



“FAST TRACK” CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2012

Due by 12:00 Noon Thursday, November 10, 2011

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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FAST TRACK CHARTER SCHOOL

2012 Application Process

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

TIMELINE

APPLICATION DUE DATE/TIME:

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

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: North East Carolina Preparatory School

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

North East Carolina Preparatory School, Inc.

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

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

NAME OF CONTACT PERSON: John Westberg

TITLE/RELATIONSHIP TO NONPROFIT: Executive Director

MAILING ADDRESS: 1510 Captains Road, Tarboro, North Carolina 27886

PRIMARY TELEPHONE: (910) 540-6506

ALTERNATE TELEPHONE:

E-MAIL ADDRESS: westy22@aol.com
necprepschool.com
INFO@necprepschool.com

Location of Proposed Charter School (LEA): Edgecombe County LEA # 330

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:

NECP will target all students from Edgecombe, Pitt, Nash, and Halifax counties that wish an alternative to the status quo of today's schools. Edgecombe County is one of the poorest counties in the state of North Carolina. The latest statistics show that 25% of the population of Edgecombe County lives in poverty. The percentage of families below the poverty level is 19.3%. Moreover, the poverty level for individuals under the age of 18 rises to 34.8%. Coupled with that, Edgecombe County has the second highest unemployment rate in the state of North Carolina. This means that NECP will operate with a large majority of the students being in a low wealth, high risk population. Academic success statistics

for Edgecombe County also indicate low performance. The scores for the students of this county are ranked in the bottom 12% of the state with roughly 88 counties above Edgecombe County. Following is a summary of these statistics:

- **Elementary students** show 48.2% proficient compared to a state average of 70.1%. In math these students show a 66.7% proficiency compared to a state average of 81.8%.
- **Middle School students** show that among those who passed both the reading and the math tests, 59.8% of white students passed while 32.8% of black students did so.
- **High School End of Course tests** show 83% of white students passing with 65.2% of black students doing so.

The Edgecombe County Public School District did not make AYTP meeting 41 of 52 AYP targets. 33% of the Elementary schools were identified as Priority Schools and 33% were identified as low performing. 75% of the Middle Schools were identified as Priority Schools. **At this time there are no Charter Schools operating in Edgecombe County.**

Proposed Grades Served: K-12

Proposed Total Enrollment: 2,200

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K – 8	380		✓
Second Year	K – 9	860		✓
Third Year	K – 10	1,300		✓
Fourth Year	K – 11	1,754		✓
Fifth Year	K - 12	2,200		✓

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

Signature

Title

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION:

The mission of the proposed charter school is as follows:

North East Carolina Preparatory School will teach and inspire through a challenging curriculum that integrates technology, experiential learning and critical thinking skills, promotes diversity, emphasizes involvement of students, parents and a highly trained staff and create student leaders, all in preparation for post-secondary success.

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

NECP will have as its target population all students from Edgecombe, Pitt, Nash, and Halifax counties that wish an alternative to the status quo of today's schools. Edgecombe County is one of the poorest counties in the state of North Carolina. The following latest statistics help to indicate the status of the target population:

- 25% of the population of Edgecombe County lives in poverty
- 19.3% of the families in the county live below the poverty level
- 34.8% of individuals under the age of 18 live under the poverty level
- Edgecombe County has the second highest unemployment rate in the state of North Carolina
- The majority of students at NECP will be in a low wealth, high risk population

Academic statistics for Edgecombe County also indicate low performance as the following statistics indicate:

- Scores for the students of Edgecombe County ranked in the bottom 12% of the state with roughly 88 counties above Edgecombe County
- **Elementary students** show 48.2% proficient compared to a state average of 70.1% In math these students show a 66.7% proficiency compared to a state average of 81.8%
- **Middle school students** had 59.8% of white students and 32.8% of black students pass both the reading and math tests
- **High School End of Course tests** show 83% of white students passing and 65.2% of black students doing so

Edgecombe County Public School district did not make AYTP meeting 41 of 52 AYP targets. In terms of Priority Schools:

- 33% of elementary schools were identified as Priority Schools
- 33% of elementary schools were identified as low performing
- 75% of middle schools were identified as Priority Schools

Enrollment figures have shown a drop in enrollment from elementary schools to middle schools in Edgecombe County

At this time there are no Charter Schools operating in Edgecombe County. The statistics indicate a need for such a school with the goal being to offer students a more personalized education and more individual attention. Such an effort should help to improve these statistics and our community as a whole.

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.

North East Carolina Preparatory School believes in students who are motivated and strive to move from the ordinary to the extraordinary. To that end, the staff and students of North East Carolina Preparatory School will work together with parents, guardians and community members to achieve true, lifelong learning for all involved. It will provide a challenging curriculum that enhances traditional education with experiential opportunities that emphasize critical thinking and differentiated learning. The school will foster an environment where students, parents, staff, and the community are responsible, involved partners in the educational process and achievement of all children. The specific theme of North East Carolina Preparatory is to provide a rigorous post-secondary preparatory program to prepare students for a competitive higher learning environment.

Each individual has at least eight different intelligences. North East Carolina Preparatory believes that before a student leaves the school he or she will have had the opportunity to use and develop each one of those intelligences.

Objectives in this area include:

- Emphasizing the different intelligences in their turn by providing activities that require the use of each intelligence
- Explaining to students how they are intelligent, not how intelligent they are, and then helping them to strengthen each intelligence
- Helping each student to build the intelligence(s) they are already strong in and helping them to strengthen the intelligences that they have not developed as much

Life is not learned solely out of a textbook. We learn most and retain most that which we experience in our daily lives. Therefore, North East Carolina Preparatory will provide students with the opportunity to experience what they study insofar as it is feasible. A student will learn how to write best by writing, especially about his or her own thoughts. A student will learn best about a plant growing by growing the plant rather than reading about it. A student will learn a math process best by applying it in a real life situation such as paying bills or setting up accounts. A student retains most about a historical event by visiting the site of that event where possible and reliving it at that site. To that end, North East Carolina Preparatory will pursue objectives such as:

- Giving students the opportunity to write about experiences and events in their lives that hold meaning for them and use that as a basis for improving writing skills
- Provide students the chance to apply skills they need to survive with numbers such as understanding bills and personal accounts as well as how the economy affects them
- Engage students in projects that allow them to build a DNA molecule or cultivate a plant and learn the important natural components of said plant
- Technology is a critical part of the world that students of North East Carolina Preparatory will eventually enter. The school will establish a computer lab as well as continued access to computers and related technology so that students will be able to use them as often as needed. Research and communication outside of the school can be done on a much more realistic level through the use of the technology the school will provide. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in an inquiry-based curriculum geared to individualization and learner-centered teaching. Therefore, North East Carolina Preparatory will strive to:
 - Give students regular access to computers and other technological devices as they require them as well as instruct students in the best and most effective use of technology
 - Give students the experience of researching a subject through the use of the Internet where they can find, sort and assemble up to date, relevant material

- Teach students the skill of giving public presentations with the aid of technological equipment and show them how to do so in the most effective manner

Passively reading or studying a given amount of material and passive response to standard questions will not allow students to expand their thinking skills. Students need to open their thinking abilities and consider the various elements of what they study; they need to build and make firm their critical thinking skills. For that reason, North East Carolina Preparatory will:

- Introduce students to the skills involved in critical thinking
- Teach students how to reason, analyze and reach conclusions
- Develop in students the ability to ask sound, open ended questions, build the ability to communicate with others through meaningful discussion, and present their thoughts in a cogent manner

Parents or guardians of each student as well as members of the community are important contributors to the complete learning of any young person. North East Carolina Preparatory will:

- Offer parents and community members the opportunity to take part in the instruction of their child where feasible by allowing access to classroom activities both at the school and in the home
- Call upon appropriate community members to present their knowledge and experience in a given area to students in the classroom
- Encourage discussion among parents, community members, teachers and students in a forum setting so that each group may hear and better understand the other

North East Carolina Preparatory will provide all staff members with sufficient and appropriate professional development so that they may afford students knowledgeable teaching techniques. Students will be accountable through standardized testing, authentic assessment and being held to state standards. When a student leaves North East Carolina Preparatory, he or she should be able to do so with the learning that was experienced firmly ingrained in his or her mind and taken with the student for use in the future. Learning experiences at North East Carolina Preparatory are with the student for a lifetime. The school motto is: "To strive, to seek, to find, and not to yield"

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.

North East Carolina Prep School will create an educational environment where students are inspired to academic discovery and excellence through and emphasis on experiential learning designed to honor individuality and diversity, nurture respect for self, others, and the environment, and to foster a lifelong love of learning. We will start by getting back to the basics; a strong vocational program to teach our students some of the basic skills that have made our great state and nation what they are today. Small class size, strong parental support, and the exploration and use of innovative teaching methods will be hallmarks of this school.

The school will foster an environment where students, parents, staff, and the community are responsible, involved partners in the educational process and achievement of all children. It will also provide a rigorous post-secondary preparatory program to prepare students for a competitive higher learning environment.

Students will have the opportunity to use and develop each one of the eight intelligences that every person possesses. The school will present, explain and help build these intelligences through the use of strategies built on the multiple intelligence theories of Howard Gardner and others. North East Carolina Prep will also offer students the opportunity to experience what they study insofar as that is feasible. Focus will be on writing about personal experiences, using numbers in real life situations, growing plants and studying their development and visiting sites studied in history classes.

Technology will also be a vital part of the school's educational focus. North East Carolina Prep will offer students access to computers and technological devices and give them practice at researching with computers and making presentations using technology. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in an inquiry-based curriculum geared to individualization and learner-centered teaching.

The school will cultivate critical thinking skills by presenting them to students, teaching them how to analyze, reason and reach conclusions and build the ability to ask open-ended questions. They will engage in meaningful discussion where they apply their individual reasoning and critical thinking abilities.

North East Carolina Prep will offer staff members sufficient and appropriate professional development so that they may apply knowledgeable teaching techniques and better implement and expand the educational focus of the school in order that all students may benefit with being exposed to this focus and leave the school with what they have learned firmly ingrained in their minds.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: North East Carolina Preparatory School, Inc.

Mailing Address: P.O. Box 8, Tarboro, NC 27886

City/State/Zip: Tarboro, NC 27886

Street Address: 210 East St. James Street

Email: westy22@aol.com

Phone: (910) 540-6506

Fax:

Name of registered agent and address: J. Chad Hinton, 210 East St. James Street, Tarboro, NC 27886

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:

