



APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: New Bern International Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: New Bern International Academy

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

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: Jill King

TITLE/RELATIONSHIP TO NONPROFIT: Principal

MAILING ADDRESS: 1706 Greensboro St New Bern, NC 28560

PRIMARY TELEPHONE: 252-514-3036

ALTERNATE TELEPHONE: 252-637-6302

E-MAIL ADDRESS: exceptional35@suddenlink.net

Location of Proposed Charter School (LEA): Craven County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population: Grades 6-8 for first year then expanding one grade level each year until 6-12

Proposed Grades Served: 6-8 Proposed Total Enrollment: 300

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	6, 7, 8	300		X
Second Year	6, 7, 8, 9	350		X
Third Year	6, 7, 8, 9, 10	400		X
Fourth Year	6, 7, 8, 9, 10, 11	450		X
Fifth Year	6, 7, 8, 9, 10, 11, 12	500		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

__Jill King_____
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.

I.	Table of Contents.....	5
II.	Mission, Purpose, and Educational Focus	8
III.	Governance	14
	Organizational Structure	
	Private Nonprofit Corporation	
	Admissions Policies	
IV.	Education Plan.....	20
	Instructional Program	
	Special Education	
	Student Conduct and Discipline	
	Timeline	
V.	Business Plan	25
	Projected Staff and Qualifications	
	Enrollment	
	Projected Enrollment 2012-13 through 2016-17	33
	Budget: Revenue Projections 2012-13 through 2016-17	35
	Budget: Expenditure Projections 2012-13 through 2016-17.....	37
	Audits: Program and Financial.....	41
	Budget: Capital and Assets	
	Marketing Plan	39
	Health and Safety Requirements	41
	Civil Liability and Insurance.....	48
	Transportation Plan.....	48
	Facility Description.....	49
	LEA Impact Statement	50
VI.	Appendices (optional)	50
VII.	Signature Page	51

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

MISSION:

The mission of the proposed charter school is as follows:

Our Mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility.

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

There is much evidence that there is a need for this school. While the middle schools in Craven County typically outperform the state on proficiency, they are far from “leaving no child behind.” Generally, teachers provide the traditional teaching methods involving basic knowledge regurgitation and repetitive drills. Worksheets are the primary form of ongoing assessment. While the district has spent a great deal of money on new programs and training to instruct teachers on more cooperative learning programs, teachers will tend to go back to what they know best when the door closes. In addition, when there is turnover, new staff members are not consistently provided training opportunities causing new programs to wane. New Bern International Academy has the unique opportunity to do things differently. Our mission is to increase learning of all students by developing truly individualized learning plans, versus some meaningless generic plan that is photocopied for all the low performing students. We will also integrate the core curriculum and critical thinking across project-based learning. This is different from traditional schools that segment learning into blocks where the curriculum rarely overlaps and there is little transfer of learning from one class to the next. Project-based learning is very motivational to students increasing their engagement with learning outcomes. With the use of global themes, students learn that they are part of a larger international community that depends on each other and has a responsibility to preserve the planet for future generations. This global, multicultural focus opens students’ awareness to the diversity of our planet, as well as, our common attributes. Overall, learning becomes a positive experience, driven by the students’ innate curiosity and joy of academic success.

Logistically, there is a need for a middle school in this area of the county. Some students have to travel 14 miles or more just to get to school taking over an hour by bus. The current sizes of two of the counties largest middle schools are 859 students at HJM and 800 at WCM whereas the state average size of middle schools is 657. We believe smaller schools can provide more individualized instruction and attention.

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

New Bern International Academy’s interdisciplinary, international curriculum and thematic, project-based instruction will improve student learning. Brain research indicates that learning is facilitated and deepened when new knowledge is embedded in integrated contexts. Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning. Technology is used as the vehicle used to transport the classroom anywhere in the world. The global, multicultural focus of our curriculum opens students’ awareness to the diversity, as well as, our common attributes. Learning becomes a positive experience, driven by the students’ innate curiosity and joy of academic success.

(2) Increase learning opportunities for all students

New Bern International Academy's interdisciplinary, international curriculum and thematic, project-based instruction will improve learning for all students. This hands-on approach increases student engagement and therefore increases learning. In addition to this approach, individual learning plans will address specific learning needs of all students entering this school. Project-based learning opportunities are open-ended to allow for advanced, creative directions by at-risk and the academically gifted.

The school culture celebrates diversity by identifying and valuing the unique attributes each student possesses. The multicultural character education curriculum also contributes to an overall environment of acceptance and encouragement for all students, including those with diverse needs.

(3) Innovative teaching methods

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program. Individual Learning Plans identify students' learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction. The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, inquiry approach to teaching. A second language will be taught to all students to give them a means to communicate with other cultures. Another innovation of New Bern International Academy is the multi-year teaching, also known as "looping." Looping saves valuable instructional time the beginning of each school year by allowing teachers to already know their students' strengths and weaknesses. The use of technology and online learning opportunities will increase the environmental stewardship of this school by reducing the need for paper. Students will be directly involved in creating a school garden and ongoing recycling projects that promote global responsibility. Each of the above elements contributes to the whole educational program and the holistic development of students.

(4) Professional opportunities for teachers

The School's professional training programs in thematic project-based instruction and integrated international education are essential to effectively introduce these innovative approaches. Thematic instruction gives teachers significant flexibility within their classrooms in meeting the grade-level *Core Curriculum and NC Essential Standards*. Teachers will work together as a Professional Learning Community in order to improve learning through their individual strengths in various learning areas. Additional staff training is structured throughout the year to reinforce these new 21st Century skills.

(5) Expanded choices for parents and students

New Bern International Academy will provide families with an alternative approach to education, one that uniquely addresses the need for a more integrated, holistic style of instruction. Students will have learning opportunities that are in-depth and meaningful. In addition, everyone gains from enriched cultural exposure, perceptions, and understandings. Aside from the high quality education, the distance students have to travel to attend school will be cut in half.

(6) School accountability

In addition to state-mandated end-of-grade testing, New Bern International Academy will employ a variety of formative and summative assessments to ensure that every student is making acceptable academic progress. Progress reports will be sent to parents every 4 ½ weeks, along the end-of-quarter report cards. Students will create a portfolio of their work and be able to verbalize its relevance to their individual learning. Parents and community members will be invited to the Learning Exploration Fair at which student work and performances will be exhibited.

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.

New Bern International Academy

New Bern International Academy's interdisciplinary, international focus and thematic, project-based instruction is designed to engage student interest. Students are prepared for the 21st Century by being able to see the connections among the curricula and the real-life relevance of their learning. Learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success. The global, multicultural focus of our curriculum opens students' awareness to the diversity, as well as, our common attributes. Our students learn to respect others as well as our planet.

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: New Bern International Academy

Mailing Address: 1706 Greensboro St

City/State/Zip: New Bern, NC 28560

Street Address:

Email: exceptional35@suddenlink.net

Phone: 252-514-3036

Fax: 252-637-6302

Name of registered agent and address: Jill King, 1706 Greensboro St, New Bern, NC 28560

FEDERAL TAX ID:

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

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

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

Note:

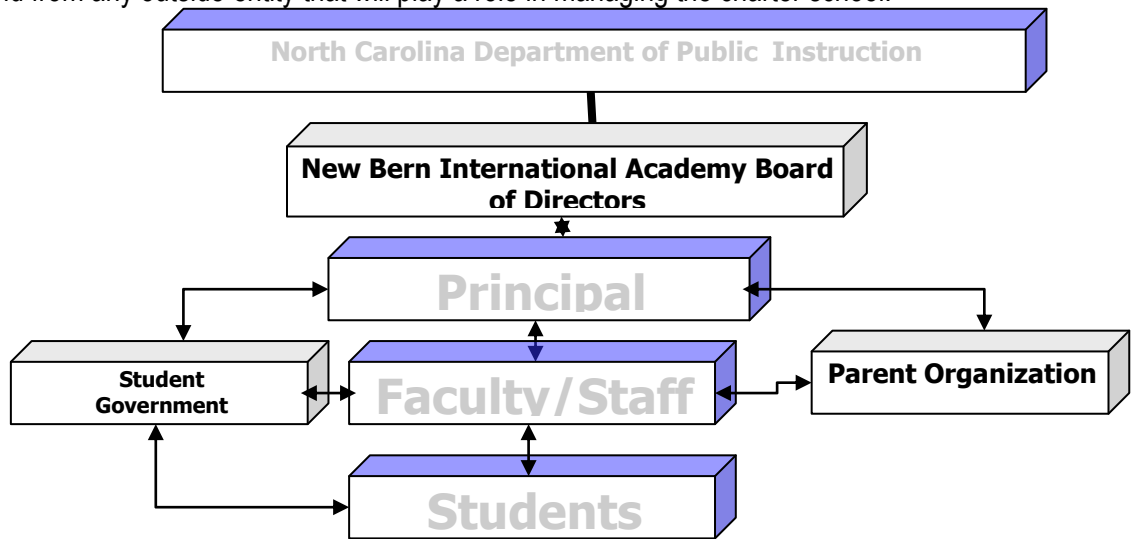
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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

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

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

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



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

JILL YVONNE MCKEON KING

Dynamic and Results-Oriented Professional

exceptional35@suddenlink.net

1706 Greensboro Street
New Bern, North Carolina 28560

Home (252)637-6302
Cell (252)514-3036

OBJECTIVE

I am seeking an administrative position that I can demonstrate my leadership skills, as well as skills in Performance Excellence, data analysis, and use of technology.

SUMMARY

I am highly creative, goal-oriented professional with proficient use of technology integration. Demonstrated experience in behavior management, community relations, data analysis, and problem solving abilities. I have the ability to manage multiple projects and meet deadlines. A strong work ethic combined with a commitment to excellence in all projects undertaken. I am a team player, working effectively with teachers, students, and parents in accomplishing objectives. I have exemplary presentation skills.

