool care facilities to help coordinate transportation from the school to the care facility.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. 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 facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Cornerstone Charter Academy does not have any facilities at this time. It is expected that after final approval of the charter application, suitable facilities and financing will be obtained.

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet:	_____
Number of Classrooms:	_____
Number of Restrooms:	_____
Other Rooms:	_____
Auditorium:	_____
Gymnasium:	_____
Music Room:	_____
Art Room:	_____
Laboratory:	_____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Upon approval of the application, Dan Pierce of NAI Piedmont Triad will assist CCA in finding facilities. He will be looking simultaneously for a permanent location and a temporary location.

Temporary facilities: A temporary facility will either be an existing structure that meets the needs of the school or can be altered to do so or a location on which temporary trailers can be located, or a combination of the two. Securing a temporary facility will also serve as a contingency plan if our efforts to find a permanent location are not immediately successful.

Permanent facilities: Permanent facilities will consist of either an existing structure that can be altered to meet the needs of the school or land on which new school facilities can be built or a combination of the two. An ideal permanent location will include 24-30 acres with access to city water and sewer within easy access to main thoroughfares. New construction, or renovation of existing structures will include the following:

- 52,000 square feet
- 32 classrooms
- 4 offices
- Parent room
- Library
- Kitchen
- 200 parking spaces
- Playground
- Athletic field
- Gym

VIII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

IX. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

Appendix

Promotional Flyer _____ Appendix Section 1

Promotional Brochure _____ Appendix Section 2

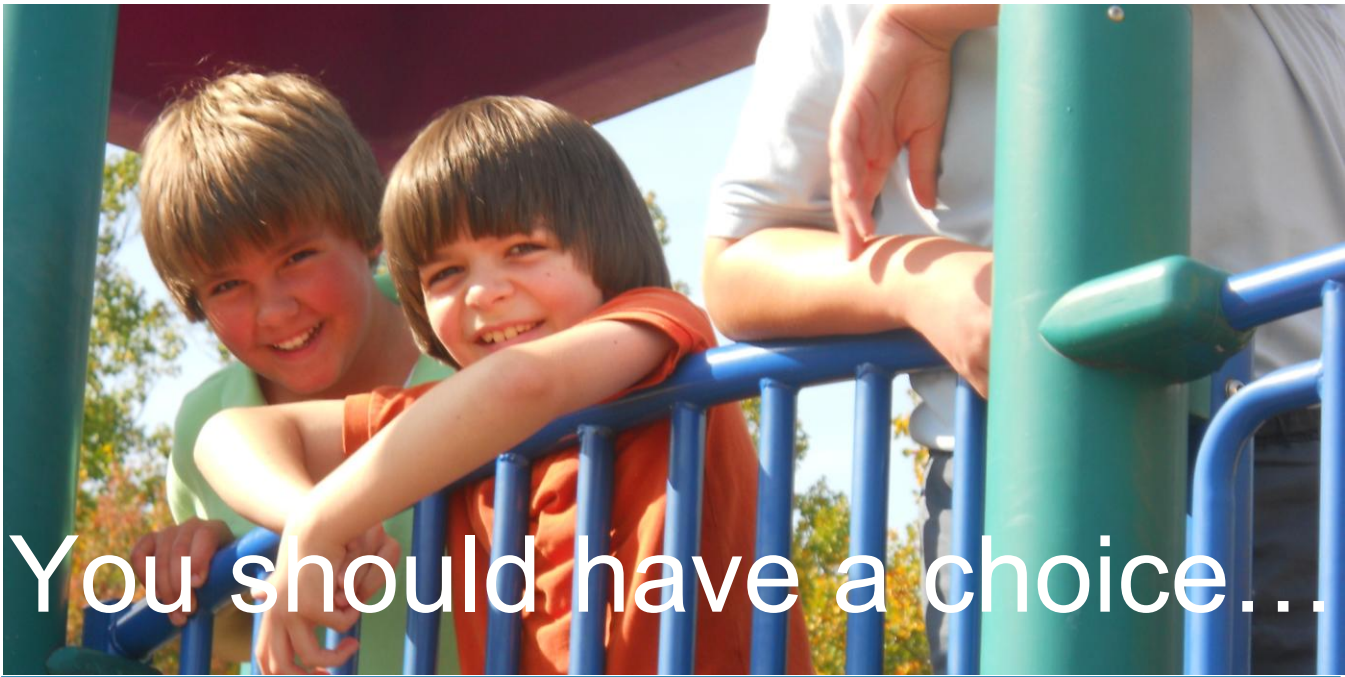
Conflict of Interest Statement _____ Appendix Section 3

Petitions of Support _____ Appendix Section 4

Appendix Section 1

Promotional Flyer

The following is an example of the flyers we have put up around town.