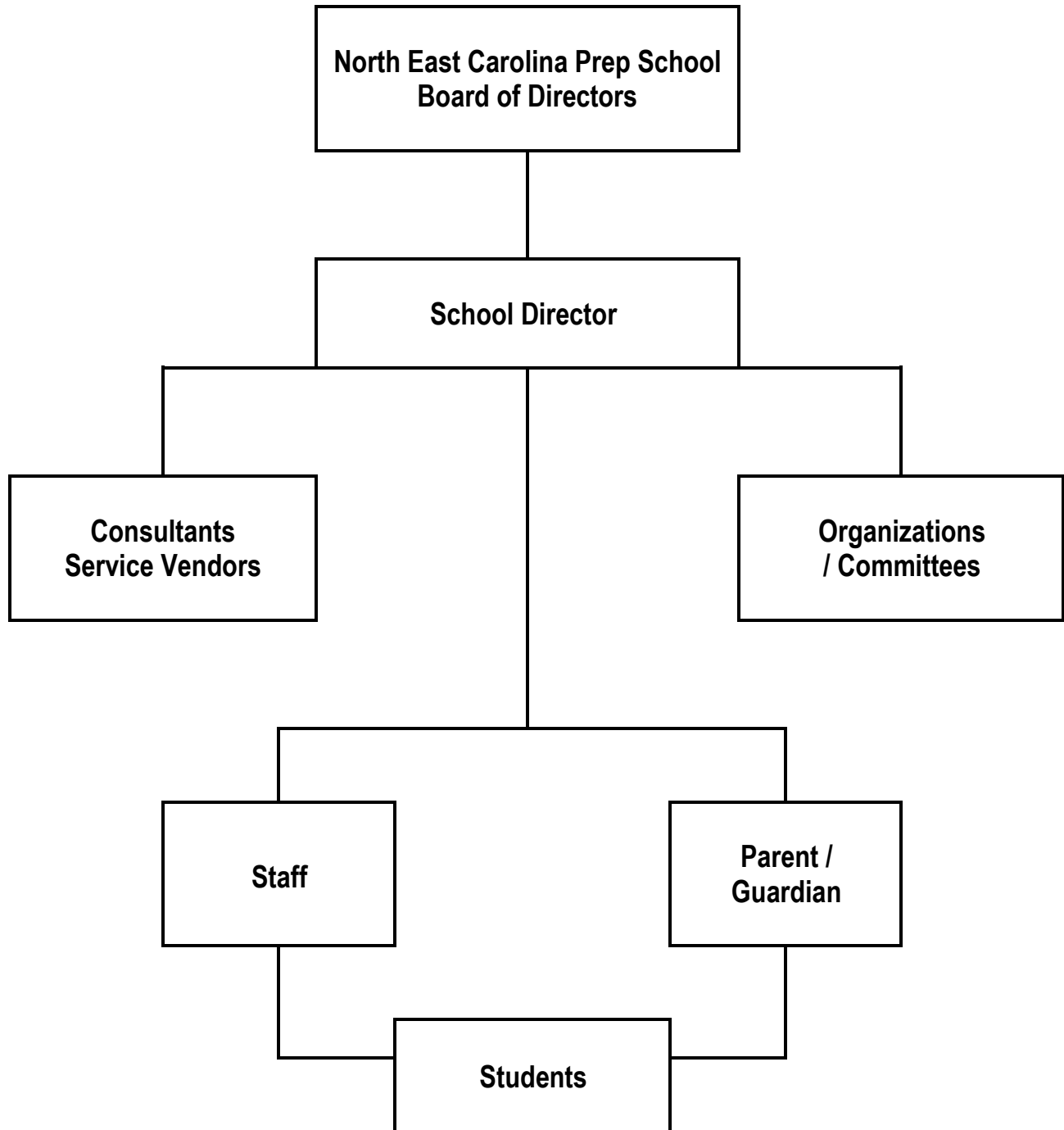
- Yes (copy of letter from federal government attached)
 No

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))

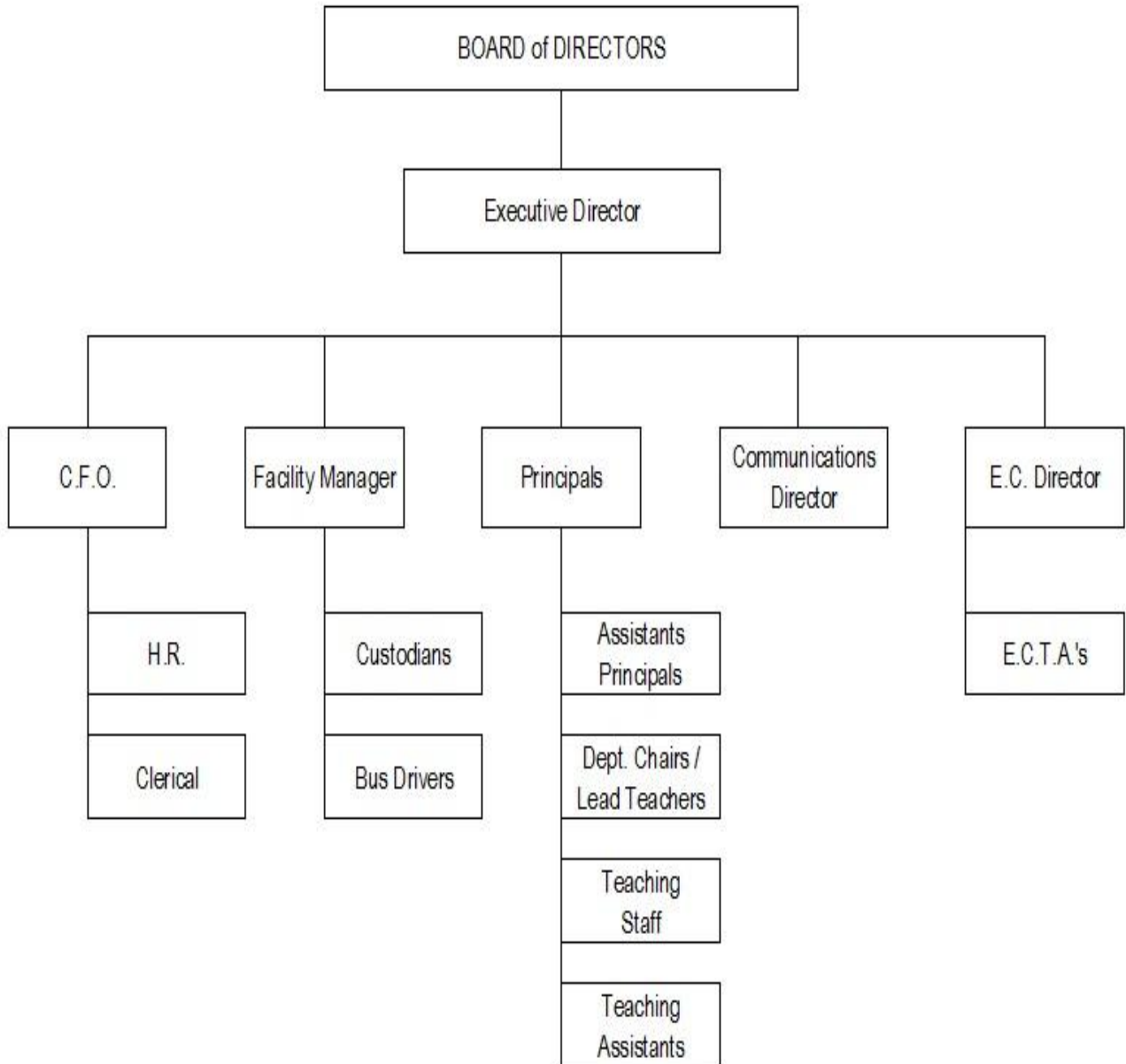
C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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.

Thomas Wayne Eidson, Jr.

814 Saint Patrick Street • Tarboro, NC 27886 • 252-823-3999 • beidson@lanwayroofing.com

EDUCATION:

Wake Forest University <i>Undergraduate Studies – Communications</i>	9/1/1983 – 6/1/1986
Elon University <i>Undergraduate Studies – B.A. English</i>	12/1/1987 – 6/1/1990
Appalachian State University <i>Graduate Studies – English/Literature</i>	8/1/1992 – 6/1/1994

EMPLOYMENT HISTORY:

Vice President: Lan-Way Roofing Co., Inc. 10/1/1999 - Present
Raleigh, NC / Tarboro, NC

- Directly involved in day to day activities of running a family business.
- Manage/oversee Project Manager & Sales/Marketing employee(s).
- Assemble estimates/budgets for jobs ranging from \$10,000 - \$1,000,000.
- Help manage multiple concurrent projects including estimating, planning, budgeting, procuring material & completing.

Estimator: Lan-Way Roofing Co., Inc. 7/1/1999 – 10/1/2004
Raleigh, NC

- Assembled estimate/budgets for jobs ranging from \$10,000 - \$1,000,000.
- Helped manage multiple concurrent projects including estimating, planning, budgeting, procuring material & completing.

Field Supervisor: Lan-Way Roofing Co., Inc. 6/1/1996 – 7/1/1999
Raleigh, NC

- Supervised/managed roofing crew of 6-10 people.
- Responsible for successful & timely installations of new roofs on existing and new buildings.

ACTIVITIES / ASSOCIATIONS:

- Volunteer Coach – Tarboro Recreation League Soccer
- Member of Vistage International – The World’s Leading Chief Executive Organization
- Member Calvary Episcopal Church – Tarboro, NC

Kenneth Honeycutt

2013 Glissom Street • Tarboro, NC 27886 • 252-813-4402

EDUCATION:

Cradock High School Graduated 1968
Portsmouth, Virginia

Cornell University Home Study Course Completed 1984
Supermarket Management

EMPLOYMENT HISTORY:

Piggly Wiggly of Tarboro 1/1/1988 to Present
Owner / Manager

Colonial Stores / Grand Union Company 11/1970 to 11/1987
District Sales Manager, Store Manager, Personnel Supervisor

PROFESSIONAL / TRADE ASSOCIATIONS:

- Carolina Food Industries Council Board of Director 2005-2007; 2010 to Present
- Food Farm, Inc. (Piggly Wiggly Buying Group) Board of Directors 2010 to Present
- National Piggly Wiggly Operators Association Board of Directors 1999 to 2005; President 2001
- The National Piggly Wiggly Recipient of the Operator of the Year Award 1999

CIVIC ASSOCIATIONS:

- Meals On Wheels of Tarboro – Board of Directors, Treasurer 1994 til Present
- Tarboro Edgecombe Chamber of Commerce Board of Directors (served 2 terms as President)
- Edgecombe County United Way Board of Directors (Fund Raising Chair and 2 terms a President)
- Habitat for Humanity Board of Directors
- Edgecombe Community College Foundation Golf Committee – 2007 to Present

HOBBIES / INTEREST / RELIGION:

- Play guitar in the Praise Band at First Baptist and in a country/bluegrass band
- Golf, Member of Hilma Country Club and the Links at Cotton Valley
- Born Again Christian, Member of First Baptist Church of Tarboro, Ordained Deacon, Sunday School Teacher, Youth Leader, Treasurer

Taro Knight

1118 Edmondson Avenue • Tarboro, NC 27886 • 252-567-5131 • tlknight87@yahoo.com

EDUCATION:

- North Carolina Central University – BA/History 1990 - 1992
Durham, North Carolina
Most Outstanding Male Student Athlete 1992
- Chowan College – AS/Social Science 1988 - 1990
Murfreesboro, North Carolina

EMPLOYMENT HISTORY:

- Cambridge Behavioral Health Services – Rocky Mount, NC 6/2007 to Present
Qualified Mental Health Professional / Periodic Services Manager
- Responsible for linking, arranging, and coordinating of services to consumers designated with mental health and/or substance abuse diagnosis
 - Develops the Person Centered Plan for consumers and periodic revisions
 - Supervises the qualified professionals in their delivery of mental health services
- Bridging the Gap – Rocky Mount, NC 5/2004 to 10/2005
MAPP Coordinator
- Responsible for implementation & coordination of program to assist fathers involved in the court system with development of life skills
 - Provided assessments and coordinated necessary services for father endanger of being incarcerated for non-payment of child or spousal support
 - Liaison between Bridging the Gap and other appropriate agency to ensure resources were utilized
- Edgecombe Community College – Tarboro, NC 1/2005 to 8/2006
GED / Adult High School Diploma Instructor
- Taught the first core disciplines of English, Social Studies, Science, Writing, and Math to students to attain their GED – General Equivalency Diploma
 - Taught adults in the subjects of US History, Geography, and Math for Adult High School Diplomas
 - Assisted students in resume and job interview preparation
- Edgecombe County Department of Social Services – Tarboro, NC 8/1997 to 6/2000
Social Worker III
- Worked to reduce the recidivism rate of offenders in the court system by coordinating preventive services for clients and their families
 - Liaison between county DSS and other governmental and non-governmental agencies involved with the at-risk population and their families.
 - Developed program that collaborated with mental health professionals, education professionals, service providers, and the clergy that provided structured family interventions for the at-risk population of Edgecombe County

PROFESSIONAL / CIVIC ASSOCIATIONS:

- Member of Tarboro City Council – Ward 7 – 2011 to present
- Carolinas Gateway Partnership Board Member – 2011 to present
- East Tarboro/Princeville Community Development Corp Past President/CEO – 2001 to 2005

Diane C. LeFiles

1615 Canterbury Road • Tarboro, NC 27886 • 252-903-0244 • delefiles@gmail.com

EDUCATION:

Florida State University – Tallahassee, FL

Master of Science, Clothing & Textiles

Thesis located in FSU Strozier Library, Gen. Collection LC4815.C34

Omicron Nu, Honor Society

Florida State University – Tallahassee, FL

Bachelor of Science – Home Economics Education

Alpha Chi Omega, National Sorority

EMPLOYMENT HISTORY:

Edgecombe County Public Schools – Tarboro, NC

1991 to Present

Director of Community Relations

- Managed/fostered organization image, media relations, and communications & provide in-service training sessions in these areas
- Organization liaison to legislative and government representatives and agencies.
- Direct crisis communications and incident management for district
- Board of Education and District liaison to secure resources and promote the organization