EDUCATION

Principal Fellow, Class 11
Masters of School Administration
East Carolina University, Greenville, NC
May 5, 2006

Masters of Arts in Education
East Carolina University, Greenville, NC
December, 1995
Concentration: Learning Disabilities
Certifications: LD, B/ED, S/P

Bachelor of Arts in Biology
University of North Carolina at Wilmington, Wilmington, NC
July, 1988
Concentration: Secondary Education
Certifications: Secondary Science

EXPERIENCE

EC Inclusion Teacher
Havelock Middle School
Havelock, NC 28532
August 2009-Present

Assistant Principal
North Lenoir High School
La Grange, NC 28551
August 2006—June 2008

Administrative Intern
West Craven Middle School
New Bern, NC 28562
January 2006—May 2006

Administrative Intern
Tucker Creek Middle School
Havelock, NC 28532
July 2005—December 2005

Behavioral Emotional Disabilities Teacher
A. H. Bangert Elementary School
New Bern, NC 28562
March 1998—July 2004

Mary Wilcutt
 203 Pattswood Road
 New Bern, NC 28560
 (252) 633-6963

EDUCATION

<u>Degree</u>	<u>Year</u>	<u>Institution</u>	<u>Major Field of Study</u>
AAS	1990	Craven Community College	General Office Automation

Community Involvement:

Member of Okinawan Kenjin-Kai
 Member of Miyagi Ryu No-Sho Kai Dance Troupe

WORK EXPERIENCE

Ms. Wilcutt has 18 years experience in general Office Automation and Key Entry Operation. Ms. Wilcutt has had experience working with communications between government offices and other contractor offices utilizing SMARTCOM and CCMAIL to interface with PC workstations. She has created small programs in Dbase III+ with automated batch files, she has converted hardcopy artwork into digitized computer graphics, and she has assisted in supervisory duties that include Key Entry Operators and other computer operators, including prioritizing workload, training new employees and managing file maintenance. She has worked on LAN using NOVELL version 2.0A system software, which included installing software, archiving procedures for files and directories, troubleshooting and reinitializing after system crashes.

**To/From by
 Month/Year**

Name of Employer

Title

1. 09/2001 - 01/2011 LTM INC. AIR 3.2 Business Manager

Ms. Wilcutt has gained 7.4 years experience creating and providing government personnel with monthly status reports depicting man-hours, work accomplished, material and travel dollars expended for each delivery order She creates cost submittals to government modifications and she creates subcontractor work authorizations and modifications. She maintains the financial tracking for the Antiterrorism Force Protection (AT/FP) contract by providing bi-weekly expenditures and projected expenditures

2. 02/1992 - 09/2001 JWK International Corporation Executive Assistant/Computer Operator

Ms. Wilcutt has gained 8.7 years experience creating and providing government personnel with monthly status reports depicting man-hours, work accomplished, material and travel dollars expended for each delivery order. Ms. Wilcutt assisted the Vice President/General Manager in maintaining the spending rate on sub-contractor companies. She created sub-contractor delivery orders and modifications to existing delivery orders. She created technical approaches accepting job tasks offered by the government. She created and provided monthly reports for the Vice President /General Manager depicting all delivery order revenue and costs.

3. 01/1991 - 01/1992 JWK International Corporation Computer Operator

Ms. Wilcutt gained 1 year as a Key Entry Operator. She worked with communications between government offices and other contractor offices utilizing SMARTCOM and CCMAIL to interface with remote PC workstations. She created small programs in Dbase III+ with automated batch files linking Dbase applications to printer string requirements for the HP Laser Jet II Printer. Ms. Wilcutt converted hardcopy artwork into digitized computer graphic files through the use of the MICROTEK MSF-300G Image Scanner. She enhanced and modified artwork by manipulating hard copy and graphic files to optimize the final output in both resolution and appearance.

CINDY GODLEY
205 DRAKE LANDING
NEW BERN, NC 28560
252-636-1553 Residence
252-665-4071 Cell
cgodley@earthlink.net

AHIMA's Registered Health Information Technologist and a Certified Coding Specialist—Physician Based with a record of success in auditing and abstract coding inpatient and outpatient medical records. Experienced in medical billing and insurance processing. Creative problem solver with the ability to drive revenue growth and effectively manage a demanding medical practice.

PROFESSIONAL EXPERIENCE

Coding Manager
Naval Health Clinic Cherry Point
Cherry Point, NC
Feb. 07—present

Coding Specialist
AT&T/Healthcare Resolution Services
Cherry Point, NC
Dec. 06-Feb. 07

Coder/Insurance Clerk
East Carolina Internal Medicine
New Bern, NC
Feb. 01-Dec. 02

Office Manager (2000)
Assistant Office Manager (1992-2000)
Insurance and Accounts Manager (1990-2000)
Certified Medical Office Assistant (1987-1990)
Coastal Children's Clinic
New Bern, NC

EDUCATION

Associates Degree—Pitt Community College, Greenville, NC **2002**
Health Information Technology

Certification—Carteret Technical College. Morehead City, NC **1987**
Medical Office Assistant

SANDRA L. RUGER
3017 Brunswick Ave
New Bern, NC 28560
(252) 259-6025

QUALIFIED BY

Excellent interviewing and investigative skills *Great case load management skills *Excellent oral and written communication skills *Hardworking *Word processing *Personal computers
*Extensive knowledge of office practices and procedures *Organizing and Events Planning
*Effective workshops *knowledgeable background in educational opportunities *Community Arts Development Program *Thorough knowledge of community resources and networking *Effective public relations with persons of all social, economic and cultural backgrounds

EDUCATION

United States Air Force

South Carolina State College

Bachelor of Science in Psychology

Orangeburge, SC

WORK EXPERIENCE

After School Program Coordinator

The Mighty Tau, Inc.

New Bern, NC

August 2002 – Sept 2006

Identify and enroll eligible participants to the After School Program

Implement and coordinate after school program to include career exploration, academic Fundraising

Serve as resource for parents, and students

Serve as a liaison between the school, the after school program, parents and community

Train and supervise community volunteers on abstinence based program

Conduct on line FASA workshops for parents

Conduct home visits for students with poor attendance records

Monitor and update daily and monthly logs and rosters

Provide recommendations for students in low performing areas

Develop and teach program to educate students on abstinence until marriage program

Designed and originate all Brochures, pamphlets, flyers, and Newsletters

**Administrative Assistant to the Vice President
& Receptionist Midland Equipment Company**

Jacksonville, NC

May 1996 – June 2002

Disseminate letters, bulletins

Brief Executives officers about program components and updates

Compiles, maintains and initiates correspondence and files

Review incoming correspondence for specific needs of the Vice President

Plan /organize company sponsored events for 800 plus employees

Perform all secretarial duties including, typing correspondence, filing and duplicating materials

Personnel/Administration Specialist

United States Air Force

Aug 81 – Feb 96

Conduct briefings to Base commanders on effectiveness of base programs

Evaluate squadron performance and usage pertaining to base programs

Coordinate monthly base wide briefing for all new arrivals to introduce all base service personnel

Coordinate Permanent Change of Station orders and corresponding paperwork for relocations

Prepare and set up Temporary Duty Station orders for specialized training for military personnel

Manage and supervise the base Sponsorship programs

Evaluate records audits on active duty officer records

Develop error free awards and decoration program through data automation for all personnel

GREAT REFERENCES UPON REQUEST

Education

Ph.D. Cultural Foundations of Education, University of North Carolina Greensboro, 2000.
Dissertation: Ethical Self-Formation.

M.Ed. Philosophy, Montclair State University, 1997. Emphasis in Philosophy For Children.

B.A. Philosophy, New York University, 1989.

Experience

- Associate Professor of Education, Ball State University June 2000- July 2010
- Graduate Assistant Professor of Cultural Foundations of Education,
University of North Carolina Greensboro August 1997- May 2000
- Adjunct Faculty Philosophy, Montclair State University September 1994-May 1997
- Research Assistant, New York University September 1988-May 1989

Publications

- *Education, Philosophy and the Art of Living*. Philosophical Studies in Education. 2002 Volume 33. Pp. 75-80
- *Ethical Self-Formation; A Look At the Later Foucault*. Educational Theory. 2003 Volume 53. Pp. 155-171.
- *On the Justice of the Present War; Some Implications for Education*. Philosophy of Education Yearbook. 2002
- *Jane Elliot Meets Foucault: The Formation of Ethical Identities in the Classroom*. Journal of Moral Education. 2003 Volume 32. Pp. 67-76.
- *Theorizing Courage as Requisite for Moral Education*. Philosophy of Education Yearbook. 2004.

Related Experience

- Editor, Philosophical Studies in Education. 2005-2007
- Fellowship, Virginia Ball Center for Creative Inquiry. *Building a Charter School; Lessons in Social Entrepreneurship*, Ball State University 2005-2006
 - Policy Council for Head Start, C.C.A., Newport, NC 2010-2011

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)

Conflict of Interest

No Director, officer, or employee of the School shall obtain any direct or indirect economic stake in any entity participating in the programs of the School, and the School shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the School that no Director, officer, or employee of the School shall receive any personal or private benefit resulting from the activities of the School or from the receipt by the School of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the School.

Definitions :

1. Interested Person - Any director, principal officer or member of a committee with board delegated powers who has a direct or indirect financial interest
2. Financial Interest - a person who has directly or indirectly through business, investment or family:
 - a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - c. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Procedures

1. Duty to Disclose - In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether A Conflict Of Interest Exists - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures For Addressing The Conflict Of Interest - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - a. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations Of The Conflicts Of Interest Policy

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Each of the members of the Board of Directors of New Bern International Academy, states for himself or herself that he or she:

1. has received a copy of the conflicts of interest policy,
 2. has read and understands the policy,
 3. has agreed to comply with the policy, and
 4. understands that the Foundation of New Bern International Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
3. 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. In process
4. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

Governance of the School

A. **Board of Directors.** The School shall have a Board of Directors (hereafter called "the Board") that shall govern the administration of the School and have all of the powers necessary for carrying out the purposes of the School as stated in the NEW BERN INTERNATIONAL ACADEMY Articles of Incorporation and these bylaws.

Responsibilities of the Board of Directors. The responsibilities of the Board include the following:

1. The Board adopts, upholds, and serves to fulfill the mission, philosophy, and goals of the School.
2. The Board establishes policies for governance that uphold the national, state, and local laws governing public charter schools in North Carolina.
3. The Board hires, evaluates, and retains the School Principal.
4. The Board recommends to the Principal (and administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the School.
5. The Board supports the School administration, faculty, and staff to ensure the New Bern International Academy and complete implementation of all aspects of the academic program, curriculum, and instruction.
6. The Board periodically reviews the financial statements of the School, ensuring financial stability, budget viability and state compliance.
7. The Board reviews and periodically evaluates the School's academic and administrative achievements and progress toward its annual goals.
8. The Board maintains accurate up-to-date records of the business conducted at all Board meetings in a permanent document; *Board of Directors Policy Manual*, which contains all the governance, structure, and organizational policies specific to the School. The *Board of Directors Policy Manual* shall be annually reviewed by the Board of Directors.

B. **Organizational structure of the Board of Directors.** The structure of the Board shall be as follows:

1. **Membership and appointment of Board members and officers.** The founding members and officers of the Board shall be appointed collectively by the New Bern International Academy Development team, advisors, and consultants. The Board shall be composed of at least **five and no more than 10 members**. The School Principal serves as a non-voting member of the Board.

