



Corvian Community School

**11901 Eastfield Road
Huntersville, NC 28078
704-960-7002**

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Corvian Community School

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Corvian Community School

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

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: Stacey Haskell

TITLE/RELATIONSHIP TO NONPROFIT: Director

MAILING ADDRESS: 13016 Eastfield Road Huntersville, NC 28078

PRIMARY TELEPHONE: 704-960-7002

ALTERNATE TELEPHONE: 704-948-9699

E-MAIL ADDRESS: stacey.haskell@corvian.org

Location of Proposed Charter School (LEA): Mecklenburg County

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: **Corvian Community School**

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

Description of Targeted Population:

Corvian Community School will target a diverse population of kindergarten through third grade students (adding one grade per year up to 12th grade) from Mecklenburg County and surrounding counties. According to the Charlotte-Mecklenburg Neighborhood Quality of Life Study, 62.5% of our target population has a stable quality of life index, while 37.5% has a transitional or challenged quality of life index. According to the study, most of the socioeconomically disadvantaged students in Mecklenburg County live in North and West Charlotte. Corvian Community School is located in North Charlotte, thus impacting one of the two most disadvantaged areas in the county.

Projected School Opening Year 2012 Month 08

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3	88		NO
Second Year	K-4	440		NO
Third Year	K-5	528		NO
Fourth Year	K-6	616		NO
Fifth Year	K-7	704		NO

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

Printed Name

Date

I. 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.

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

MISSION:

The mission of the proposed charter school is as follows:

Corvian Community School believes that every child can and will succeed in ways that reflect his or her own aptitudes, interests, and healthful lifestyle practices. Our mission is to use the Basic School educational philosophy to provide an optimum environment for learning in which: (1) teachers and parents work together to create an inclusive community of learning, (2) students are intrinsically motivated as lifelong learners through hands-on teaching and an integrated curriculum, (3) students are encouraged to develop healthy lifestyle practices for social, emotional and physical health and (4) teachers are empowered to encourage the successful development of the whole child as they strive to meet needs of each individual student over the course of a two year learning loop.

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

Healthy Living

There is a direct connection between the body and the mind. Researcher Dr. John Ratey, M.D., professor of psychiatry at Harvard, found that physical fitness can improve student outcomes and build better brains; fitness increases neuron connectivity, grows larger hippocampi, builds better memories, and yields higher academic achievement (Ratey, 2010). Because obesity and diabetes leads to the rapid decline of cognition, there is an urgent need to build fitness and wellness into the curriculum and into the lives of our students. The following facts compel us towards this foci:

- The 33.5% childhood obesity rate in the state of North Carolina is on the rise in every county ("The Kaiser Family Foundation", 2009).
- Obese children have an IQ that is 30 points less than a child of normal weight (Ratey, 2010).
- Exercise has been proven to "spark the master molecule of the learning process and strengthen the cellular machinery for learning" (Ratey, 2008, p.45).
- The top ten diseases in the country are primarily due to a sedentary lifestyle (Ratey, 2010).

Overcrowded Area Schools

- Corvian Community School will help alleviate the burdens associated with overcrowding, including the increased needs for students with exceptionalities and students living below the poverty line: Within a ten mile radius of Corvian Community School, there are currently 303 mobile units (equivalent to approximately 7,300 students); 52% of students in neighboring schools are receiving free and reduced lunches, and 78% of neighboring schools did not make Adequate Yearly Progress last year (Hobbs, Cindy, Executive Director of Child Nutrition Services, Charlotte Mecklenburg Schools, personal conversation, October 15th, 2011, Bardsley, Keith. Project Manager of Building Services, Charlotte Mecklenburg Schools, personal conversation, October 14th, 2011, and The Department of Accountability, Charlotte Mecklenburg Schools). A breakdown of this data is included in Appendix B.
- There are over 14,000 students with exceptionalities in Mecklenburg County. Our model school, Community School of Davidson, not only is a School of Excellence (one of the eleven in North Carolina), it is also leading the way in developing methods which help students with exceptionalities become proficient in the area of academics. In fact, 76% of students with disabilities at CSD performed at or above grade level in the 2009-2010 school year, over 42% higher than the state average (Department of Public Instruction, North Carolina, 2011). The Community School of Davidson Report Card is included in Appendix C.
- In addition, during the 2010-2011 school year, there were 3,018 students on the wait list at the Community School of Davidson. This list alone is evidence that another Basic School, Corvian Community School, is in demand by students, parents, and the community at large.

By focusing on the wellness of the whole child, we will build better brains, increase achievement, and prevent disease, enabling our students to truly become lifelong learners.

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.

Corvian Community School will effectively improve student learning by creating an individualized learning plan for all students, which will encompass academic, social, and emotional health needs. By assessing each student's learning styles and learning needs, Corvian staff will collaborate with parents to develop individual activities tailored to enrich each student's interests and talents while responding in a timely manner with research-based interventions when necessary. The variety of ongoing assessments will be used to provide the most informed instructional decisions for our students. Each student's academic, social, emotional, and physical needs will be met through differentiated, individualized, and integrated instruction. All instruction will be developmentally and academically appropriate for all students at Corvian in order to ensure success for the whole child.

2) Increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.

Corvian Community School will provide all needed interventions and enrichment activities for our students to thrive in their learning environments. Six aspects of our educational program that specifically address these identified students are as follows: (1) small class size (22:2 in grades K-2; 24:2 in grades 3-7) and differentiated instruction (in which students' deficits are targeted early and often, providing individualized instruction on each student's instructional level), (2) hands on, integrated curriculum (students move through a series of integrated, thematic units, which address the Common Core Standards through participatory learning experiences) (3) a specific focus on the connection between health and wellness, such as adequate rest, nutrition, and physical activity. "Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially (Bodgen, 2000), (4) teacher looping (teachers remaining with the same class for 2 years). Teachers will stay with the class for 2 years, which allows them to become familiar with each student's learning style and needs without wasting precious instructional time with yearly transitions. (5) the use of technology to increase learning opportunities for students identified as academically at risk or academically gifted. (6) teachers who work collaboratively to discuss the design and implementation of appropriate early interventions based on students' specific needs. Successful implementation of enrichment activities for academically gifted students will also be discussed and evaluated often.

(3) Encourage the use of different and innovative methods.

Corvian Community School was developed using the guiding principles of the Basic School model, a national school renewal movement developed through the Carnegie Advancement of Teaching by Dr. Ernest Boyer based on over 25 years of research in education (Boyer, 1995). The Basic School, a comprehensive plan for schools, advocates a focus on four priorities: community, curriculum, climate, and character. The Eight Commonalities of the Basic School (The Life Cycle, The Use of Symbols, Membership in Groups, A Sense of Time and Space, Response to the Aesthetic, Connections to Nature, Producing and Consuming, and Living with Purpose) are the methods in which we build a curriculum around. By focusing on these commonalities, students are provided the tools to

understanding healthful living; in turn, Corvian students will develop healthful behaviors that will help them become academically, emotionally, mentally, and physically successful.

To ensure authentic alignment with The Basic School philosophy, Corvian Community School is modeled after an exemplar Basic School, the Community School of Davidson; educational consultant and CSD teacher leader, Lisa Humphries, is working closely with the Corvian staff to best translate philosophy into practice. Corvian School has also partnered with Dr. Brian Kissel, University of North Carolina-Charlotte Professor of Reading and Elementary Education and CSD Board Member, to provide ongoing staff development to develop and deepen their knowledge of research-based practices.

Because there is a direct correlation between healthful living and brain activity, Corvian's goal is to continuously integrate physical activity and nutrition into the curriculum. We will consult with nutritionist, Angela Gallo-Wilkinson, in developing our Health and Wellness focus; she will provide documented research to staff, parents, and students on nutrition and its impacts on learning and the development of a healthy child. By providing quality Health and Wellness education, students and families will make connections to their own health behaviors and their impact on their daily lives.

Corvian Community School also aspires to create a lab school where pre-service and practicing teachers study and research teachers and students in order to develop into master teachers in their fields.

(4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

All Corvian Community School staff members participate in the leadership and the decision making at the school. The culture of collaboration is infused in the school environment. As a Charter School, teaching teams will be provided with time and resources to create and adjust plans, discuss student outcomes, and participate in thoughtful dialogue regarding teaching techniques and plans for instruction. More experienced teachers will serve as mentors to less experienced teachers, professional development opportunities will focus on the mission, philosophy, and goals of our school. All teachers will be trained in the Basic School model (as successfully translated at the Community School of Davidson) and the Health and Wellness curriculum at Corvian Community School.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

The quickly expanding population in North Mecklenburg County places increasing demands on area schools. There are currently 303 mobile units (equivalent to 7300 students) within a 10 mile radius of Corvian Community School. In addition, 52% of the students within this same area are receiving free and reduced lunches. Seventy-eight percent of the schools in the area did not make Adequate Yearly Progress (Charlotte Mecklenburg Schools, Departments of Accountability, Child Nutrition, and Building Services, 2011).

In addition, there are over 14,000 students identified as children with exceptionalities in Mecklenburg County, according to the North Carolina Department of Instruction. Corvian Community School will help alleviate the burdens associated with overcrowding and offer opportunities for greater success of all students, especially those with exceptionalities. Our model school, Community School of Davidson, not only is School of Excellence (one of the eleven in North Carolina), it is also leading the way in developing methods which help students with exceptionalities become proficient in the area of academics. In fact, 76% of students with disabilities at CSD performed at or above grade level in the 2009-2010 school year, over 42% higher than the state average (Department of Public Instruction, North Carolina, 2011).

There is a direct correlation between health and the way the brain works and learns, as well as the benefits in educating the whole child using all modalities of instruction in a small classroom setting. By providing more individualized, research-based avenues that encourage academic success, Corvian's education program will be embraced by parents and the community in general. In addition, last year, there were 3,018 students on the wait list at the Community School of Davidson. This list alone is evidence that another Basic School, Corvian Community School, is in demand by students, parents, and the community at large (Carter, Community School of Davidson, 2011.)

(6) Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.

Corvian Community School is an accountable institution; we are accountable to parents, students, to the larger community, and to the State Board of Education. Corvian Community School will participate in the state ABC accountability program, including the current end-of-grade and end of course testing requirements. We will also use formative, summative, authentic, and ongoing assessments to confirm our progress in meeting the learning goals of individual students and to inform our decisions regarding our instructional program.

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.

Corvian Community School believes that every child can and will succeed in ways that reflect his or her own aptitudes, interests, and healthful lifestyle practices. Our mission is to use the Basic School educational philosophy to provide an optimal learning environment in which: (1) teachers and parents work together to create an inclusive community of learning, (2) students are intrinsically motivated as lifelong learners through hands-on teaching and an integrated curriculum, (3) students are encouraged to develop healthy lifestyle practices for social, emotional and physical health and (4) teachers are empowered to encourage the successful development of the whole child as they strive to meet the needs of each individual student over the course of a two year learning loop. An overview of the Basic School educational philosophy is included in Appendix D.

At Corvian Community School, teachers and parents work together to create an inclusive community of learning; we believe that parents are a child's first and best teacher. Teachers are communicative with parents and continuously inform them of student progress and the specifics of educational goals being addressed in the classroom; therefore, to build stronger teacher, parent, and school relationships, we will communicate with parents through workshops, conferences, and newsletters. We enthusiastically welcome parents to volunteer in many capacities as a crucial part of our school community; parents are also encouraged to attend learning sessions that will help them better understand our school philosophy and instructional processes.

Students at Corvian Community School will be intrinsically motivated as lifelong learners as they move through an integrated curriculum that is engaging and individualized. Teachers design year-long plans which integrate the Common Core standards, all subject areas, and multisensory methods of instruction. Students learn through all of the intelligences, make deep connections between subjects and the arts, and become invested in their learning as a result. As students mature into middle and high school, they take increasing ownership of their learning as they self-reflect and set personal and academic goals.

Social, emotional, and physical health is the foundation for the success of all children at Corvian Community School. The health and wellness standards are infused into every part of the students' school day; physical activity is just one part of our program. Teachers at Corvian will also focus on mental and emotional health, personal and consumer health, interpersonal communications and relationships, nutrition, and substance abuse awareness in order to encourage healthful lifestyle choices as our students grow and develop into young adults.

Teachers at Corvian Community School spend two years with their students in grades K-7 in order to best meet the individual needs of the whole child. Advisory groups in middle and high school also remain constant for multiple years. In grades 8-12, students' needs continue to be served in a setting where learning is optimized under the same Basic School philosophy and vision. Because our students are a part of an advisory group, their social, physical, and emotional health is closely monitored in order to ensure that they will become their personal best upon graduation.

At Corvian Community School, all students will have access to personalized learning with the support of qualified, caring adults. Using the Basic School model combined with an emphasis on healthful living, our goal is to bring teachers, parents, and the community together to ensure that all students are healthy, safe, engaged, supported, challenged, and intrinsically motivated as lifelong learners.

III. 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: Corvian Community School

Mailing Address: 13016 Eastfield Road

City/State/Zip: Huntersville, NC 28078

Street Address: 11901 Eastfield Road

Email: stacey.haskell@corvian.org

Phone: 704-960-7002

Fax: 704-631-4510

Name of registered agent and address: Jim DeMay, 65 McCachern Blvd., SE Concord, NC 28025

FEDERAL TAX ID: 27-240-4538

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)

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))

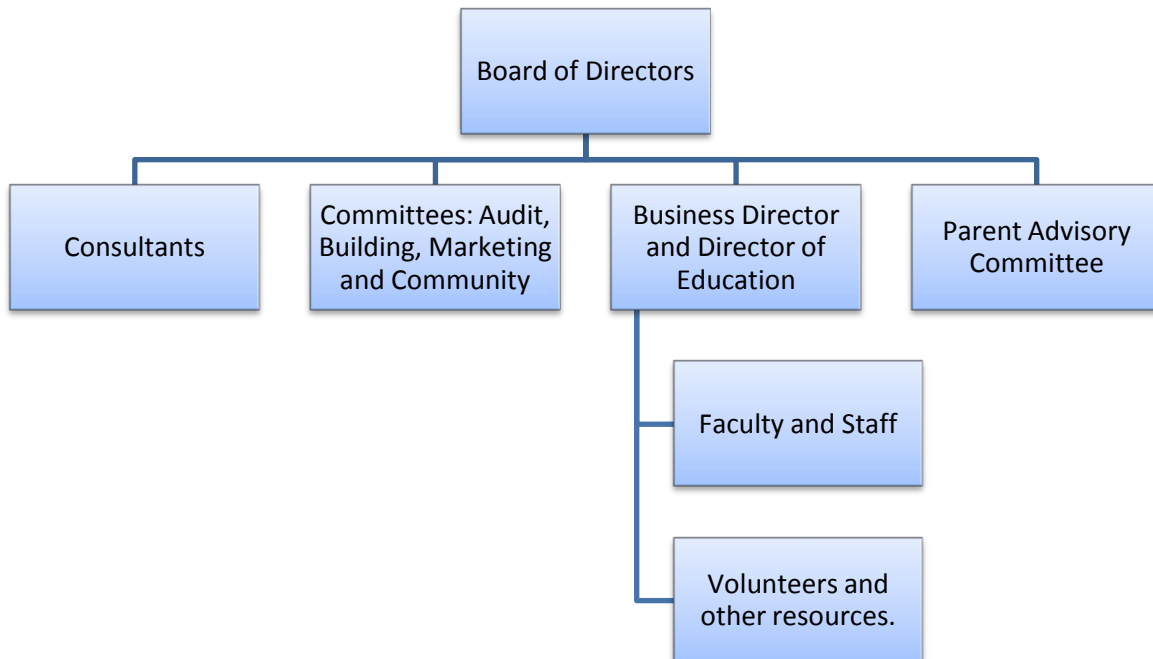
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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.

The Board of Directors of Corvian Community School will govern overall operations and will set policy for the school. The Board will receive recommendations regarding school operations from the Director of the school, who will participate in Board meeting as an ex officio, non-voting member.

Corvian Community School will be run according to the following organization chart showing the relationships of the Governing Board to parents and staff of the proposed 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.

JAMES R. DEMAY
P.O. Box 444 • Concord, NC 28026 • (704) 788-3211
jdemay@fspa.net

EDUCATION

AURORA HIGH SCHOOL

Aurora, Ohio

Valedictorian, June 2000

- Senior Class President

KENAN-FLAGLER BUSINESS SCHOOL

Chapel Hill, North Carolina

UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL

Bachelor of Science, Distinguished Degree Honors, May 2004

- Degree in Business Administration, minor in Public Policy Analysis

C. BLAKE MCDOWELL LAW CENTER

Akron, Ohio

UNIVERSITY OF AKRON

J.D., magna cum laude, May 2007

- *Associate Editor*, Akron Law Review
- *Vice-President*, Phi Alpha Delta Legal Fraternity
- Mock Trial Team
- Moot Court Honor Society
- Board of Trustees Full-Scholarship Recipient

EXPERIENCE

FERGUSON, SCARBROUGH, HAYES, HAWKINS & DEMAY, P.A.

Concord, North Carolina

Attorney, September 2007 - Present

- Engaged in private civil practice with emphasis in construction, land-use, and municipal law
- Licensed in N.C. state courts and U.S. District Courts for the Western and Middle Districts of N.C.
- Experience in civil jury and bench trials before the Superior and District courts
- Counsel of record in 12 N.C. Court of Appeals decisions and has appeared at oral arguments
- Attorney for group of 32 developers in a pending action against Cabarrus County seeking refunds of over \$4.5 million in school impact fees paid by developers to Cabarrus County
- Represented local business owner in action that declared portions of the City of Concord zoning ordinance unconstitutional on First Amendment grounds
- Featured on front-page of Jan. 24, 2011 edition of *North Carolina Lawyers Weekly* for N.C. Court of Appeals decision in *Simpson v. Simpson*, –“Trial courts may take judicial notice of customary rates.”

HON. JAMES S. GALLS, U.S. District Court, Northern District of Ohio **Akron, Ohio**

Law Clerk, January 2006 – May 2006

- Performed semester-long internship clerking for U.S. Magistrate Judge
- Wrote and reviewed Magistrate Opinions and Recommendations for publishing

PROFESSIONAL ASSOCIATIONS

Cabarrus County Bar Association, Member, 2007-Present

- *Treasurer*, January 2010 – Present
- *YLD Representative*, January 2008 – December 2010

North Carolina Bar Association, Member, 2007 - Present

- *Wills for Heroes Volunteer*, 2008 and 2010
- *Mock Trial Competition Volunteer*, 2009 and 2010

Corvian Community School, Huntersville, NC, Board of Trustees, 2011 - Present

Cabarrus County Building Industry Association, Member, 2007 - Present

Cabarrus County Chamber of Commerce, Member, 2007 – Present

Angela M. Gallo-Wilkinson

8416 Wren Creek Dr.
Charlotte, NC 28213

Mobile: 704-591-3333
angela@tntgetfit.com

Professional Experience

Total Nutrition Technology Inc. (TNT)
Founder/President/CEO

**Statesboro, GA
1993**

TNT is a health and weight management consulting firm. Promotes wellness through personalized nutrition and fitness programs on an individual and group basis.