LeFiles Pontiac, Buick, Chrysler, Inc. – Tarboro, NC

1987 - 1990

Advertising & Public Relations Manager

- Managed regional & local advertising, promotions, and special events
- Liaison to Chamber of Commerce and other community organizations

PROFESSIONAL ASSOCIATIONS:

- Edgecombe Community College – Foundation Fund Raiser and Supporter; Small Business Center Projects; Workforce Preparedness Initiative Committee
- Edgecombe County Cultural Arts Council – Board Member
- Edgecombe County Emergency Management Team, Public Information Officer
- National School Public Relations Assn – Active Member since 1991
- North Carolina Assn for Community Education - President 1997-98
- North Carolina School Public Relations Assn. – Active Member since 1991
- NC Symphony, Edgecombe County Chapter – Student Concert Coordinator
- Public Relations Society of America
- Rocky Mount Area Chamber of Commerce – Education Committee Member
- Rotary Club of Tarboro – Active Member, Board of Directors, President 2004-05
- Tarboro Edgecombe Chamber of Commerce – Former Board Member, Expo Planner (2 yrs)
- Tar River United Way – Board Member, Community Impact Strategic Planning Committee

Bernice Pitt

211 E. Wilson Street • Tarboro, NC 27886 • 252-469-3156 • joepitt@suddenlink.net

EDUCATION:

East Carolina University – Greenville, NC
Bachelor of Science

EMPLOYMENT HISTORY:

State Farm Insurance – 27 years
Agent – Retired

PERSONAL / ORGANIZATIONAL SKILLS:

- Team Building
- Leadership
- Communication
- Training

COMMUNITY INVOLVEMENT:

- Trustee of Edgecombe Community College
- Chamber of Commerce – Member
- Edgecombe County Arts Council – Member
- Blount-Bridgers House Foundation Board
- School Volunteer

PERSONAL INTERESTS / HOBBIES:

- Leadership Roles
- Church Involvement
- Community Service

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)

**NORTH EAST CAROLINA PREPARATORY SCHOOL, INC.
BYLAWS**

**ARTICLE I
Offices**

1.1 Principal Office. The principal office of the Corporation shall be located at 210 E. Saint James Street, Tarboro, NC 27886, or at such other location designated by the Board of Directors.

1.2 Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

1.3 Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

**ARTICLE II
Board of Directors**

2.1 General Powers. The business and affairs of the Corporation shall be managed by its Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these Bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

2.2 Number, Term, and Qualifications. The number of directors constituting the Board of Directors shall be a variable range with a minimum of five (5) and a maximum of seven (7). Each director shall hold office for a term of 3 years, each year beginning July 1 and ending June 30, except the initial five directors shall serve staggered terms to establish a rotation of directors as follows: one director with a one year term, two directors with a two year term, and two directors with a three year term; or, if there are seven initial directors, then two directors with a one year term, two directors with a two year term and three directors with a three year term. Directors need not be residents of the State of North Carolina.

2.3 Election of Directors. Directors shall be elected from a slate of nominees proposed by the Executive Director at any annual or special meeting of the Board of Directors by a vote of a majority of the directors then in office. The Executive Director shall nominate up to two persons per open position and directors may serve successive terms. The election of directors shall be a part of the order of business at each annual meeting of the Board of Directors. Each director shall hold office until the next annual meeting of the Board of Directors following the start of his or her third year in office and until his successor is elected and qualifies.

2.4 Removal. Directors may be removed from office at any time with or without cause by the directors by such vote as would be required to elect a member of the Board of Directors.

2.5 Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors even though less than a quorum, or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

2.6 Chairman of the Board. There shall be a Chairman and Vice-Chairman of the Board of Directors elected by the directors from their number at the annual meeting of the Board of Directors. The Chairman and Vice-Chairman shall serve a term of one year. The Chairman, or in his absence the Vice-Chairman, Shall preside at all meetings of the Board of Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chairman and the Vice-Chairman shall be officers of the Corporation.

2.7 Compensation. The Board of Directors may compensate directors for their services as such and may provide for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.

2.8 Duties of Directors. The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, with the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.

2.9 Commitment to Open Meetings. The Board of Directors expressly commits to and shall abide by the public policy of the State of North Carolina in regards to meetings of public bodies as described in Article 33C of N.C.G.S. §143-318.9, et. seq. It is the policy of the Corporation that the hearings, deliberations, and actions of its Board of Directors shall be conducted openly.

ARTICLE III Meetings of Directors

3.1 Annual Meetings. The annual meeting of the Board of Directors shall be held at 7:00 p.m. on the second Monday in June of each year, for the purpose of electing directors and officers of the Corporation and for the transaction of any other business properly before the Board of Directors. If the day fixed for the annual meeting shall be a legal holiday, the meeting shall be held on the next succeeding business day that is not a legal holiday. If the annual meeting shall not be held on the day designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board of Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

3.2 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two directors.

3.3 Place of Meetings. The annual or any special meeting of the Board of Directors may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall be designated in the notice of the meeting or in a waiver of notice of the meeting signed by all the Directors then in office.

3.4 Notice of Meetings. The Executive Director shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten days before the meeting. The Chairman or other persons calling a special meeting of the Board of Directors shall give notice thereof (or cause the Executive Director to give notice) by mailing such notice to each director at least three days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.

3.5 Waiver of Notice. Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records or as part of the minutes of the meeting.

The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

3.6 Quorum. A majority of the number of directors fixed by these Bylaws (three) shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

3.7 Manner of Acting. Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent allowed under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with *Robert's Rules of Order*, latest edition.

3.8 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Executive Director of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

3.9 Informal Action by Directors. Action taken by a majority of the directors without a meeting is nevertheless action of the Board of Directors if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.

3.10 Participation by Telephone. Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

ARTICLE IV

Officers

4.1 Officers of the Corporation. The officers of the Corporation shall consist of a Chairman of the Board, a Vice-Chairman of the Board, and an Executive Director. Other officers, including one or more Assistant Executive Directors (whose seniority and titles, including Senior Assistant Executive Director, may be specified by the Board of Directors), Secretary, Assistant Secretaries, Treasurer and Assistant Treasurers, may from time to time be elected by the Board of Directors. Any two or more offices, except Chairman of the Board and Executive Director, may be held by the same person. No officer may act in more than one capacity where the actions of two or more officers is required.

4.2 Election and Term. The officers of the Corporation shall be elected by the Board of Directors, and each officer shall hold office for a term of one year. Vacancies due to death, resignation, retirement, removal or disqualification shall be filled by vote of a majority of the directors at a special-called meeting or the next annual meeting, whichever occurs within 60 days of a vacancy.

4.3 Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.

4.4 Bonds. The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

4.5 Executive Director. The Executive Director shall be the chief executive officer of the Corporation and shall be primarily responsible for the implementation of policies of the Board of Directors. He shall have authority over the general management of the Corporation in accordance with these Bylaws, subject only to the ultimate authority of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing and the execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In addition, he shall perform all duties incident to the office of the Executive Director and such other duties as from time to time may be assigned to him by the Board of Directors. The Executive Director may not serve on the Board of Directors while serving as Executive Director of the Corporation.

4.6 Assistant Executive Director. Each Assistant Executive Director, if any, shall have such powers and duties as may from time to time be assigned to him by the Board of Directors. Any Assistant Executive Director may sign and execute in the name of the Corporation instruments authorized by the Board of Directors, except where the signing and execution of such documents shall be expressly delegated by the Board of Directors or the Executive Director to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In the absence of the Executive Director or in the event of his death, inability, or refusal to act, the Assistant Executive Directors in the order of their length of service as Assistant Executive Directors, unless otherwise determined by the Board of Directors, shall perform the duties of the Executive Director, and when so acting shall have all the powers of and be subject to all the restrictions upon the Executive Director.

4.7 Secretaries and Treasurers. All Secretaries and Treasurers of the Corporation shall be designated by the Executive Director, subject to a majority vote by the Board of Directors. Secretaries and Treasurers shall be staff positions in the Corporation and not officers of the Corporation, having the following duties and responsibilities:

4.7a Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors. He shall keep all minutes of all such meetings in books designated for those purposes. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He shall have charge of the books, records, and papers of the Corporation. He shall have custody of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and shall sign such instruments as may require his signature. He shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman, by the Board of Directors, or by these Bylaws.

4.7b Assistant Secretaries. In the absence of the Secretary or in the event of his death, inability, or refusal to act, any Assistant Secretary designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the Chairman, or by the Board of Directors. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

4.7c Treasurer. The Treasurer, or Chief Financial Officer, however designated by the Board, shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Corporation,

and shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors, provided that the Board of Directors may appoint a custodian or depository for any such funds or securities, and the Board of Directors may designate those persons upon whose signature or authority such funds may be disbursed. He shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the preparation and filing of all tax returns required by law.

4.7d Assistant Treasurers. In the absence of the Treasurer or in the event of his death, inability, or refusal to act, any Assistant Treasurer designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the Chairman, or by the Board of Directors.

4.8 Validity of Signatures. In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he had remained in such office until such delivery.

4.9 Compensation. The compensation of all officers of the Corporation shall be fixed by the Board of Directors, and no officer shall serve the Corporation in any other capacity and receive compensation therefore unless such additional compensation is authorized by the Board of Directors prior to the rendition of such services.

ARTICLE V

Indebtedness

No indebtedness of the Corporation in excess of \$20,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted by a majority of the directors in office.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

ARTICLE VI

Contracts, Loans, Checks, and Deposits

6.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6.2 Loans. No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

6.3 Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.

6.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VII
General Provisions

7.1 Seal. The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

7.2 Waiver of Notice. Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

7.3 Indemnification. The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.

7.4 Fiscal Year. The fiscal year of the Corporation shall be as fixed by the Board of Directors.

7.5 Amendment of Bylaws. Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

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



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

NORTH EAST CAROLINA PREPARATORY SCHOOL, INC.

the original of which was filed in this office on the 27th day of October, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 27th day of October, 2011

Elaine F. Marshall
Secretary of State

Document Id: C201130000149

SOSID: 1227668
Date Filed: 10/27/2011 12:00:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201130000149

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: NORTH EAST CAROLINA PREPARATORY SCHOOL, INC.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
See attached provisions.
3. The street address and county of the initial registered office of the corporation is:
Number and Street 210 E. Saint James Street
City, State, Zip Code Tarboro, NC 27886 County Edgecombe
4. The mailing address *if different from the street address* of the initial registered office is:
P.O. Box 8 Tarboro, NC 27886
5. The name of the initial registered agent is:
J. Chad Hinton
6. The name and address of each incorporator is as follows: _____
John D. Westberg, 1510 Captains Road, Tarboro, NC 27886
7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached. **See attached provisions.**
10. The street address and county of the principal office of the corporation is:
Number and Street 210 East Saint James Street
City, State, Zip Code Tarboro, NC 27886 County Edgecombe
11. The mailing address *if different from the street address* of the principal office is:
P.O. Box 8, Tarboro, NC 27886

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

This is the 25 day of October, 2011.

NORTH EAST CAROLINA PREPARATORY SCHOOL, INC.



Signature of Incorporator

JOHN D. WESTBERG, INCORPORATOR
Type or print Incorporator's name and title, if any

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational, Establishment of a Charter School.
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3)

of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

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

NECP Board of Directors

Roles and Responsibilities: The Board of Directors will ensure that NECP Charter School meets statutory and regulatory requirements as outlined in the NC Statute. Further the Board will ensure that the school is successful academically, fulfills its role as a full-service community school, is a viable organization, and remains faithful to the terms of its charter. Members of the NECP Board of Directors will exercise their duty of care, their duty of loyalty, avoidance of conflict of interest, and will complete disclosure forms as required for compliance with effective governance. The specific duties of the Board of Directors are outlined in the By-Laws. The Board will elect officers, mentor new board members, provide a periodic review of the by-laws and complete a Board self-evaluation.

The Board of Directors will be reflective of and consistent with the school's mission for a number of reasons, namely:

- Members will be chosen based on their commitment to the values and mission of the school;
- Board members will undergo an extensive orientation program and continued training to ensure both their familiarity with the school's vision and program and their ability to ensure compliance with all necessary regulations governing charter schools;
- Meetings will be held at the school and Board members will be encouraged to take other opportunities to visit the school and participate, as appropriate, in assemblies and school events;
- All current Board members have had extensive experience working with organizations that serve children and/or working within the communities we hope to serve. Similar members will be chosen in the future;
- Board members will consistently be provided with information about the programs of the school and the success of the school which will serve to keep them appropriately informed and closely tied to the mission.