Duties of the Chair of the Board. The Chair of the Board of Directors has a primary responsibility to ensure the steady progress of the School in accordance with national and local educational laws and the Charter of the School. The Chair presides at all Board meetings. The agenda for regular meetings is prepared by the Chair based on agenda items suggested by the principal of the School, members of the Board, members of the public or the School administration. The Chair acts as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary, and Treasurer. If no officer is present to preside, a quorum is not considered established.

Duties of the Secretary. The Secretary shall notify Board members of all meetings of the Board. The Secretary shall record the minutes of all Board meetings and maintain complete records of all policy and planning decisions and perform a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation, and affix the Seal of the corporation to all legal documents executed by the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an official *Board of Directors Policy Manual*. The Secretary shall distribute copies of the minutes of each meeting to all members of the Board, the School Principal, and any members of the general public in attendance at regular board meetings.

2. Qualifications. To progress with greatest efficiency and harmony, the School will be guided by Board members who are committed to the mission, philosophy, and goals of the School, as expressed in the institution's charter and bylaws; and by individuals who possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding school.

Composition of the Board. The members of the Board will have a collective range of expertise, so that as a group they are competent, confident, and highly effective. In addition to parents and other qualified members of the public, experts in law, building, finance, management, accounting, curriculum, community organization, and fundraising will be considered. The head of the School Parents' Association shall serve as a voting member of the Board.

Personal requirements of Board members. Board members are required to regularly attend Board meetings and be willing to take the time to be introduced and become familiar with the School and its mission, philosophy, goals, and charter; to study these bylaws; to learn about the organization and structure of the School's governance and administration; and to understand the responsibilities and obligations required of a board member.

3. Responsibility of the Board to the School as a whole. Board members are responsible to the School community for the successful management, operation and going concern of the School.

The Board creates and advises on policy matters; the School administration implements Board policy. Individual Board members do not participate in implementing policy, i.e., engaging in specific management, personnel, or curricular issues. Board members shall not individually address, discuss or assert opinions or decisions on matters of board or administrative business or concern with members of the press or with members of the public.

4. Decisions by majority of those present, with united support for decisions in public.

The Board shall make decisions by majority vote of those present. Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly—to the parents, teachers, staff, and students—all Board-adopted policies.

5. Term of appointment of Board members. Board members and officers shall serve for three years, and may retire or stand for reappointment after three years with exception to the initial terms or the founding board members. The founding board terms shall alternate with one position expiring after the first year, two positions expiring the second year, and two expiring the third year. This rotation will keep the Board on three year terms without completely starting over every three years. The Board may, by consensus, ask a member of the Board to leave before the term of appointment is completed. Reasons for taking such an action include, but are not limited to, conduct unbecoming of a Board Member or official of the School; acting in a manner contrary to the founding charter, bylaws, mission, philosophy, or goals of the School; **conflict of interest**; arrest and/or criminal conviction or fraudulent activity.

6. Policies for ongoing appointment of Board members and officers. After the appointment of the founding Board members and officers, new Board members or officers are chosen from names proposed by the current Board members. As members of the Board retire, the Board may decide not to fill the vacancy provided the remaining Board consists of at least seven members.

C. Board meetings. The Board will hold regular meetings, and at the discretion of the Board, may hold special meetings in order to conduct emergency business. The North Carolina open meeting laws (Article 33C of Chapter 143 of the General Statutes) will be followed during all meetings of the Board of Directors.

1. Regular meetings. Regular meetings of the Board shall be held each month.

2. Special meetings. Upon agreement by the Chair and School Principal, special meetings of the Board of Directors may be called by the Chair, or called by the Secretary with the approval of the Chair. Public notice of the meeting shall be given 48 hours in advance by a means deemed appropriate, lawful and in accordance with Open Meeting Laws and Board policy. The agenda for a special meeting will be limited to the items for which the meeting is called.

3. Notice of meetings. Notice of any regular meeting shall be given to Board members at least one-week (seven days) in advance of the scheduled meeting time. Notice of any special meeting shall be given to Board members at least three (3) days in advance. All notices shall be delivered in writing, either in person, by mail, by fax, or by e-mail according to the current address of record of each member of the Board.

4. Quorum. A majority of Board members, shall constitute a quorum (a sufficient number of Board members to hold a meeting), and as such, is sufficient to pass a motion or take action. In addition, at least one officer (i.e. Chair, Vice Chair, Secretary, and Treasurer) must be present in order for a quorum to be established. A quorum shall be determined and established at any time, during a meeting, that this rule is fulfilled and shall remain regardless of a board member leaving or departing the meeting prior to adjournment. A voting member of the Board is considered present and eligible to cast ballots if connected by conference telephone. In the event that said telephone connection is terminated, the quorum shall not be affected.

5. Meeting minutes. Minutes serve as the formal, continuous record of decisions by the Board of Directors, and therefore represent the history of the development of School policies. The Secretary shall take careful minutes, using the term "Resolved that," to clearly identify new decisions, including the appointment of Board members, new policies, and other decisions for action. Resolutions should be clearly set apart from items of discussion that do not culminate in a resolution. The Secretary shall note all points that are to be acted upon for future follow-up and review. Minutes shall record the date of the meeting, the members of the Board who attended, and the names of other persons who presented information at the Board meeting.

6. **Conduct of the Board meeting.** The meeting shall be conducted according to procedures described in *Roberts' Rules of Order, Revised*.

7. **Committees** may be formed at the discretion of the Board of Directors.

8. **Compensation.** Members of the Board of Directors shall serve without compensation, monetary or otherwise.

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

The Board shall make decisions by majority vote of those present (see quorum above). Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly—to the parents, teachers, staff, and students—all Board-adopted policies.

4. 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.

As an organization, New Bern International Academy will demonstrate effectiveness and viability by:

- Increasing enrollment by 20% annually until 500 student projection is reached.
- Maintain budgetary expenses within allocated financial limitations.
- Students will meet the required 95% attendance for AYP.
- Creating a parent organization.
- Becoming a School of Excellence with 90% proficiency or higher.

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

The Board will abide by the by-laws pertaining to conflicts of interest by reviewing the policy with any new members and their signature endorsing the policy (See details of policy above—Governance)

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO) Not Applicable

~~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: No plans to use an Educational Management Organization~~

- ~~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. Enrollment for the first school year will begin upon receiving the Charter with an open enrollment period. The exact dates of open enrollment in subsequent years will be determined by the Board of Directors in their January meeting each year. The open enrollment period will be approximately six weeks in length, during which time applications for admission will be accepted and students will be enrolled. All eligible students who apply will be enrolled until full enrollment is reached. If full enrollment is reached New Bern International Academy will conduct a lottery within each grade level, assigning a number to each applicant until all spots are filled. After all spots are filled, all other applicants will be assigned a number on a waiting list by the same procedure. During open enrollment, members of the School administration will provide informational meetings that have been well publicized in a variety of convenient locations in and around Craven County. These meetings will provide an overview of the School's mission and educational program, and other pertinent information for parents to make an informed decision about enrolling in the School. During this time, the parents or guardian of each student and/or new applicant will receive a copy of the School's *Student and Parent Handbook*. The lottery procedure will be as follows:

1. The lottery will take place around April 15th, 2012 or as soon as allowed by DPI as part of a meeting of the New Bern International Academy Board of Directors.
2. Eligible applications will have been sorted by grade level.

3. An index card bearing the name and grade level for the upcoming year of each applicant is made. Each card is placed in a large container that is labeled with the applicant's grade level.

4. A Board officer or designee draws index cards one by one with the Board secretary recording the lottery order number and names one by one on a ledger. The lottery order number is recorded on the child's application and lottery card. This process continues until all cards have been drawn and thus recorded. The remaining names will be placed on a waiting list in the order in which they were drawn.

5. The above process is repeated for each grade level.

6. The lottery cards, applications, and ledger are then double checked for accuracy.

After the initial enrollment, students are guaranteed their placement for the following year with new vacancies subject to the lottery procedures.

Note: If a lottery is held, all *wait-listed* applicants will be placed in the lottery for the following school year. The School administration will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child chosen for admission must confirm the child's eligibility for enrollment within 14 days of receipt of the notice of acceptance.

Prior to admittance, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Social security number
- Records transferred from previous school with a signed release agreement.

No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in **G.S. 110-86(3)**, unless a certificate of immunization indicating that the child has received the immunizations required by **G.S. 130A-152**, is presented to the school or facility (**G.S. 130A-155**). "In North Carolina, every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella."

In addition, parents and students (new and continuing) will be asked to read and sign the *School-Family Agreement* to formalize their understanding of and common commitment to the mission and educational program of the School and the roles and responsibilities that are shared by the School, parents, and student in providing for each child's education. If the above steps are not completed, admission to the School will be forfeited and the child's name will be added to the general pool of applicants by grade level awaiting the next available lottery.

Completion of Enrollment. To complete the enrollment process, both new and continuing students must attend class at the beginning of the school year. The attendance policies to complete enrollment in New Bern International Academy include the following:

1. Each student must attend classes on the first day of school. If a student does not attend the first day of class, and the Principal has not received prior written notice and provided authorization for the absence, the child is at risk of losing his or her enrollment status, and the Principal may enroll another child from the waiting list .

2. The School will try and contact the parents of any child who is absent, however it is the responsibility of a parent or legal guardian to notify the Principal in writing in advance of any absence.

3. If a child is legally absent more than the first five days of school, **without prior written notification to and authorization by the Principal**, the child will automatically forfeit his or her space to the next child on the School's waiting list.

Note: Legal Absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The NCDPI does not consider a valid educational opportunity with approval prior to the absence an acceptable legal absence until after the child has attended school and completed enrollment.

Enrollment Preferences. Children of the New Bern International Academy's administration and staff may be granted priority for available openings. Priority may also be granted to children of the School's Board of Directors so long as they are limited to no more than ten percent (10%) of the School's total enrollment or to 20 students, whichever is less. Siblings of currently enrolled students, admitted in the current or previous year, will be given priority on a space available basis.

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. Our Mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility. New Bern International Academy's educational model is built upon a holistic approach to 21st Century learning. All students can learn, but not all students learn in the same way or at the same pace. Instruction, presented in an integrated, thematic approach, can be easily diversified to meet individual needs. In addition, students that are not engaged in their learning can not reach their potential. Students will be inspired by the richness of diversity on our planet. This global perspective offers a multitude of authentic opportunities for higher levels of learning. It is our belief that higher expectations, in a cooperative, exploration of the curriculum leads to higher academic success. Many of today's schools demonstrate limited proficiency in reading and math. Current rates of seventy percent proficiency or less is clearly unacceptable.