- **TNT is the choice of many local businesses in providing health services to employees**
- **TNT is used by local physicians and health professionals to aid patients in long-term health and weight management.**
- **TNT is in full compliance with the North Carolina Board of Dietetics and is reviewed annually.**
- **Professional speaker for corporations such as Bank of America, Allstate, IBM and Wachovia.**

Work Experience

Shands Hospital
Research Dietetic Technician

Gainesville, Florida
August 1990- August 1993

- **Trained and supervised personnel and developed/calculated research diets and assisted with patient meal plans.**

Medical Center Hospital
Intern

Punta Gorta, Florida
May 1993 – August 1993

- Responsible for in-house education seminars, special promotions, community events and newsletters
- Designed patient diet plans, instructed aerobics and assisted in patient rehabilitation.
- Practicum: Metabolic lab and MEDX center

Licenses and Certifications

Dietetic Technician, Registered	2001-2011
Certified Personal Trainer - American Fitness and Professionals Association, (AFPA)	2002- 2011
Primary Licensed Sports Nutritionist – National Association of Sports Nutrition	2005
Certificate of Training in Childhood and Adolescent Weight Management	2003

Professional and Community Organizations

American Dietetic Association
 American Heart Association
 Sports, Cardiovascular and Wellness Nutritionists Dietetic Practice Group (SCAN)
 National Association of Sports Nutrition (NASN)
 Blue Cross Blue Shield provider: work with BCBS by providing health fairs to local organizations in order to promote healthy lifestyles for individuals and employees located within North Carolina.

Education

University of Florida
Bachelor of Science in Exercise and Sport Science

Gainesville, FL
August 1993 *College of Health*

and Human Services

GPA: 3.5/4.0

Palm Beach Community College
Associate of Science in Dietetics, Registered 10/90

Lake Worth, FL
May 1990

Valerie Goodfriend, OTR/L

7735 Beaker Court
Charlotte, NC 28269
704-503-1117

OTKidsAbilities@aol.com

- 2001-Present Co-Owner/Practitioner, KidsAbilities Occupational Therapy for Children, P.C., Charlotte, NC**
- Provide pediatric Occupational Therapy services with a sensory integration approach for children aged birth to 21 years in private clinic
 - Provide contracted individual and group OT services in local Charter schools
 - Supervise OT student interns from accredited college programs
 - Conduct in-service trainings on specialized topics for parents, teachers and other professionals
- 1997-2001 Sole Proprietor, Goodfriend Rx Occupational Therapy Services, Spring Valley, NY**
- Provided OT services to various facilities including schools, pediatric clinics, home care, and private clients
- 1995-1997 Senior Occupational Therapist, Registered, Newark Beth Israel Medical Center, NJ**
- Developed and implemented OT programs and provided treatment for children and adults with various psychiatric and medical diagnoses
 - Worked as team member for Central Auditory Processing for school age children
 - Provided treatment for children with learning disabilities in a school offsite
 - Supervised OTR, COTA, Level I and Level II OT students
 - Developed OT Student Program; including policies, manual, and fieldwork placements
- 1995 Occupational Therapy Student, Elizabeth General Hospital, NJ**
- Provided screenings and treatment for child/adolescent psychiatric population utilizing Sensory Integration approach
- 1995 Occupational Therapy Student, Englewood Hospital, NJ**
- Provided initial evaluations and treatment for patients with physical dysfunctions
 - Utilized biomechanical, NDT, PNF, Sensory Integration and rehabilitative approaches
- 1988-1994 Certified Occupational Therapy Assistant, Bergen Pines County Hospital, NJ**
- Developed and implemented programs designed to improve independent living skills of adult psychiatric patients, including Community Re-entry Program
 - Developed and monitored two Quality Assurance studies
 - Conducted group therapy to facilitate ADL, vocational, interpersonal, cognitive, leisure and task skills with child, adolescent and adult populations
 - Participated in weekly interdisciplinary treatment team meetings and OT departmental clinical meetings
 - Independently supervised Level I and II OTA students
 - Provided in-services to psychiatric staff on function/purpose of OT

Education

B.S., Occupational Therapy, August 1995
Kean College, Union, New Jersey
A.A.S., Occupational Therapy Assistant, August 1984
Rockland Community College, Suffern, New York

Honors:

- Dean's List
- Phi Sigma Omicron Honor Society
- Vice President of Student OT Club

Associations and Awards

- Member, American Occupational Therapy Association
- NJOTA Award of Merit in the area of practice, 1993

Norma E. Wright, OTR/L
7735 Beaker Court
Charlotte, NC 28269
704-503-1117
OTKidsAbilities@aol.com

- 2001-Present Co-Owner/Practitioner, KidsAbilities Occupational Therapy for Children, P.C., Charlotte, NC**
- Provide pediatric Occupational Therapy services with a sensory integration approach for children aged birth to 21 years in private clinic
 - Provide contracted individual and group OT services in local Charter schools
 - Supervise OT student interns from accredited college programs
 - Conduct in-service trainings on specialized topics for parents, teachers and other professionals
- 2000-2001 Occupational Therapist, private consultant, Westchester County, NY**
- Provided initial evaluation and weekly treatment for private patient with physical and cognitive dysfunctions in home environments
- 1999-2001 Occupational Therapist, Computer Access Team, NYC Board of Education**
- Conducted technology based evaluations of school aged students with varying disabilities in school and home environments
 - Made recommendations for and performed training of a wide variety of assistive technology devices for student use for academic tasks
- 1998-2001 Staff Occupational Therapist, New York City Board of Education**
- Provided individual and group occupational therapy to elementary school students
 - Coordinated services with physical therapists, speech therapists and teachers
 - Conducted staff in-services on occupational therapy role within school environment
- 1998 Level II Pediatric Fieldwork, Rockland Occupational Therapy for Children, NY**
- Provided screenings, evaluations and treatment for child/adolescent population utilizing Sensory Integration approach in clinic, school and home environments
 - Developed evaluation documentation templates for staff use
- 1998 Level II Physical Disabilities Fieldwork, Center for Rehabilitation and Nursing at Schnurmacher, White Plains, NY, Gerontology Clerkship, Mental Health Services for the Homebound Elderly, NY, Level I Pediatric Fieldwork, Rockland Occupational Therapy for Children, NY**
- 1997 Level I Physical Disabilities Fieldwork, Morristown Institute for Rehabilitation, NJ, Level II Mental Health Fieldwork, Newark Beth Israel Medical Center, NJ, Level I Mental Health Fieldwork, Kessler Institute for Rehabilitation, NJ**
- 1995-1997 Consultant, New York State Technical Assistance Project, NY**
- Provided technical assistance to children with deaf/blindness and their families
- 1995-1996 Curriculum Coordinator/Teacher Supervisor, The Jewish Guild for the Blind, NY**
- Developed curriculum for students with multiple disabilities and supervised teachers in Special Education setting

Education

M. S., Occupational Therapy, 1998
Columbia University, New York, NY
B. S., Education, 1992
Baruch College – City University New York, NY
Major: Special Education
Minor: Psychology

BRIAN T. KISSEL

University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-8707
704-687-8899
btkissel@uncc.edu

EDUCATION

Degrees

Ph.D.	2006	University of Virginia	Elementary Education
M.Ed.	2001	University of North Florida	Educational Leadership
B.S.	1997	Loyola University—New Orleans	Elementary Education

PROFESSIONAL EXPERIENCE

2006-present	University of North Carolina at Charlotte	Assistant Professor
2003-2006	University of Virginia	Instructor
2005-2006	University of Virginia	Masters of Teaching Advisor
2004-2005	University of Virginia	University Supervisor
2004-2005	Florida Institute of Education	Independent Literacy Consultant
2001-2003	Jacksonville Children’s Commission	Early Learning Literacy Coach
2000-2001	West Riverside Elementary School	Literacy Coach
1997-2000	West Riverside Elementary School	2 nd and 3 rd Grade Teacher

HONORS AND AWARDS

2011	Excellence in Research Award, College of Education at UNC Charlotte
2011	Teaching Fellows, Outstanding Undergraduate Teaching Award (Nominated)
2005	Outstanding Graduate Teaching Award, 2004-2005 Academic Year The Curry School of Education at the University of Virginia
1999-2000	Teacher of the Year; West Riverside Elementary School, Jacksonville, FL.

Kristen Thomas Behlke
12049 Mourning Dove Lane
Charlotte, NC 28269
Cell: (704) 258-4020
kbehlke@bellsouth.net

Current Position

City of Charlotte, Engineering & Property
Management, Charlotte, NC

Communication Specialist

December 2001 - Present

Edit Engineering & Property Management Council Agenda items to ensure continuity for City Manager and City Council.

Write and publish newsletters, strategic operating plans, postcards, news releases, brochures, water bill inserts and reports to promote City projects.

Coordinate with Corporate Communications to make sure Council members are well represented in their districts.

Support project managers in coordinating public / media relations efforts by positive outreach to media, social media tools (facebook and twitter), consistent communication to City Council and regular email notices to businesses.

Write and maintain web pages related to specific projects.

Coordinate special events such as public meetings, groundbreaking and ribbon cutting ceremonies and media tours.

Experience

HLM Design, Charlotte, NC

Marketing Communications Coordinator

December 2000 to September 2001

Obtained research and wrote press releases for ten field offices.

Assisted field offices in preparing RFP's and RFQ's.

Edited and proofed all graphic and marketing materials.

Assembled and distributed general marketing brochures and investor relation packages as needed.

Researched, wrote and edited monthly newsletters.

Managed and maintained database of all past and current projects for all field offices.

Pitched and positioned new projects to media

TransMedia Group, Boca Raton, FL

Account Executive

January 1999 to July 2000

- **Managed numerous national and local accounts.**
- **Created press releases, public relations programs, proposals, website copy and media kits.**
- **Established relationships with local, regional and national media.**
- **Organized sponsorship support and arranged television, radio and print exposure for local charity events.**
- **Arranged grand opening for launch of national franchise restaurant.**

Education

Florida Atlantic University, Boca Raton, FL –1999

Bachelor of Arts, Communications, Minor concentration in Spanish

Work Experience

- 2011- present All Kinds of Kids Consulting Services, Speaker/Consultant
- 2010 - present Educational Consultant, Corvian Community School, Huntersville, NC
- 2004- present Teacher/Leader, Community School of Davidson, Davidson, NC
 - K-1 Teaching Loop
 - Inclusion Teacher
 - Mentor Teacher
 - UNC-C Student Teacher Advisor
 - Davidson College Student Practicum Placement Advisor
 - Consultant
 - Presenter/Workshop Leader
- 1998 -2000 Kindergarten Teacher, Spring Creek Elementary School, Goldsboro, NC
- 1989 -1996 First Grade Teacher, Beverly Woods Elementary School, Charlotte, NC
- 1987 -1989 Kindergarten Teacher, Englewood Elementary School, Rocky Mount, NC

Education

University of North Carolina at Chapel Hill
1987
BA Elementary Education

Pfeiffer University
2009
MS Elementary Education

Licensure:

North Carolina K-6 Master's Level License
North Carolina K-12 Special Education

Community

Corvian Community School, Board of Directors, Chairperson
Cheerleading Coach, Community School of Davidson High School
Tutor, Amigos Program, Huntersville, NC
Curriculum Writer/Teacher, Children's Ministry, Christ UMC
UMW Woman of the Year, Asbury UMC, 2002
UMW Service Award, Seven Springs UMC, 1999
PTA President, Spring Creek PTA 1998
UMW Woman of the Year, Dilworth UMC, 1995
Lay Person of the Year, Dilworth UMC, 1995

LISA M. MECKLEY

Marketing/Communications Executive

2803 Donegal Drive
Kannapolis, NC 28081

(704) 491-8286
Lisa.Meckley@gmail.com

SUMMARY OF EXPERIENCE

UNC CHARLOTTE, Undergraduate Admissions, Charlotte, NC
Assistant Director for Communications

August 2010-Present

- **Manage Department Communication Plans**
- **Digital Marketing**
- **Database Marketing**
- **Produce marketing videos**
- **Graphic Design**

Borano Inc, Kannapolis, NC
Marketing Director

January 2008-August 2010

- **Managed Sales Growth Campaigns**
- **Strategized and Implemented Marketing/Lead Generation Campaigns**
- **Created Advertising/ Promotional Materials and Managed Print Production**

AAA CAROLINAS, Charlotte, NC

Marketing Manager

Oct. 2000-April 2005

- **Managed \$2.4 Million Membership Direct Mail Program**
- **Managed Partnership/Benefits Programs**
- **Graphic Design – Advertising and Promotional Materials**
- **Developed and Implemented New Car Care Business Marketing Plan**

OLD TOWN SHOPPING AND ENTERTAINMENT ATTRACTION, Orlando, FL
Marketing/Promotions Director

May 1994-Aug. 2000

- **Managed \$285,000 Annual Marketing Budget and Special Events Budget**
- **Wrote and Presented Annual Marketing Plans and Budgets**
- **Created and Designed All Advertisements**
- **Managed Print Production**
- **Designed and Maintained Website**
- **Produced Marketing Videos**
- **Developed Sales and Marketing Materials for Old Town's Timeshare Resort**

EDUCATION

UNIVERSITY OF FLORIDA, Gainesville, Florida
Bachelor of Science in Business Administration, *Cum Laude*, 1993
Marketing Major, Economics Minor
Extensive Extracurricular Honors and Leadership Positions

EDWIN L. FRANKLIN

9411 Wallace Pond Drive, Huntersville, NC 28078 • (480) 518-1812 (cell) ▪ efrankli@yahoo.com

PROFESSIONAL EXPERIENCE

BANK OF AMERICA, Charlotte, NC

July 2010 - Present

Vice President - Property Director

- Responsible for operations, budgeting, and customer satisfaction for over 1.5 million square feet of Class A office space as part of the Bank of America corporate headquarters portfolio. Responsibilities also include parking management for over 6,000 parking spaces, 5 land parcels, and retail transactions.
- Corporate Workplace lead for the 2012 Democratic National Convention
- Participating on cost reduction teams for landscaping (lead), parking, coffee beverages, and exterior lighting efforts installed 1
- Primary point of contact for Envision Charlotte and sustainability special projects for headquarters

JACOBS ENGINEERING, Conshohocken, PA

August 2009 – July 2010

Contracts Manager

- East region procurement lead for Amtrak Improvement Project covering security, infrastructure, rail, and facility upgrades as part of the American Recovery and Reinvestment Act (ARRA) of 2009.
- Lead for 6 contract administrators; responsible for procuring over 25 design-build packages covering 150 projects and \$250M+ of spend under a cost plus with a guaranteed maximum price.
- Responsible for packaging strategy, contract development, supplier pre-qualification, RFP development, tendering process, bid evaluation and analysis.

WACHOVIA BANK, Charlotte, NC

April 2007 – August 2009

Vice President – Senior Business Manager

- First Street Project sourcing lead for 48-story LEED® Gold tower upfit and infrastructure projects (\$200M), Mint Museum (\$60M), African-American Cultural Center (\$20M), Bechtler Art Museum (\$35M), 1200-seat Knight Performing Arts Center (\$20M), and shared auditorium (\$15M).
- Supported \$3M cost avoidance through competitive sourcing, direct negotiations, and/or reverse auctions on general contractor fees/general conditions, demountable walls, interior lighting, gypsum wall board, LED screen, day lighting blinds, exterior LED lamps, public art work, LEED consultants, audio visual installation, cost consultants, parking management, and elevator servicing contracts.
- Lead sourcing efforts (team of 3) for Wachovia's high rise (domestic) and specialty office portfolios (domestic and international).

INTEL CORPORATION, Chandler, AZ

June 1999 – March 2007

Sourcing Program Manager - Construction Materials and Services (January 2006 – April 2007)

Business Alliance Manager – Intel Communications Alliance (September 2004 – January 2006)

Global Tool Install Team Lead – Construction Materials and Services (November 2001 – September 2004)

Senior Construction Contracts Manager – Construction Materials and Services (June 1999 – November 2001)

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA

MBA, General Management, Marshall School of Business

May 1999

Los Angeles, CA

UNIVERSITY OF SOUTHERN CALIFORNIA

BS, Civil Engineering, Viterbi School of Engineering

May 1995

Los Angeles, CA

ACTIVITIES

Member, New Generation of African-American Philanthropists – recently awarded \$20K of grants

Donor, USC General Education Fund and United Way General Fund

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
CORVIAN COMMUNITY SCHOOL, INC.**

**ARTICLE I
NAME**

This organization shall be known as **CORVIAN COMMUNITY SCHOOL, INC.** It is incorporated as a non-profit organization under the laws of the State of North Carolina effective April 20, 2010.

**ARTICLE II
PURPOSE**

The corporation shall establish and operate a children's school and will maintain a regular faculty and curriculum and will normally have a regularly enrolled body of pupils in attendance at its school facility or facilities. The corporation is a non-profit organization for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended.

In carrying out the foregoing purposes, the corporation shall have all of the powers given to and possessed by a corporation under the North Carolina Nonprofit Corporation Act.

**ARTICLE III
OFFICES**

Section 1 – Principal Office. The initial principal office of the corporation is 11901 Eastfield Road, Huntersville, North Carolina 28078. It may be moved within the State of North Carolina at any time and to any location as may be decided by a majority vote of the Board of Trustees.

Section 2 – Registered Office. The registered office of the corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office. The physical address of the initial registered office of the corporation is 65 McCachern Blvd. SE, Concord, North Carolina 28025 and the mailing address of the initial registered office is P.O. Box 444, Concord, North Carolina 28026. The initial registered agent is James R. DeMay.

Section 3 – Other Offices. The Board of Trustees may have offices at such other places as the Board may from time to time determine or as the affairs of the corporation may require.

ARTICLE IV
MEMBERS

There shall be no members of this non-profit corporation.

ARTICLE V
BOARD OF TRUSTEES

Section 1 - Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation managed under the direction of, the Board of Trustees.

Section 2 - Number. The initial Board of Trustees shall consist of nine (9) trustees, not including the School Director, who shall serve as an *ex officio* non-voting member of the Board. The number of trustees may be increased by majority vote of the Board.

Section 3 - Election. The trustees shall be elected by a majority vote of the Board members present at the annual meeting of the Board.