The Future Board leaders and other officers will be nominated by the Board members congruent to the Board by-laws following canvassing of the entire Board and discussions with the candidates. The nominations will be voted on by the entire Board.

The Board will establish a small task force charged with the annual evaluation of the Executive Director. This committee will include the president of the Board and two other Board members selected by the Board. The Executive Director will be invited to give input and to make specific requests for information and feedback to this group. Data from a wide variety of sources may be included in this process (e.g. student outcomes, staff and parent/guardian surveys, financial performance, fundraising, meeting of goals of various sorts.)

The Board will be responsible for governance and the Executive Director will be responsible for management. These processes will be distinguished from each other based on the best practices outlined in the Charter School Statutes and in keeping with accepted best practices for non-profit organizations and charter schools. As a rule, if an action sets a goal, states an expectation, or clarifies a direction for the organization as a whole, then it is governance and responsibility rests with the Board. If an action is a way to accomplish a goal or carries out an activity, then it rests with the administration.

As examples, the Board sets the goals for the curriculum, but implementation issues such as the choice of specific curricular materials, evaluation of the curriculum, and supervision of curriculum delivery reside with the principal, reporting to the Executive Director. Also, the Board establishes personnel policies, provides guidance through the budgeting process with regard to compensation, and is responsible for hiring and evaluating the Executive Director. Other personnel issues reside with the Executive Director. In addition, the finance committee of the Board will set the preliminary budget for the year, in consultation with the Executive Director. Final approval of the budget rests with the Board. Managing

and reporting the approved budget is the responsibility of the Executive Director and his or her delegates. Finally, the Board sets goals to inform vendor selection, but the actual selection and management of vendor relationships would fall to the Business manager, supervised by the Executive Director.

The Executive Director will be a non-voting, ex officio member of the Board. Other members of the staff may at times, at the invitation of the Director or the Board, be asked to attend or present at meetings, but will not be ex officio members. The president of the Board will serve for successive one-year terms. If a new president is to be elected, the process for succession described above and outlined in our By-laws will be followed. The president of the Board will organize and preside over all Board meetings, will be responsible for choosing chairs of Board committees, and will be responsible for clear, effective, consistent communication with all Board members. The president of the Board will sit on the finance committee, the evaluation committee for the Executive Director, and will serve as an ex officio member of all other committees. The Board president will be consistently available to the Executive Director for consultation on school matters. The president of the Board of Directors will be the sole public spokesperson for the Board.

Policy Development: Board members, the Executive Director, or other stake holders may propose new or revised policies to the president of the Board. The president, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. A recommendation will be made and then the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to become familiar with the subject and to have the opportunity to seek further information prior to a meeting.

The school will actively seek input from staff, parents/guardians, and the community on proposed policies. Depending on the age of the students and the policy being considered, input will be sought from students as well. Families will be surveyed each year and when appropriate for other specific decisions, family feedback will be solicited through individual communication, focus groups, the annual surveys, and/or parent /guardian meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations as part of its full-service mission and through the sharing of its facility. Input from the greater community will be solicited through these channels and metrics will be kept on full service performance.

Legal counsel and independent auditors will be engaged shortly after the school is chartered and well before school opening. We will seek to retain firms with charter school experience and in the case of legal counsel, a firm with demonstrated experience in school and special education law.

Board Development: When the first Board of Directors is organized, this Board will undergo extensive training regarding the responsibilities and procedures related to being a public charter school board, including discussion with attorneys and other consultants and training sessions related to governance and general non-profit management. This might include seminars or workshops given by NCDPI or local universities, as well as consultations with and visits to other schools. Similar training will be repeated as new members are added to the Board. These trainings will include, but not be limited to, review and discussion of the Board's charter, its by-laws, policies, annual report, the school's program, and the rules and responsibilities for the Board itself. The Board will set aside specific time annually where the Board and committee goals for the upcoming year are set and ongoing Board Development can occur.

The Board will engage in a self-evaluation process every year for the first five years, then bi-annually in the years following. The evaluation will focus on directed surveys and interviews that will generate data that can be used to increase effectiveness of the Board. This process will be managed by a committee of the Board of Directors which will report its findings and recommendations to the full Board.

As described in our by-laws, Board members will serve for three-year terms except for the initial Board, where their terms will be staggered. As the school develops and as vacancies occur in the future, the Executive Director will recruit additional high-quality board members. To do so, the Executive Director will analyze the skills necessary for the school's success, review the backgrounds of existing board members, canvass for suggestions for new board members, and cultivate potential board members through service on Board committees and through service to the school in other ways. In addition, the school will publicize itself to community leaders in order to draw future board members from the widest possible pool. All candidates for board membership will engage in thorough discussions with existing board members and with the Executive Director about the mission and programs of the school and the responsibilities and time requirements of board service. Final candidates will be voted on by the Board, and final approval will be obtained from the state as required for charter schools.

Roles and Responsibilities of the Board of Directors: The school's Board members will serve as the guardians of NECP's mission and strategic vision, as well as the guarantors of NECP's responsiveness to the needs of the community. Members serve as ambassadors of the school to ensure its strong connection to the community and are fiduciaries for NECP's financial integrity and sustainability. Members' expertise and experience will provide guidance and support to the Executive Director in the management of NECP. The members will also focus on the specific responsibilities outlined in the charter and applicable law, ensuring the faithfulness of NECP to its charter and compliance with all relevant regulations and law, ensuring the academic excellence of the school, and recruiting, supporting and evaluating the Executive Director. These roles and responsibilities are reflected in the structure established in the Board's by-laws.

The Board of Directors' Relation to the School's Mission and Program: The Board members all care deeply about education and are united in their belief that educational excellence is possible and of vital importance in an urban setting. The members share a commitment to meeting the challenges of contemporary education with an approach rooted in common sense and solid research. Nearly all of the founding trustees have direct experience in education and community service in Edgecombe County. The Board is therefore well informed and well suited to guide and support the school's mission and program.

Criteria and Process for Choosing the Executive Director: The criteria that will be used to choose the Executive Director are as follows: (1) understanding of and commitment to the NECP mission and program; (2) understanding of and commitment to serving the Edgecombe County community; (3) knowledge of curriculum, instruction and school management; (4) knowledge of charter school best practices and North Carolina and federal education requirements; (5) knowledge of nonprofit organizational best practices, especially in the areas of governance, personnel, finances and community relations and support; (6) strong and wise interpersonal and leadership skills; and (7) a deep passion for learning and teaching.

Criteria and Process for Evaluating the Executive Director: The Executive Director (ED) will be evaluated on an annual basis by the Board and the evaluation will include input from all school constituencies, as well as a self-evaluation written by the ED. Relevant data such as student recruitment, retention, and academic performance will be incorporated in the evaluation process. In addition, the ED's ability to embody the hiring criteria mentioned above will also be reflected in a formal evaluation. The process will result in specific feedback to the ED and the development of annual goals for improved performance.

Roles of Board of Directors and School Administration Relating to Curriculum, Personnel Decisions, Budget Allocation, and Vendor Selection: The Board establishes curriculum goals and approves the curriculum, which is developed and implemented by the school administration. The Board establishes personnel policies, which are implemented by the school administration. The school administration develops an annual budget in consultation with the Board's finance committee, which is then presented to the Board for approval. The school

administration is responsible for implementing the budget subject to the financial controls and oversight of the Board. Vendor selection is made by the school administration. When voting on financial matters, the board will follow North Carolina Charter School statutes conflict of interest laws and disclosures which restrict public officials and employees from taking advantage of their position to gain improper benefits for themselves, relatives, their associates, or their friends.

Ex-officio Members of the Board of Directors: The Executive Director will be a non-voting, ex-officio member of the Board of Directors. Other members of the school's constituency may be invited to serve on committees and task forces as non-voting, ex-officio members.

Board of Trustees' Chairperson Job Description: The Chairperson works closely with the ED and other members of the Board of Directors to advance the mission of the school. The Chairperson and Executive Director work closely together to support and facilitate the work of the Board of Directors. The Chairperson presides at all meetings of the Board of Directors. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director and informed by state laws, sets the agenda for all meetings and conducts meetings in an orderly, thorough, fair, and proper fashion so as to encourage full discussion and proper action by the Board on all issues to be decided. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director, appoints committee chairs and members.

Policy and Decision-Making Process: The identification of issues that need to be addressed will come from a variety of sources: trustees, school administration, the Parent and SPED Parent Advisory Councils and other school constituencies. In keeping with our school-wide belief that frequent, targeted feedback improves performance, the school will actively seek input from all constituents when setting policy. This will be done by inviting representatives of the Parent and SPED Parent Advisory Councils or other relevant groups to discuss key issues at Board Meetings. When the Board determines that an issue needs to be addressed, it will first decide how best to process the issue. As appropriate, it will be referred to a Board committee, to school administration, or to an appropriately constituted task force. The process will then examine what data, constituency input, information, guidance and expertise may be needed to be properly informed about the issue. The school will make ample use of research, the experience of other schools, and the advice and experiences of peers in the education field. The recommendations which result from the process will then be presented to the Board for discussion and decision. The adoption of the bylaws illustrates this approach to policy and decision-making and mirrors the process of creating high-quality work in the classroom.

Plan for Seeking Feedback from School Constituencies When Setting Policy: Depending on the nature of the issue being addressed, constituency input may be sought at the beginning, middle or near the end of the process, or some combination thereof. Feedback may be sought through a forum, through small group or individual meetings, through surveys, and other such means as is appropriate to the issue. In addition to these formal practices, the welcoming and open culture of the school will encourage robust and collaborative-inspired discussions in the school community.

Legal Counsel and Independent Auditor: The school's legal counsel is Chad Hinton. Mr. Hinton will conduct a school governance workshop with our Founding Board and will advise the group on effective governance and startup procedures. He has extensive experience guiding clients in matters of effective governance as well as real estate and permitting. An independent auditor has been retained, Gerrelene Walker.

Orientation Process for New Board Members: The orientation process will build on the information and activities that will take place as part of the nomination process. In the nomination process for new members, prospective members will meet with the board chair, and the Executive Director. They will tour the school and meet teachers,

other staff and students. They will be given an overview of charter public schools in North Carolina, the charter, mission, history, and programs of NECP, and a full briefing on the role and expectations for NECP members, including the school's conflict of interest policy and state ethics guidelines. This process will ensure that prospective members are well-informed about the school and Board governance before being nominated. Upon joining the Board, the new member will meet with the Board Chair and the Executive Director to review the school's Board Policy and Procedure Manual, which will contain the by-laws, mission, organizational chart and key personnel job descriptions, an overview of the role of members and the board, guidance on state ethics issues relating to charter school Board members, a statement of board development principles, and the policies and procedures of the Board. New board members will also be given a copy of the North Carolina Statute on Charter Schools. The part of the guide concerning the responsibilities of the Board as a whole will be specifically reviewed with the new member. The most recent audited financial statements, the current operating budget, and the most recent monthly financial statements will be reviewed with the new board member. The new board member will also be briefed on any special projects, issues or priorities relating to the school.

Process for Board Evaluation and Development: The governance committee will be responsible for the evaluation of members and the Board, as well as board development. The Board may retain a governance consultant to assist in this area. On an annual basis, the governance committee will meet with the Board Chairperson and Executive Director to evaluate members and the overall work of the Board, rooting their analysis in the school's accountability plan. If issues arise regarding the performance of a member, the group will determine the best approach to addressing the issue and the board chair and/or governance committee chair will carry out the approach agreed upon. The governance committee will draft a report evaluating the overall work of the Board each year and present it to the Board for comment and discussion. Based on this report, the Board will establish performance goals for itself for the coming year. Those goals will include development goals to ensure the best composition of the Board, and to ensure that the members possess the necessary competencies to govern NECP and achieve its mission at the highest possible level.

Recruitment, Selection, and Development Plans for Board Members: The founding group has ongoing discussions regarding the development of the Board and its recruitment needs. These discussions will continue and be formalized in an annual review of Board capacity and needs conducted by the governance committee (as part of its annual evaluation of Board members and the Board as a whole). Based upon this assessment, recruitment plans will be determined each year, as needed.