You should have a choice...

CORNERSTONE CHARTER ACADEMY A PROPOSED* TUITION-FREE PUBLIC CHARTER SCHOOL



Parents should have a choice about what kind of education is best for their child. Every student deserves a great education. At Cornerstone

Charter Academy it doesn't matter where you live or what you can afford. Your child can get a great education. Period.

“The objective of education is to prepare the young to educate themselves throughout their lives” Robert M. Hutchins

The Core Knowledge curriculum will give students the foundation they need for a lifetime of learning. Saxon Math, Shurley Grammar, and Open Court will supplement the Core Knowledge curriculum.

- Back to Basics
- Traditional
- Rigorous Academics
- Character Education
- Parental Involvement
- Grades K-8



Informational Meeting

Thursday, November 3
7 p.m.

Cathedral of His Glory
4501 Lake Jeanette Rd.
Greensboro, NC

Childcare will be provided.

www.cornerstonecharterk8.com



*application pending

Appendix Section 2

Promotional Brochure

The following is an example of the brochures we will send to daycares and preschools.

Mission Statement

Cornerstone Charter Academy:
A tuition free public charter school, offering every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education and meaningful parental participation.

Proposed to Open August 2012



**Public Charter Schools:
A Choice in Education**



**Proposed Public
Charter School**

**Cornerstone
Charter
Academy**



**...providing every student the
opportunity to reach his or her
full potential...**

Visit our web site at:

<http://www.cornerstonecharterk8.com>

Back to Basics Education

Cornerstone Charter Academy will provide a rigorous, back to basics, traditional education.



Public Charter Schools offer parents choice and flexibility.

The school will use the Core Knowledge curriculum in grades K-8.

Students in grades K-6 will use Saxon Math as the primary instruction program.

Students in grades K-8 will use Shurley Grammar as part of the language arts program.

Character Education

Students attending Cornerstone Charter Academy will participate in character education based on common character traits. All grade levels will use a moral focus curriculum as part of their educational program.

The school will hold frequent school-wide assemblies where achievement or growth in activities related to the monthly character virtue will be recognized. Students will have opportunity to participate in school wide service projects that highlight moral virtues.

Students will be encouraged to participate in other service projects in the school and community.

Parental Participation

Partnership in Education

- Parents will be partners in their children's education.
- Parents will be welcome at school
- Parents will be involved in the decision making process



...providing every student the opportunity to reach his or her full potential...

- * K- 8
- * Back to Basics
- * Traditional
- * Core Knowledge
- * Saxon Math
- * Shurley Grammar
- * Phonics Based Reading
- * Moral Focus
- * Parental Partnership
- * Extracurricular Activities

Innovation thrives within the walls of charter schools across the county.

A Charter School...

- * A Public School
- * Tuition-Free
- * Independently Managed
- * Accountable to the State
- * Open to all NC Residents
- * No Attendance Zones
- * No Entrance Requirements
- * Administers State Testing

"Charter Schools are the direct results of the desire of parents across the country to increase their personal involvement and control in their children's education"

Appendix Section 3

Conflict of Interest Statement

The following is the conflict of interest statement that every Board member will sign.

**Conflict of Interest Statement for Board Members
of Cornerstone Charter Academy**

No board member or board committee member, or any member of his or her family should accept any gift, entertainment, service, loan, or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board or committee member's connection with Cornerstone Charter Academy (CCA), unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board and committee members are expected to work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.

No board or committee members should perform, for any personal gain, services to any CCA supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.

No board or committee member or any member of his or her family should have any beneficial interest in, or substantial obligation to any CCA supplier of goods or services or any other organization that is engaged in doing business with or serving CCA unless it has been determined by the board, on the basis of full disclosure of facts, that such interest does not give rise to a conflict of interest.

This policy statement is not intended to apply to gifts and/or similar entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

Any matter of question or interpretation that arises relating to this policy should be referred to the president for decision and/or for referral to the board of directors for decision, where appropriate.