Section 3 - Term. The trustees shall serve on staggered two (2) years terms. The term of four (4) of the initial trustees shall expire on June 30 of each odd-numbered year, while the term of the remaining five (5) initial trustees shall expire on June 30 of each even-numbered year. The School Director shall serve as an *ex officio* non-voting member of the Board for his or her term of office.

Section 4 - Vacancies. Vacancies on the Board of Trustees shall be filled by election at the Board meeting immediately prior to the end of the expiring trustee's term. Vacancies occurring mid-term shall be filled by election at the next Board meeting. Nothing herein shall be construed to prevent an individual trustee from being reelected to office.

Section 5 - Removal. Any individual trustee may be removed with or without cause by a majority vote of the Board of Trustees. If any member is so removed, a new member may be elected at the same meeting. Any member who shall be absent from three (3) consecutive meetings of the Board, without excuse satisfactory to the Board, shall be deemed to have resigned from the Board.

Section 6 - Meetings. The Board of Trustees shall hold the annual meeting of the Board in June of each year. In addition, at least one other meeting in addition to the annual meeting shall be held at least once a year at such time and place as may be determined by the Chairperson.

Section 7 - Quorum. A quorum consisting of two-thirds (2/3) of all trustees shall be required for all meetings.

Section 8 - Voting. All matters before the Board of Trustees shall be approved by a majority vote.

Section 9 – Special Meetings. Special meetings of the Board of Trustees may be called by the Chairperson. Written notice of the date, time, and place of the special meeting of the Board shall be given at least five (5) days prior to the date set for such meeting. Such notice shall be given in one of the following manners: personally, by mail, by private carrier, by telephone, by teletype, by telephone facsimile, by other form of wire or wireless communication, or by such other manner as then permitted by the North Carolina Business Corporation Act. Such notice shall be given by the Chairperson. If such notice is in written form, it is deemed effective upon the earliest date of the following: (a) when received; (b) if mailed post prepaid by United States mail and correctly addressed, then three (3) days after it is deposited in the mail, as evidenced by the postmark; (c) if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee, on the date shown on the return receipt. If such notice is oral, such notice is effective when communicated, if communicated directly to the person to be notified in a comprehensible manner. Notice of any Board meeting may be waived by any trustee before or after the date and time of the meeting. Such waiver must be in writing, must be signed by the trustee, and must be delivered to the corporation for inclusion in the minutes or filing with the corporate records. The attendance of a trustee at a meeting of the Board of Trustees shall constitute a waiver of notice of such meeting except where a trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully convened.

Section 10 - Participation. Any trustee may participate in a meeting of the Board of Trustees by means of communication by which all persons participating in the meeting can hear each other during the meeting. A trustee participating in a meeting by this means is deemed to be present in person at the meeting.

Section 11 – Presumption of Assent. A trustee who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless: (a) the trustee objects at the beginning of the meeting, or promptly upon the trustee's arrival, to holding the meeting or transacting business at the meeting; (b) such trustee's dissent or abstention from the action taken is entered in the minutes of the meeting; or (c) the trustee files written notice of the trustee's dissent or abstention with the presiding officer of the meeting before its adjournment of the meeting or with the corporation immediately after adjournment of the meeting. Such right of dissent or abstention shall not be available to a trustee who voted in favor of the action taken.

ARTICLE VI OFFICERS

Section 1 - Officers. At the first meeting of the Board of Trustees, the Board shall appoint the following five (5) officers: Chairperson, Vice-Chairperson, Secretary, Treasurer, and School Director. Any two or more offices may be held by the same person.

Section 2 - Term. Each officer shall hold office until a successor shall have been duly appointed and qualified or until the officer's death or until the officer resigns or is removed in the manner hereinafter provided.

Section 3 - Removal. Any officer or agent appointed by the Board of Trustees may be removed by majority vote of the Board at any time with or without cause, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4 - Vacancy. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Trustees.

Section 5 - Chairperson. The Chairperson shall preside at all meetings and may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the Board from time to time.

Section 6 – Vice-Chairperson. In the absence of the Chairperson or in the event of the Chairperson's death, inability or refusal to act, the Vice-Chairperson shall perform the duties of the Chairperson, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson; and shall perform such other duties as from time to time may be assigned to the Vice-Chairperson by the Chairperson or by the Board of Trustees.

Section 7 - Secretary. The Secretary shall: (a) prepare the minutes of the Board of Trustees' meetings and keep them in one or more books provided for that purpose; (b) authenticate such records of the corporation as shall from time to time be required; (c) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (d) be custodian of the corporate records and of the seal of the corporation, if any, and see that the seal of the corporation, if any, is affixed to all documents the execution of which on behalf of the corporation under its seal is duly authorized; (e) keep a register of the post office address of each Trustee; and (f) in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the Secretary by the Chairperson or the Board.

Section 8 - Treasurer. The Treasurer shall (a) have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for money due and payable to the corporation from any source whatsoever, and deposit all such money in the name of the corporation in such banks, trust companies or other depositories as shall be selected by the Board of Trustees; and (b) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chairperson or the Board.

Section 9 – School Director. The School Director shall have general charge of the business and affairs of the corporation and control over its employees. The School Director shall do and perform such other duties as may be assigned by the Board of Trustees, including managing of day-to-day operations.

ARTICLE VII **ACTION WITHOUT FORMAL MEETING**

Any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a formal meeting. However, a written consent setting forth the actions so taken and signed by all members of the Board of Trustees, as the case may be, must be filed with the minutes of the proceedings of the Board or committee.

ARTICLE VIII **COMMITTEES**

There may be such standing, special or ad hoc committees as the Board of Trustees may from time to time establish for the discharge of particular duties. All standing committees shall meet at least two (2) times annually, and shall report on all actions and considerations to the Board.

ARTICLE IX **CONTRACTS, LOANS AND DEPOSITS**

Section 1 – Authority to Contract. The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2 - Loans. No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances. In no event shall loans be made by the corporation to its trustees or officers.

Section 3 – Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the corporation shall be signed by such officer or officers, agents or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

Section 4 - Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depository or depositories as the Board shall direct.

Section 5 - Gifts. The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

ARTICLE X INDEMNIFICATION

Section 1 – Indemnity from Acts. The corporation shall indemnify and hold harmless any trustee or officer of the corporation to the fullest extent permitted by law form and against any and all losses, claims, demands, costs, damages, liabilities (joint or several), expenses of any nature (including attorneys' fees and disbursements), judgments, fines, settlements, and other amounts arising from any and all claims, demands, actions, suits, or proceedings, whether civil, criminal, administrative or investigative, in which the trustee or officer may be involved, or threatened to be involved as a party or otherwise (other than any such claim, demand, action, suit, or proceedings initiated by such trustee or officer against the corporation or any other trustee or officer), arising out of the activities of the corporation, regardless of whether the trustee continues to be a trustee or officer, at the time any such liability or expense is paid or incurred; provided, however, that no trustee or officer shall be entitled to indemnification hereunder (i) for any breach of the trustee or officer's fiduciary duties to the corporation, to the extent such breach is of a kind that is not entitled to exculpation under the law application to North Carolina non-profit corporations; (ii) for acts or omissions which involve intentional misconduct or a knowing violation of law; or (iii) for any activity for which the trustee or officer received any improper personal benefit.

Section 2 - Expenses. Expenses incurred by a trustee or officer in defending any claim, demand, action, suit, or proceeding subject to this Article shall, from time to time, upon request by the trustee or officer, be advanced by the corporation prior to the final disposition of such claim, demand, action, suit, or proceeding upon receipt by the corporation of an undertaking by or on behalf of the trustee or officer to repay such amount, if it shall be determined in a judicial proceeding or binding arbitration that such trustee or officer is not entitled to be indemnified as authorized in this Article.

Section 3 – Other Rights. The indemnification provided by this Article shall be in addition to any other rights to which a trustee or officer may be entitled under any agreement, as a matter of law or equity, or otherwise, as to an action in the trustee or officer’s corporate capacity.

Section 4 - Insurance. The corporation may purchase and maintain insurance on behalf of the Board of Trustees, its trustees, officers, and such other persons as the Board shall determine, against any liability that may be asserted against or expense that may be incurred by such persons in connection with the activities of the corporation, regardless of whether the corporation would have the power to indemnify such persons against such liability under the provisions of the Bylaws.

ARTICLE XI **CONFLICT OF INTEREST**

Section 1 – Participation. An interested trustee, officer, or staff member shall not participate in any discussion or debate of the Board of Trustees or on any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be conflict of interest. No trustee, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his or her knowledge, any of the following has a financial interest in the transaction:

- a. The trustee, officer, or staff member;
- b. Any member of his or her family;
- c. His or her partner;
- d. An organization in which any of the above is a director, officer, or employee; or
- e. A person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

Section 2- Disclosure. Existence of any of the above-listed conditions shall render a contract or a transaction voidable unless full disclosure of personal interest is made to the Board of Trustees and such transaction was approved by the Board in full knowledge of such interest.

ARTICLE XII
RACIALLY NON-DISCRIMINATORY POLICY

The Corvian Community School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

ARTICLE XIII
FISCAL YEAR

The fiscal year of the corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

ARTICLE XIV
AMENDMENT OF BYLAWS

These Bylaws may be amended by a majority vote of the members of the Board of Trustees present and voting at any regular or special meeting of the Board.

ARTICLE XV
DISSOLUTION

In case of dissolution of the corporation, the Board of Trustees shall, after paying all obligations of the corporation, dispose of all remaining assets in such a manner, or to such organization(s), as may be operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization(s) under Section 501(c)(3) of the Internal Revenue Code, as amended, or the corresponding provision of any future United States Internal Revenue law, or any similar law of the State of North Carolina, as the Board shall determine.

ARTICLE XVI
WAIVER OF NOTICE

Whenever any notice is required to be given by any Board of Trustees member under the provisions of the North Carolina Nonprofit Corporation Act or under these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

ARTICLE XVII
BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board of Trustees and committees.

ARTICLE XVIII
CORPORATE SEAL

The corporate seal shall be in such form as shall be approved by the Board of Trustees.

The foregoing instrument is hereby approved, accepted and adopted by the undersigned as the Bylaws of Corvian Community School, Inc., in witness whereof, effective this the 13 day of September, 2011.

CORVIAN COMMUNITY SCHOOL, INC.:

Kristen Behrke (SEAL)
Kristen Behrke, Secretary

Attest:

[Signature] (SEAL)

STATE OF NORTH CAROLINA

COUNTY OF Cabarrus

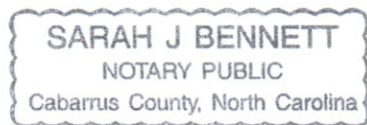
I, Sarah J. Bennett, a Notary Public of the County and State aforesaid, certify that Kristen Behike, personally came before me this day and acknowledged that he/she is Secretary of Corvian Community School, Inc., a North Carolina non-profit corporation, and that by authority duly given and as the act of the corporation, the foregoing instrument was signed by its Chair and sealed with its corporate seal.

Witness my hand and official stamp or seal, this 13 day of September, 2011.

Sarah J. Bennett
Notary Public

Seal-Stamp

My Commission expires: 9.3.2013



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.



Information for New Non-Profits from the Charitable Solicitation Licensing Division of the Department of the Secretary of State

Congratulations on the formation of your non-profit corporation in the State of North Carolina. The information that follows comes from the Charitable Solicitation Licensing Division (CSL) of the Department of the Secretary of State and advises you of relevant North Carolina law related to not-for-profit charitable organizations. CSL bears responsibility for licensing and for enforcement of North Carolina's Charitable Solicitation Act, N. C. Gen. Stat. § 131F. Chapter 11 of Title 18 of the North Carolina Administrative Code (NCAC) sets forth Rules for the Solicitation Licensing Program.

Each new non-profit that intends to solicit contributions in North Carolina from the public must know and follow the provisions of the Act and the Rules. Of special interest to new non-profits should be the provisions of N. C. Gen. Stat. § 131F-5, which address licensure requirements. Licenses are issued on an annual basis and must be renewed. Every charitable organization, sponsor, or person (as these terms are defined in the Act) who intends to solicit contributions in NC must have a license granted by the Department through the CSL Division unless the entity is exempt from licensure under N.C. Gen. Stat. § 131F-3.

An application for licensure must be filed that meets the criteria set forth in N. C. Gen. Stat. § 131F-6. Unless an exemption from paying is applicable, a fee must accompany the application and ranges from \$50 to \$400, as determined by the provisions of N. C. Gen. Stat. § 131F-8. Under N.C. Gen. Stat. § 131F-9, charitable contributions may be solicited only for the purpose stated in the licensure application, and disclosures must be made. The specific content, including type size, for printed disclosures is found in N.C. Gen. Stat. § 131F-9.

Non-profits that choose to use fundraising consultants or solicitors will find additional licensure requirements at N.C. Gen. Stat. § 131F-15 and § 131F-16 respectively. Under the list of prohibited acts in N. C. Gen. Stat. § 131F-20 is a provision against contracting or entering into agreements with solicitors or fundraising consultants that are not licensed. New non-profits will want to familiarize themselves with what actions are prohibited by the Charitable Solicitation Act. Although some infractions may result in civil penalties, violations are also considered deceptive/unfair trade practices and may lead to the assessment of criminal penalties. The enforcement provisions are found at N. C. Gen. Stat. § 131F-23 and § 131F-24. Under N. C. Gen. Stat. § 131F-32, charitable organizations, sponsors, fundraising consultants, and solicitors must keep "true and accurate records as to their activities in the State" for at least three years.

Information about CSL is available on the Department's website, www.sosnc.com. In addition, CSL staff members are always willing to answer questions and to provide assistance through the Division's toll-free number of 1-888-830-4989.



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

CORVIAN COMMUNITY SCHOOL, INC.

the original of which was filed in this office on the 20th day of April, 2010.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 20th day of April, 2010

Elaine F. Marshall
Secretary of State

Document Id: C201009100120

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SOSID: 1144860
Date Filed: 4/20/2010 4:50:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201009100120

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

1. The name of the corporation is: CORVIAN COMMUNITY SCHOOL, INC.
2. The period of duration of the corporation is perpetual.
3. The corporation is organized exclusively for educational and charitable purposes. The corporation will engage in related activities in furtherance of its educational and charitable purpose, and may make distributions to exempt organizations that qualify under Section 501(c)(3) of the Internal Revenue Code (the "Code") (or the corresponding section of any further federal tax code). The school operated by the corporation will maintain a regular faculty and curriculum and will normally have a regularly enrolled body of pupils in attendance at its school facility or facilities.

In carrying out the foregoing purposes, the corporation shall have all of the powers given to and possessed by a corporation under the North Carolina Nonprofit Corporation Act.
4. The street address of the initial registered office of the corporation is **11901 Eastfield Road, Huntersville, North Carolina 28078**; the county in which the registered office is located is **Mecklenburg County, North Carolina**.
5. The mailing address of the initial registered office of the corporation is **14521 Westgreen Drive, Huntersville, North Carolina 28078**.
6. The name of the initial registered agent of the corporation is **Stacey Haskell**.
7. The name and address of the incorporated is **Stacey Haskell, 14521 Westgreen Drive, Huntersville, North Carolina 28078**.
8. The corporation will not have members.
9. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf (or in opposition to) any candidate for public office.

10. It is intended that the corporation shall be permanently maintained and operated in pursuance of its educational and charitable purposes. However, in the event of a dissolution, the Board of Directors, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes.

11. These Articles of Incorporation may be amended at any time and from time to time at the direction of the Director and on the advice and consent of the Board of Directors; however, no amendment shall be adopted which deprives the corporation of tax exempt status under the tax laws and regulations of the United States of America.

12. Except to the extent that the North Carolina General Statutes prohibit such limitation or elimination of liability of directors for breaches of fiduciary duty, no director of the corporation shall have any personal liability arising out of an action whether by or in the right of the corporation or otherwise for monetary damages for breach of any duty as director. No amendment to or repeal of this article shall apply to or have any effect on the liability or alleged liability of any director of the corporation for or with respect to any acts or omissions of such director occurring prior to such amendment or repeal. The provisions of this article shall not be deemed to limit or preclude indemnification of a director by the corporation for any liability that has not been eliminated by the provisions of this article.

This the 30th day of March, 2010.



Stacey Haskell, Incorporator

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 board will oversee all functions of the charter school. The bylaws provided in Article V state that all corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation managed under the direction of, the board. The Board will appoint an Audit Committee, a Building Committee, a Community Relations Committee, and such other committees as it determines to be appropriate to perform the functions determined by the Board and to advise the Board. All decisions of the board will be made in the best interest of students in accordance with the mission and philosophy of the school.

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

The board will vote on all school policy decisions in accordance with the mission and philosophy of the school, acting in the best interest of students in keeping with state and federal laws. The school director, who is an ex officio non-voting member of the board, will not vote on such policy decisions. The school director will participate in such discussions and provide input on all such matters. Every decision made by the majority of board of directors present at a meeting held in which a quorum is present is the act of the board of directors.

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.

The board of directors will use test scores and other data as one measure of school effectiveness, in accordance with the North Carolina State ABC Accountability program. In addition, the Board of Directors will use feedback from teachers, staff, parents and students to develop school improvement plans. The administration and board of directors will use a variety of tools to continuously reflect on the practices and effectiveness of the school program in order to meet the goals and objectives of the school's mission and philosophy. Short-term and long-term goals will be outlined in a school improvement plan. When the high school phase opens, we intend to seek accreditation with Southern Association of Colleges and Schools.

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

The bylaws address conflicts of interest among board members at Article XI, which provides that an interested board member, officer, or staff member shall not participate in any discussion or debate of the board, or any committee thereof, in which the subject of the discussion is a contract, transaction, or situation in which there may be a conflict of interest. Further, no board member, officer, or staff member shall participate in the selection, award, or administration of a transaction in which federal or state funds are used where either 1) that person, 2) a member of his or her family, 3) his or her partner, 4) an organization in which that person is a director, officer, or employee, or 5) a person or organization with whom that person is either negotiating or has arranged for prospective employment has a financial interest in the transaction.

The bylaws further provide that the existence of any of these conditions shall render a contract or transaction voidable unless full disclosure is made to the board and the transaction was approved by the board with full knowledge of such interest.

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:

Corvian Community School will not have an EMO.

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.

Corvian Community School will not discriminate against any student on the basis of ethnicity, national origin, gender or disability. The school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and demographic representations of North Mecklenburg County, the school is expected to represent demographic diversity of the community it serves. The school will be promoted and publicized in order to reach the entire community and all of its racial and ethnic groups. The following churches will be contacted: Jonahville AME Zion, Good News House, Greater Vision United Methodist and Huntersville Presbyterian Amigos Program and First Baptist Church, Huntersville Ministerio Latino.

Corvian Community School will hold open enrollment through February 23, 2012. Open house sessions and enrollment applications will be posted on the school’s website (www.corvian.org) in February, 2012.