Roles and Responsibilities: The Board will select an Executive Director who is committed to the mission of NECP and who has significant experience in school leadership, finance, management, and fundraising. The Board will ultimately hold this individual accountable for the success of the school. S/he will be the primary liaison between the Board and the school and will be responsible for the management of the organization. The Executive Director must ensure that the mission of the school is upheld, that the organization runs effectively, that the Board has enough information to govern appropriately, and that the school is financially viable. Aside from the skills needed to perform all of the responsibilities outlined above, a strong candidate for the position of Executive Director must be an energetic and creative individual who is capable of problem solving, juggling multiple responsibilities, and who possesses excellent written and verbal communication skills. NECP would prefer to employ an individual with experience in education.

The Board will evaluate the Executive Director's performance annually based on his/her performance as demonstrated in daily functions, quarterly reports on academics, finances, and operations, quarterly meetings, and an annual self-evaluation submitted by the Executive Director. The Board will evaluate the Executive Director on the expectations and objectives laid out in his/her position description. The Board will prepare an annual performance summary including a performance analysis and expectations for improvement. When the Executive

Director has reviewed the evaluation, s/he will meet with the Board of Directors to update or revise performance expectations. The Board will determine the Executive Director's salary increase and bonus based on the yearlong evaluation process and will provide the Executive Director with a complete written evaluation.

The Board will elect the Chairperson. S/he will be responsible for setting meeting agendas in conjunction with the Executive Director and will preside at all Board meetings. S/he will appoint committee members and committee chairs and will serve as an ex officio member on all committees. The Chairperson will provide leadership to the Board of Directors by setting goals and expectations for the Board and ensuring regular assessment of both the Board and the Executive Director. The Chair will also provide guidance to the Executive Director.

Terms for officers (Chair, Vice-Chair, Secretary, and Treasurer) will be one year in duration and terms may be renewed for a maximum of two years. Each officer position will have a job description, developed by the Board and will follow the by-laws.

While the Board Chair will be expected to cultivate board members for future leadership positions, officer succession planning will be the explicit responsibility of the Board. Terms will be staggered so that the Board does not have complete turnover of officers at once. When officer terms end, the full Board will vote for new officers.

Policy Development: The Board of Directors will develop policies to guide effective future decision-making. These policies will be organized in a manual for reference and will be updated as necessary. The need for new policies may emanate from Board discussion, from committee suggestions or from public comment. In the event that a new policy is proposed, the Board will discuss the issue and determine whether there is a need for a policy. A team will be assigned to draft a first policy proposal that will then be reviewed and discussed by the Board. If necessary, legal counsel will be asked to review the policy proposal and once it is in a form, which is legally acceptable, it will be brought back to the full Board for a final vote.

Community Input: As all meetings are by law open to the general public, the Board will develop a process to ensure that public comments are heard at meetings and that the Board responds to these comments effectively. The Board will develop and distribute to all staff and parents a grievance policy outlining the procedure for voicing grievances. Individuals will be directed to report grievances to the appropriate administrator within the school before bringing the issue to the Board.

Additionally, once a Charter has been granted, The Founding Board and the proposed Executive Director will continue a schedule of community meetings designed to seek input from parents, interested community members and professionals on matters of concern to them and to provide for a dialogue on interim policies set by the Board. Subsequent to being granted a charter, the Board will delegate much of the responsibility for community outreach to the Executive Director and the Director of Communications, with the responsibility for soliciting community input and involvement with NECP. The full board will host parent question and answers sessions once a year.

Board Development: The Board of Directors of NECP will be primarily generated from the Founding Board. Although the governing board will be larger than the original group, the nucleus of the Board of Directors will have already undergone extensive training with a board consultant. However, it will be necessary for both the founding members as well as new Board members to participate in additional trainings with the full Board highlighting key governance challenges and best practices.

The Board will begin training when the school is chartered to initiate the group members formally into their new positions. Subsequently, the Board will meet on the first Monday of every month and will participate in annual planning retreats. Board members will participate in at least one official school visit and school event each year as

well as informal visits. The Board of Directors will plan an annual retreat to allow Board members to evaluate their own progress and to better understand one another in order to facilitate the consensus necessary to ensure a positive working relationship. Expectations of Board members will be clearly articulated and will include attendance and participation at Board meetings, completing assignments in a timely manner, participating on at least one committee, remaining and/or becoming aware of trends relevant to the school and assisting in both Board and fund development. In addition to ongoing evaluations of individual Board meetings, the Board of Directors will contract an external consultant to perform an audit of the Board's performance, including responses to public comments, policies set, attendance, and participation. Each Board member will also fill out a self-evaluation of him/herself and the full Board and an external consultant will review and give feedback to the Board as well. The Board of Directors will be responsible for reviewing, analyzing, and evaluating school outcomes in quarterly reports in order to ensure high quality academics and to set and meet the school's Accountability Plan goals.

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

Policy Development: Board members, the Executive Director, or other stake holders may propose new or revised policies to the president of the Board. The president, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. A recommendation will be made and then the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to become familiar with the subject and to have the opportunity to seek further information prior to a meeting.

The school will actively seek input from staff, parents/guardians, and the community on proposed policies. Depending on the age of the students and the policy being considered, input will be sought from students as well. Families will be surveyed each year and when appropriate for other specific decisions, family feedback will be solicited through individual communication, focus groups, the annual surveys, and/or parents or guardian meetings. Also staff input will be sought through a variety of communication vehicles. The school will have many partnerships with community organizations as part of its full-service mission and through the sharing of its facility. Input from the greater community will be solicited through these channels and metrics will be kept on full service performance.

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

GOALS AND OBJECTIVES

Goal 1: Implement an academic program based on differentiated learning

Objective 1: Prepare the majority of the staff to implement a differentiated learning program with ongoing reinforcement

Objective 2: Train students and parents in the differentiated learning model

Objective 3: Measure teacher ability to implement differentiated learning by evaluation of lesson plans and observation of teachers

Objective 4: Assess student products such as portfolios, projects and presentations

Goal 2: Measure the academic progress of the students

Objective 1: Students will achieve proficiency on all state mandated tests

Objective 2: Students will perform on a level similar to or higher than students in comparable counties

Objective 3: Students will demonstrate skills with differentiated learning and critical thinking through a variety of assessment experiences

Goal 3: To advance students' technological competency

Objective 1: Students will produce an appropriate product at the end of a course or grade level

Objective 2: Use aspects of differentiated learning and demonstrate an ability to apply them through technology

Objective 3: Use aspects of critical thinking skills and demonstrate an ability to apply them through technology

Goal 4: Incorporate critical thinking competency standards into the curriculum

Objective 1: Prepare a majority of the staff to incorporate critical thinking competency standards in the classroom with ongoing reinforcement

Objective 2: All students will be immersed in critical thinking competency standards

Objective 3: Measure teacher ability to implement critical thinking competency standards by evaluation of lesson plans and observation of teachers

Objective 4: Assess student products such as portfolios, projects and presentations by the use of outcome rubrics and master rubrics

Goal 5: Involve the stakeholders in various aspects of the learning community

Objective 1: Appropriate community members will contribute their knowledge and experience in a given area to students a minimum of ten times a school year

Objective 2: Parents will be informed on a yearly basis about skills being taught in the classroom including differentiated learning, technology requirements and critical thinking competency standards

Objective 3: Develop an active Parent-Teacher Organization

Objective 4: Communicate with stakeholders through e-mails, websites, progress reports, conferences and seminars

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

All board members will abide by NECP By-Laws Article II 2.8 Duties of Directors. A public employee or board member must be careful to avoid conflicts of interest. State law and board policies prohibit certain activities including the following:

- A. Selling or having any financial interest in selling anything to the school.
- B. An employee must not make lists of employees' or students' names and/or addresses available to anyone who would use them for selling anything.
- C. An employee must not use school facilities, supplies, and equipment or student labor to make or repair anything for personal gain or to provide services to the general public. This does not prohibit renting school facilities on the same basis as the public.
- D. An employee must not use school facilities, supplies or equipment to make or repair anything for personal use, unless there is prior approval by a supervisor, the employee supplies the materials and repair parts, and works on personal projects on his/her own time.
- E. An employee must not, for personal gain, sell anything at school or at his/her work site to students, parents of students or other employees. This provision, nor any other contained in this Conflict of Interest section, does not prohibit, after approval by the Administrative Director and compliance with all other State, Federal, and Board requirements (including, but not limited to, the Facilities Use Policy), the giving of lessons, tutoring, coaching or other training beyond that offered in the School's general education, athletic and extracurricular programs by an employee to a student for remuneration before or after a teachers school day.
- F. An employee must not accept any gifts or things of value in return for recommending that the school buy a particular product or buy things from a particular store or person.
- G. An employee must not purchase items for personal use through the school or in the name of the school.
- H. An employee must not give or change a student's grade or test score, or offer to do so, in exchange for any service, anything of value, or money.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, phone number, contact person, fax, and email:

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.

Not applicable to our application.

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.

Admissions Policy GS 115C-238.29B(b)(4); GS 115C-238.29F(d)(1):

North East Carolina Prep School will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Pursuant to GS 11 5C-23 8.29B(b)(1 1), the School's Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 1 15C-391 until the period of suspension or expulsion has expired.

For the 2012-2013 school year only, the School will hold an open enrollment period beginning on February 2, 2012 or the day after the date the School receives final approval from the State Board of Education, and ending July 1, 2012. In all subsequent years, the School will hold an open enrollment period from February 1st through March 31st of each year. If, in any year, the 31st falls on a Saturday or Sunday, the enrollment period will end on the preceding Friday.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the School's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level. If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Children of the School's Principal, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the School will also give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year.

For the 2012-2013 school year only, the admissions lottery will be held (if necessary) on July 1, 2012. In all subsequent years, the admissions lottery will be held on the second Saturday in April. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to, the School and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date- and time-stamped upon receipt.

Students on the waiting list but not admitted for any year will be required to file a new application to be considered for admission in a later year. The Principal 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 accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment, 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

In addition, the parent(s) or guardian will be asked to sign a Parent-School Partnership Agreement stating that they clearly understand the mission of the school and expectations for all parties. Failure to acknowledge acceptance and confirm eligibility for enrollment will result in loss of admission: the child's name will be returned to the general pool of applicants.

A Draft Student Application Form is included in the Student Handbook and c may also be found in **Appendix J**. A draft Parent/Student Handbook is attached as **Appendix B**. These documents, especially the Parent/Student Handbook, will be more fully developed during the planning year as the Board of Directors and the Principal consider and adopt specific school policies.

Admissions:

North East Carolina Prep School is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a NC public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. North East Carolina Prep School does 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. **Admission to North East Carolina Prep School is determined by our annual lottery. In accordance with North Carolina charter admissions statutes (G.S 115C-238.29G) preference is given to the following groups in the order listed: children of the school's principal, teachers and teacher assistants; and children who already have currently enrolled siblings who were admitted to the school in a previous charter year.** Graduation Requirements: 28 credits and be proficient or above on all state tests, all students will take the PSAT and either SAT or ACT.

During each period of enrollment, North East Carolina Prep School will accept applications for new students. Once enrolled, students are not required to enroll in subsequent enrollment periods. In order to properly plan, the school will routinely inquire with parents in early spring through letters of intent to ascertain if students will return to North East Carolina Prep School the following year. Applications for new students are available in the School office and on the School website. If needed, the application may be mailed or emailed to the parent of a prospective student.

The enrollment period will begin February 1st and end on March 31st of each year. During the enrollment period, the School shall enroll an eligible student who submits an application within this period, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year.

After seats are filled, the drawing will continue to determine the order of a waiting list.

Current year waiting lists dissolve when the next enrollment period begins. Lottery procedures will comply with the NC Open Meetings Laws provided in G.S. 143- 218.10(a) by publicizing the date and location of the meeting as well as allowing anyone to attend.

Lottery Procedure:

Each applicant will have an index card with their name and grade. The selection process will be by random drawing. Upon filling all available positions, the acceptance by lottery will continue, thereby, creating a School wait list. Cards for siblings of current instructional personnel of North East Carolina Prep School will be drawn separately and first; followed by cards for siblings of students enrolled in a previous year. Cards for the general wait list for each grade level will then be randomly drawn one card at a time, starting with the lowest grade level in the School. The lottery process will then proceed for each grade. As openings become available at the applicable grade level, students will be admitted based on their current lottery number. If applicants who are selected for admission decide NOT to enroll at North East Carolina Prep School, the parents of the next child on the wait list for that grade will be notified immediately.