New Bern International Academy's interdisciplinary, international focus and thematic, project-based instruction will improve student learning. Brain research indicates that learning is facilitated and deepened when new knowledge is embedded into integrated contexts. Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning. Technology is used as the vehicle used to transport the classroom anywhere in the world. The global, multicultural focus of our curriculum opens students' awareness to the diversity, as well as, our common attributes. Learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success. Each quarter will be organized around the following global themes:

1st. Quarter: Creating Global Citizens (Who we are)

2nd. Quarter: Making Connections around the World (Where we are in place and time)

3rd. Quarter: Exploring Systems in the World (How the world works)

4th. Quarter: Caring for the Planet

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

Innovative teaching methods

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program. Individual Learning Plans identify students' learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction. The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, inquiry approach to teaching. A second language will be taught to all students to give them a means to communicate with other cultures. Another innovation of New Bern International Academy is the multi-year teaching, also known as "looping." Looping saves valuable instructional time the beginning of each school year by allowing teachers to already know their students' strengths and weaknesses. The use of technology and online learning opportunities will increase the environmental stewardship of this school by reducing the need for paper. Students will be directly involved in ongoing recycling projects that promote global responsibility. Each of the above elements contributes to the whole educational program and the holistic development of students.

3. Compliance with Federal and State regulations for serving exceptional children. 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. All children deserve the very best education in the least restrictive environment. New Bern International Academy's format is designed to allow for individual learning differences through the use of differentiated instruction. New Bern International Academy will follow an inclusion policy to provide the least restrictive environment for each exceptional student. Students served under the terms of an IEP or 504 plan will be reviewed on an annual basis or as needed by changing circumstances. However, if any student with disabilities is determined to need specialized services through their IEP, we will honor the extensive legal and procedural rights of parents and students to be consulted in and involved with all aspects of the IEP processes.

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school). By our second year New Bern International Academy will have its first grade 9 classes for its high school, and will address the NC Graduation Requirements. Eventual graduates of New Bern International Academy will meet the College/University requirements. New Bern International Academy will implement the block or modified block system for grades 9-12, and is considering virtual Advanced Placement courses in each subject area.

5. The school calendar (must provide instruction for a minimum of 185 instructional days)

(G.S.115C-238.29F(d)(1)) Calendar located in Appendix

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.

- a) Learning Styles Inventory/multiple intelligences will be used to identify optimal learning methods.
- b) Iowa Test of Basic Skills for entering students in grades 6-8 used to assess current strengths and needs of each student. This will assist teachers in making individualized decisions regarding instruction.
- c) Teacher-made formative/summative assessments that will gauge ongoing student progress.

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.

State Board of Education Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 1: New Bern International Academy will produce globally competitive students

State Board of Education Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 2: New Bern International Academy will be led by 21st Century professionals.

State Board of Education Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 3: New Bern International Academy students will be healthy and responsible.

State Board of Education Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 4: New Bern International Academy Leadership will guide innovation

State Board of Education Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Goal 5: New Bern International Academy will be governed and supported by 21st Century systems.

Goal 1: Objective: Individual Learning Plans (ILP). During our Student Orientation, surveys, testing and interviews will be conducted to identify individual learning styles, strengths of multiple intelligences, special interests, skills, and needs. Parental input will also be solicited in formulating the student profile. This data will contribute to an Individual Learning Plan (ILP) for

each student containing a profile of the student's unique characteristics, both academic and personal. This information will be used with discretion by the teachers to better serve the specific needs and promote the specific interests and skills of each child. The ILP will include goals, objectives, and strategies for the first term and for the year in the following areas: core academic subjects, exploratory classes, community service projects, and pursuit of personal interests.

Student Portfolios of Progress. A summary of the ILP will be included in each student's Portfolio of Progress. These data notebooks will be used to collect representative samples of the student's work throughout the course of the year, to record successes and document progress in meeting performance standards and personal goals. At the conclusion of the year students will be asked to write a paper describing items in their Portfolio of Progress that reflect: something they learned, something showing their creativity, what was most enjoyable, what was most challenging, something that integrates two subject areas, and a comparison and contrast of two pieces or projects. The portfolios will be a component of students' formative and summative academic assessments and will also be available to parents to review.

Learning Exploration Fair: Once a year New Bern International Academy will host a Learning Exploration Fair in which students will display products of their work for public review. An interdisciplinary array of student exhibits will be displayed and the entire school community will be invited to attend—family, friends, community leaders, and special guests. Student performances will also be featured. The Fair will culminate with a celebration to honor outstanding projects and progress, and to congratulate all students for their achievements.

Goal 2 Objective: New Bern International Academy will be led by 21st Century professionals by ensuring educators understand the importance of 21st century skills and how to integrate them into daily instruction.

- Enable collaboration among all participants
- Allow teachers and principals to construct their own learning communities
- Tap the expertise within a school through coaching, mentoring and team teaching
- Support educators in their role of facilitators of learning
- Use 21st century tools

Goal 3: New Bern International Academy students will be healthy and responsible. **Objective:** Students will take personal responsibility through goal-setting, self-monitoring, and learning decision-making skills for “healthy choices.”

Goal 4: New Bern International Academy Leadership will guide innovation School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.

Goal 5: New Bern International Academy will be governed and supported by 21st Century systems. Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.

The timeline for meeting these goals will be measured quarterly.

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. Students will be given progress reports every 4 ½ weeks. Students not performing at mastery level will be given individual tutoring in the deficient areas until mastery is obtained. If a learning disability is suspected, the student will be referred to the Student Assistance Team for strategies and interventions.
9. Details of the proposed charter plans to involve parents and community members in the school. Parents are a vital part of their child's learning experience. In providing a holistic, 21st Century approach, it will be necessary to seek out parent “experts” in various fields in order to seek answers to project questions. Parents will be encouraged to volunteer a minimum of four hours per semester to provide tutoring or assist students with projects. Parents will also be vital in fundraising and promotional efforts.
10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

Gifted Students: When learning is relevant and connected to real world issues, gifted students find value in what is being studied. By infusing lessons with 21st century skills, gifted students make these vital connections

among disciplines and to their lives. At New Bern International Academy, our project-based learning provides opportunities for differentiation to meet the needs of all students. All students will be screened during orientation through learning styles inventories, multiple intelligences, and achievement assessments to identify individual strengths and needs.

ESL Students: All students will be screened during orientation through learning styles inventories, multiple intelligences, and achievement assessments in the student's native language/translator if available to identify individual strengths and needs. WIDA ACCESS Placement Test (WAPT) will be used to assess proficiency.

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. 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.

All children deserve the very best education in the least restrictive environment. New Bern International Academy's format is designed to allow for individual learning differences through the use of differentiated instruction. New Bern International Academy will follow an inclusion policy to provide the least restrictive environment for each EC student. Students served under the terms of an IEP will be reviewed on an annual basis or as needed by changing circumstances. However, if any student with disabilities is determined to need specialized services through their IEP, we will honor the extensive legal and procedural rights of parents and students to be consulted in and involved with all aspects of the IEP processes.

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.

Overview of School Policies for Student Discipline. New Bern International Academy will provide students and their parents with a comprehensive set of student discipline policies that will be printed and distributed as part of the School's *Student and Parent Handbook* (included in Appendix). These policies will clearly describe the School's expectations regarding all aspects of student behavior, mutual respect between students and teachers, attendance, substance abuse, violence, safety, and study habits. Each student and his or her parent or legal guardian will be required to verify that they have reviewed and understand the policies prior to enrollment in the *School-Family Agreement* (Appendix). In addition, the School Principal, Assistant Principal, and faculty will ensure that the School Rules and student discipline policies are followed and consistently reinforced throughout the school.

Consequences for Appropriate Behavior. It is our belief that appropriate behavior should be taught. Expectations of appropriate behavior vary depending upon the environment. The expectations for appropriate restroom behavior are different from appropriate behavior in the Cafeteria. Most children can transition to different areas appropriately; however, some children need to be taught what to do in the various environments. Our school will recognize and reward positive academic and social behaviors.

Consequences for Inappropriate Behavior. Students from time to time may need strong consequences for their behavior. When consequences are applied, the intent is to have them be "natural" consequences, closely related to the inappropriate behavior. There will be a continuum of interventions available to address the behavior. These are typically administered by the classroom teacher or the entire teaching team. Minor problem behaviors can be discussed at the team level to determine strategies for improvement.

New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

School Procedures Following Inappropriate Behavior. The procedures outlined below are designed to enrich the alertness of the students and their respect for teachers in order to maximize the quality and depth of education. If interventions at the classroom level have not been successful, the student will be referred to the Behavior Support Team (composed of the Assistant Principal, faculty member, and parent) for Level 1 status. The Behavior Support Team will create an intervention plan to help student become successful.

1. **Level 1** Actions resulting in a student being in Level 1 status involve behaviors that strongly or frequently interfere with the progress of the student, the classroom, or the school environment. Examples include, but not limited to: disrespect for a teacher or administrator, repeated disruption of class, repeated lack of class preparation, repeated uniform violations, inappropriate language, insulting or intimidating classmates, minor damage to property, significant fatigue or lack of attentiveness, trancies, etc.

Consequences: Parents will be notified of the issuance of the Level 1. In most cases there will be disciplinary consequences in addition to the assignment of this status. The consequences can include after-school sessions, letters of apology, restrictions from extracurricular activities, special assignments, etc. If the teacher or administrator observes substantial improvement after the defined time frame determined by the team, the student and their parents will be notified by the teacher or administrator that their disciplinary status has been revoked.

2. **Level 2.** Actions resulting in a student receiving Level 2 status include continuing the actions that led to receiving a disciplinary action, or any other significant actions that are damaging to the student's physiology, to others, to property, or to the environment. Included in this category are extremely disruptive classroom behaviors such as profanity, blatant disrespect/defiance, possessing, being in the presence of or using tobacco, alcohol, or drugs, a habit of trancies, or infractions of civil or criminal laws.

Consequences: A Level 2 status indicates that the Behavior Support Team will structure an integrated program to help the student improve, and that one or more additional significant mistakes will result in removal of the student from a particular class or expulsion from School.

Note: New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

If necessary, the Principal may also impose a short-term suspension of the student, prior to a Behavior Support Team meeting. As part of the Behavior Support Team meeting, the School will provide a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to recommending to the Principal that the student be long-term suspended or expelled.

Other actions may include written or verbal apologies, after-school sessions, suspension (in-school or out), restriction of extracurricular involvement, required adjustment of daily routines, supervised work detail, advice to the teacher on how to manage the student more effectively, transferring the student to another class, transferring the student to another program in or outside the School, and directing the student to receive additional testing and/or services that the School or LEA has to provide. It may be necessary to determine if a disability is present.