- If the number of registrants for a grade level exceeds the number of openings at that grade level, a public lottery will be held to determine the admissions for that grade level.
- The lottery for the 2012-2013 school year is open to the public and will occur during one of our board meetings on Wednesday, March 1, 2012 at 7pm.
- All names will be randomly drawn, and students will be admitted based on the order of selection beginning with third grade.
- The lottery will continue until all names are drawn, and students not accepted will be placed on a waiting list in the order in which their names are drawn.
- Corvian Community School will give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, staff and initial members of the charter school's board of directors.
- If openings remain available after the close of open enrollment or become available, registrations will be accepted on a first come, first served basis until there are no further openings.
- Registrations will be date and time stamped upon submission, and students will be admitted in the order in which the registrations are received.
- The following churches will be contacted: Jonahville AME Zion, Good News House, Greater Vision United Methodist and Huntersville Presbyterian Amigos Program and First Baptist Church, Huntersville Ministerio Latino.

- On an annual basis the board of directors will analyze student demographic enrollment statistics and revise the marketing plan to ensure that Corvian Community School reflects the demographics of the community in which we serve.

IV. 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.

Corvian Community School is founded on the principles of "The Basic School," a comprehensive plan for schools developed by Dr. Ernest Boyer through the Carnegie Foundation for the Advancement of Learning. The Basic School emphasizes four priorities as the essential building blocks of the school: community, curriculum, climate, and character. Dr. Boyer writes, "An effective school connects people, to create community. An effective school connects the curriculum, to achieve coherence. An effective school connects classrooms and resources, to enrich the climate. And an effective school connects learning to life, to build character." The program is built upon research-proven practices regarding effective education (Boyer, 1995, pg.8). We will implement an active approach to teaching and learning with an emphasis on intrinsic student motivation and healthy lifestyle practices for social, emotional and physical health. Our instruction is planned to address the variety of learning styles present in every classroom (such as Gardner's Seven Intelligences-logical, verbal, visual, kinesthetic, musical, intrapersonal, and interpersonal), so that we can better ensure student success (Gardner, 1983). Students need opportunities to process and share new information in a variety of ways. Brain research shows that multidisciplinary, integrated, thematic units of study are the best vehicle to engaging students to participate in their own learning and to maximizing the brain's learning potential (Jensen, 1998).

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

Our curriculum will be aligned to the Common Core Standards recently adopted by North Carolina. The combination of the Basic School curriculum and the Common Core Standards with a particular emphasis on the Healthful Living Standards will provide a rich foundation of learning for our students. At Corvian Community School, we are concerned with the total development of the whole child. It is our responsibility to address cognitive, social, emotional, and physical development throughout the school day at all grades. This holistic approach to educating our students will help them develop into healthy and well-rounded individuals who enjoy life and learning.

Integrated Thematic Units:

The most distinctive feature of the Basic School is its curriculum. In the Basic School, the curriculum is organized around eight integrative themes called core commonalities. The core commonalities are (1)The Life Cycle, (2) The Use of Symbols, (3) Membership in Groups, (4) A Sense of Time and Space, (5) Response to the Aesthetic, (6) Connections to Nature, (7) Producing and Consuming, and (8) Living with Purpose (the eight commonalities are described in greater detail in Appendix D) . These eight commonalities, based on shared human experiences, integrate traditional subjects and help students relate what they learn to life. The 2012 Healthful Living standards directly align with the Basic School commonalities and will be integrated into the curriculum.

At the elementary level, each grade level progresses through several integrated units which are all part of a meaningful, global year long theme. Students study the various fields of knowledge which are organized thematically within the core commonalities framework. Science and Social Studies standards are the driving force of the integrated

units, though all subject areas are woven throughout each unit. Middle and High School teachers are also encouraged to draw connections among disciplines and connect the learning between subjects.

Elementary Curriculum

Literacy Instruction:

Literacy is the most essential goal at Corvian Community School. All students are expected to become proficient in the written and spoken word. Language at Corvian Community School is defined broadly to include words, numbers, and the arts. We consider all of these to be critical areas of development for students to be truly communicative, and we expect our students to have a deep understanding of all three areas. Language is the means by which all other subjects are pursued.

Success in reading is directly related to later success in achievement in life. At Corvian Community School, we use a balanced approach to teach students how to read. Driven by the notion that students *learn to read* and *read to learn*, students at Corvian Community School receive instruction that leads to their comprehension of texts. Influenced by the work of Marie Clay, Ken and Yetta Goodman, and Lesley Mandel Morrow, children in the younger years (kindergarten and first grade) first focus on developing a love for reading, as well as the authentic purposes for why people read texts. While engaged in this important process, students develop knowledge of words and how those words are arranged and spoken. Using real, authentic literature, students study how words are sounded through Phonemic Awareness instruction, how words are written through Phonics instruction, how words are read through fluency, and what words mean through vocabulary instruction. All these components lead to the ultimate goal: Comprehension. Learning to read is a complicated process in which readers must make connections among phonetic, semantics, and syntax to make meaning out of the written text.

As students grow older, the model of reading instruction transitions. Using a Reading Workshop model, as advocated by Lucy Calkins, Sharon Taberski, and Frank Serafini, students engage in intensive reading instruction through individualized reading with leveled texts, guided reading instruction (Fountas and Pinnell, 2002), literature circles (Harvey Daniels, 2001), and genre study (Katie Wood Ray, 2006). The Reading Workshop model involves a short, focused mini-lesson, time to read, individual reading conferences with the teacher, spaces to engage in discussion groups, and a focused time to reflect on their learning. During conferences and guided reading group times, teachers administer formative and summative assessments. Students are taught specific skills and strategies during mini lessons and then are given sufficient time to practice them. In addition, students read across the curriculum, which allows them to experience an entire day of reading instruction rather than limiting it to a short block of time. Specific intervention programs are provided as needed in order to strengthen reading skills. Workbook style teaching is not a part of our program at any age level. Instead of restricting reading to basal textbooks, students read a variety of genres, using texts on their independent and instructional reading levels based on running record assessment data gathered by the teacher.

As a companion to the Reading Workshop structure, writing is taught using a Writing Workshop structure. "Writing is an act of both discipline and discovery, one that allows children to be wondrously self-expressive while teaching clear thinking, too. Every child is expected to write, write, write" (Boyer, 1995, pg. 71). Just as they do during reading, students learn how to write by writing. Students are instructed using a focused mini-lesson, then are given time to write individually or in small groups while the teacher confers with individual students. They reflect on what they have learned in an Author's Chair. Students communicate daily learning in all subject areas by means of a Daybook, which makes learning more meaningful to them. In addition, teachers use mentor texts in order to teach specific mechanics and writing skills within the writing process of brainstorming, drafting, editing, revising and

publishing. In the elementary grades, teachers are widely influenced by the work of Donald Graves, Jane Hansen, Katie Wood Ray, Ralph Fletcher and Lucy Calkins.

Spelling is taught through word study (Bear, Inverezzi, Templeton, & Johnston, 2011); students make words for learning chunks and patterns, use the word wall for high frequency words, and participate in an individualized word study program that allows them to master spelling words that are relevant to their personal writing. Over the course of elementary school, students are taught 70 phonograms based on the work of Romalda Spalding to address spelling and the complex system of letter/sound rules in the English language (Spalding, 2003). By studying the way these phonograms are used, students gain a deeper understanding of common patterns that will assist them in determining the spelling and reading of unfamiliar words.

Handwriting is important to us at Corvian Community School. In order to make the proper formation of letters less frustrating for students, we use the widely acclaimed writing program, "Handwriting Without Tears," developed by occupational therapist, Jan Z. Olsen (Olsen, 2008). This program places an emphasis on the readiness skills necessary for handwriting success, such as proper pencil grip, handwriting posture, and the importance of upper body strength. Eventually, students will transition from handwriting to keyboarding skills, a relevant and necessary skill for students growing up as 21st century learners.

Middle and high school teachers will build on the foundation laid in elementary school. Students continue to read and write across the curriculum. Students will read and write for a variety of purposes and audiences.

Mathematics:

We believe that students need to experience math as a language and as a way to communicate ideas to others. We integrate math in to our thematic units of study so that students see the many opportunities to use math as way of gaining and sharing information. We provide intensive mathematics instruction based on the NC Common Core Standards through small group, whole group and individualized instruction. In an effort to make math a meaningful and hands-on experience for our students, we use a combination of the Investigations program and Kathy Richardson's work with number sense.

"Investigations" is a complete K-5 mathematics curriculum, developed at TERC in Cambridge, Massachusetts. It is designed to help all children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra (TERC, 2007). This program has been aligned with the Common Core Standards for Mathematics. The curriculum has been designed to support students to make sense of mathematics and learn that they can be mathematical thinkers, focus on computational fluency with whole numbers as a major goal of the elementary grades, provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them, emphasize reasoning about mathematical ideas, communicate mathematics content and pedagogy to teachers, and engage the range of learners in understanding mathematics (TERC, 2007).

Kathy Richardson, one of the nation's leading educators of elementary mathematics, is an author and program director of Math Perspectives Teacher Development Center in Washington and has spent over 30 years teaching classroom educators, working with elementary students, writing books, and developing teacher resource materials.

The Arts:

"Art, too, is a universal language - - perhaps the most evocative form of human expression. Through singing and painting and dancing it is possible for people of different backgrounds to communicate powerfully their feelings and ideas. For young children, art is not a frill. It is an essential language that makes it possible to communicate feelings and ideas words cannot express" (Boyer, 1995, pg. 76). Corvian Community School weaves the arts

throughout the curriculum, giving the students the opportunity to explore and respond to content through the aesthetics. Because the study of art history, art appreciation, art making, music, and dance permeates the curriculum, students are provided outlets of expressing themselves and are more apt to pursue personal talents and interests.

Students also participate in fieldtrip opportunities that explore the visual and performing arts further, as well as their own classroom performances throughout the year. These performances communicate the topics learned in the classrooms. A focus on the importance of the arts continues into middle and high school. Opportunities for courses in performing arts and fine arts will be offered. During high school, each student will choose one area of the arts as a focus concentration: visual arts, dramatic arts, dance, computer arts, etc.

Foreign Language:

Corvian understands the importance and benefits of foreign language instruction at early ages. Due to a growing Hispanic population in our area, we have chosen Spanish as the language of instruction in our elementary and middle school. Our students will have Spanish instruction once per week at every grade level. Through song, dance, game playing, and Spanish literature, students will celebrate and enhance our multicultural learning community. Foreign Language offerings will be expanded at the high school level and may include Spanish, Chinese, or German.

Technology:

To help develop 21st century learners, technology will be integrated throughout the curriculum. Students will learn the skills necessary to become technologically savvy. All intermediate students will be taught basic computer skills, such as keyboarding, implementing hardware and software, and proper Internet usage. More importantly, students will learn how technology is being produced and consumed in a 21st century world. This includes the many ways readers and writers create and read texts via the Internet.

Starting in the intermediate grades, technology classes will focus on keyboarding skills, using productivity software (spreadsheets, word processing, and presentation software) and learning to use technology safely and appropriately. Middle school students will help present a “cyber safety” workshop for younger students at the same time that our technology teachers and administration will present to their parents. High school students will have a variety of technology options offered to them, with classes in programming languages as well as digital design. Students in 7th grade through high school will be offered a Digital A/V production elective, where they learn about the video production process by exploring a wide variety of film, audio and video genres, as well as news and documentary production.

Even though we put great value into providing technology for our students, we still feel that the most essential resource for learning is the *teacher*. “Television can take students to the moon and videotapes transport them to the bottom of the sea. Calculators can solve problems faster than the human brain. Computers can instantly retrieve millions of information bits and connect teachers and students to classrooms all around the world. Word processors can help children write and edit. But there are times when the switches should be turned off. Technology cannot make value judgments. It cannot make students wise or able to distinguish the beautiful from the vulgar. For this we need *teachers*, not computers” (Boyer, 1995, pg.148).

Health and Wellness:

Corvian Community School is committed to the physical, emotional, and mental health of all of its students. Research shows the increased need to focus on the healthful living of our students; “It is the growing belief that any future advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs.

Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge" (American Medical Association, 2005). By specifically teaching the Common Core standards within our curriculum, our hope is for students to become young adults who make healthy choices for their lives. In addition, teachers will model and teach children about healthy diets and the importance of exercise and good health habits. Attention is given to teaching children about healthy food choices and to that end, parents are encouraged to pack healthy snacks and healthy lunches each day that include fruits, vegetables and a good source of protein. Water bottles will be available to students throughout the school day.

Physical Fitness can improve student outcomes and build better brains (Ratey, 2008). Our students will implement the Physical Education Standards throughout the year during their Physical Education classes. Students will have daily opportunities for exercise (indoor and outdoor) through classroom activity, outside play, and physical education classes. A nutritional expert will be available to provide workshops to our staff and parents.

Exercise, nutrition and other healthful living habits will be incorporated into homework assignments as wellness connections in order to strengthen healthful habits at home.

The Middle School Health and Wellness program topics are taught during Advisory through activities and discussions and in Physical Education classes. Topics like substance abuse prevention, refusal skills and problems solving, stress management, sexuality education, and understanding and avoiding risk-taking behaviors are more deeply discussed within the small setting of the Advisory. The Physical Education goals are to promote socialization, develop interest, and enrich student leisure time. The program is designed to develop physical fitness through strength training, flexibility, cardio training, and endurance, providing the guiding principles that lead students to become healthy adults. It will also guide the students to become physically active for a lifetime. Children who perform physical activity during the school day will be more alert, which will lead to increased attention span and concentration. Above all, by educating our children now on the importance of life-long fitness, we can prevent obesity and illnesses such as diabetes and cardiovascular disease.

A Commitment to Character:

According to Dan Buettner's research found in his best-selling book, *Thrive*, "The healthiest countries in the world develop from public education systems that focus beyond reading and math; these thriving societies stem from an educational system that promotes civic duty, integrates the arts, and empowers students to explore, question, and act" (Buettner, 2010, pg. 223). Corvian Community School is committed to the development of the ethical and moral dimensions of a child's life. Our goal is to assure that all students, upon leaving our school, will have developed a keen sense of personal and civic responsibility.

Seven core virtues (respect, compassion, honesty, responsibility, self-discipline, giving, and perseverance) are emphasized as virtues that promote excellence in living as well as learning. Core virtues are taught by word and deed. Beginning in Kindergarten, Corvian students will participate in a variety of service learning projects in the community to expose them to experience the joy of giving. We are also committed to developing relationships across generations. We strive to bring senior citizens into our school and make regular visits to an assisted living facility. *We want our students to not only learn* from these people who bring so much from the past but to also experience the gift of giving back to the community and its older generation.

Report Cards and Conferences:

At the elementary level, we do not give traditional letter grades. We will, however, use the results of the variety of on-going assessments to determine where students are on their journeys to master the content of their grade level.

Our report cards will include meaningful and authentic information, detailing a student's academic growth and development. Each objective for the grade level is listed on the report cards, and all students are measured on their level of mastery for the end of the year goals. Report cards will be issued three times a year: October, February, and May. The Parent/Teacher Covenant Conference will take place in August; this meeting provides a chance for parents to share information about his/her child to his/her teacher. This mutual sharing will allow both parties to understand, from the very beginning, that a partnership is being formed in the education of the student. Parent/Teacher conferences will be held in October, February, and May. An example of an elementary report card can be found in Appendix E.

Accountability:

The Director of Education will meet with grade level teams throughout the year to discuss the success of the curriculum based on student data and teacher feedback. All decisions regarding curriculum will be made with the mission and philosophy of the school in mind.

Middle School Curricular Philosophy

At Corvian Community School, our goal is to create an innovative, inspiring school to serve families in our community. We are concerned with the total development of each student and believe that it is our responsibility to address the cognitive, social, emotional and physical development of all of our students throughout each school day. This holistic approach to educating our students is designed to help them develop into healthy and well-rounded individuals who enjoy life and learning.

Mission:

Corvian Community School believes that every student can and will succeed in ways that reflect his or her own aptitudes and interests. Our mission is to use the principles of The Basic School to provide an optimum environment for learning in which:

- Teachers and parents work together to create an inclusive community of learning.
- Students are intrinsically motivated as lifelong learners through hands-on teaching, integrated curriculum and real life learning with meaningful community connections.
- Students are encouraged to develop healthy lifestyle practices for social, emotional and physical health
- Teachers are empowered and encouraged to teach to the needs of each individual student

Individualized Instruction and Differentiation:

Individualized instruction means meeting the needs of individual learners as they move along their learning journey. This does not mean a 'one-to-one' teacher/student ratio, but rather a way of viewing each student as a unique human being with distinct and specific learning needs. Research indicates that people differ as learners, and in order to address the varied needs of each individual learner at Corvian, teachers will use the method of differentiation as a means of teaching essential content. Differentiation is a student-centered instructional approach where teachers study and assess their students' learning needs and adapt instruction accordingly.

Through differentiation, teachers are able to attend to individual students' differences in readiness, interest, and their overall learning profile, which results in the ability to connect more effectively with each student. Teachers will achieve this by implementing a wide variety of instructional techniques to enhance the overall learning environment. Key principles of differentiation in the classroom are rooted in the teachers' responsibility to: create a classroom community, utilize high-quality curriculum, offer relevant and meaningful tasks for all students, and use on-going

assessments to formulate instructional plans. Through these differentiation methods, students are allowed and encouraged to take greater responsibility for ownership of their learning and as multiple pathways to learning are established, the possibility that all students will experience success and reach their full potential as learners is maximized.

Hands-On Learning :

At Corvian Community School, we believe that students learn best when they gain knowledge through exploration and active learning. We do not rely on text books and lectures to teach content. We engage students in meaningful, hands-on, real-life experiences that challenge them to think and explain their reasoning instead of memorizing and reciting facts. After participating in these hands-on activities, students will use the data they've collected to construct their own personalized "text book" to use as a resource and study guide for the remainder of the school year.

Hands-on learning allows students to make connections among and between the different disciplines, thereby enabling them to formulate deep, conceptual understandings of over-arching themes and concepts within our world. As a result of this type of learning, passions will be ignited and student motivation soars. Students fulfill their brain's innate desire to make meaning of information, while also learning how to think critically about the learning process, as well as the experiences.

Assessment and Testing:

At Corvian Community School, on-going assessment constantly drives instruction, enabling teachers to individualize instruction and promote student learning at the highest level. All assessments will be authentic in nature, meaning that students will not "prepare" for a test only to forget the material immediately after. Rather, assessment is will be used as a tool to inform and guide teachers as they make instructional decisions. Certainly test taking in the traditional sense will be utilized, but that is not the only form of assessment used. Summative and formative assessments will be widely used to drive instructional practice.