After completing the acceptance by lottery, North East Carolina Prep School shall have a specified, and reasonable, time frame in which the accepted applicant must reply to the School clarifying their decision to accept or decline continuation of the enrollment process. The School's enrollment policy, including all time frames, will be declared on the original application completed by the applicant.

V. EDUCATION PLAN

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

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

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

- 1. Educational theory, foundation of the model, and proposed innovative offerings; and**
- 2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.**

The founders of North East Carolina Prep School have adopted the six principles outlined below to maximize student success in developing the School. These principles will also provide guidance over time for the entire school community, including the School’s Board of Directors, Academic Advisory Committee, Principal, teachers, staff, parents, students and volunteers. These principles also provide prospective students and their families with an overview of the School’s philosophy and the expectations for those who choose to join our school community.

A great education should be personalized and challenge every student to their personal best. Instruction based curriculum will be created and implemented using Howard Gardner’s Multiple Intelligences Theory (MI). MI will develop each student’s strongest intelligences and natural abilities while strengthening their overall character. The MI method will be used across all disciplines to enhance both our basic core curriculum and our value added educational focus.

“Dr. Gardner says that we should place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don’t receive much reinforcement for them in school.

Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren’t addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.”¹

North East Carolina Prep School will also incorporate the Real World Learning model. This innovative curriculum structure integrates subject matter into experiential “learning expeditions,” using field work, in-depth studies, and service projects to provide real-world opportunities for hands-on learning, with an audience that exists beyond the school itself and takes the classroom into the community. The expeditionary learning approach offers creative and leadership opportunities for students and teachers. North East Carolina Prep School will provide specific training to support teachers in this innovative learning environment and approach. School time will be scheduled for staff to work together to plan, organize and function as a team with a shared vision.

Parental and community involvement will be vital to the success of the North East Carolina Prep School. We will bring our community into our school as partners in public education, through the use of parental involvement agreements and the recruitment of support from business and community groups. Edgecombe County is located in a region with a unique cultural heritage and rich natural history. The Tar River and our abundant forest acreage as well as our proximity to two local hospitals, offers tremendous natural and human resources for study and collaboration across the academic

disciplines. By working with these organizations through learning expeditions, our students will contribute in tangible ways to the world they live in and will learn first hand the value of service and citizenship.

Our success will be measured not only in tiers of standardized testing, but also via a parallel assessment system defined by our school. This performance-based assessment will comprise a body of work for each student, including short essays, reports, annual projects, and artwork, that will reflect the achievement of the whole child as a multi-dimensional individual with diverse ways of learning and expressing what is being learned. In addition, our success will be measured by parent, student, and teacher satisfaction. North East Carolina Prep School will be evaluated by the willingness of families to choose our school, as well as by the open-door policy of the Board and Directors to accept and solicit input from parents and children concerning the curricula, governance, and function of our school.

- Focus on Multiple Intelligent learning.
- Incorporating the Real World Learning Model
- Incorporating the Critical Thinking model K - 12
- Partnerships with community agencies
- Advanced learning opportunities with Edgecombe Community College
- Distance learning opportunities and integration of technology
- Emphasis on integration and consumption of technology
- Community resources used in new, innovative ways
- Educational choices

I. Provide a Rigorous Post-Secondary Preparatory Program to Prepare Students for a Competitive Higher Learning Environment

The benefits of higher education like a college or university are proven to have a profound positive impact both individually and on the community as a whole. A 1998 report published by the Institute for Higher Education Policy reviews the individual benefits that college graduates enjoy, including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities. ² According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent and less authoritarian; these benefits are also passed along to succeeding generations. ³ Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those who earn bachelor's degrees. Research has also consistently shown a positive correlation between completion of higher education and good health, not only for oneself, but also for one's children. In fact, "parental schooling levels (after controlling for differences in earnings) are positively correlated with the health status of their children" and "increased schooling (and higher relative income) are correlated with lower mortality rates for given age brackets". ⁴ Preparing youth for successful higher academia then provides a most needed service not only for current generations, but also for future generations.

In addition to meeting the core curriculum for college preparation which includes; "4 years of English, 3 years of mathematics including Algebra 1, Geometry and Algebra 2, And it often includes: 1 or more years of mathematics beyond Algebra 2, e.g., trigonometry or calculus, 3 years of natural science including such lab sciences as biology, chemistry and physics, 3 years of social studies; and, 2 years of a second language" ⁸ the North East Carolina Prep middle and high school higher education preparation plan is to provide guidance in the following additional areas:

1) Superior Study Habits

The student is responsible for taking the most out of his or her own education. Instilling effective study habits then allows each student to function as a self-learner and retain more of what is provided by the educators. According to Dr. Bob Kizlik, "Study skills improve learning and understanding and ultimately your grades." ⁵ Individual and group study assignments under the direction of a highly qualified educator will be assigned to aid the development of highly effective study skills.

2) Challenging Courses

According to educator Dr. Kurt Hahn, "A big enough challenge will bring out strengths and abilities you never knew you had. Take on challenges and you will bring yourself to life." ⁶ The MI vehicle allows teachers to challenge each unique student to their highest potential, but also provides another key component of success for growth through challenge, that is a supportive environment to nurture the process and provide encouragement.

3) Outstanding Student Literacy

Research indicates that reading increases writing ability, comprehension, vocabulary, spelling and grammatical development. ⁷ Reading quality literatures on a consistent basis will aid the development of university ready aptitude in literacy.

4) Gainful Extracurricular Activities

Multiple Intelligence theory states that learning takes many forms. To encourage this learning experience, extracurricular activities will provide students with an exciting opportunity to participate in a variety of multi-cultural, civic and leadership events. Possible activities include low and high ropes teambuilding courses, visits to the state capital, guest speakers and sports events.

5) Motivating Student Interests

Identifying and exploring subjects, vocations and activities students enjoy, foster the desire for educational growth in each individual. Using the MI model to introduce students to an array of educational paths provides students with the necessary experience to select the higher education they wish to pursue rather than whether or not to pursue higher education at all.

II. Instill a Solid Foundation in Cutting Edge Technology and Business Principles

Integrating technology and business into the curriculum for the purpose of creating analytical thinkers capable of connecting information with workplace experiences plays a vital role in the North East Carolina Prep School experience. Courses will be offered beyond the NC Board of Education's standards for both technology and business.

Students will use common business productivity tools such as Word, Excel, Power Point and the Internet to research, collaborate and evaluate information. Using these tools will prepare students both for higher learning and a future in the work force. While using the latest technology in a well equipped classroom, students will integrate the use of this technology as they practice writing business plans, operations management and decision making under the supervision of educators and business professionals. Cross curricular ties in business and technology will be an integral part of our program offered in our Business Technology courses.

III. Develop Strong Leadership Skills That Benefit Students in Practical Applications

According to a study on Leadership performed by Adsidia, “excellent leadership generates high levels of business performance and success.”⁹ Strong Leadership Skills are linked to higher financial earning, greater confidence and healthier interpersonal relationships. As our name states, the North East Carolina Prep School is focus driven on developing the youth of today into tomorrow’s leaders, armed with outstanding communication and public speaking skills, management proficiency, confidence and experience preparing them for personal and professional success in our community.

Borrowing support from expert individuals across many industries including Edgecombe Community College, Sara Lee Bakery, and Keihin, we have a powerful leadership development program that has demonstrated overwhelming success on individuals. The class program outlined below, coupled with student class presentations, team building challenges and out-of-class community activities organized by the student government will equip students as effective leaders and integrate cross curricular ties between leadership and core academics.

Goal setting – Setting goals sets your sight on success

- The communication and learning process
- DECR: Demonstrate, Explain, Correct, Repeat
- Beating public speaking anxiety
- Tips for success in public speaking
- Providing constructive criticism
- Praise, Correct, Praise and indirect correction
- Verbal communication skills
- Voice projection and removing filler words. Non-verbal communication
- Positive body language, posture and touch North East Carolina Prep School Coaching without elephants
- Leading with positive instruction over negative instruction
- Reframing and reframing
- Follow up to leading with positive instruction
- The school blueprint
- Building a manual and plan across different leadership environments
- The language of seating
- Positioning yourself for interpersonal success
- Crowd control
- The dynamics of large group leadership
- The six thinking hats
- Edward Debono’s six thinking hats and exploring different perspectives
- Conflict resolution
- Based on the Thomas Killman conflict mode instrument
- Ethics – A guide to exploring ethical decision making processes

Providing students with an in depth opportunity to explore leadership as an independent subject and integrate it into regular class studies benefits not just the students, but staff as well. Role modeling the leadership traits we teach is an important part of our curriculum and helps hold our teachers to the highest standard of excellence in their day to day instruction.

IV. Foster Family Involvement and Encourage Active PTA Participation

According to the Harvard Family Research Project “For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic. This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.”¹⁰ The Michigan Department of Education even reports that, “family participation in education is twice as predictive of student academic success as family socioeconomic status.”¹¹ To foster family involvement North East Carolina Prep School will use Epstein’s Six Types of Parent Involvement. Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education.¹³

The North East Carolina Prep School Family Involvement and PTA plan

- 1) **Parenting:** Help all families establish home environments to support children as students.
 - Parent education or training for parents on how to assist their children.
 - Family support programs to counsel and assist families with health, nutrition, and other services.
- 2) **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once a year.
 - Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.
- 3) **Volunteering:** Recruit and organize parent help and support.
 - School and classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Online calendar to identify all available talents, times, and locations of volunteers.
- 4) **Learning at Home:**
 - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
 - Family participation in setting student goals each year and in planning for college or work.
- 5) **Decision Making:** Include parents in school decisions, developing parent leaders and representatives.
 - Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
 - Advisory committees to assist and work for school reform and improvements.
 - Networks to link all families with parent representatives.
- 6) **Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
 - Information for students and families on community health, cultural, recreational, social support, and other programs/services.

- Information on community activities that link to learning skills and talents, including summer programs for students.

V. Hire and Continuously Train Professional Teachers to remain Effective and Competent Educators

The North East Carolina Prep School will employ teachers and directors who have a university degree in child education. Our education is highly specialized. It not only requires teachers who are trained in education, but dedicated individuals who are able to listen, encourage, support children, and creates a learning environment that enables them to use their skills and motivation to learn.

The North East Carolina Prep School firmly believes that continuous professional development is synonymous with quality academia. Current research overwhelmingly demonstrates that quality teaching practice is one of the most significant influences on children's learning. Because professional development is a vital component in enhancing the quality of teaching practice, the North East Carolina Prep School will hold regular workshop and training programs for staff, administrators, parents and others involved in our North East Carolina Prep School educational programming.

VI. Education Plan

A. Educational Theory & Foundation of Model (G.S. 115C-238.29F(d))

We believe that every child has a right to quality education and that children learn best when given the opportunity to link what they are learning with real world experiences in an atmosphere that is safe, stimulating and challenging. For over a year we have been working on the North East Carolina Prep School instructional plan. We begin with the assumption that every child has not only the natural ability to learn, but also the propensity and desire to learn. Our primary responsibility is not to teach students how to learn, but to recognize the ways in which they learn, and in turn, to give each one the opportunity to learn. It is our belief that in a school where different learning styles are addressed, children will readily achieve academically ambitious expectations.

In support of these beliefs, the founding members of North East Carolina Prep School will use six common anchors as the foundation of a valuable learning experience for our children, teachers, parents and community.

- (1) **Academic excellence.** This will be the paramount expectation for every student. We expect students to develop a core body of shared knowledge providing a solid, coherent foundation of learning while allowing flexibility to meet the varying needs of each individual.
- (2) **A committed circle of educators.** We will expect our teachers to commit every day to serving and challenging the whole child, emotionally, mentally, socially, and physically. Parents, who we acknowledge as a child's first and foremost teachers, will be expected to contribute life experience, knowledge, and talents. In addition, we intend to partner with the community to offer a network of technology and human services.
- (3) **Provide opportunities for children to acquire not just knowledge, but a deep experience related to the world around them.** Our instructional approach will provide real-life applications for newly presented material, and place skills in context. In order to enhance and strengthen basic academic objectives, each child will be given the opportunity and strongly encouraged to learn three skills that will complement and

strengthen his or her course of study. These will be to exhibit competency in a handicraft, communicate in a second language, and to play a musical instrument.