Students who have been diagnosed with exceptional needs will be referred by the Behavior Support Team to the appropriate program or services. In compliance with state and federal laws and NCDPI guidelines for exceptional children, New Bern International Academy administrators will be in constant communication with parent(s) or guardian through every phase of the disciplinary process. The student will be granted all due process procedures established by state and federal law and the State Board of Education. If the teachers and administrators observe substantial improvement, the student and parents will be notified by the Assistant Principal that the Level 2 status has been revoked, and that the conditions of the Level 1 status are in effect.

Level 3. School Expulsion. The Behavior Support Team and the Principal will meet to consider expulsion from the School in any other following circumstances:

- the student continues any of the inappropriate behaviors that resulted in the assignment of the Probation status,
or

- the student engages in other very serious behaviors such as distribution of controlled substances or any other behavior that is a serious threat to the welfare of the student, members of the student body, the faculty, the staff, the School, or the community.

Note: In accordance with Federal law, any student found carrying a weapon onto school grounds may warrant an immediate expulsion of no less than 300 days from school.

The Behavior Support Team and the Principal will determine whether to modify the consequences assigned under the Level 2 status of the student, or to expel the student from the School. The Board of Directors may also review determinations by the Behavior Support Team.

New Bern International Academy will not expel students for academic reasons. It is in keeping with the School's philosophy to work with students to improve both academic and behavioral difficulties, with the exceptions noted above. However, if a situation arises where a student will not cooperate with teachers or administrators to the extent that the purposes of the School are disrupted and are not serving the student, then the student may be suspended or expelled.

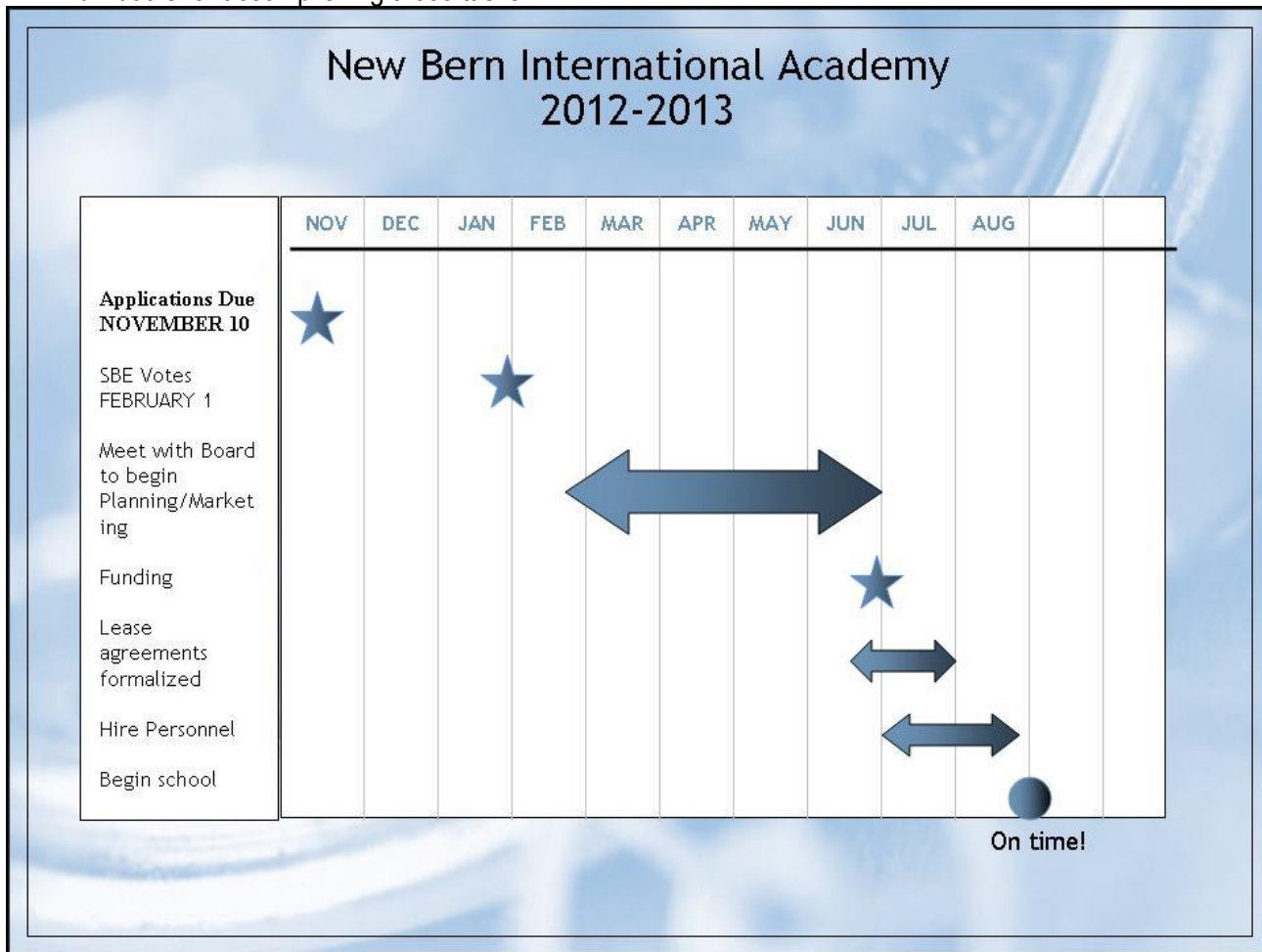
Students who are suspended or expelled from school are required to remain off the School grounds for the duration of the assigned time of suspension or expulsion. During the suspension or expulsion he or she may not attend school activities on or off the School grounds.

If the School suspends or expels a student, it will promptly inform the LEA in which the student would be otherwise assigned, including the student's name, special education status, length of suspension/expulsion, and the circumstances giving rise to the suspension/expulsion.

Note: If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws. Discipline for students with disabilities is specifically delineated in IDEA 2004.

Parents may appeal an expulsion within 30 days by presenting their case to the Board of Directors in a closed session due to confidentiality and personnel issues.

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



VII. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)Principal, Assistant Principal, Teachers, Teacher Assistants, Clerical, Technology staff, Counselor, Custodian, Cook staff

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.
Staff will be recruited through advertising, DPI applications, and universities. VIF International Education has teachers from all over the world available for employment. Further investigation into the VIF program is needed to ensure high quality educators are available for employment.

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.

Required Documentation for Employment. To be considered for employment at New Bern International Academy, prospective employees are required to complete and submit an application package to the School Principal that includes the following:

- W-4 and I-9 forms
- Personnel Application
- Set of fingerprints
- Health Certificate
- TB Test Results
- Curriculum Vitae or Resume
- Transcripts
- Three References
- Current North Carolina Teaching Credential (faculty)
- Sample Lesson Plan (faculty)
- Two Valid Forms of Identification

Criminal Background Checks. In accordance with 115C-238.29K(c), the School Board will require New Bern International Academy's employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice's criminal history records. All the information received by New Bern International Academy in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost for conducting criminal history checks will be born by the School. New Bern International Academy will not hire individuals who have a "criminal history" which is defined as a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

Principal

Education/Certification:

Master's degree in School Administration
Principal certification

Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate campus functions
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Experience:

Five years experience as a classroom teacher
Two years experience as Assistant Principal or Principal

Assistant Principal

Education/Certification:

Master's degree in School Administration
Principal certification or ability to obtain certification within school year.

Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage student discipline
Ability to coordinate student services
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Experience:

Five years experience as a classroom teacher

Data Manager/Treasurer

SUGGESTED TRAINING AND EXPERIENCE

Graduation from a two year college or technical school majoring in a computer related field or administrative office support, and at least two years of job-related work experience, one year of which includes data entry as a Student Information Data Manager; or an equivalent combination of education and experience.

KNOWLEDGE, SKILLS AND ABILITIES

- Strong analytical skills
- Ability to work with a high degree of accuracy
- Considerable knowledge of computers, peripherals, and various operating systems
- Ability to independently exercise judgment in selecting and implementing procedures and analyzing data
- Advanced skills in the use of graphic user interfaces
- Considerable knowledge of the school system student information or NCWISE software package utilized at the school
- Considerable knowledge of student accounting procedures and regulations
- Considerable knowledge of word processing software, spreadsheets, and databases
- Ability to troubleshoot and correct hardware and software problems
- Ability to communicate well with school personnel, parents, and students while complying with the confidentiality requirements in local, state, and federal policies and statutes.
- Ability to politely address the public through complex phone service.
- Considerable knowledge of the operations of office equipment.
- Considerable knowledge of and ability to use grammar, vocabulary, spelling and punctuation.
- Considerable knowledge of office practices and procedures.
- Considerable knowledge of bookkeeping.
- Some knowledge of accounting techniques and procedures.
- Ability to compile and summarize information.
- Ability to access information through a computer network, or from a mini- or main-frame computer.
- Ability to use moderately complex word processing or spreadsheet software programs.
- Ability to reconcile divergent entries.
- Ability to learn, interpret and explain policies, regulation and programs.
- Ability to resolve problem situations.
- Ability to schedule variable work.

SUGGESTED TRAINING AND EXPERIENCE

Experience in office situation and/or possession of technical knowledge. Community College training preferred.

Teacher

REQUIRED EDUCATION AND EXPERIENCE

- Four year degree from a college or university
- Valid N.C. teaching license/certificate, or be able to obtain such
- Such alternative to the above qualifications as the Board may find acceptable.

Term of Employment: Ten Months

Evaluation: Performance of this job will be evaluated in accordance with the requirements of North Carolina Department of Public Instruction.

Essential Responsibilities:

- Teaches approved curriculum
- Meets and instructs assigned classes in the locations and at the times designated

Plans a program of study, employing a variety of instructional techniques and instructional media, that meets the individual needs, interests, and abilities of the students

Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students

Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities

Assists the administration in implementing all policies and rules

Encourages students to set and maintain standards of classroom behavior

Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students

Assists in diagnosing the learning disabilities of students, with the assistance of specialists

Evaluates pupils' academic and social growth, keeps appropriate records and prepares progress reports

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations

Is available to students and parents for education-related purposes outside the instructional day

Strives to implement by instructional and action the philosophy of the school.

Evaluates student academic and behavioral progress, keeps appropriate records and prepares progress reports.

Communicates with parents through conferences and other means to discuss the student's academic and behavioral progress.

Develops lesson plans and instructional materials and provides individualized small group instruction in order to adapt the curriculum to the needs of each pupil.

Translates lesson plan into learning experiences so as to best utilize the available time for instruction.

Makes detailed lesson plans for the substitute teacher to follow whenever it is known that sick or personal leave has to be taken.

Assists in the selection of books, equipment and other instructional materials.

Maintains accurate up-to-date attendance records for all students.

Supervises pupils in out-of-classroom activities during the assigned workday.

Administers group standardized texts in accordance with the required testing program.

Cooperates with other members of the staff in planning and implementing instructional goals and methods.