Corvian teachers will utilize a variety of assessment techniques in order to target the various domains of learning. Therefore, assessments will take on many forms, including performance-based tasks, teacher anecdotal notes based on oral discussions and/or written responses, cooperative group work, portfolios, and traditional assessments.

Along with administering high-quality assessments that target the "whys" and "how's" (not just the "what's"), teachers will promote student ownership of their learning by continuously providing specific feedback to students. By working together as partners in the teaching and learning process, teachers will stay informed of their students' learning, and students will feel empowered and motivated to reach their full potential as learners.

As a public charter school in North Carolina, Corvian will follow the Common Core Standards adopted by the state of North Carolina. Our students will take End-of-Grade (EOG) tests beginning in Grade 3. While we acknowledge standardized test-taking will be a component of our balanced assessment program, we will not teach to the test. Rather, we will engage the students in meaningful hands-on experiences linked directly to the curriculum all year long, and then six weeks before the EOG tests, we will teach our students test-taking strategies and skills in order to promote their best performance on this particular mode of assessment. Our assessment program will reflect balance; parents and students can expect to see a variety of assessment techniques utilized with specific feedback given to maximize the learning potential of each individual student.

Report Cards and Conferences:

At Corvian Community School, we will not give traditional letter grades in middle school. We will, however, use the results of the variety of on-going assessments to determine where students are on their journeys to master the content of their grade level. Our report cards will include meaningful and authentic information, detailing a student's academic growth and development. Report cards will be issued three times a year, October, February, and May. The Parent/Teacher Covenant Conference will take place in August; this meeting provides opportunities for parents to share information about his/her child to his/her Advisor, and the advisor can share goals and expectations. This mutual sharing will allow both parties to understand, from the very beginning, that partnerships are being formed amongst parents, students, teachers, and the school. Parent/Teacher conferences will be held in October, February, and May. During the October and February conferences, middle school students will lead the parent conferences and report on their own progress as learners. They will learn how to facilitate a student-led conference during Advisory.

Advisory:

A group of twelve students and a middle school teacher will be a part of an advisory group that meets twice a week during the middle school years. During Advisory, the teacher will lead students in discussions and activities to build a relationship of trust with a mentor and a network of peers. The Advisor will serve as a “guardian” at school and will keep abreast of each advisee’s academic performance and emotional and physical development. Some of the activities that will be included in advisory are those that focus on self-discovery, team building, service learning, wellness, and career planning.

Content Areas

The Common Core Standards adopted by the state of North Carolina drive the instructional decisions in all content areas.

Social Studies and Language Arts:

At Corvian Community School, we will establish an integrated model where social studies and language arts teachers co-teach in the same classroom. Our classrooms will be highly integrated with book clubs, research papers, word study, various projects and opportunities to build a community of readers, writers, speakers and listeners. Students will learn, apply, and synthesize the language arts curriculum goals through the study of world cultures, historical events, and the local and global community. We are committed to involvement in the community, establishing global connections, gaining respect and understanding for diversity within cultures and communities and producing well-rounded students who appreciate and recognize historical perspectives, government involvement and develop individual identity through the social studies curriculum. Students will also experience further curricular integration through grade-level global themes. We will adhere closely to the standards set forth at the national and state level.

Math and Science:

At Corvian Community School, we strive to develop our students into independent thinkers, problem solvers, and scientifically literate citizens. The middle school science curriculum will be discovered through various methods of teaching and learning. We feel strongly about the use of hands-on, inquiry-based learning, integrated activities, and differentiated instruction. For 6th and 7th graders, we will establish an integrated model where the science and math teachers co-teach in the same classroom. Sometimes our students will be engaged in integrated units of study where mathematical skills and concepts are couched into a scientific context. In other instances, we will teach math and science separately, but often with a project-based approach. In 8th grade, we will rearrange the structure of our math and science programs. Although we still align the curriculum and capitalize on the natural

math/science connections, we feel it is important to separate the curriculum in 8th grade in order to dig even deeper into math and science content as we head towards high school.

Health And Wellness

The Middle School Health and Wellness program topics will be taught during Advisory through activities and discussions and in Physical Education classes. Topics like substance abuse prevention, refusal skills and problems solving, stress management, sexuality education, and understanding and avoiding risk-taking behaviors will be discussed more deeply within the small setting of the Advisory. The Physical Education goals will promote socialization, develop interest, and enrich student leisure time. The program will be designed to develop physical fitness through strength training, flexibility, cardio training, and endurance, providing the guiding principles that will lead students to become healthy adults. It will also guide the students to become physically active for a lifetime. Children that perform physical activity during the school day will be more alert, which will lead to increased attention span and concentration. Above all, by educating our children now on the importance of life-long fitness, we can prevent obesity and illnesses such as diabetes and cardiovascular disease.

Accountability

The Director of Education will meet with grade level teams throughout the year to discuss the success of the curriculum being used based on student data and teacher feedback. All decisions regarding curriculum will be made with the mission and philosophy of the school in mind.

Arts Education:

Art education is not an optional subject area. All students will take one or more arts classes each year in middle school. These courses are designed to help students identify their artistic passions. In high school, students will select one area of concentration. Art education courses in middle school may include: dance, art, crafts, band, chorus, woodworking, and drama.

Foreign Language:

All middle school students at Corvian will take Spanish. Spanish courses in middle school will study culture, language, geography, history, literature and the arts. Students will extend their learning by participating in the Amigos Con Libros program in which middle school students are paired with elementary aged buddies. Middle schools students will prepare lessons based on children's literature written in Spanish. The students will teach these lessons when they meet with their Amigos Con Libros buddies.

High School Philosophy

The Community School of Davidson's K-12 philosophy will follow the ideals of the "Basic School" concept originated by Dr. Ernest L. Boyer, who emphasized four educational priorities:

- The School as Community
- A Curriculum with Coherence
- A Climate for Learning
- A Commitment to Character.

These building blocks are the foundational framework for Corvian's elementary school and will continue to be purposefully bred in middle and high school. In creating the best possible school environment for our students, it is our ultimate goal to inspire lifelong learners who draw upon their CCS experiences in all their future endeavors.

At Corvian Community School, our goal is to create an innovative, inspiring school to serve families in our community. We are concerned with the total development of each student and believe that it is our responsibility to address the cognitive, social, emotional and physical development of all our students throughout each school day. This holistic approach to educating our students is designed to help them develop into healthy and well-rounded individuals who enjoy life and learning.

Academic Environment:

Corvian Community High School will be based on a shared community belief that all students are entitled to a school environment that supports their intellectual, physical, social and emotional needs which will prepare them for college and successful adult life. Corvian Community's high school academic environment will be characterized by the following components:

- Innovative curriculum and teaching methods that allow students to find meaning, purpose and relevance for their studies as well as provide opportunities for hands on learning experiences.
- Differentiated instruction and low student to teacher ratios that contributes to student success and strong relationships.
- Emphasis on student writing skills.
- Access to advanced coursework such as honors courses, AP courses and high level math classes.
- Traditional grading system.
- Extensive college preparation program for all students designed by experienced college counselors.
- Fully developed arts/elective program which provides an opportunity for students to concentrate on one art of choice throughout the high school experience, including: drama, dance, music, visual arts, woodworking, and technology (multi- media design). In addition, we may offer extensive physical education courses such as, martial arts, speed and agility training, strength training, and ball sports. We may also offer mini art classes in addition to the art concentration courses.
- Attention to developing student leadership skills will be a priority throughout the high school experience. Students will be given opportunities to learn, practice, and integrate these skills into their daily lives. Students will participate in school-wide decision making. Their voices will be expected, heard, and valued.
- Similar to middle school, our high school will incorporate an Advisory Program that will be designed to ensure that all students have one adult advocate to whom they can turn for help and guidance as needed. Students will formally meet with their advisory group two to three times per week. We will have an advisory curriculum that is grade specific that may include: study skills, choice making, problem solving, healthful living and college preparation. Advisors will work closely with the college counselor to incorporate appropriate college preparation curriculum in the advisory setting. However, the main focus of this program will allow the teachers to ensure that every student in high school has a safety net; an adult who will go the extra mile to support each student and to notice that student throughout the day. The Advisor also will serve as a point person in high school for the parents, when they have questions, concerns, and need direction. Each advisor will be responsible for 12 – 15 students.
- We will offer our students the Practicum experience, which will be a community based intern program that will allow students to hone leadership skills as they apply their learning to real life community based problems. We will work with local college professors as well as local business leaders and town officials.
- Inclusion of our Wellness Program that teaches the value of exercise, nutrition and healthy living.
- Active booster organization and a full sports program may include: baseball, basketball, cheerleading, cross country, football, golf, soccer, softball, swimming, tennis, and volleyball.
- Facility specifically designed to meet the needs of our unique mission and vision.

High School Grading Scale:

The grading scale for Corvian Community School at the high school level is as follows:

95-100=A
 93-94=A-
 91-92=B+
 87-90=B;
 85-86=B-
 83-84=C+
 79-82=C
 77-78=C-
 75-76=D+
 72-74=D;
 70-71=D-
 ≤69=F

A=4.000
 A-=3.67
 B+=3.333
 B =3.000
 B-+2.667
 C+=2.333
 C =2.000
 D+=1.333
 D =1.000
 D-=0.667
 F =0

The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Advanced/Honors/Academically Gifted courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

Basic/Introduction to..../Standard(S)	Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (N.C.S.C. O. S.) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.
Advanced/Honors/ Academically Gifted (H)	Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the (N.C.S.C. O. S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses.
Advanced Placement (AP)	Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB

course.

Courses Offerings:

English:

English I, II, III, IV*
Creative Writing
Journalism

Math

Algebra	Pre-Algebra
Algebra II*	Geometry*
Calculus*	Pre-Calculus
Discrete Mathematics	Statistics*
Integrated Math	Advance Functions and Modeling

Science

Biology*	Earth/Environmental*
Physics	Chemistry
Oceanography	Physical Science

Social Studies

World History*	Civics and Economics*
US History I*	US History II*
Psychology	Sociology

Foreign Language

Spanish I, II, III, IV*
Mandarin I, II, III, IV

Health and Physical Education

Personal Training
Speed and Agility
Aerobics
Physical Conditioning
Sports Medicine

Arts/Technology Education

Dance I, II, III, IV
Theatre I, II, III, IV
Art I, II, III, IV *
Crafts I, II, III, IV
Computer Arts I, II, III, IV*
Photography
Music Performance I, II, III, IV*
Band/Orchestra I, II, III, IV*

Other

Specifically designed Practicum experiences based on student interest.
Internships based on student interest

Opportunities for community service

*Opportunities for advanced course work offered in these areas to include honors designation and/or AP courses.

Accountability

The Director of Education will meet with grade level teams throughout the year to discuss the success of the curriculum being used based on student data and teacher feedback. All decisions regarding curriculum will be made with the mission and philosophy of the school in mind.

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

Corvian Community School will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs (speech, occupational, etc.) through outsource contracts or through the hiring of staff as necessary. All regular classroom teachers will participate in training to help better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well-suited to exceptional students. Individualized and differentiated instruction focuses on the individual child. Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings. In addition, two of our board members, both occupational therapists, will be consulted with regularly to help address the needs of our exceptional students.

Corvian Community School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible.

An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, we will provide a program appropriate to the student’s needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure that all students have access to the general curriculum, Corvian will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, Corvian will offer self contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine effectiveness on each student’s achievement.

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school). Corvian students must complete all North Carolina graduation requirements to graduate from high school. Graduation requirements adopted by the North Carolina Board of Education are incorporated into the Corvian Community School graduation requirements below.

GRADUATION REQUIREMENTS – students entering 9th grade after 2013

Specific course and credit requirements for each course of study are as follows:

English	Future Ready Core, 4 Credits (I, II, III, IV)
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Mathematics	Future Ready Core, 4 Credits (Algebra I, Geometry, Algebra II, and one additional course)
Science	Future Ready Core, 3 Credits (A physical science course, Biology, Earth/Environmental Science)
Social Studies	Future Ready Core, 4 Credits Civics and Economics, World History, US History I and II OR AP US History
Health and Physical Education	Future Ready Core, 4 Credits Health/Physical Education
Electives	Future Ready Core, 7 Credits Arts/Technology Education:4 Credits Four Courses: Highly recommended that these be concentrated in one discipline (visual arts, dance, drama, industrial arts, AV technology, etc.) Other Electives:3 Credits These include practicum experiences, internships, additional core and arts electives, and learning lab (opportunities for extended study in one of the courses in which the student is currently enrolled.)
World Languages	2 credits
Total Credits	28

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

2012-2013 School Calendar
August 6 – 10 – Teacher Workdays
August 13 – First day of School
September 3 – Labor Day, no school
October 26 – Parent Conferences, no school
November 22-23 – Thanksgiving Holiday, no school
December 17-31 – Winter Break (classes resume, 1/2/13)
January 21 – Martin Luther King Holiday, no school
February 1 – Parent Conferences, no school
April 1-5 – Spring Break
May 3 – Parent Conferences, no school
May 27 – Memorial Day, no school
June 3 – Last day of School
June 4-5 – Teacher Workdays

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.

Corvian Community School will use assessments based in all subject areas to drive instruction. In reading, assessments will include reading records and qualitative reading inventories to discern a child's reading level. Starting in Kindergarten, teachers at Corvian will use these assessments to determine what areas of reading to focus on for instruction. Some of the reading assessments used may be a blending and segmenting phonemic awareness assessment, the BPST (Basic Phonics Skills Test), a writing sample and assessment, or a running record to determine what each student's independent and instructional level is. Math assessments will be used beginning in Kindergarten as well. Kathy Richardson's "Assessing Math Concepts" series focuses on nine different math concepts and is also very helpful in guiding teachers toward the correct instructional levels for teaching their students. Teachers will also use student projects, informal observations, and other formative assessments to guide instruction in all academic areas, K-12.

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.

- Corvian Community School has ultimate expectations for achievement tied to the school's mission and charter.
- It is the expectation that 90% of students at Corvian Community School will perform at or above grade level as determined by the state.

These goals will be met by the following strategies:

- The integrated curriculum and active, hands-on learning activities engages children and maximizes their learning.
- Our small class sizes will allow for teachers to plan for individualized learning needs.
- Our Health and Wellness focus will provide our students with the tools and behaviors necessary for optimum learning.
- Individualized instruction ensures that students are working on appropriate levels of development.
- Successful implementation of the RTI model to ensure appropriate, targeted, and timely interventions are used when students are not making expected growth.

Indicators of Progress:

- Corvian Community School will use ongoing, individualized assessment to monitor the progress of all students in relation to their educational goals. Students not making progress will be assessed every two weeks according to their academic deficits.
- Summative Evaluations and End Of Grade assessments will also be used.

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.

Corvian Community School will use the RTI method (Response to Instruction) in determining and responding to the instructional needs of the students who are not making expected learning outcomes. By practicing the RTI method, the staff at Corvian will ensure that we are providing high-quality instruction and interventions matched

to student needs using learning rate over time and level of performance to inform educational decisions. In order to be most effective, Corvian staff will carefully screen all students at the beginning of the year using specific math and reading assessments to determine which students need further analysis. In grade level teams, teachers, administration, and special education teachers will analyze all testing results to find deficits in reading components (phonemic awareness, phonics, fluency, and comprehension) and math concepts.

Based on these results, students with deficits will begin working on a more individualized basis in a smaller setting with a trained teacher or coach on a research-based program specifically designed to target deficits. The targeted students will be assessed every two weeks during a six week period in order to monitor progress. After six weeks, students who make expected growth will no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. Appropriate staff and parents will meet to discuss interventions and progress before the second six week period begins. At the end of the second six weeks, appropriate staff and parents will meet to discuss outcomes. If the student does not make progress at this point, he/she will be referred for EC testing at the consent of the parent. All students at Corvian will be assessed three times per year in order to respond in a timely manner to any student who falls below the expected learning outcomes.

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

At Corvian Community School, teachers and parents work together to create an inclusive community of learning; we believe that parents are a child's first and best teacher. Teachers are communicative with parents and frequently inform them of student progress and the specifics of educational goals being addressed in the classroom; therefore, to build stronger teacher, parent, and school relationships, we will communicate with parents through workshops, conferences, and newsletters. We enthusiastically welcome parents to volunteer in many capacities to fulfill their roles as crucial members of our school community; parents are also encouraged to attend learning sessions that will help them better understand our school philosophy and instructional processes.

Because there is a direct correlation between healthful living and brain activity, Corvian's goal is to continuously integrate physical activity and nutrition into the curriculum. We will consult with nutritionist, Angela Gallo-Wilkinson, in developing our Health and Wellness focus; she will provide documented research to staff, parents, and students on nutrition and its impacts on learning and the development of a healthy child. Corvian staff and community experts may also provide workshops and exercise classes for families. By providing quality Health and Wellness education, students and families will make connections to their own health behaviors and its impact on their daily lives.

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

Corvian Community School will use the RTI method (Response to Instruction) in determining and responding to the instructional needs of the students who are not making expected learning outcomes. By practicing the RTI method, the staff at Corvian will ensure that we are providing high-quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform educational decisions. In order to be most effective, Corvian staff will carefully screen all students at the beginning of the year using specific math and reading assessments to determine which students need further analysis. In grade level teams, teachers, administration, and special education teachers will analyze all testing results to find deficits in reading components (phonemic awareness, phonics, fluency, and comprehension) and math concepts.

Based on these results, students with deficits will begin working on a more individualized basis in a smaller setting with a trained teacher or coach on a research-based program specifically designed to target deficits. The

targeted students will be assessed every two weeks during a six week period in order to monitor progress. After six weeks, students who make expected growth will no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. Appropriate staff and parents will meet to discuss interventions and progress before the second six week period begins. At the end of the second six weeks, appropriate staff and parents will meet to discuss outcomes. If the student does not make progress at this point, he/she will be referred for EC testing at the consent of the parent. All students at Corvian will be assessed three times per year in order to respond in a timely manner to any student who falls below the expected learning outcomes

Because it is part of the philosophy at Corvian to integrate literacy into all of the subjects, English Language Learners will benefit from this approach. The teachers at Corvian use visuals often in the classroom and also individualize instruction. In all instances, language objectives, which are naturally embedded in content objectives, will be targeted to meet the needs of English Language Learners.

In addition to providing individualized instruction, teachers will be trained to evaluate the vertical alignment of all learning objectives in the Common Core Standards and create learning objectives for gifted children that reach beyond what is expected for their grade level. Academically gifted students will not be part of an AG/TD program, but instead will have their learning needs met within the classroom setting. Because teachers use assessment to drive instruction and differentiate instruction accordingly, student's needs are effectively met within the regular education setting

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.