I have received, read and understand fully the Conflict of Interest Statement and will comply with the statement by bringing any potential conflict of interest situations to the board for consideration.

Signature

Date

Appendix Section 4

Petitions of Support

The following are signed petitions of community support for Cornerstone Charter Academy.

Whereas, many Guilford County Schools are over capacity and, Whereas, demand for school choice in Guilford County is high as evidenced by the increasing number of home schools, charter schools, and private schools and,

Whereas, Greensboro Academy alone has over 1000 students on its waiting list, We, the undersigned parents and community members, support the formation of Cornerstone Charter Academy in Guilford County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>Greta Stanley</i>	Greta Stanley	800 Montrose Drive GSO, NC	420-2912	davidgreta@triad.rr.com
<i>David K. Stanley</i>	David K. Stanley	800 Montrose Dr. GSO, NC	336-420-2911	sketch@bellsouth.net
<i>Lisa Brown</i>	Lisa Brown	Marshall Smith College Rd. GSO, NC	336-508-6688	lisabrown@triad.rr.com
<i>Gay Beck</i>	Gay Beck	3702 Bardwell Rd. Wake, NC	457-3174	csbrkncc@yahoo.com
<i>Elaine Putnam</i>	Elaine Putnam	323 Lindley Rd GSO NC	299-1098	
<i>Genell Hendricks</i>	Genell Hendricks	6004 Still Run Dr. GSO NC	288-1970	
<i>Sara Cotrone</i>	Sara Cotrone	5 Lake Bluff GSONC	316-1091	SaraCotrone@gmail.com
<i>Jason Yow</i>	Jason Yow	899 Lamwood Dr. GSONC	336-389-8529	jsmnyow@gmail.com
<i>Anne Prudente</i>	Anne Prudente	4808 Carlson Valley, Sunday, NC	336-644-6621	jprudente@yahoo.com
<i>SARA POZIL</i>	SARA POZIL	5760 Johnston Ct. Climax, NC	336-299-4402	N/A
<i>Susan E. Bailey</i>	Susan E. Bailey	3711 Worthing Ct. GSO, NC	336-207-0804	sbailey@triad.rr.com
<i>David Barden</i>	David Barden	317 Willow Spring Ct. GSO, NC	336-316-6092	pbarden@bellsouth.net
<i>Olaf van de Klauw</i>	Olaf van de Klauw	3402 Bent Creek Ct, GSO NC	336-665-5335	Olaf.van.de.Klauw@bellsouth.net
<i>Flada B. Putnam</i>	Flada B. Putnam	925 New Garden Rd. "	299-5547	
<i>MARC PUTNAM</i>	MARC PUTNAM	323 LINDLEY ROAD	299-1098	
<i>Den Duggan</i>	Den Duggan	4600 MacGregor Trl. GSO, NC	285-7451	ddd49ld@triad.rr.com
<i>Ana C. Restrepo</i>	Ana C. Restrepo	7879 Buffhead Ct. GSO ND	423-3592	chrestre@triad.rr.com
<i>SALLY STANLEY</i>	SALLY STANLEY	705 Montrose Rd. GSONC	285-9505	
<i>DAN AND STANLEY</i>	DAN AND STANLEY	" " " "	" "	
<i>JIM GOETZ</i>	JIM GOETZ	7419 Westcoast Rd	851-5138	tmgoetz@bellsouth.net

Please return to Mary Catherine Sauer 3607 Birdsong Ct., Summerfield, NC 27358 336.423.6614

Whereas, many Guilford County Schools are over capacity and, Whereas, demand for school choice in Guilford County is high as evidenced by the increasing number of home schools, charter schools, and private schools and, Whereas, Greensboro Academy alone has over 1000 students on its waiting list, We, the undersigned parents and community members, support the formation of Cornerstone Charter Academy in Guilford County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>Margaret Harvey</i>	MARGARIE GARNY	711 MONTROSE DRIVE	394-3863	
<i>Mr. A. Smy</i>	MARK A. SCHULTZ	712 MONTROSE DR.	310-2556	
<i>Jane H. Galt</i>	Anne H. Eaton	803 Montrose Dr.	706-2503	dancesing23@triad.rr.com
<i>Dennis Eaton</i>	Dennis Eaton	803 Montrose Dr.	706-0787	
<i>Les Ann Green</i>	Les Ann Green	1503 Quail Dr.	282-3117	greenlea@ychoo.com
<i>Caroline Moore</i>	Carla Crotts-Massa	3859 Smoky Quartz Ct.	830-0620	dancingforever5628@vgn.com
<i>Aaron Mack</i>	Aaron Massa	3859 Smoky Quartz Ct.	830-4746	massa117@bnetmail.com
<i>Melodee Mickey</i>	Melodee Mickey	3612 Singleleaf Ct HP	906-1543	mhmickey@triad.rr.com
<i>Alex Sardon</i>	Alex Sardon	3201 Farmridge Ct. Greensboro	336-282-6136	Steinsard@triad.rr.com