Attends and participates in faculty meetings, faculty committees, and the sponsorship for pupil activities

Seeks opportunities for professional growth through an ongoing program of reading, attending workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.

Additional Exceptional Children's Teacher Responsibilities

- Serves as case manager responsible for coordinating the development, monitoring, and implementation of inclusion student's Individual Education Plan (IEP).
- Maintain accurate and locked confidential records of all assigned students.
- Assists the classroom teacher in "including" the student into the regular education classroom (inclusion model for special education).

Teacher Assistant

SUGGESTED TRAINING AND EXPERIENCE

- Graduation from high school.
- 2 year degree from a Community College preferred
- 2 years of college, or the equivalent of 2 years of college preferred
- Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.
- Bus driver license

Term of Employment: 10 months

Evaluation: Annually by direct supervisor--more frequently if there is a problem noted

KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of effective methods of dealing with children.
 Working knowledge of the core subjects at the grade level to which employment assignment is made.
 Some knowledge of the school organization and its community.
 Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.
 Skill necessary to operate audiovisual equipment, computers, and common office machines.
 Skill to make learning aids which will strengthen lesson plans.
 Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.
 Ability to discern significant student behavior and refer this to the supervisor.
 Ability to impart information to the child's level of comprehension.
 Ability to apply impartially and consistently proper methods of recognition, reward and punishment.
 Ability to solve independently most minor problems.
 Ability to follow minimally detailed written and oral instructions without constant supervision.
 Ability to record and store data accurately.
 Ability to maintain confidentiality of student information
 Software/word processing skills to assist students in computer lab and with classroom computer programs
 Physical: Work involves frequent standing, walking, and kneeling
 Manual skills for general housekeeping in classroom
 Planning skills to plan daily activities with teacher
 Mathematical skills to assist students with assignments
 Crafts skills to assist students with activities; assemble materials and to put up bulletin board displays
Other-Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Other job requirements to be performed as needed.

Media/Technology Coordinator

SUGGESTED TRAINING AND EXPERIENCE

- Bachelor's Degree in approved curriculum
- Valid N.C. license/certificate, or be able to obtain such

Term of Employment: 10 months

Evaluation: Annually by Principal or designee

Reports to: the principal

Supervises: Coordinates and directs the activities of school technology

Purpose: To provide the leadership and instructional resources and services for implementation of a school technology program that serves as an integral part of a student-centered educational process.

Major Duties and Responsibilities:

Planning and implementing for teaching and learning

- Assesses learning and information needs of students and staff
- Plans and works collaboratively with teachers
- Instructs students and staff in the effective use of ideas and information
- Incorporates information technology into day-to-day instruction
- Advocates and promotes lifelong learning
- Leads in the school's use of instructional technology to enhance learning
- Upgrades professional knowledge and skills on a continual basis
- Repairs and upgrades computer/peripheral equipment

Planning and implementing for information access, evaluation and use.

- Works with the principal and school leadership team to provide flexible access to school technology resources
- Creates and maintains an environment conducive to learning
- Encourages the widest possible use of print and electronic resources and services - within the school and through remote access

- Leads teachers, staff, and students in a collaborative process to select and evaluate resources that address curricular needs and learning goals of students and teachers in the information age
- Keeps accurate inventories of print, non print, and technology materials and equipment and software.
- Works cooperatively with other agencies to share resources that enhance teaching and learning
- Implements an ongoing collection development and evaluation process, in collaboration with the Media and Technology Advisory Committee, focusing on a variety of formats and resources to meet diverse learning needs.
- Adheres to copyright as well as other laws and guidelines pertaining to the distribution and use of resources
- Advocates the principles of intellectual freedom and ethical behavior

Planning and implementing for program administration

- Works with school staff to design and implement short- and long-range plans to ensure balance among teaching, instructional technology, collaboration, collection development, and program management.
- Evaluates the school technology program on a continual basis according to accepted standards of quality
- Organizes school facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources.
- Leads in the budgetary process of the school through the Media and Technology Advisory Committee to ensure equity of access to instructional materials
- Leads the Media and Technology Advisory Committee in effective decision making to promote the school technology program
- Interacts effectively with students, staff, administration, and the general public to promote and expand the school technology program.
- Demonstrates professional integrity through ethical behavior
- Prepares and submits accurate reports as required.
- Carries out assigned non-instructional duties and adheres to established laws, policies, rules, and regulations

Guidance Counselor

Reports to: Principal

SUGGESTED TRAINING AND EXPERIENCE

Bachelors degree in school counseling

Certification as required by DPI

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education's guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the twenty-first century.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- Discusses the comprehensive school counseling program with the school administrator.
- Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling
- Standard Course of Study and current individual school data.
- Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
- Maintains current and appropriate resources for education stakeholders.
- Uses the majority of time providing direct services through the Guidance
- Curriculum, Individual Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability (National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support, and accountability)

- Uses data to develop comprehensive programs that meet student needs.

MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL

COUNSELING PROGRAM

Guidance Curriculum

Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.

Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Individual Student Planning

Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.

Accurately and appropriately interprets and utilizes student data.

Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.

Preventive and Responsive Services

Provides individual and group counseling to students with identified concerns and needs.

Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.

Implements an effective referral and follow-up process as needed.

Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

Provides appropriate information to school personnel related to the comprehensive school counseling program.

Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.

Participates in professional development activities to improve knowledge and skills.

Uses available technology resources to enhance the school counseling program.

Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. MAJOR FUNCTION: ACCOUNTABILITY

Conducts a yearly program audit to review extent of program implementation and effectiveness.

Collects and analyzes data to guide program direction and emphasis.

Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.

Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

CUSTODIAN

KNOWLEDGE, SKILLS AND ABILITIES

Some knowledge of cleaning methods, materials and equipment.

Ability to lift 60 lbs.

Some skill in the use of small equipment used in routine cleaning.

Some knowledge of procedures to operate heating and air conditioning equipment.

Ability to maintain positive working relations..

Ability to understand and follow simple oral or written directions

SUGGESTED TRAINING AND EXPERIENCE

Successful work experience.

Working knowledge of cleaning methods, materials and equipment.

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.

Immunization of Students No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in **G.S. 110-86(3)**, unless a certificate of immunization indicating that the child has received the immunizations required by **G.S. 130A-152**, is presented to the school or facility (**G.S. 130A-155**). "In North Carolina, every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella."

New Bern International Academy will recruit from all local elementary and middle schools. Admission is open to all eligible students. We encourage and value diversity. We will actively inform the public that this is a public school that is open to anyone who seeks our services at no cost to them.

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).

New Bern International Academy

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – 250 Craven County

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
First	1	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Second	2	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Third	3	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Fourth	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Fifth	5	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Sixth	6	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</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>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____
Eighth	8	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____	<u>100</u>	_____	_____
Ninth	9	_____	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Tenth	10	_____	_____	_____	_____	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Eleventh	11	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Twelfth	12	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>50</u>	_____	_____
	LEA Totals	<u>300</u>	_____	_____	<u>350</u>	_____	_____	<u>400</u>	_____	_____	<u>450</u>	_____	_____	<u>500</u>	_____	_____
Overall Total Enrollment		<u>300</u>			<u>350</u>			<u>400</u>			<u>450</u>			<u>500</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	\$1,364,226.00	\$1,591,597.00	\$1,818,968.00	\$2,046,339.00	\$2,273,710.00
--Local Per Pupil Funds	\$342,366.00	\$399,427.00	\$456,488.00	\$513,549.00	\$570,610.00
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	\$1,706,592.00	\$1,991,024.00	\$2,275,456.00	\$2,559,888.00	\$2,844,320.00
<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.

\$ 4,547.42 x 300= \$ 1,364,226.00 State Operating Income

\$ 1141.22 x 300= \$ 342,366.00 Local Operating Income

\$1,706,592.00 Total Operating Income for 2012-13 School Year

\$ 4,648.42 x 350= \$ 1,591,597.00 State Operating Income

\$ 1,141.22 x 350= \$ 399,427.00 Local Operating Income

\$1,991,024.00 Total Operating Income for 2013-14 School Year

\$ 4,648.12 x 400= \$ 1,818,968.00 State Operating Income

\$ 1,141.22 x 400= \$ 456,488.00 Local Operating Income

\$ 2,275,456.00 Total Operating Income for 2014-15 School Year

\$ 4,648.12 x 450= \$ 2,046,339.00 State Operating Income

\$ 1,141.22 x 450= \$ 513,549.00 Local Operating Income

\$ 2,559,888.00 Total Operating Income for 2015-16 School Year

\$ 4,648.12 x 500= \$ 2,273,710.00 State Operating Income

\$ 1,141.22 x 500= \$ 570,610.00 Local Operating Income

\$ 2,844,320.00 Total Operating Income for 2016-17 School Year

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	Starting with 300 students and adding 50 additional students each year.				
	2012-2013	2013-2014*	2014-2015	2015-2016	2016-2017
State and Local Allocations	1,706,592.00	1,991,024.00	2,275,456.00	2,559,888.00	2,844,320.00
Contingency Surplus/(deficit)	5,882.81	15,657.53	10,456.15	168,041.69	293,972.56
TOTAL PERSONNEL Total # staff	733,578.00	1,032,499.76	1,193,271.67	1,300,133.00	1,408,592.17
Principal (12 months)	58,692.00	62,213.52	65,946.33	69,903.11	74,097.30
Assistant Principal (11 months)	42,430.00	44,127.20	45,892.29	47,727.98	49,637.10
--Clerical # 1 NCWISE/Bookkeeper	19,504.00	20,284.16	21,095.53	21,939.35	22,816.92
--Teachers # 12 +2 part-time+ 2 each year	462,520.00	549,057.60	653,559.55	737,513.48	822,069.79
-Exceptional Children's teacher add 2	37,710.00	78,436.80	81,574.27	84,837.24	88,230.73
--ESL + AG Teacher		30,850.00	61,700.00	64,168.00	66,734.72
--Guidance 1		37,150.00	38,636.00	40,181.44	41,788.70
--Media/Technology Coordinator	*TechContract services first year	37,150.00	38,636.00	40,181.44	41,788.70
--Teacher Assistants #2 add 2	38,250.00	76,500.00	79,560.00	82,742.40	86,052.10
--Custodian #3 part-time @8.50/hr	23,587.00	24,530.48	25,511.70	26,532.17	27,593.45
--Maintenance # Contract Service	0.00	0.00	0.00	0.00	0.00
--Food Service # 3	44,285.00	59,000.00	61,360.00	63,814.40	66,366.98
--Bus Driver # add 1 per year=3	6,600.00	13,200.00	19,800.00	20,592.00	21,415.68
EMPLOYEE BENEFITS TOTAL	244,731.19	313,488.71	371,084.88	397,889.67	424,130.78
FICA 7.65%	56,118.72	78,986.23	91,285.28	99,460.17	107,757.30
Retirement 7.14%	52,377.47	73,720.48	85,199.60	92,829.50	100,573.48
Health Insurance	102,735.00	123,282.00	147,600.00	155,800.00	164,000.00
Supplements	33,500.00	37,500.00	47,000.00	49,800.00	51,800.00
STAFF DEVELOPMENT TOTAL	2,500.00	4,000.00	4,000.00	4,000.00	4,000.00
Teacher	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Instructional Support	500.00	500.00	500.00	500.00	500.00
Administrative	0.00	1,500.00	1,500.00	1,500.00	1,500.00
MATERIALS AND SUPPLIES	41,500.00	51,653.00	56,818.30	62,500.13	68,750.14
software/books/Projects	38,000.00	47,803.00	52,583.30	57,841.63	63,625.79
TESTING MATERIALS	3500.00	3,850.00	4,235.00	4,658.50	5,124.35