Corvian Community School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

Corvian Community School will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well-suited to exceptional students. Individualized and differentiated instruction focuses on the individual child. Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings. In addition, two of our board members, both occupational therapists, will be consulted with regularly to help address the needs of our exceptional students. CSD Consultant, Lisa Humphries, is licensed in special education K-12 and consults with schools, daycares and churches on the topic of incorporating all children into the regular education setting.

An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student's needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure that all students have access to the general curriculum, Corvian will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, Corvian will offer self contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine effectiveness on each student's achievement.

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.

Behavior and Discipline

Corvian Community School uses positive discipline by building classroom communities and setting high expectations for behavior. We believe that our first responsibility in regard to student behavior is to create a classroom that is engaging and individualized for students in a way that allows them to be appropriately challenged. We anticipate that this first step will help to avoid many discipline issues.

General Rules of Conduct

CCS students are expected to be respectful and considerate to other students, CCS staff, and CCS visitors. CCS students also are expected to respect the property of CCS and of other students and staff. No student shall in any way bully or exhibit inappropriate or disrespectful behavior toward other students, staff, or any other person.

Prohibited bullying can take many forms and can include any of the following:

- (a) physical bullying, such as hitting, kicking, pushing, pulling hair, scratching, and tripping;
- (b) verbal bullying, such as teasing, name-calling, starting rumors, taunting and threatening;
- (c) emotional bullying, such as rejecting, excluding, defaming, humiliating, isolating, and ostracizing;
- (d) sexual bullying, such as exhibitionism, propositioning, and sexual touching;
- (e) cyber-bullying, which is defined as using technology to intimidate, embarrass, stalk, or coerce and
- (f) discrimination, such as harassment of a person based on race, color, gender, religion or ethnic origin.

The Basic School curriculum, which provides the framework for curriculum at CCS, emphasizes character development and respect toward others. CCS teachers will include character education and activities in their lesson plans. Classroom discipline will emphasize conflict resolution through communication and conflict avoidance.

As members of our community, students will pledge to:

- Be responsible for their actions
- Always do their best as individuals and as a part of a team
- Respect the uniqueness and gifts of others
- Practice kindness and consideration
- Exhibit honesty in all situations (i.e. not lie, cheat or steal)

Discipline

Corvian Community School Board of Directors has adopted a student behavior policy that includes parameters for discipline. The policy is not intended to set forth a rigid scale of discipline for students involved in bullying incidents or other inappropriate behavior, because it is not feasible to define all possible circumstances and actions in advance. Discipline is determined on a case by case basis, subject to certain parameters. This section will define certain levels of offense to provide general guidance as to the level of discipline that can be expected. For purposes of the student behavior policy, the level of offense will be determined by the Director.

Level One Offenses

Level One Offenses are relatively minor incidents of bullying or similar actions, such as open defiance of a teacher's request, intentional or repeated disruption of class, use of inappropriate or obscene language, lying to a teacher or staff member, or an isolated, minor incident of verbal bullying. Discipline for Level One Offenses will generally be handled by the classroom teacher, and the discipline will generally be determined at the discretion of the teacher.

Level Two Offenses

Level Two Offenses are more significant incidents of bullying or inappropriate behavior, such as physical bullying, sexual bullying, or repeated or severe incidents of verbal or emotional bullying. Level Two Offenses should be reported to the Director or Assistant Director. Discipline will be determined by the Director in consultation with the classroom teacher. Discipline may range from temporary detention (or in-school suspension) to suspension from school for one to three days.

Level Three Offenses

Level Three Offenses are severe incidents or repeated incidents of bullying or inappropriate behavior. Level Three Offenses shall be reported to the Director. Discipline will be determined by the Director in consultation with the classroom teacher. Discipline may range from suspension from school for one day to exclusion. CCS policies and procedures for discipline of students (including students with disabilities) shall be consistent with state and federal laws and regulations.

The CCS student discipline policy sets parameters for addressing inappropriate student behavior. Nothing in the policy is intended to nor does it in any way impose any additional liabilities, requirements or obligations on the Board or the school beyond those liabilities, requirements, and obligations imposed by applicable law.

If the student or parent/guardian desires a formal hearing to contest, the director's recommendation, the student or the parent/guardian must notify the Director in writing with three school days following receipt of notice of suspension. The notice of appeal shall state the issue(s) for the appeal, including concerns regarding the level of suspension, if any

The student shall not return to school unless and until the appeal is resolved in his favor. In appropriate cases, the Director is authorized to waive this rule and allow a student to return to school while an appeal is pending.

No Hearing Requested

If a hearing is not requested within the allotted time, the Director shall provide the student/parent/guardian written notice of his decision whether to allow the student to remain in school. The decision of the Director shall be final.

Appeal to the Board

If the student or parent/guardian is not satisfied with the Director's decision, an appeal may be made to the Board within five school days of the notice of the Director. The appeal shall be in writing and shall be limited to the issues raised at the hearing before the Director.

The Board of Directors shall notify the student/parent/guardian of the date when the Board will hear the appeal, making every reasonable effort to hear the appeal within seven days of the request. The Board of Directors may select two or more board members to hear the appeal on behalf of the entire Board. An official tape recording shall be made of the appeal hearing.

The student/parent/guardian and the Director may attend the hearing to argue their respective positions. The Board of Directors may decide the appeal on record or may receive additional testimony and evidence as needed.

The Board of Directors shall make every reasonable effort to render a written decision within five school days. The decision of the Board shall be final, except an adverse decision by the Board may be appealed by the student to a court of law as provided by statute. The Board of Directors shall comply with the applicable law in determining whether to permanently expel a student from school.

Suspension of Exceptional Child

In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in the suspension or expulsion of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team promptly to review the evaluation already completed for the child and conduct any additional evaluations necessary to determine if the behavior is caused by the child's special needs including:

- (1) whether the child is presently receiving appropriate education, and
- (2) whether medication is needed or present medication is appropriate.

If the review establishes no such relationship, the school may initiate its normal disciplinary procedures, but must continue to provide those services that the school based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish such a relationship, the school may not initiate its normal disciplinary procedures. The findings should be used in determining an appropriate program.

Due Process Rights

In actions involving suspension of a special needs child for more than ten days in a school year, the parties have available all due process rights of North Carolina General Statute 115C-116 and 20 and United States Code 1415.

Weapons and Dangerous Instruments

No student shall knowingly possess, handle, or transmit any weapon on school property as defined by North Carolina law. Violation of this rule results in immediate suspension for at least the remainder of the school year.

Prohibited Substances

The possession, use, sale, exchange, or distribution of any prohibited substance on educational property will not be tolerated. "Prohibited Substances" include, but are not limited to, the following: tobacco products, alcoholic beverages, illegal drugs, and controlled substances or over-the-counter pharmaceuticals.

Cell Phones, MP3 Players, and Electronic Games

These devices are NOT to be in the possession of students during school. These items become a distraction to students. If a student brings one of these items to school, the equipment will be confiscated for the day. On a second offense, a parent will need to retrieve the item.

Student Attendance

The Compulsory Attendance Law (NC General Statute 115C-378) states that a student under sixteen must attend school regularly while school is in session. The school will report unlawful absences to proper authorities. When a student misses class or parts of class as a result of being absent or tardy, he or she does not have the benefit of discussions, demonstrations, experiments, or instruction, which have a tremendous bearing on learning and grades. Repeated absence defeats the purpose of school and jeopardizes the student’s progress and chances of promotion. It is the responsibility of the family (parent and child) to make sure the student attends school unless the child must be absent for one of the following reasons:

1. Illness or Injury - when the absence results from illness or injury which prevents the student from being physically able to attend school.
2. Quarantine - when isolation of the student is ordered by the local health officer or by the State Board of Health.
3. Death in the Immediate Family - when the absence results from the death of a member of the immediate family of the student.
4. Medical or Dental Appointment - when the absence results from a medical or dental appointment for a student.
5. Court or Administrative Proceedings - when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
6. Religious Observance - if the tenets of a religion to which a student or his/her parent adheres require or suggest observance of a religious event. The approval of such absences is within the discretion of Board of Directors of the school, but approval should be granted unless the religious observance, or the cumulative effect of religious observance, is of such duration as to interfere with the education of the student.
7. Educational Opportunity - when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity such as travel. Approval for such an absence must be granted by the director or designee prior to the absence.

All other absences are unexcused. After three unexcused absences, the required state procedure will be followed.

TIMELINES

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

Corvian Community School is currently operating as a low-tuition private school. Corvian Community School will continue the educational philosophy with an emphasis on small class size. The Director, Assistant Director and Board of Directors plan to implement the following:

- Immediately train the Administrations and Board of Directors on charter school governance, financial oversight, operations and legal responsibility.
- Provide initial staff development and training.
- Materials and equipment will be purchased throughout the summer of 2012 in accordance with the approved budgets.

February 2012	Open Houses and Open Enrollment
March 2012	Training for Administration and Board of Directors

March 9, 2012	Enrollment period ends
March 1, 2012 at 7:00pm	Public Lottery (if needed) for Fall 2012
April 6, 2012	Director submits budget to Board of Directors
May 2012	Finalize Staff placement for Fall 2012
June 2012	Training and Staff Development
August 12, 2012 at 4:00pm	Parent Open House
August 13, 2012	First Day of School

Corvian Community School plans to increase the school size to 4 classes per existing grade in Fall 2013-2014 school year. The administration and the Board of Directors plan to implement the following:

August 2012	Building Committee will begin to secure a commercial contractor to make necessary up fits to current facility.
November 2012	Begin Open houses and open enrollment for Fall 2013-2014
February 2013	Enrollment Period Ends
February 2013	Director submits budget to Board of Directors
March 2013	Public Lottery (if needed) for Fall 2013-2014
May 2013	Finalize Teachers and Staff positions
June 2013	Provide Training and Staff Development
August 11, 2013	Parent Open House
August 12, 2013	First Day of School

VI. 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.)

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Business Director	1	1	1	1	1	1
Director of Education	1	1	1	1	1	1
Administrative Assistant	1	1	1	1	1	1
Lead Teachers	5	20	24	28	32	36
Teacher Assistants	6	24	26	30	34	38
Connect Teachers	2	4	4	4	4	4
Librarian	0	0	0	1	1	1
Custodian	0	1	1	1	1	1

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.

Corvian Community School will advertise with local newspapers and will post the employment application on the Corvian website. Corvian Community School will implement a non-discriminate on the basis of race, color, (HR) procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind. Corvian Community School (CCS) will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services. CCS will practice non-sectarian employment practices. CCS will require background checks of its employees as required by the application laws to ensure the safety of the school and all students.

A. RULES OF CONDUCT

All employees of CCS are expected to act with good common sense and in a professional manner. To ensure orderly operations and provide the safest possible work environment, CCS expects all employees to abide by certain rules of conduct. While it is not possible to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of conduct which may result in disciplinary action in the sole and exclusive discretion of CCS, up to and including discharge.

1. Destruction, damage, theft or unauthorized possession, use or removal of CCS property or the property of others;
2. Inefficient or careless job performance or inability to perform job duties satisfactorily;
3. Failure to promptly report to the School Director an on-the-job injury or accident involving an employee, student or visitor of CCS or involving CCS property;
4. Negligence that results in injury to a CCS employee, student or visitor or damage to CCS property or the property of others;
5. Irregular attendance, including unreported or excessive tardiness or absence from work, or failure to request and obtain an approved leave of absence or extension of a leave of absence in a timely manner,

6. Insubordination, including refusal or failure to perform assigned work;
7. Possessing or being under the influence of alcohol or illegal drugs during working hours or while on CCS premises;
8. Fighting, provoking a fight or threatening violence during working hours or while on CCS premises;
9. Interfering with others in the performance of their jobs;
10. Sexual or other unlawful harassment;
11. Making malicious, false or derogatory statements that may damage the integrity or reputation of CCS or fellow co-workers;
12. Misrepresenting or withholding pertinent facts in securing employment with CCS;
13. Refusing to follow instructions of supervisors or other authorized personnel, being rude or discourteous to supervisors, fellow employees, or visitors or engaging in any action which endangers the health or safety of others;
14. Unauthorized use of CCS telephones, computers or other equipment owned by CCS;
15. Possession, display or use of explosives, firearms other dangerous weapons during working hours or while on CCS premises;
16. Engaging in any activity which is in conflict with the best interests of CCS; and
17. Failure or refusal to follow general policies, rules and procedures of CCS.

These acts of misconduct are by no means complete, but are intended to serve as a general framework for employee conduct. CCS reserves the right, in its sole and absolute discretion, to add or delete offenses and to take such disciplinary actions, up to and including discharge, as are necessitated by the particular circumstances of a given case.

B. ATTENDANCE

Regular, on-time attendance is very important to the effective operation of CCS. Absenteeism and tardiness place a burden on all employees. Poor attendance and excessive tardiness may result in disciplinary action, up to and including discharge.

In the case of foreseeable absences, employees must provide the School Director with a sufficient explanation for the absence and obtain advance approval. In the rare instance when an employee is unexpectedly unable to work as scheduled or cannot avoid being late for work, the employee should notify the School Director as soon as possible in advance of the anticipated absence or tardiness.

C. SEXUAL AND OTHER UNLAWFUL HARASSMENT

It is the policy of CCS to provide an environment that is free from unlawful harassment. Therefore, all forms of harassment related to an employee's race, color, religion, sex, gender, national origin, age, disability or any other characteristic protected by law constitute violations of this policy. In furtherance of this policy, CCS strictly prohibits and will not tolerate the use of racial, religious, sexual, ethnic, disability-based, gender-based or age-related epithets, innuendoes, slurs or jokes within its facilities. In addition, all forms of verbal and physical harassment based on the above categories are strictly prohibited.

With regard to sexual harassment in particular, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are considered instances of sexual harassment when:

- Such behavior has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile or offensive work environment,
- An employee's submission to or rejection of such conduct is used as the basis of employment decisions that affect the employee, or

- Submission to such conduct is implied or stated to be a term or condition of the employee's employment.

It is important to remember that behavior which one individual considers innocent or harmless may be regarded as sexual or other unlawful harassment by another person. Beyond being in violation of our CCS policy, sexual and other unlawful harassment is against the law, and CCS will not tolerate such harassment of its employees by anyone, including CCS employees or individuals conducting business with CCS. Any employee who violates the harassment policy or our commitment to equal employment opportunity will be subject to immediate disciplinary action, up to and including discharge.

If at any time an employee feels that he or she has been subjected to or has observed verbal or physical harassment, of a sexual nature or otherwise, the employee must report such conduct to the School Director immediately so that an investigation can be initiated and appropriate action taken. If for any reason the employee does not feel comfortable contacting the School Director about the matter, the employee must report the matter to a member of the CCS Board of Directors. The confidentiality of all such inquiries will be respected to the fullest extent possible. Employees will not be retaliated against in any manner for reporting perceived harassment pursuant this policy.

D. OUTSIDE EMPLOYMENT

All full-time employees are expected to treat their employment with CCS as their primary job. If you have another job or if you are doing work on your own, you must still have good attendance, perform satisfactory work and be available during the working hours assigned to you. Your other job must not conflict with the duties to which you have been assigned or give the appearance of such a conflict. Employees must inform the School Director of any outside employment in which they are involved.

Board Policy:

Except as set forth below, as a general rule, full and part-time employees may hold outside jobs separate from their regular employment with the Board as long as they are capable of continuing to meet the performance standards and requirements of their position with Corvian's Community School. All employees will be evaluated in accordance with the same performance standards and will be subject to the school system's ongoing scheduling demands, regardless of any existing outside work requirements. In addition, if the Board of Education determines that an employee's outside work interferes with his or her performance or ability to meet the requirements of a particular position, the employee may be asked to terminate the outside employment if he or she wishes to remain employed by the Board of Education.

All employees of Corvian's Community School are prohibited from selling, trading, distributing or dealing in instructional materials and supplies, equipment, reference books or any other services or products in Corvian's Community School except as expressly authorized in writing by the Director or his or her designee. Employees are also prohibited from supplying or furnishing the names and/or addresses of students, parents or other employees to any entity or individual engaged in such activities. Employees are further prohibited from tutoring for compensation during or outside of regular work hours students with whom they exercise teaching, administrative or supervisory responsibility or from tutoring for compensation during work hours students with whom they do not exercise such responsibility. A parent can request written permission from the Director to wave this policy if the Director and the parent agree that the teacher involved would be the best person to tutor an individual child even though she/he is the child's classroom teacher.

Employees are prohibited from engaging in, soliciting, negotiating for or promising to accept outside employment with or render services for private interests when (1) the private interests are doing or seek to do business with the Board and the employee is or will soon be in a position to influence the business relationship either directly or indirectly, or (2) such conduct by the employee impairs the proper discharge of official Board business. Employees

are further prohibited from engaging in a private business or service on Board property or using Board materials or equipment for such activities without written permission of Director.

Evaluation of employees: Employee performance will be evaluated annually. Classroom teachers will be evaluated using the NC Evaluator System.

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.

Corvian Community School will implement a non-discriminate on the basis of race, color, (HR) procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind.

- Corvian Community School (CCS) will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services.
- CCS will practice non-sectarian employment practices.
- CCS will require background checks of its employees as required by the application laws to ensure the safety of the school and all students.

All administrators and teachers of the school will possess the necessary knowledge, skills, and personal characteristic required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

Business Director– Stacey Haskell will serve as the Business Director. She has an undergraduate degree in business administration in Accounting. Stacey is the founder of Corvian Community School since it opened as a private school in 2010. She currently serves as director of the school. Her extensive work experience includes corporate and small business experience. She has been the CFO of a successful family construction business since 2006. Stacey Haskell is in the process of obtaining her NC School Administrative License.

Director of Education– Christa Olech will serve as the Director of Elementary Curriculum. Christa Olech is an administrator who is also a highly experienced teacher and literacy facilitator. Ms. Olech graduated with an undergraduate degree in English Writing and went on to receive certification in Elementary Education and a Masters in Teaching in Pittsburgh, Pennsylvania. She taught first grade for four years in Fullerton, California and three years in Charlotte, NC before advancing to a K-2 Literacy Facilitator position. In her role, Christa promoted student achievement by implementing best research based practices in school curriculum, collaborated with staff, administration, and parents to make impactful decisions for students, consulted with teachers by providing suggestions and feedback on current teaching methods, and taught small groups of Kindergarten through Second grade students. As an administrator, Ms. Olech continues to consult with teachers, parents, and students; she is also the professional development coordinator at Corvian Community School.

Administrative Assistant – clerical activities will include public reception, phone, administrative support, and other general office duties. The administrative assistant will have reasonable clerical experience in these areas.

Lead & Connect Teachers – At minimum, 75% of the lead teachers shall hold teacher certificates. We will seek teachers with creative and innovative teaching skills who demonstrate commitment to the school's stated principles and goals. Exceptional Teachers will hold the appropriate licensure for teaching or administrating special ED programs and will be highly qualified.