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Signature	Printed Name	Address	Phone	Email
<i>Handwritten Signature</i>	Karla L. Hall	1419 Kintail Ct Summerfield	298-4445	Khall66@trind.ir.com
<i>Handwritten Signature</i>	Lisa Gibbs	7012 Equilstrian Tr	644-1443	john.isa.gibbs@hotmail.com
<i>Handwritten Signature</i>	Alison Nottage	5682 Greendale Ct, Summerfield	6430141	jalnot3@aol.com
<i>Handwritten Signature</i>	Eileen C. Martin	78 Manguna Dr. Greensboro	336-327-4850	martinec@gmail.com
<i>Handwritten Signature</i>	Kim Goodnight	2107 Northway Dr. Browns Summit	285-6008	Goodnight1@hotmail.com
<i>Handwritten Signature</i>	Robert W Hall	1419 Kintail Court Summerfield	298-4445	Khall66@trind.ir.com
<i>Handwritten Signature</i>	Melissa Baughman	3506 Terraville Dr. Gboro	852-6801	baughman@trind.ir.com
<i>Handwritten Signature</i>	LISA STAFFORD	3606 BRANDYWINE DR. GBORO	312-4136	LRSTOY@hotmail.com
<i>Handwritten Signature</i>	Brian Bartlett	5 Highland Bluff Ct, GSO	676-3431	bartlettbraces@gmail.com
<i>Handwritten Signature</i>	Elizabeth Piley	6770 Mc Kibbin Circle Summerfield	644-7560	elizabethpiley0120@gmail.com
<i>Handwritten Signature</i>	Tanya Simmons	1002 Wakefield Dr. Gboro	834-9177	geortanya@qimz.com
<i>Handwritten Signature</i>	MARIA FITTON	6309 ANDERLAND RD GIBSONVILLE	697-2139	mariafitton@gmail.com
<i>Handwritten Signature</i>	Veronica Murphy	3506 Chance Road, Gboro 27410	681-7742	Vmurphy@igkws.com

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Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Dixie Culver	2218 Kirkpatrick Pl.	288-7578	culverdix@yahooda
<i>[Signature]</i>	Valerie Wilkerson	1714 Madison Ave	254-6162	valeriewetriadr.com
<i>[Signature]</i>	Usa Hazel	3030 Redford Dr.	288-4478	hazelstina@rr.com
<i>[Signature]</i>	Minda Siman	6250 bescott Dr.	207-1133	mmsiman@msr.com
<i>[Signature]</i>	Tricia Dean	3311 Windrift Drive	856-2614	cortdean@earthlink.net
<i>[Signature]</i>	LEE (Shirley) Young	300 Cheswick Ct	207-0668	ta49li@aol.com
<i>[Signature]</i>	Jessie Barnes	540 E. Farniss Ave	281-3391	jebarnes@yahooda
<i>[Signature]</i>	Justin Barnes	540 E. Farniss Ave	215-1424	---
<i>[Signature]</i>	Lauree Loprest	607 Spungley Ct	286-1355	---