New Bern International Academy

OFFICE SUPPLIES	3,500.00	3,850.00	4,235.00	4,658.50	5,124.35
INSTRUCTIONAL	10,000.00	20,000.00	29,000.00	29,000.00	29,000.00
EQUIPMENT	174,400.00	100,125.00	59,840.00	36,940.00	36,940.00
LCD/Smartboards@\$6500	39,000.00	39,000.00	32,050.00	13,000.00	13,000.00
desks/tables/chairs	13,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Copier Purchase (2@3850 ea)	7,700.00	7,700.00	3,850.00		
Printers/File Cabinets/Office Furniture	25,000.00	25,000.00			
netbooks @299 ea	89,700.00	22,425.00	17,940.00	17,940.00	17,940.00
FACILITIES	369500.00	324,750.00	405,750.00	401,850.00	405060.00
INSURANCE	30000.00	30000.00	30000.00	30000.00	30000.00
UTILITIES (12 month)	36000.00	36000.00	36000.00	36000.00	36000.00
PHONE/INTERNET	24000.00	24,000.00	24000	25000	25000
RENT/PURCHASE/ year fixed rate	145000.00	145000.00	145000.00	145000.00	145000.00
RETROFIT CONSTRUCTION	75000.00				
Parking lot/building expansion		20,000.00	100000	100000	100000
MAINTENANCE & REPAIR	6000.00	12000.00	12000.00	6000.00	6000.00
*Technology maintenance/repair	10000.00				
TRANSPORTATION bus purchase-used	15000.00	20,000.00	20,000.00	20,000.00	22,000.00
Fuel	18500.00	27,750.00	27,750.00	27,750.00	27,750.00
MARKETING	10000.00	10,000.00	11,000.00	12,100.00	13,310.00
FOOD/CAFETERIA	121000.00	125,000.00	141,000.00	154,875.00	168,750.00
Food	75000.00	95,000.00	111,000.00	124,875.00	138,750.00
Cooking Equipment--lease with eventual purchase	30000.00	30,000.00	30,000.00	30,000.00	30,000.00
Folding cafeteria tables	16000.00				
TOTAL EXPENSES	1700709.19	1975366.47	2264999.85	2391846.31	2550347.44

*Budget may be adjusted based on needs.

.....

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</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 actual marketing campaign will commence when the School receives charter approval in 2012. Marketing will include advertising, local TV and radio appearances, articles, ads, billboards, and outreach efforts to community organizations, faith communities, and neighborhood groups in Craven County. With the international focus of the School, recruiting efforts will target the many cultural groups, events, and media in the area. The School's promotional materials will be translated as needed and distributed at information tables, displays, and in presentations at various cultural centers and festivals, ethnic restaurants and groceries, libraries and bookstores, and in the various media for each group. The School will also explore the possibility of participating in district-wide mailings prepared by the LEA.

• Advertising

New Bern International Academy's advertising will include select direct mail and e-mail to parents in Craven County and local magazine and newspaper display ads.

• Publicity

New Bern International Academy's publicity will include the distribution of press releases to local newspapers, articles about in local papers and magazines, public service announcements to local radio stations that target upcoming public presentations, and radio and TV show interviews that provide more in-depth coverage about the School's educational program and benefits. As the first charter school in Craven County, the founders see a great opportunity to draw significant

New Bern International Academy

attention to the School’s mission, innovative educational program, and benefits. Posters will be placed in and brochures will be distributed through high traffic areas such as: libraries, after-school clubs and organizations, recreational facilities, preschools, businesses, churches, the Chamber of Commerce, community centers, and malls.

• **Internet**

New Bern International Academy’s investigate hiring a web-marketing specialist to optimize the search engine positioning of its site. This will ensure that searches for local school related services or information leads visitors to the New Bern International Academy’s site. Links will be made to and from as many other prominent community, parent, and charter school organization sites as possible. The New Bern International Academy’s web site will contain all the information that a parent will need to gain a complete understanding of the School’s mission and educational program and make it easy for parents to apply on-line.

• **Personal Contacts**

New Bern International Academy’s founders plan to contact, network, and collaborate with community groups, businesses, and organizations for the purpose of increasing information about and visibility for the School, and with the local community college for tutoring, career exploration, student incentives, and adult education classes. New Bern International Academy’s founders will also make presentations to local parent organizations, libraries, and churches about the School and its benefits.

Public Presentations. Each of the above marketing/recruitment channels will target regularly scheduled community presentations. Many informational meetings will be held, especially during the open enrollment period. Brochures and applications will be handed out with specific information on how and when to enroll. New Bern International Academy’s founders will explore the idea (with the Craven County School District) of adding a promotional flyer to one of the District mailings.

New Bern International Academy Marketing Budget Plan			
Category	Estimated Quantity	Estimated Cost per Unit	Estimated Subtotal
Research			
Parent Surveys	500	\$0.15	\$75.00
Research Costs Total			\$75.00
Communications			
Promotional brochures/posters	5,000	\$0.15	\$750.00
Television	5	\$250.00	\$1,250.00
Radio	12	\$75.00	\$900.00
Postage for mailings	2386	0.44	1050.00
Postage for Postcards	12,000	\$0.13	\$1560.00
Billboard	2	\$600.00	\$1,200.00
Web	1	\$150.00	\$150.00
Newspaper	10	\$125.00	\$1,250.00
Signs	3	\$125.00	\$375.00
Communications Costs Total			\$7435.00
Giveaways			
Ink pens	1,000	\$0.44	\$440.00
Giveaway Costs Total			\$440.00
Public Relations			
Charity events	3	\$200.00	\$600.00
Employee Shirts	20	\$20.00	\$400.00
Public Relations Costs Total			\$1,000.00
ESTIMATED MARKETING GRAND TOTAL			\$10,000.00

SCHOOL AUDITS:

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

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

The Administrative team will evaluate the overall effectiveness of the program quarterly and report its findings to the Board of Directors. Evaluation data that is collected will be on public display in the school. After receiving EOG/EOC scores from DPI, the Administrative team will assess student scores and present findings to the Board of Directors.

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. At the end of each fiscal year, the New Bern International Academy Board of Directors will oversee selection of an independent auditor (CPA) and annual audit of the School's financial practices and records. The School will contract with a licensed North Carolina CPA, to conduct financial audits for charter schools. The Board of Directors will be provided with four or five reliable firms from which to choose for auditing purposes. The audit conducted will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, and reviews the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by DPI. The School Board will review any audit exceptions or deficiencies and will report with recommendations on how to resolve them. In accordance with GS 115C238.29F(f), the School will comply with the reporting requirements established by the State Board of Education in the Uniform Education reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

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 New Bern International Academy will have an active safety plan to ensure that a safe environment is created and maintained for all students and staff. The safety plan policies and procedures will be enumerated in the New Bern International Academy *Teacher Handbook* that will be available for inspection in the Principal's Office during normal school hours.

The *Teacher Handbook* will provide guidance for staff and students to maintain a safe school environment and the policies and procedures to follow should an unsafe condition or emergency arise. The *Teacher Handbook* will be updated annually as necessary by the School administration and submitted for review and approval by the New Bern International Academy Board of Directors. Some of the policies and procedures in the handbook are as follows:

- Fire**
1. Determine the location and extent of fire, and get word to the Principal or designee who orders an immediate building evacuation.
 2. The Principal or designee calls 911 and stays on the phone.
 2. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
 4. Account for all students and staff then assist with anyone injured or wounded.

Monthly fire drills will be conducted with staff and students.

Severe Weather

1. Administration will monitor weather reports.

2. A tornado warning will cause staff and students to move to designated areas away from glass and doors.
3. Students will crouch down and cover their heads with their hands.

Earthquake

When severe shaking of building or ground is observed, students will get under any sturdy table. If outside, remain outside away from falling objects.

Student Missing/Hiding. If a student is missing or hiding on school grounds the following procedures are followed:

1. Principal or designee implements a search of the school building and grounds.
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

Runaway/Abduction. If a student runs away from the School during school hours or is abducted, the following procedures are followed:

1. Notify the Principal's Office who contacts 911 and remain on the line.
2. The Principal's Office will contact the parent(s) listed on the student's registration card.
3. In the case of abduction, the Principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The Principal will contact the teacher to get an accurate description of the student's clothing.

Terrorist/Hostage Situation. If one or more persons are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify Law Enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with the law enforcement to determine next steps.

We will follow the codes for Terrorist threats as communicated to the public by MCAS Cherry Point.

Possession of Weapon on School Grounds. If a student or intruder is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. The school will go into lockdown mode.
2. Notify Law Enforcement (911).
3. Alert the appropriate staff and Principal.
4. Identify the student and his or her location in the building.
5. Call student's parent(s) and follow disciplinary procedures.

Unwanted Intruder. If a person who has no business on School grounds is observed, the following procedures are followed:

1. A member of staff notifies the Principal's Office.
2. The Principal and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the School.
 - b. If it is determined that the person does not have legitimate reason to be on school grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify the Law Enforcement (911).
 - d. If the person refuses to leave, the Principal will notify the staff to call the Law Enforcement agency (911).
 - e. The Principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of the Law Enforcement personnel.
 - f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
 - g. School officials work cooperatively with Law Enforcement personnel.

h. Principal submits police report and notifies School Board.

Bomb Threat and/or Explosion. If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

Note: Walkie-Talkies or cell phones are not to be used during a bomb threat.

The receiver of a bomb threat call should:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Write down the exact words of the caller.
3. Keep the caller talking.
4. Ask where the bomb is located and what time it is to go off.
5. Make note of the following:
 - a. Gender, age, and attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities)
 - c. Background noises
 - d. Date and time of the day the call was received
6. DO NOT HANG UP THE PHONE.
7. Give full report to the Principal or designee immediately.