Teacher Assistants – Prior teaching assistant experience and/or education course work would be optimal for these positions without specific certificates or licenses required. A passion for children is a necessity.

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.

Based on current enrollment, 80% of students come from Mecklenburg County and 20% of students come from Cabarrus County. Corvian Community School is approximately 5 miles from the Cabarrus County line.

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).

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Mecklenburg

List LEA #2 – Cabarrus

List LEA #3 – _____

GRADES	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>17</u>	<u>5</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
First	1	<u>17</u>	<u>5</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
Second	2	<u>17</u>	<u>5</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
Third	3	<u>17</u>	<u>5</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
Fourth	4	_____	_____	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
Fifth	5	_____	_____	_____	_____	_____	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____
Sixth	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>70</u>	<u>18</u>	_____	<u>70</u>	<u>18</u>	_____

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

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	<u>70</u>	<u>18</u>	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		<u>60</u>	<u>28</u>	<u>0</u>	<u>350</u>	<u>90</u>	<u>0</u>	<u>420</u>	<u>108</u>	<u>0</u>	<u>490</u>	<u>126</u>	<u>0</u>	<u>560</u>	<u>144</u>	<u>0</u>
Overall Total Enrollment		<u>88</u>			<u>440</u>			<u>528</u>			<u>616</u>			<u>704</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>\$383,737</u>	<u>\$1,918,686</u>	<u>\$2,302,423</u>	<u>\$2,686,160</u>	<u>\$3,069,898</u>
--Local Per Pupil Funds	<u>\$181,669</u>	<u>\$950,468</u>	<u>\$1,140,562</u>	<u>\$1,330,655</u>	<u>\$1,520,749</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$193,398</u>	<u>\$229,888</u>	<u>\$270,027</u>	<u>\$306,518</u>
TOTAL INCOME	<u>\$565,406</u>	<u>\$3,062,552</u>	<u>\$3,672,873</u>	<u>\$4,286,843</u>	<u>\$4,897,164</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 <http://www.ncpublicschools.org/fbs/stats/index.html>

(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.

Fall 2012 - 2013

\$4,360.65 X 88 = \$383,737 State Funding

\$2,332.48 X 60 = \$139,949 Local Funding from Mecklenburg County

\$1,490.00 X 28 = \$41,720 Local Funding from Cabarrus County

\$565,406 Total Funding

Fall 2013 – 2014

\$4,360.65 X 440 = \$1,918,686 State Funding

\$2,332.48 X 350 = \$816,368 Local Funding from Mecklenburg County

\$1,490.00 X 90 = \$131,100 Local Funding from Cabarrus County

\$3,649.02 X 53 = \$193,398 EC Funding

\$3,062,552 Total Funding

Fall 2014 – 2015

\$4,360.65 X 528 = \$2,302,423 State Funding

\$2,332.48 X 420 = \$979,642 Local Funding from Mecklenburg County

\$1,490.00 X 108 = \$160,920 Local Funding from Cabarrus County

\$3,649.02 X 63 = \$229,888 EC Funding

\$3,672,873 Total Funding

Fall 2015 – 2016

\$4,360.65 X 616 = \$2,686,160 State Funding

\$2,332.48 X 490 = \$1,142,915 Local Funding from Mecklenburg County

\$1,490.00 X 126 = \$187,740 Local Funding from Cabarrus County

\$3,649.02 X 74 = \$270,027 EC Funding

\$4,286,843 Total Funding

Fall 2016 – 2017

\$4,360.65 X 704 = \$3,069,898 State Funding

\$2,332.48 X 560 = \$1,306,189 Local Funding from Mecklenburg County

\$1,490.00 X 144 = \$214,560 Local Funding from Cabarrus County

\$3,649.02 X 84 = \$306,518 EC Funding

\$4,897,164 Total Funding

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 <u>14</u>	<u>\$347,650</u>	<u>51</u>	<u>\$1,234,300</u>		<u>\$1,444,800</u>		<u>\$1,547,000</u>		<u>\$1,940,000</u>
--Administrator(s) # <u>2</u>	<u>\$60,000</u>	<u>3</u>	<u>\$150,000</u>	<u>3</u>	<u>\$150,000</u>	<u>3</u>	<u>\$150,000</u>	<u>4</u>	<u>\$200,000</u>
--Clerical # <u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,000</u>	<u>2</u>	<u>\$30,000</u>	<u>2</u>	<u>\$30,000</u>
--Teachers # <u>5</u>	<u>\$152,150</u>	<u>20</u>	<u>\$654,300</u>	<u>24</u>	<u>\$834,300</u>	<u>28</u>	<u>\$846,000</u>	<u>32</u>	<u>\$1,128,000</u>
--Librarians # <u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,500</u>
--Guidance # <u>0</u>	<u>\$0</u>	<u>1</u>	<u>\$25,000</u>	<u>1</u>	<u>\$25,000</u>	<u>1</u>	<u>\$25,000</u>	<u>1</u>	<u>\$25,000</u>
--Teacher Assistants # <u>6</u>	<u>\$90,000</u>	<u>24</u>	<u>\$360,000</u>	<u>26</u>	<u>\$390,000</u>	<u>30</u>	<u>\$450,000</u>	<u>34</u>	<u>\$510,000</u>
--Custodian # <u>0</u>	<u>\$0</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,500</u>	<u>1</u>	<u>\$16,000</u>	<u>1</u>	<u>\$16,500</u>
--Maintenance # <u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>
--Food Service # <u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>	<u>0</u>	<u>\$0</u>
--Bus Driver # <u>0</u>	<u>\$0</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,000</u>	<u>1</u>	<u>\$15,000</u>
--Other									
Connect Teachers	<u>\$25,000</u>		<u>\$60,000</u>		<u>\$60,000</u>		<u>\$60,000</u>		<u>\$60,000</u>
Business Expenses	<u>\$24,000</u>		<u>\$65,000</u>		<u>\$75,000</u>		<u>\$95,000</u>		<u>\$105,000</u>
Payroll Taxes	<u>\$26,074</u>		<u>\$95,385</u>		<u>\$112,500</u>		<u>\$120,375</u>		<u>\$150,000</u>
Contract Services	<u>\$2,000</u>		<u>\$4,000</u>		<u>\$4,500</u>		<u>\$4,500</u>		<u>\$5,000</u>
Substitute Teachers	<u>\$500</u>		<u>\$17,500</u>		<u>\$23,000</u>		<u>\$23,000</u>		<u>\$25,000</u>
EMPLOYEE BENEFITS	<u>\$45,000</u>		<u>\$165,000</u>		<u>\$180,000</u>		<u>\$200,000</u>		<u>\$225,000</u>
STAFF DEVELOPMENT	<u>\$500</u>		<u>\$3,500</u>		<u>\$4,500</u>		<u>\$4,500</u>		<u>\$4,500</u>
MATERIALS AND SUPPLIES	<u>\$5,500</u>		<u>\$45,000</u>		<u>\$18,000</u>		<u>\$20,000</u>		<u>\$22,000</u>
OFFICE SUPPLIES	<u>\$500</u>		<u>\$5,500</u>		<u>\$6,200</u>		<u>\$6,500</u>		<u>\$6,500</u>
INSTRUCTIONAL EQUIPMENT	<u>\$2,500</u>		<u>\$25,000</u>		<u>\$7,000</u>		<u>\$7,000</u>		<u>\$7,500</u>
OFFICE EQUIPMENT	<u>\$500</u>		<u>\$2,500</u>		<u>\$2,650</u>		<u>\$2,800</u>		<u>\$2,950</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>\$500</u>	<u>\$1,600</u>	<u>\$1,800</u>	<u>\$2,000</u>	<u>\$2,200</u>
INSURANCE	<u>\$3,500</u>	<u>\$24,000</u>	<u>\$24,720</u>	<u>\$25,462</u>	<u>\$26,226</u>
UTILITIES	<u>\$4,800</u>	<u>\$25,000</u>	<u>\$25,750</u>	<u>\$26,523</u>	<u>\$27,319</u>
RENT	<u>\$60,000</u>	<u>\$306,200</u>	<u>\$413,040</u>	<u>\$481,920</u>	<u>\$550,800</u>
MAINTENANCE & REPAIR	<u>\$250</u>	<u>\$18,000</u>	<u>\$18,540</u>	<u>\$19,096</u>	<u>\$19,669</u>
TRANSPORTATION	<u>\$2,500</u>	<u>\$100,000</u>	<u>\$25,000</u>	<u>\$100,000</u>	<u>\$25,000</u>
MARKETING	<u>\$500</u>	<u>\$1,500</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>
FOOD/CAFETERIA SUPPLIES	<u>\$200</u>	<u>\$550</u>	<u>\$650</u>	<u>\$750</u>	<u>\$850</u>
TOTALS	<u>\$551,974</u>	<u>\$2,199,535</u>	<u>\$2,449,650</u>	<u>\$2,748,426</u>	<u>\$3,207,514</u>

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>15,000.00</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>2,500.00</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>17,500.00</u>

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.

The Board of Directors will appoint a marketing committee to implement policy and procedures to ensure Corvian Community School is properly marketed to all areas.

Corvian Community School's marketing plan will include:

- Hold open houses at the school to provide families with information on the school's mission, purposes and philosophy of the school.
- Advertise in local neighborhood newsletters, magazines, newspapers and social media (Facebook and Twitter).
- Direct contact with local organizations and community centers to reach at risk and diverse ethnic populations.

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.

Corvian Community School believes in academic accountability. We will participate in the ABC Accountability Model and use authentic portfolio assessment in our classrooms to help assess the instructional needs of our students. Teacher, student, and parent surveys will be given at the close of each school year to give additional information to school leaders.

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.

Corvian Community will comply with the financial audits, the audit procedures and the audit requirements adopted by the State Board of Education for Charter Schools. We expect to retain Pottery & Company, P.A.

Pottery & Company, P.A.
434 Copperfield Blvd., NE
Concord, NC 28025
704-786-8189

Corvian Community School will also contract with a fiscal management provider to comply with state government reporting requirements. We expect to retain Acadia NorthStar, LLC.

Acadia NorthStar, LLC.
PO Box 110
190 North Main Street
Rutherfordton, NC 28139
828-287-7897

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** Corvian Community School will meet health and safety requirements of the state board of education. The Director and Assistant Director will be responsible for monitoring school safety, perform background checks on all teachers and staff members, and for compliance with state and local safety standards.

- **Immunization of Students** Corvian Community School will require that all students be immunized prior to the beginning of classes. Parents will be asked to provide record of completed immunizations at the time of enrollment. CCS will outline all required immunizations and provide local health department resources when needed.
- **Fire and Safety Regulations** Corvian Community School will adhere to state and local safety regulations including regular health inspections, fire inspections and fire drills.
- **Food Inspections** Corvian Community School will not have a cafeteria that conducts food preparation at the school. Students will bring lunch boxes or will participate in a catered hot lunch option. For those families in financial need, CCS will provide free and reduced lunches to those families in need.
- **Hazardous Chemicals** Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. CCS will employ procedures of use, storage and disposal in accordance with established state statutes.
- **Bloodborne Pathogens** CCS will provide training and printed materials to all staff members regarding bloodborne pathogens in accordance with state statutes.
- **Diabetes care plans** Corvian Community School will implement policy and procedures for students who have diabetes. CCS will support and train teachers and staff in order to appropriately support students with individual diabetes care plan.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

Corvian Community School will ensure that students in grades 9-12 receive information annually about the manner in which a parent may lawfully abandon a newborn baby with a responsible person. North Carolina Infant Abandonment Law (GS 7B-500) law allows the parent of an infant less than seven days old to voluntarily deliver the infant to a “safe haven” center, without expressing intent to return. “Safe Haven” centers are:

 1. a health care provider who is on duty or at a hospital or at a local or district health department or at a non-profit community health center;
 2. a law enforcement officer who is on duty or at a police station or sheriff’s department;
 3. a social services worker who is on duty or at a local department of social services; or,
 4. a certified emergency medical service worker who is on duty or at a fire or emergency medical services station.
- **Providing parents and guardians with information about:**
 - **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

Corvian Community School will provide information to parents about meningococcal meningitis and influenza in the month of August. The information will include the causes, symptoms and how meningococcal meningitis and influenza are spread.

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

Corvian Community School will provide information about cervical cancer, cervical dysplasia, HPV and the vaccines to prevent these diseases to students in the month of August to grades 5-12. The information will include the causes, symptoms and how they are transmitted and how they can be prevented.

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

State the proposed coverage for:

Comprehensive General Liability	2,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	175,000
Motor Vehicle Liability	1,000,000
Bonding	0
Minimum amount:	0
Maximum amount:	0
Other	0

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.

Corvian Community School intends to arrange carpool pickup and drop off locations to ensure that no child is denied access to school. We intend to contract with an independent bus company to pickup and drop off students at the approved carpool locations. In Fall 2013-2014, Corvian Community School intends to purchase a used school bus that will in turn pickup and drop off at the approved carpool locations. Corvian Community School will make a good faith effort to ensure transportation is not barrier to attendance for any student.

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.

Corvian Community School is currently leasing classroom space from an unaffiliated church, Greater Vision UMC. Greater Vision UMC resides on 8 beautiful acres. Students at Corvian Community School have access to walking trails, fields for recess and physical education. Corvian Community has leased new modular units and placed the modular units on the premises of Greater Vision UMC. Greater Visions UMC currently has the acreage needed for the success of Corvian Community School growth.

Name of the facility (if known): Greater Vision UMC

Address: 11901 Eastfield Road

City/State/Zip: Huntersville, NC 28078

Description of the Facility:

Total square feet:	<u>8,000</u>
Number of Classrooms:	<u>6</u>
Number of Restrooms:	<u>5</u>
Other Rooms:	<u>2</u>
Auditorium:	<u>1</u>
Gymnasium:	<u>0</u>
Music Room:	<u>0</u>
Art Room:	<u>0</u>
Laboratory:	<u>0</u>

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: 12 months
- (b) Type of Lease: yearly
- (c) Rent: \$ 2,300.00 per month

Name of Landlord: Greater Vision UMC

Address: 11901 Eastfield Road

City/State/Zip: Huntersville, NC 28078

Phone: 704-491-2628

Fax: n/a

Document inspections for the following:

- (a) Fire:

From
Mecklenburg County
Land Use and Environmental Services
P.O. Box 31097
700 N Tryon St
Charlotte, NC 28231-1097
(704) 336-3830



TOTAL HOME LLC
14881 NORTHGREEN DR
HUNTERSVILLE, NC 28078

X43673 TOTAL HOME LLC

CUT ALONG THIS LINE. CERTIFICATE SHOULD BE PROPERLY DISPLAYED.



Mecklenburg County
Certificate of Occupancy
Land Use and Environmental Services Agency
Code Enforcement Division

Property Address: 11901 EASTFIELD RD
Jurisdiction: MECKLENBURG
Subdivision/Project:
Job Description: Corvian Community School - Mdlr Clsrm

Unit:

Property Description

Parcel Number: 02117102 Zoning Code: TR
Lot Number: Block Number:

Building Permit Information

Permit Number: B2106969 Construction Type: 5B * WOOD FRAME/UNPROTECTED
Permit Issue Date: 08/13/2010 Occupancy Type: E * EDUCATIONAL

Contractor: TOTAL HOME LLC X43673 TOTAL HOME LLC

Restrictions/Limitations:

Remarks:

IN THE OPINION OF THIS DEPARTMENT, THE PREMISES REPRESENTED ABOVE COMPLIES WITH APPLICABLE BUILDING AND ZONING REGULATIONS. THIS CERTIFICATE IS BASED ON THE STATED USE AND OCCUPANCY. A NEW CERTIFICATE WILL BE REQUIRED PRIOR TO CHANGE OF EITHER.
* DATE OF CERTIFICATION IS THE DATE ON WHICH ALL PERMITS RELATED TO THE JOB WERE FINALED AND APPLICABLE HOLDS WERE RELEASED.

BY 
DIRECTOR

09/23/2010
DATE OF CERTIFICATION *

(b) Safety:

NC. Department of Environmental and Natural Resources
Division of Environmental Health
INSPECTION OF SCHOOL

Score: 95.5
Date of Insp/Chg: 08/30/2011
Status Code: A

Health Department: MECKLENBURG
Current ID Number: 02060440438
Old ID Number:

Water Supply	<input checked="" type="checkbox"/> Community	<input type="checkbox"/> Non-Transient Non-Community	Water sample taken?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	<input type="checkbox"/> Transient Non-Community	<input type="checkbox"/> Non-Public Water Supply	<input checked="" type="checkbox"/> Inspection	<input type="checkbox"/> Name Change
			<input type="checkbox"/> Visit	<input type="checkbox"/> Status Change
Wastewater	<input checked="" type="checkbox"/> Community	<input type="checkbox"/> On-Site System	<input type="checkbox"/> Re-Inspection	<input type="checkbox"/> Verification of Closure

Name of School: CORVIAN COMMUNITY SCHOOL

Location: 11901 EASTFIELD RD

Mailing Addr: 11901 EASTFIELD ROAD ATTN: STACEY HASKELL

City: HUNTERSVILLE

State: NC

Zip: 28078

City: HUNTERSVILLE

State: NC

Zip: 28078

	SCORE	SCHOOL [2408]
1. WATER SUPPLY: Approved water supply properly located, constructed and operated, adequate for all requirements 130* ; well house clean, no storage 15* ; no cross connections 30* (.2405)	175	4. General Comment: Observed absorbant ceiling tiles in the main building boys and girls restrooms. **Walls and ceilings of toilet facilities shall be constructed of non-absorbent, washable materials and shall be kept clean. See rule .2408 (b).
2. SANITARY SEWAGE DISPOSAL: Sewage collected, treated, and disposed of by an approved method 150* ; system properly operated and maintained 55* (.2407)	205	6. Observed water damaged ceiling tiles in the main building girls restroom. Observed carpet stains in the right 2nd grade classroom. **Floors, walls, and ceilings of all areas shall be kept clean and in good repair. See rule .2410.
3. DRINKING FOUNTAINS: Clean and in good repair #40 ; adequate pressure, properly regulated 40# (.2406)	80	10. General Comment: Observed the dumpster door open. **Solid waste containers shall be kept clean, in good repair, and emptied when full, but not less than once a week. See rule .2414 (b).
4. TOILET FACILITIES: Walls and ceilings clean, nonabsorbent, washable, and in good repair 30# ; fixtures clean and in good repair 40# ; floors impervious, kept clean 30# (.2408)	100	(Continued on Addendum Page) ...
5. LAVATORY FACILITIES: Fixtures clean and in good repair 30# ; soap and individual towels or approved hand-drying devices provided 40# (.2409)	70	
6. FLOORS: WALLS: AND CEILINGS: Floors, walls, and ceilings clean and in good repair (30#) (.2410)	30	15
7. STORAGE SPACES: Clean 20# ; storage off floor 20# (.2411)	40	
8. LIGHTING AND VENTILATION: Fixtures, grills, vents, blinds, drapes, etc., clean and in good repair 40# (.2412)	40	
9. DRESSING ROOMS AND SHOWERS: Floors, walls, and ceilings clean, in good repair, washable, non-absorbent 30# ; fixtures clean, in good repair 40# ; facilities for storage of clothes provided, kept clean 20# ; soap and towel 10* (.2413)	100	
10. SOLID WASTE DISPOSAL: Impervious, cleanable containers with lids, approved type 20* ; clean and in good repair 20# ; empties as needed, properly disposed of 40# (.2414)	80	
11. PREMISES: MISCELLANEOUS: Premises neat, clean 30# ; no vector breeding or harborage 20# ; pesticides and other toxic materials properly handled and stored (30*) (.2415)	80	30
TOTAL	1000	45

Additional Comment Sheet Attached
YES NO

Inspection By: Matthew S. Cook
DENR 1165 (Revised 6/03)
Environmental Health Services Section (Review 6/06)

M. S. Cook (Signature)
EHS ID#: 2243
#2243

(c) Handicapped accessibility? YES

Describe how the maintenance will be provided for the facility.