- (4) **Integrate maximum use of our geographic location.** Because of our location, Edgecombe Community College has expressed strong interest in implementing new innovative programs in our charter school. The Tar River, our forest acreage, and proximity to two hospitals offer unparalleled opportunities for learning experiences that integrate our comprehensive curriculum and promote our community circle. At North East Carolina Prep School we intend to make full use of our natural history, and multi-cultural resources.
- (5) **Add value not only to our student's own lives but also to the lives of others.** By developing and modeling a fundamental respect for diversity, by teaching tolerance and appreciation for our differences, and by seeking knowledge through these differences, our students, parents, teachers and community will foster an all-inclusive learning environment. Through our curriculum and instructional approach we will offer many opportunities for our school community to contribute to the welfare of the larger community.
- (6) **Foster a sense of pride in accomplishment.** If children are to become productive, active citizens, they need the confidence and the capacity to take risks and meet the increasingly difficult challenges of our world. Our instructional approach is designed to meet this goal.

We will use these anchors as touchstones to keep us focused on our mission to provide the learning environment children need in order to achieve academic and personal excellence.

The North East Carolina Prep School curriculum will follow the North Carolina Standard Course of Study (NCSCS) with additional guidance from the Core Knowledge Sequence (CKS). A major component of the CKS is a coherent flow of content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next. Because the CKS is particularly strong in the process of building on skills instruction grade by grade, it can only strengthen the depth and breadth of the NCSCS. The combination of the two will be required in order to fulfill academic excellence expectations at North East Carolina Prep School.

B. Instructional Approach & Curriculum Design

The North East Carolina Prep School instructional approach will emphasize learning by doing, with a particular focus on literacy and a strong vocational program. Our definition of literacy includes not only words, but creativity, critical thinking, and community contributions across the disciplines. It is well documented that an experiential learning approach has a strong positive effect on student understanding and achievement, and the best practices of experiential learning are certainly not unique to any one model. North East Carolina Prep School will incorporate 5 core practices in the course of a strategic multi-year implementation.

1) Real World Learning

The nuclei of the Real World Learning approach are in-depth investigations of topics that engage students through authentic projects, fieldwork, and service. This engages many different learning styles and requires significant interaction with the larger community, providing real-life applications and placing important academic skills in context. At North East Carolina Prep School Real World Learning will bring experts into the classroom and take students out into the community to conduct fieldwork, engaging students in real-world activities both on and off the school campus. Real world learning should never be considered simply as field trips. They include scientific experiments, interviewing, collecting data, sketching, or examining original documents or artifacts. They are always tied to clear academic goals and require the application of

skills in ways that reinforce understanding and facilitate expression. They demand advance planning, study, and rubrics supplied by the teacher in preparation for the work. In addition, the results of these projects always have an audience beyond the school itself. There is no tracking. Students collaborate with, critique, and help one another to do their best work. Our own region has many wonderful resources that offer endless opportunities to integrate the disciplines. Our students may be involved in projects like conducting an environmental field study of fish in the Tar River, compiling an oral history of local Edgecombe County families, or making an investigation into the ways English folk ballads have evolved into Eastern North Carolina music. These studies will culminate in an exhibition or performance open to the larger community.

2) **Reflection and Critique**

Reflection, critique, revision and collaboration are critical to the process of Real World Learning. By their very nature, these processes foster respect for self and others, develop understanding of and pride in diversity, and build character and thoughtfulness. They are included in every expedition. North East Carolina Prep School teachers will be afforded the time for and be expected to model the culture of reflection and critique, both as an example to students and in their teaching duties. Through examination and assessment of student work, teachers will discover what students know and how they learn, providing information on how to improve instruction. Using specific Real World Learning protocol in their discussion and critique of instructional practices and learning, teachers will work to improve their craft in a collegial and respectful forum.

3) **School Culture**

North East Carolina Prep School will uphold a set of shared beliefs and practices regarding learning, teaching and assessment of all students. Our circle of educators will promote academic excellence in a strong culture of best effort and revision in which many drafts are the norm and nothing less than best work is expected. Students will keep portfolios of their work, including examples of brainstorming, drafting and self-critique, and will use them to demonstrate that the heart and beauty of learning lies not merely in the final results but is in fact rooted in the process.

North East Carolina Prep School teachers and administrative staff will act as facilitators to students learning. Staff will work together as a group, creating a clear and common direction for the school. Not only will they facilitate student learning, but they too will be learners. Our team of teachers will provide feedback to each other, helping increase the effectiveness of our staff by continually improving performance and renewing the commitment to teaching and learning. Students will play a major role in creating school and community service programs. Through these they will develop a sense of responsibility for themselves and their world.

School culture will also demonstrate how individual and collective behaviors support and environment where adults and students feel emotionally and physically safe and are free to take risks and go beyond their perceived limits. As a community, the staff, students and parents will take collective responsibility for the learning of each and every student.

North East Carolina Prep School will operate on the premise that the best learning takes place when learners are having fun. Our classrooms and expeditions will provide fun, challenge, skill, and knowledge, and create a sense of belonging for each and every member of our learning community, including those outside the school campus.

4) **School Structure**

To help create an environment that will promote an expansive learning experience, North East Carolina Prep School will provide flexible blocks of time for project-based study and fieldwork, group planning and shared decision-making activities such as community circles. We believe our schedule should be adjusted to fit learning priorities, rather than molding our objectives to fit a traditional schedule.

Positive relationships between teachers and students are vital, and each relationship is unique. Recognizing this, North East Carolina Prep School will cater to the many different learning styles students will bring to the school. Variable student groupings will allow different types of student-to-teacher and student-to-student interactions, such as intensive coaching and cooperative learning. To enhance our teacher-to-student relationships, we will support looping, so students may stay with the same teacher for similar content areas. To best serve our community of learners, our school will feature integrated opportunities for ability-level learning across the grades.

At North East Carolina Prep School teachers must demonstrate their commitment to life-long learning not only for their students but also for themselves. We expect our teachers to develop an area of specialization so that they become resources for consultation, advice, and continual growth for the entire community of learners. Flexible scheduling blocks will provide time for the full-staff planning, teacher-to-teacher feedback, and mentoring opportunities necessary for effective team teaching.

Our teachers will work together and be paid for a ten-month school year. During this time, they will collaborate with and learn from each other to create a rich and rewarding learning environment.

5) **School Review**

In order to continually improve its methods, practices and effectiveness, North East Carolina Prep School will continue annual assessments of instructional plans, curriculum designs, and learning expeditions to improve the quality of teaching and learning. This review will include collecting and studying baseline data, identifying priorities and establishing goals for improvement, then using this information to make informed decisions about instruction. Parents and community members will become active participants in the school review process. In addition to standardized test scores, the staff will maintain and regularly revise a school review portfolio that reflects the school's progress in implementing the core practices and improving instruction and student performance.

Implementation

North East Carolina Prep School will implement the Real World Living model gradually, planning full realization of the model at the end of three years. Our initial focus will be upon fully engaging our students, teachers, parents and community in school culture and structure.

We intend to partner with Edgecombe Community College (ECC), as well building a collaborative relationship with UNC systems', field consultants for specific staff training and support, and for assistance in ensuring that our implementation of the approach is aligned with state standards and objectives.

Our plan for 2012-2013 includes the following in-service training for teachers:

A five-day summer planning institute on-site, during which ECC and UNC consultants will provide technical training and assistance in:

- Incorporating the NCSCS and CKS into team expeditions
- Development of the schedule to accommodate Real World Living learning blocks
- Implementing the Core Practices of Real World Learning

- Implementing North East Carolina Prep School goals concerning school culture and structure
- Aligning the Real World Learning process with our chosen assessment models
- Incorporating the Critical Thinking Model K - 12

At North East Carolina Prep School we believe that assessment should be used in the service of learning. We will document student success with a comprehensive assessment system we believe is a credible, dependable and equitable means for gathering information upon which decisions can be made about the students and the school. Student evaluation will be based on a broad concept of intelligence, ability and learning. Through the use of portfolios and standardized tests, we will assess visual, auditory, kinesthetic, intrapersonal, interpersonal, logical and verbal abilities. Portfolio assessment allows students to demonstrate their mastery of disciplines in ways that test scores alone cannot show. Performance criteria (and/or rubrics) will be explicit and clearly understood by each student. Oral presentations, short essays, artwork and records of project research and data collection are examples of portfolio components. To compliment the ABCs Model, grade-appropriate practice tests for math and reading and writing will be added to the primary curriculum to document student achievement and student growth, and to enrich curriculum decisions. Pre-tests, peer and teacher critiques, and post-tests will be integrated into the instructional approach for an evaluation that takes into account the academic and social development of the whole child. Progress reports will go home at mid-point of each grading period. Report cards will go home with students at the end of each six weeks. The cumulative folders, portfolios, and Individual Education Plans (IEPs) will comprise the record keeping for enrolled students.

C. Special Education (G.S.115C-106)

North East Carolina Prep School will openly accept all students and will build a relationship with tutoring resources for students which are academic issues. We will abide by all laws including 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.) as appropriate for the admission to the charter school. Also, our 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.

Educational Focus:

North East Carolina Prep School will create an educational environment where students are inspired to academic discovery and excellence through and emphasis on experiential learning designed to honor individuality and diversity, nurture respect for self, others, and the environment, and to foster a lifelong love of learning. We will start by getting back to the basics; a strong vocational program to teach our students some of the basic skills that have made our great state and nation what it is today. Small class size, strong parental support, and the exploration and use of innovative teaching methods will be hallmarks of this school.

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

Special education ensures that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs.

Full Educational Opportunity Goal

It is the goal of the North East Carolina Prep School, herein referred to as NECP, to provide full educational opportunity to all children with disabilities served by the charter. NECP will have available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the school including: art, music, business, consumer education, and vocational education or any program or activity in which nondisabled children participate. NECP provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

Our goal is to have one EC teacher for each grade level be SPED-qualified. These grade level teams will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his or her strengths *and* weaknesses in class activities.

Faculty and staff; working closely with students and their parent or sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his/her goals, reaching his or her highest potential. Additionally, it will provide the means by which student, parent or sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day and during the before and afterschool programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money. It is our belief that this multi-faceted experiential program, while addressing weaknesses and promoting strengths, will identify the needs of particularly challenged learners.

Child Find

NECP will focus early intervention systems that include a public awareness effort that focuses on the early identification of children who are eligible for services. Child Find is for identifying children from ages three through twenty-one who are suspected of having an educational disability and who may be eligible for special education and related services. Child Find referrals will be made to NECP's head of school, John Westberg. Information about services and how to access them will be disseminated through the mass media and other communication mechanisms, and throughout the district, on a regular basis to parents, physicians and others who may make referrals. These procedures involve screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at kindergarten, first, second and third grades); vision screening (every grade level); motor screening; and speech and language screening.

NECP will identify, locate, and evaluate all children with disabilities enrolled in the district, regardless of the severity of their disability, who are in need of special education and related services including children who are made a ward of the state, county, or child welfare agency, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

Universal Design

Universal Design for Learning encompasses North East Carolina Prep's educational theory. UDL will allow NECP's students an opportunity to assess the curriculum and instruction using technology that will enable students with diverse learning needs to be successful in the classroom. UDL will allow teachers to design and plan their instruction keeping an individual's differences in mind.

Instruction

NECP special education teachers will work together individualizing the curriculum to meet the unique needs of each student. We will provide a special education program in accordance with the current federal and state regulations. All of our special education teachers will be highly qualified and certified by NC Department of Public Instruction.

Our teachers will co-teach with the regular education teachers in core subject classes to help prepare students for the next phase of their lives, whether that be continuing their education or joining the workforce. Special education teachers will help the regular education staff to develop curriculum based on the North Carolina state standards.

Special education services will be provided according to the primary educational needs of the child, not the category of disability. The range of special education supports must ensure that a continuum of alternative placements is available to meet the needs of all students with disabilities.

Related Services

Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will timely provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

NECP, in conjunction with the parents, will determine the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school will develop for that child.

Individualized Education Program

The student's program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress.