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Signature	Printed Name	Address	Phone	Email
	Lynn Thornsberry	2900 Walkbrook Terr Dawns Summit, NC 27214	336-662-2439	LThorns.713@aol.com
	Rodney Hazel	3030 Redford Dr GSO NC 27408	686-7661	r.hazel@triad.rr.com
	Carla Meisner	1412 Waverly Rd GSO NC 27408	686-7661	
	TANIYA HOGSETT	2320 N. Elm St GSO, NC 27408	389-9570	hogsett4@yahoo
	ANGELA RASCOE	5 Hannah McKenzie GSONC 27405	288-6437	rascoe@bellsouth.net
	Joanna Scott	6732 Forsythia Dr GSO NC 27405	316-5421	j.scott1@triad.rr.com
	Gina Dixon	2704 Lunsford Rd Summerfield, NC	465-2255	gjdixon@minisping.com
	Nanette Hutchison	6106 Lindley Woods Dr 27410	852-1550	Nanette@triad.rr.com
	Frances Dieffenbacher	3356 Old Barn Edgemoor 27414	545-9667	fdieff1591@bellsouth.net
	Kim Mathes	1016 Frohman Rd Forest Brown Summit	358 8854	KJm1016@bellsouth.net
	Angela King	4902 Jessup Court GSO 27405	317 297-9708	SUBAD00@HOTMAIL.COM
	MING FENG	8424 Phasant Ridge Dr 27335	966821	mingfeng3@hotmail.com
	Heather McArthur	4129 Sheridan Rd Greensboro 27405	330-282-2152	heatherTEAMCARTHER@HOTMAIL.COM
	HEIDI BAELE	4301 AGLIANO TERRACE	336-298-3390	heidibaer@aol.com

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Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	John Vars	7047 W Friendly Ave UNIT R	655-2002	johnvars196@gmail.com
<i>[Signature]</i>	LISA EDWARDS	7903 CEDAR POINT RD	254-2463	dans.lisa@gmail.com
<i>[Signature]</i>	Brandon York	330 High Knoll Rd.	880-5427	byork19@gmail.com
<i>[Signature]</i>	Emily Harshaw	3019 Stratford Dr, Greensboro, NC 27408	580-9133	ceharshaw@gmail.com
<i>[Signature]</i>	Rebecca L. Wilson	3905 Dogwood Dr., Greensboro NC 27410	312-2159	rwilson15@gmail.com
<i>[Signature]</i>	JANICE CLARK	803 NORTHERN SHORES LN. 27455	-	JANICECLARK@TWC.COM
<i>[Signature]</i>	LOREI BENSHOFF	7004 Polo Farms Summerfield NC	27358	Benshoffs@triad.rr.com
<i>[Signature]</i>	Lisa Collins	7466 Henson Forest Dr.	644-3635	cskman@triad.rr.com
<i>[Signature]</i>	H. Ramyasubramanian	6523 Overland Plc Dr	393-0344	Somuharnisej@yahoo.com
<i>[Signature]</i>	Kris Aronson	1207-C Lakewood Drive	854-1160	Karonas@triad.rr.com
<i>[Signature]</i>	Karen Eckstein	1008 westminster Dr	315-1153	Karen.Ecksti@att.net
<i>[Signature]</i>	Denise Green	6733 Kenbeck Ct Summerfield	643-9414	neegygreen@yahoo.com
<i>[Signature]</i>	Lorene Lezard	7550 Auburndown	644-2749	WozzeKiad@icloud.com
<i>[Signature]</i>	Jeanine Kawalec	7704 thorn meadows Dr, Kernersville	317-2659	Hukawalec@earthlink.net
<i>[Signature]</i>	Leslie Gillespie	410 Troublesome Creek Dr. 600 NC	644-0811	leslie.gillespie@analogy.com
<i>[Signature]</i>	Gerri McGoldrick	1510 Double Oaks Rd 600 NC	336 545 3437	gmcgo1@triad.rr.com

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<i>Anne Ricard</i>	Anne Ricard	4805 White Horse, GSO, NC 27410	288-4746	
<i>Kris Behel</i>	Kris Behel	4003 Ridge Fall 27410	664-9358	kbehel@mindspring.com
<i>Cynthia Hughey</i>	Cynthia Hughey	2112 Cypress St 27405	274-1598	nusa@ci.aph.edu
<i>Kari Sauts</i>	Kari Sauts	1705 Noble Pl 27408	286-4710	k3auts@earthlink.net
<i>Fred Pearlman</i>	Fred Pearlman	9 Silver Oak Ct	661-7351	DFRF828@aol.com
<i>Kevin Behel</i>	Kevin Behel	4603 Ridgefall Rd	664-9358	kbehel@mindspring.com

Whereas, many Guilford County Schools are over capacity and,

Whereas, demand for school choice in Guilford County is high as evidenced by the increasing number of home schools, charter schools, and private schools and,

Whereas, Greensboro Academy alone has over 1000 students on its waiting list,

We, the undersigned parents and community members, support the formation of Cornerstone Charter Academy in Guilford County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
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	Dawn Neal	1358C Lees Creepe Rd. 27455	3631229	dnxasana@yahoo.com

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