Greater Vision is responsible for all maintenance on Greater Vision owned buildings and land. All modular units are owned by Mobile Modular Rents and all maintenance is provided by Mobile Modular Rents.

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?

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.

Appendices

Appendix A.....	Sources
Appendix B.....	Neighboring Schools Data Chart
Appendix C.....	Community School of Davidson Report Card
Appendix D.....	Basic School Philosophy
Appendix E.....	Sample Report Card
Appendix F.....	Resumes for Personnel

APPENDIX A-SOURCES

Sources

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The Arthur M. Blank Family Foundation Speaker Series (2010, November). Understanding the Body-Mind Connection: How Physical Fitness Can Improve Student Outcomes and Build Better Brains [Video File].

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APPENDIX B-NEIGHBORING SCHOOLS DATA CHART

School	# of mobile units	% of free and reduced lunch	Did school make Adequate Yearly Progress?
Highland Creek Elem.	23	20	YES
Mallard Creek Elem.	6	46	NO
David Cox Elementary	16	57	NO
Huntersville Elem.	10	23	YES
Torrence Creek Elem.	33	13	YES
JV Washam Elem.	12	21	NO
Cornelius Elem.	5	28	NO
Legette Blythe Elementary	13	44	NO
Hidden Valley Elem.	4	96	YES/Priority
Hornet's Nest Elem.	29	80	NO/Low performing
Long Creek Elem.	2	48	NO
Nathaniel Alexander	6	80	NO/Low performing
Statesville Elementary	10	83	NO/PRIORITY
University Meadows Elem.	28	68	NO/Priority
Winding Springs Elem.	4	72	NO/Priority
Baily Middle School	0	23	NO
JM Alexander Middle	28	48	NO/Priority
James Martin Middle	9	80	NO/Low Performing
Morehead K-8 STEM	0	60	YES
Ranson Middle	15	79	NO/Low Performing
Mallard Creek High	0	40	NO
North Meck High	17	43	NO
Hopewell High	33	41	NO
	Total=303	Average=52%	

78% of schools within a 10 mile radius did not make Adequate Yearly Progress.
 52% of schools have students that are on a free/reduced lunch plan.
 There are 303 mobile units, equivalent to @7,300 students.

APPENDIX C-COMMUNITY SCHOOL OF DAVIDSON REPORT CARD

565 Griffith Street
Davidson, NC 28036
(704) 896-6262

Community School of Davidson
Principal: Joy Warner
Prior Principal: Joy Warner

Community School of Davidson
Grades K-9
Regular School
Traditional Calendar

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	93.2%	91.8%	94.5%	94.3%	78.9%	77.3%	N/A	>95%	N/A	95.0%	85.7%	93.5%	N/A	N/A	76.2%
# of Tests Taken	574	267	307	505	19	22	N/A	5	N/A	20	21	553	N/A	N/A	105
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): Honor School of Excellence, High Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation State
		High Growth	Expected Growth	Expected Growth Not Achieved	
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)	✓		--	16%
School of Excellence	At least 90% of students at grade level			--	0%
School of Distinction	80 to 90% of students at grade level			--	36%
School of Progress	60 to 80% of students at grade level			--	35%
No Recognition	60 to 100% of students at grade level	--	--		3%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				9%
Low Performing	Less than 50% of students at grade level	--	--		0%

AYP	Targets
-----	---------

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB).

MORE INFORMATION

Our school made adequate yearly progress.	We met 13 of our 13 performance targets.
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APPENDIX D-THE BASIC SCHOOL PHILOSOPHY

Excerpts from
The Basic School
A Community for Learning
by Ernest L. Boyer

There are four priorities, or building blocks:

THE SCHOOL AS COMMUNITY

- **A Shared Vision.** The Basic School has, as the first requirement, a clear and vital mission. The school is a place where everyone comes together to promote learning. Every classroom is, itself, a community. But in the Basic School, the separate classrooms are connected by a sense of *purpose*, a climate that is *communicative, just, disciplined, and caring*, with occasions for *celebrations*.
- **Teachers as Leaders.** In the Basic School, teachers are empowered. Working together as teams, they serve as mentors to their students and have the time and resources needed to be professionally renewed. The principal in the Basic School is *lead* teacher, the one who guides the institution more by inspiration than directive.
- **Parents as Partners.** In the Basic School, the circle of community extends outward to embrace parents, who are viewed as the child's first and most important teachers. A vital partnership is created between the home and school, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues from kindergarten through grade five.

A CURRICULUM WITH COHERENCE

- **The Centrality of Language.** In the Basic School, literacy is the first and most essential goal. All children are expected to become proficient in the written and spoken word. But language in this school is defined broadly to include words, numbers, and the arts, the essential tools of learning which, taken together, help create a curriculum with coherence.
- **The Core Commonalities.** In the Basic School, all students become well informed. They study the various fields of knowledge, which are organized, thematically, within a framework called "the Core Commonalities." These eight commonalities, based on shared human experiences, integrate the traditional subjects, helping students see connections across the disciplines and relate what they learn to life.
- **Measuring Results.** The Basic School is accountable to parents, to students, and to the community at large. Academic standards are established both in language and the Core Commonalities, with benchmarks to monitor student achievement. The personal and social qualities of students also are observed and evaluated informally by teachers. Assessment in the Basic School is, always, in the service of learning.

A CLIMATE FOR LEARNING

- ***Patterns to Fit Purpose.*** In the Basic School, every student is encouraged to become a disciplined, creative, well-motivated learner. Class size is kept small, the teaching schedule is flexible, and student grouping arrangements are varied to promote learning. Connections are made across the generations, to strengthen community and enrich the lives of students.
- ***Resources to Enrich.*** The Basic School makes available to all students rich resources for learning, from building blocks to books. Libraries, zoos museums, and parks in the surrounding community become resources, too. Students are given access to the new electronic tools that connect each classroom to vast networks of knowledge.
- ***Services for Children.*** The Basic School is committed to serving the whole child, acknowledging that a student's physical, social, and emotional well-being also relates to learning. Beyond a solid academic program, the school provides basic health and counseling services for students, referrals for families, and a new calendar and clock, with after-school and summer enrichment programs for learning and creative play.

A COMMITMENT TO CHARACTER

- ***The Core Virtues.*** The Basic School is concerned with the ethical and moral dimensions of a child's life. The goal is to assure that all students, on leaving school, will have developed a keen sense of personal and civic responsibility. Seven core virtues, such as respect, compassion, and perseverance, are emphasized to guide the Basic School as it promotes excellence in living, as well as learning.
- ***Living with Purpose.*** The core virtues of the Basic School are taught both by word and deed. Through the curriculum, through school climate, and through service, students are encouraged to apply the lessons of the classroom to the world around them.

In a nutshell...

Community – focuses on how people relate to one another.

Curriculum Coherence – considers what all students should learn.

Climate – deals with effective teaching and learning.

Character – considers how the school experience shapes the ethical and moral lives of students.

The Core Commonalities:

THE LIFE CYCLE

All Basic School students understand that human life has a beginning, a time of growth, and an ending. They acquire a basic knowledge of the body's needs and its functions, and adopt personal habits that promote wellness. They develop an appreciation for the sacredness of life, and understand how life experiences differ from one culture to another.

THE USE OF SYMBOLS

All Basic School students understand that people communicate with each other through symbol systems. They explore the history of language, consider the purposes of communication, learn about new technology, and discover how mass communication can enhance or diminish human understanding. And they discover that integrity is the key to authentic human interaction.

MEMBERSHIP IN GROUPS

All Basic School students understand that everyone holds membership in a variety of groups, beginning with the family. They consider how organizations shape our lives, how we, in turn, can shape institutions, and they develop, in the end, a sense of civic and social responsibility.

A SENSE OF TIME AND SPACE

All Basic School students learn that people everywhere have the miraculous capacity to place themselves in time and space. Students explore our shared sense of time through history and through intergenerational connections. They learn about our nation's history and study the traditional of other cultures. And they gain perspective, as well, about where they are located, spatially, on the planet and in the universe.

RESPONSE TO THE AESTHETIC

All Basic School students understand that people respond to beauty and can be expressive in the arts. They explore the rich variety of artistic expression, learning about the various works of art, recognizing the benefits of making art, and knowing some of the ways in which visual and performing arts have evolved in different cultures.

CONNECTIONS TO NATURE

All Basic School students recognize that everyone is connected to the natural world. They learn about the scientific method and, in the process, increase their understanding of the world around them. Above all, students discover the beauty and wonder of nature and develop a profound respect for it.

PRODUCING AND CONSUMING

All students learn that people, as a part of being human, engage in making and using things. They recognize the value and dignity of work, distinguish wants from needs, and understand the importance of becoming creative producers, informed consumers, and responsible conservers.

LIVING WITH PURPOSE

All Basic School students learn that all people seek meaning and purpose for their lives. They understand the importance of values and ethics, learn how religious experience has consequentially shaped the human experience, and begin to see the significance of service.

The Seven Virtues:

HONESTY

Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust, with confidence that what is written and spoken is honestly expressed and that all people are trustworthy.

RESPECT

Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and constructive suggestions from others. While affirming individual freedom, the rights of the group are also fully honored.

RESPONSIBILITY

Each person has a sense of duty to fulfill willingly the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community feel comfortable asking for help and agree that they must be held accountable for their behavior.

COMPASSION

Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other, even forgive.

SELF-DISCIPLINE

Each person agrees to live within limits, not only the ones mutually agreed upon, but, above all, those established personally. Self-discipline is exercised in relationships with others, especially in the way people speak to one another. Self-discipline also applies to the use of time. At the simplest level, self-control reflects habits of good living.

PERSEVERANCE

Each person is diligent, with the inner strength and determination to pursue well-defined goals. It *does* matter that a task be completed once begun, and to persevere not only teaches discipline, but brings rewards as well. Each person pushes hard to complete assignments, and all members of the community willingly support others in their work.

GIVING

Each person discovers that one of life's greatest satisfactions comes from giving to others, and recognizes that talents should be shared, through service. Rather than waiting to be asked, members of the community look for opportunities to respond positively to the needs of others, without expectation of reward.

At the end of the Basic School, students will have started to think about life's most important questions. They will have discovered that what they learn in school really does make a difference in their lives, that it will touch their deeper selves and help them become more knowledgeable, responsible human beings.

Boyer, Ernest L. The Basic School: A Community for Learning. San Francisco, California: Jossey-Bass Inc., 1995

APPENDIX E-SAMPLE REPORT CARD

Corvian Community School

First Grade Report
 School Year: 2011- 2012
 Name of Student:
 Name of Teacher:

Total	Attendance	Fall	Winter	Spring
	Days in Trimester			
	Days Present			
	Days Absent			
	Days Unexcused			
	Days Tardy			

Reading	Fall	Winter	Spring
Recognized and names uppercase and lowercase letters			
Reads number words			
Reads color words			
Reads and understands simple written instruction			
Can count the syllables in a word			
Recognizes high frequency words			
Uses phonograms to decode when reading			
Can blend the phonemes of one syllable words			
Can segment the phonemes of one syllable words			
Can change beginning, middle, and ending sounds to produce new words			
Reads compounds words and contractions			
Reads words with inflections (s-ed-ing) and root words			
Reads with comprehension			
Student uses all three cueing systems (phonics, grammar, meaning) to read for meaning			
Reads and comprehends a variety of texts			
Self corrects errors when reading			
Reads aloud with fluency			
Reads aloud with expression			
Student can use prior knowledge, connections, predictions, and other comprehension strategies to discuss literature			
Overall Reading			
Emergent			
Beginning			
Fledgling			
Transitional			
Independent			
Evolving			
Maturing			
Advanced			

Writing			
	Fall	Winter	Spring
Write complete sentences			
Writes all upper and lowercase letters using proper letter formation			
Writes independently, using temporary and/or conventional spelling			
Uses basic punctuation and basic capitalization			
Makes connections between life experiences, stories, and other books			
Creates and composes oral, visual, and written texts			
Writing includes main idea, plot and characters			
Overall Writing			
Emergent			
Early			
Transitional			
Self-Extending			
Advanced			
Math			
	Fall	Winter	Spring
Identifies ordinal position (1 st -10 th)			
Rote Count by:			
1's to 100			
10's to 100			
5's to 100			
2's to 20			
Makes reasonable estimates			
Understands tens and ones place value			
Writes numerals 1-100			
Demonstrates an understanding of 2D and 3D figures			
Demonstrates an understanding of patterns			
Sort and classify by two attributes			
Uses standard and non standard units to measure length, weight, capacity			
Tells time to the hour and half hour			
Solves problems involving applications of time (clock and calendar)			
Identifies and gives values of penny, nickel, dime and quarter			
Counts coins and records amounts			
Uses calculator			
Collects, organizes, and interprets data			
Demonstrates number sense to 10			
Develops fluency with addition and subtraction facts to ten			
Uses strategies for problem solving			
Identifies even and odd numbers			
Applies >, <, = symbols			
Shares equally between 2 or 3			
Solves spatial visualization puzzles			

Corvian Community School

Social Development			
	Fall	Winter	Spring
Cooperates with others			
Accepts responsibility for decisions			
Strives to be a good citizen			
Makes transitions with ease			
Shows consideration for others			
Takes risks when attempting unfamiliar tasks			
Uses good manners			
Work Habits			
	Fall	Winter	Spring
Works neatly			
Completes class work			
Follow directions			
Has reasonable attention span			

S – Meets grade level expectations with independence and consistency

P – Making progress/ developing

N – Needs more development

N/A – Not assessed this grading period

Home School Connections			
	Fall	Winter	Spring
Complete homework			
Read aloud to your child			
Work on word study words more at home			
Arrive on time			

Thank you for working with us as we strive to help your child succeed in all areas!

APPENDIX F-RESUMES FOR PERSONNEL

Christa Olech

6602 Cragland Court
 Charlotte, NC 28269
 704-526-7566

Leadership Experience	August 2011-Present Corvian Community School Charlotte, NC Director of Education Monitor implementation and effectiveness of curriculum in classrooms Observe classroom instruction, formally and informally Provide appropriate teacher training through professional development opportunities and in-school mentoring Conference with teachers and parents regarding students’ academic, social, and physical performance and goals, as needed
University Supervisor Experience	2008-June, 2011 David Cox Road Elementary Charlotte, NC K-2 Literacy Facilitator Promoted student achievement by responsibly implementing best research based practices in school curriculum Collaborated with staff, administrators, counselors, school psychologists, and parents to make impactful decisions for student improvement in academics and behavior Implemented, adjusted, and managed Flex grouping model as part of the RTI model for staff and students to produce reading growth Provided research-based interventions to best serve students’ academic and behavioral needs Provided best practice in behavior management and reading instruction for individual teachers to implement as part of the Intervention Team
Teaching Experience	2009-Spring, 2011 University of North Carolina Charlotte, NC University Supervisor Evaluated and prepare student teachers for licensure by providing extensive feedback on observations and University projects Planned, created, and presented relevant student teacher seminars using best practice and technology
Volunteer	2005-2008 David Cox Road Elementary Charlotte, NC 2001-2005 Woodcrest School Fullerton, CA First Grade Teacher, Teacher of the Year (2007) Planned differentiated instruction and assessment for students of diverse socioeconomic and primary language backgrounds based on learning needs, styles, and abilities Developed reading and writing development through individual conferences, focused comprehension strategies, process writing, and guided reading groups Utilized researched classroom management strategies to create and maintain a positive, structured learning environment that promotes success for all students Collaborated with grade-level team to reach grade level monthly student product goals Served as an active member of the PTA Board, Data Team, and School Leadership Team
Education	July 2011-Present Activity Volunteer in assisted living facility 2008-Present Mentor 2006-2008 Pre-school Ministry Teacher 2002-2004 Special Needs Ministry Teacher 2004-2005 Reader for sight-impaired assisted living home tenant July 2011 Instructional Coaching Certificate, North Carolina June 2005 License for Elementary Education, North Carolina April 2005 Crosscultural, Language, and Academic Development Certification August 2001 Multiple Subject Teaching Credential, K-12. California June 2001 Master of Arts in Teaching, K-8. University of Pittsburgh, PA. GPA 3.9/4.0 August 1999 Bachelor of Arts in English Writing. University of Pittsburgh, PA. GPA 3.6/4.0

Stacey M. Haskell

14521 Westgreen Drive ♦ Huntersville, NC 28078 ♦ Phone: 704-960-7002 ♦ Email: stacey.haskell@corvian.org

Professional Experience

- 2009 – present Corvian Community School, Business Director
Hire and provide professional development for teachers and staff
Conference with teachers and parents
Prepare monthly financials to Board of Directors
Prepare yearly budgets to Board of Directors
Coordinate monthly and quarterly taxes
Organize and development fundraisers
- 2007-2009 Accounting Manager, Mallard Creek Polymers, Inc., Charlotte, NC
- 2003 –2006 Internal Auditor, Carteret Mortgage Corporation, Centreville, VA
- 1999 –2003 Senior A/R Analyst, British Telecom, Reston, VA

Education

George Mason University
Bachelor of Science in Accounting, 1999

Volunteer

- 2009-present Mentor
- 2008-2009 Supported Preschool Fundraisers and school projects
- 2006-2007 Assisted on campaign projects
- 2002-2004 Assisted on Community Projects
- 1998-1999 Taught Horseback riding to Special Needs Children

VIII.SIGNATURE PAGE

The foregoing application is submitted on behalf of Corvian Community School. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Stacey M. Haskell

Position: Business Director

Signature: _____

Date: 11/08/2001

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.