Upon notice of a bomb threat:

1. Get word to the Principal or designee who orders an immediate building evacuation
2. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available.
3. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
4. Notify the appropriate Law Enforcement agencies.
5. Conduct a visual search of the escape routes or hallways.
6. Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the Principal, search team, or designee should:
 - a. Activate the evacuation signal.
 - b. Ensure that the building is evacuated
 - c. Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.
7. Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

1. Determine the location and extent of explosion, and get word to the Principal or designee who orders an immediate building evacuation.
2. The Principal or designee calls 911 and stays on the phone.
3. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Assist with the injured or wounded.

Fire and Safety Regulations New Bern International Academy will conduct fire drills each month in accordance with legally mandated guidelines.

- Staff and students will be notified when a fire drill will occur. The Principal or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed after the last person is out.

New Bern International Academy

- **Fire Exit Routes:** All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the Principal.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the Principal's Office.

Food Inspections The School will comply with all applicable federal, state, and municipal laws, regulations, and inspections regarding food and food preparation. All food service employees will be required to participate in food safety classes.

Hazardous Chemicals New Bern International Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The School will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- **Material Data Safety Sheets (MSDS)** are provided to the School Principal for any potentially hazardous materials to be brought into the School. Potentially hazardous materials are reviewed by the Principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students. Based on the review, materials are either approved with no special requirements, approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use. A running inventory is kept by the Principal's Office of all hazardous materials or chemicals contained within the School. The list is updated monthly.
 - Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
 - Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
 - MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.
- Any violations of the above guidelines for hazardous materials should be reported to the Principal immediately.

- **Bloodborne Pathogens** New Bern International Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The New Bern International Academy School Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials. All New Bern International Academy employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Blood-borne Pathogens Course certification to the School Principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines. Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain Hepatitis B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Diabetes care plans

Diabetes must be managed 24 hours a day, 7 days a week. For students with type 1 diabetes, and for some with type 2 diabetes, that means careful monitoring of their blood glucose levels throughout the school day and administering multiple doses of insulin by injection or with an insulin pump to control their blood glucose and minimize complications. As a result, coordination and collaboration among members of the school health team and the student's personal diabetes health care team are essential for helping students manage their diabetes in the school setting.

Once the student's physician indicates a need for a Diabetes Care Plan, school personnel will go over the individualized health issues for the school to monitor and what to do in the event of an emergency. The plan will include strategies for maintaining the student's blood glucose within the target range specified in the DMMP (which includes strategies for blood glucose monitoring, administering insulin, treating hypoglycemia and hyperglycemia, adhering to the student's meal plan, and participating in physical activity)

It will also include:

- Supplies needed and where they will be kept
- Need for free access to the restroom and water
- Nutritional needs, including provisions for meals and snacks
- Participation in all school-sponsored activities and field trips, with coverage provided by trained diabetes personnel
- Guidelines for communicating with the family and the student's personal diabetes health care team
- List of trained diabetes personnel and the diabetes care tasks they will perform
- Plan and timeline for training and supervising trained diabetes personnel
- Plan and timeline to train other school personnel (e.g., teachers, physical education instructors, food service, and transportation personnel)

Treatment for Severe Hypoglycemia

- Position the student on his or her side to prevent choking.
- Contact the first responders or trained diabetes personnel immediately.
- Don't attempt to give anything by mouth.
- First Responder or trained diabetes personnel should administer glucagon, as prescribed.
- Call 911 (Emergency Medical Services).
- Call the student's parents/guardian.
- Stay with the student until emergency medical services arrive.
- Document the incident in the student's personal diabetes health care plan.

Treatment for Hyperglycemia

- Check the student's blood glucose level.
- Check the student's urine or blood for ketones.
- If the student uses an insulin pump, check the pump to see if it is connected and functioning properly.
- Administer supplemental insulin to bring down the blood glucose.
- Give the student extra water or non-sugar-containing drinks.
- Provide free and unrestricted access to the restroom.
- Modify physical activity, as specified in the Diabetes Care Plan.
- Notify the parents/guardian
- Document in the Diabetes Care Plan.

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

G.S. 7B-500

What is the Safe Haven Law?

It's a law allowing parents to surrender or give up their baby confidentially, without being arrested or put on trial for abandonment.

How does the law work?

A parent who is not willing or able to care for a newborn can anonymously and voluntarily bring an infant, under seven days old, to any of the following "safe haven centers:" hospital, health department, community health center, police or sheriff department, social services department, fire or emergency services station. The parent can also leave the infant with a healthcare provider, law enforcement officer, social worker or certified E.M.S. worker who is on duty, even when they are away from their building or office. The parent does not have to give any information.

- **Providing parents and guardians with information about:**
- **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

Senate Bill 260, previously referred to as “Garrett’s Law,” mandates that at the beginning of every school year local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. In July of 2007, the bill was expanded and now requires that information about human papillomavirus (HPV) and the HPV vaccine be provided to parents and guardians of students in grades 5-12 at the beginning of every school year.

Senate Bill 260 states that the Division of Public Health, Department of Health and Human Services and the Department of Public Instruction shall make available sample educational materials that can be provided to parents and guardians. These sample educational materials have been updated and are available for downloading at www.immunizenc.org/schools.htm.

Meningitis is a contagious respiratory disease caused by bacteria and is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing or sharing items like drinking glasses, lip balm, eating utensils or cigarettes. Adolescents and young adults are at increased risk of contracting this disease. Invasive meningococcal disease occurs in three common forms: meningitis, blood infection and pneumonia; other forms account for a small percentage of cases.

The Vaccine

Meningococcal vaccines protect against most types of meningococcal disease, although they do not prevent all cases.

There are two kinds of vaccines that protect against meningitis available in the United States: meningococcal polysaccharide vaccine and meningococcal conjugate vaccine.

Who Should get Vaccinated?

Children 2 through 10 years of age should receive two doses of meningococcal vaccine only if they are at increased risk for the disease.

All 11- through 12-year-old adolescents should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster dose should be given at age 16 years. For adolescents who receive the first dose at age 13 through 15 years, a one-time booster dose should be administered, preferably at age 16 through 18 years, before the peak in increased risk. Adolescents who receive their first dose of MCV4 at or after age 16 years do not need a booster dose.

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

Senate Bill 260, previously referred to as “Garrett’s Law,” mandates that at the beginning of every school year local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. In July of 2007, the bill was expanded and now requires that information about human papillomavirus (HPV) and the HPV vaccine be provided to parents and guardians of students in grades 5-12 at the beginning of every school year. Senate Bill 260 states that the Division of Public Health, Department of Health and Human Services and the Department of Public Instruction shall make available sample educational materials that can be provided to parents and guardians. These sample educational materials have been updated and are available for downloading at www.immunizenc.org/schools.htm.

Human Papillomavirus (HPV) is a common virus that is spread through sexual contact. Most of the time HPV has no symptoms so people do not know they have it.

There are approximately 40 types of genital HPV. Some types can cause cervical cancer in women and can also cause other kinds of cancer in both men and women. Other types can cause genital warts in both males and females.

The HPV vaccine works by preventing the most common types of HPV that cause cervical cancer and genital warts. It is given in three doses.

Who Should get Vaccinated?

Girls and women: Two vaccines (Cervarix and Gardasil) are available to protect females against the types of HPV that cause most cervical cancers. One of these vaccines (Gardasil) also protects against most genital warts. Both vaccines are recommended for 11 and 12 year-old girls, and for females 13 through 26 years of age, who did not get any or all of the shots when they were younger. These vaccines can also be given to girls as young as 9 years of age. It is recommended that females get the same vaccine brand for all three doses, whenever possible.

New Bern International Academy

Boys and men: One available vaccine (Gardasil) protects males against most genital warts. This vaccine is available for boys and men, 9 through 26 years of age.

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

State the proposed coverage for:

Comprehensive General Liability	1,000,000.00
Officers and Directors/Errors and Omissions	1,000,000.00
Property Insurance	300,000.00
Motor Vehicle Liability	5000.00
Bonding	
Minimum amount:	1,000,000.00
Maximum amount:	2,000,000.00
Other Worker's Comp	1,200,000.00
Umbrella Liability	4,000,000.00

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

New Bern International Academy will purchase two used school buses the first year and a third bus the next year in order to provide transportation to those students unable to carpool. We will encourage parents to provide transportation for their children to and from school. New Bern International Academy will take an active role in promoting and helping to organize carpooling. In addition, we will attempt to coordinate services with local public transportation (CARTS) program. New Bern International Academy will make every effort to ensure that transportation is not a barrier to attendance.

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.

A facility has been identified that would reasonably accommodate 300 students with retrofitting of classrooms to the largest part of the facility. Blueprints have been provided to a local commercial contractor with experience in building educational facilities. A n amount of \$75,000 has been allocated in this budget for costs pertaining to these modifications. In addition, we will be asking the owners of the building (City of New Bern) if they would contribute either labor and/or materials to help offset this cost.

Name of the facility (if known): Facility has been identified.

Address: 210 Kale Rd

City/State/Zip: New Bern, NC 28560

Description of the Facility:

Total square feet:	<u>28928</u>
Number of Classrooms:	<u>18</u>
Number of Restrooms:	<u>8</u>
Other Rooms:	<u>can be configured to meet needs</u>
Auditorium:	<u> </u>
Gymnasium:	<u>multipurpose room</u>
Music Room:	<u> </u>
Art Room:	<u> </u>
Laboratory:	<u> </u>

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: 5 year lease with possible option to purchase

(b) Type of Lease:

(c) Rent: \$ 12000.00 per month

Name of Landlord: City of New Bern

Address: PO Box 1129

City/State/Zip: New Bern, NC 28563-1129

Phone: 252-639-7501

Fax: 252-636-1848

Document inspections for the following:

(a) Fire: Sprinkler systems in place

(b) Safety:

(c) Handicapped accessibility? yes

Describe how the maintenance will be provided for the facility.

The city will be responsible for maintenance of the building beyond daily cleaning. Grounds maintenance will be contracted with outside agency.

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?

While an appropriate facility has been identified, a contract with the landlord has not been signed. Should this building become unavailable, there are several other buildings in the area that could be secured at a higher price, but would require a remodel and educational occupancy inspection. If it is determined that the retro-fit of current building can not be made in the proposed timelines, we will seek to temporarily lease mobile units as classroom space until such time as the main building is able to be occupied.

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.

Attached to the original copy.

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.

1. School calendar for 2012-2013 school year.
2. Parent Handbook

X. SIGNATURE PAGE

Original signatures attached to the original document.

The foregoing application is submitted on behalf of New Bern International Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and 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: Jill King

Position: Principal

Signature: _____

Date: 11-09-2011

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Regina Kemble

Justen Infinito

Sandi Ruger

Cindy Godley

Mary Wilcutt