NECP will invite the child to the IEP team meeting starting at age fourteen at which time; a transition plan will be developed. For children aged sixteen and older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

Screening for services

Screening activities will often be undertaken before NECP refers children for a multidisciplinary team evaluation. When concerns are raised either by school staff or parents warrant screening, the child will be referred to an "instruction support team" ("IST"), sometimes called the "child study team." The IST will be responsible for assessing the current achievement and performance of the child, for designing school-based interventions to address concerns raised, and for assessing the effectiveness of those school-based interventions. If the concern that resulted in the referral can be addressed without special education services, or is the result of the lack of English proficiency or appropriate instruction, the IST will recommend interventions other than multidisciplinary team evaluation. Parents nevertheless will have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

When screening indicates that a student may be eligible for special education, NECP will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before NECP will proceed with the evaluation, it will notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the school. Once parental consent for evaluation is obtained, NECP has timelines and procedures specified by law that it will follow.

The evaluation to be conducted by a Multi-Disciplinary Team (MDT) will include a teacher, other qualified professionals who work with the child, and the parents. The process will be conducted in accordance with specific timelines and will include protection-in-evaluation procedures. For example, tests and procedures that will be used as part of the evaluation may not be racially or culturally biased.

Parents who think their child is eligible for special education may request, at any time, that the NECP conduct an evaluation. If a parent makes an oral request for an evaluation, NECP will provide the parent with a form for that purpose to be in writing. If NECP school denies the parents' request for an evaluation, the parents will have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Timeline: NECP will determine if a child is a child with a disability within 90 days of written referral.

IEP Team

The determination of whether a student is eligible for special education will be made by an Individualized Education Program (IEP) team. A single test or procedure will not be the sole factor in determining that a child is exceptional. The IEP team will include: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special

expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team will develop a written education plan called an IEP. The IEP shall be based in part on the results of the evaluation process. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education can be developed.

All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Participation in Assessments

Children with disabilities attending NECP will be included in all state-wide and NECP assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or NECP assessments will participate in alternate assessments. Needed accommodations or alternate assessments will be identified by the IEP team and will be specified in the child's IEP

Protections for Eligible Students

State and federal law grant many rights, protections and procedural safeguards to children with disabilities and their parents, including mediation and due process hearing request rights. A written summary of those procedural safeguards and protections will be available to parents and students.

Rights and Protection

NECP will notify parents in writing whenever it: (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child; (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child; (3) Proposes or refuses to make changes regarding the provision of a free appropriate public education (FAPE) to the child; and (4) No later than the date on which the decision to take disciplinary action is made, a NECP will notify the parent of that decision and of all available procedural safeguards. Such notice will be accompanied by a full written description of the parents' rights.

A copy of the **Procedural Safeguards: Handbook on Parents' Rights** will be given to the parent one (1) time a year, except that a copy will also be given to the parent:

1. Upon initial referral for evaluation;
2. Upon the parent's request for evaluation;
3. Receipt of the first occurrence of the filing of a request for due process; and
4. Request by the parent

Public Information

North East Carolina Prep will regularly publicize information about its special education procedures and services. Further, the school will make available to any person, upon request, all documents relating to the school's eligibility for state and federal special education funds. Contact for this information will be John Westberg, NECP's head of school.

LEP Students

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS will be used to help determine if the student is a language minority student. Upon initial enrollment in NECP, all students will be guided through the Home Language Survey process and have a completed HLS placed on file. If review of the survey shows no language other than English, the student will not be considered a language minority student. The completed HLS will be filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English will prompt the school to investigate and determine the student's actual home language. NECP's Limited English Proficiency (LEP) coordinator or designee will interview the student and his or her parent/guardian to clarify the home language of the student. Some sample probing questions are:

1. When the child was young and language was developing, what language(s) was/were spoken to the child?
2. How is the language (other than English) used in the home?
3. Are there other student issues (e.g., significant health issues, academic gaps, grade retentions, special services, etc.)?

Home language is the language normally used by the individual or normally used by the parents of the child or youth. Trained school personnel will research this information to determine and document the student's actual home language at the time of entry into U.S. schools.

If the process shows the student's dominant language is English, then the student is not a language minority student. The completed HLS will be filed in the student's cumulative folder. If the investigation reveals that the dominant home language is a language other than English, that language will be confirmed on the HLS. The survey will be filed in the student's cumulative folder, and the student will be scheduled for administration of the *WIDA Access Placement Test* (W-APT)™ according to one of the three procedures described below.

HLS Completed in Another LEA

If an HLS was completed in another North Carolina public school prior to enrolling at the NECP, then staff will compare the responses on the two forms for consistency. If inconsistencies are found, the staff will investigate and determine the home language and eligibility of the student for ESL services, as documented by the investigation. If the investigation documentation indicates the student is a language minority student, and if no W-APT has been previously administered, then the student will be scheduled for W-APT administration, according to one of the three procedures described below.

CONSIDERATIONS FOR W-APT ADMINISTRATION

1. IEP Exists (Other Student Issues Documented)

If the student is identified as a language minority student and the investigation reveals that the student has an existing Individualized Education Program (IEP), then the IEP Team, including ESL staff, will review the IEP. The W-APT will be administered with any testing accommodations documented in the student's current IEP. The Composite Score will be calculated with lowest score(s) from any inaccessible subtest(s). If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC). W-APT results will be reported to the IEP Team. If the student is not LEP, then the IEP Team will indicate this under the "Consideration of Special Factors" in the IEP. If the student is identified as LEP, the IEP Team will determine language needs as related to the IEP (e.g., collaboration, training, materials, and native language support). The LEP identification and eligibility for testing accommodations will be noted in both the IEP and LEP plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs®*. Appropriate testing accommodations for the *ACCESS* administration will be noted in both the IEP and LEP plan/documentation.

2. Regular Procedure (No Other Student Issues Documented)

If the student is identified as a language minority, he or she will be administered the state-identified English language proficiency screener or test to determine potential LEP identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT. If a language minority student enrolls at the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent will be notified within 30 calendar days of enrollment of the student's eligibility for ESL services. If a language minority student enrolls after the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within 14 calendar days of enrollment. (*Note: Kindergarten students enrolling at or during the first semester will **only** be administered the listening and speaking portion.*)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC). If the student is identified as LEP based on performance on the W-APT, then ESL staff will document the identification and the appropriate language instructional program goals in the LEP plan/documentation. The LEP plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible. Once identified as Limited English Proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs®*.

3. No IEP Exists and Other Student Issues Documented

If the student is identified as a language minority student and the investigation reveals other student issues (e.g., a history of special services, grade retention, significant health issues), the W-APT will be administered. Any accessibility issues will be documented in the student's cumulative folder along with the results. The Composite Score will be calculated with lowest score(s) from any inaccessible subtest(s). If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC).

If the student is not identified as LEP based on the W-APT results, staff will record this in the student's cumulative folder. If the student is identified as LEP, a Student Support Team, including ESL staff, will review information and make recommendations concerning appropriate interventions. The Student Support Team will document the identification and the eligibility for appropriate testing accommodations. The LEP plan/documentation will also indicate the appropriate language instructional program. This team will monitor the student's progress. If the student is subsequently referred and identified as eligible for special education under the IDEA, the IEP Team, including ESL staff, will determine the language needs as related to the student's IEP and documented in the IEP and the LEP plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs®*. If the student is referred and identified as eligible for special education under the IDEA, then appropriate testing accommodations for the ACCESS administration will be noted in the IEP and LEP Plan/documentation.

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

NECP Charter School will require a minimum of 28 credits for graduation. As per NCDPI, 17 out of these credits will be core credits. In order to meet these requirements, the high school students will have to successfully complete four English courses, four Math courses, three Social Studies courses, three Natural Science courses, two Foreign Language courses and one Physical Education / Health course. The students will be required to take elective courses, offered by NECP Charter School in order to meet the number of credits necessary for graduation. In addition, all students will take the PSAT and must take either the SAT or ACT.

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

Early Start 2012-2013 School Calendar

Early Start – Early Finish
(August 1 - May 31)
Summary of Calendar:

Staff Development:
July 16-31.....12
School Year..... 4
TOTAL STAFF DEV. 16

Days in classroom:
First Semester..... 95
Second Semester..... 95
TOTAL SCHOOL DAYS 190

TOTAL STAFF DAYS 206

CALENDAR

- Start/End
- Six Weeks
- Quarter
- Holidays
- Vacation Days
- Staff Dev.

Does not include Professional Development days prior to Aug 1.

HOLIDAYS:

- Labor Day (9/3)
- Thanksgiving Day (11/22)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Martin Luther King Jr. Day (1/21)
- Easter Sunday (3/31)
- Memorial Day (5/27)

Note: Calendars designed with classroom days prior to August 30 must complete the request for early start waiver from the Department of Education.

classified as Career Development and/or Professional Development depending on the content of the activities being performed.

August					Student Days
M	T	W	Th	F	
		1	2	3	3
6	7	8	9	10	8
7	14	15	16	17	13
20	21	22	23	24	18
27	28	29	30	31	23
September					
3	4	5	6	7	27
10	11	12	13	14	32
17	18	19	20	21	38
24	25	26	27	28	43
October					
1	2	3	4	5	47
8	9	10	11	12	52
15	16	17	18	19	57
22	23	24	25	26	62
29	30	31			65
November					
			1	2	67
5	6	7	8	9	72
12	13	14	15	16	77
19	20	21	22	23	79
26	27	28	29	30	84
December					
3	4	5	6	7	88
10	11	12	13	14	93
17	18	19	20	21	95
24	25	26	27	28	
31					
January					
	1	2	3	4	
7	8	9	10	11	5
14	15	16	17	18	10
21	22	23	24	25	14
28	29	30	31		18
February					
				1	18
4	5	6	7	8	23
11	12	13	14	15	28
18	19	20	21	22	33
25	26	27	28		37
March					
				1	38
4	5	6	7	8	43
11	12	13	14	15	48
18	19	20	21	22	52
25	26	27	28	29	56
April					
1	2	3	4	5	
8	9	10	11	12	61
15	16	17	18	19	66
22	23	24	25	26	71
29	30				73
May					
		1	2	3	76
6	7	8	9	10	81
13	14	15	16	17	86
20	21	22	23	24	91
27	28	29	30	31	95

190 Day Calendar
Date Events

- Aug 1 Begin 1st Semester

- Sept 3 Labor Day (No School)
- Sept 14 End 1st – 6 wks (31 days)
PROGRESS REPORTS

- Oct 4 End 1st Qtr. (46 days) **REPORT CARDS**
- Oct 5 Staff Development – (No School)

- Nov 2 End 2nd – 6 wks (34 days)
PROGRESS REPORTS
- Nov 21-23 Thanksgiving Holiday (No School)

- Dec 7 Staff Development (No School)
- Dec 19 End 3rd – 6 weeks (29 days)
- Dec 19 End 2nd Qtr. (49 days)
- Dec 19 End 1st Semester (95 days)
REPORT CARDS
- Dec 20- Jan 6 Winter Break (No School)

- Jan 1 New Years Day
- Jan 7 Begin 2nd Semester
- Jan 21 Martin Luther King Day (No School)

- Feb 1 Staff Development – (No School)
- Feb 22 End 4th – 6 weeks (33 days)
PROGRESS REPORTS

- Mar 15 End 3rd Qtr. (48 days)
REPORT CARDS
- Mar 22 Staff Development (No School)
- Mar 29-Apr 7 Spring Break
- March 31 Easter

- April 19 End 5th – 6 weeks (33 days)
PROGRESS REPORTS

- May 27 Memorial Day (No School)
- May 31 6th – 6 weeks (29 days)
- May 31 End 4th Qtr. (47 days)
- May 31 End 2nd Semester (95 days)
REPORT CARDS

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.

At North East Carolina Prep School, we will administer all of the standardized tests required by the state of North Carolina. Additionally, we will administer the Gates-MacGinitie Reading Test and the California Achievement (CAT/5) Test. The Gates-MacGinitie Reading Test is a diagnostic tool used nationally to help teachers determine the reading level of their students. The California Achievement (CAT/5) Test is a nationally normed standardized test used nationally to measure year-to-year growth in academic skills. We will use the results from each of these tests to help identify the strengths and weaknesses of our students. By identifying the areas that our students need to improve upon, we can meet our students at their level and bring them up to proficiency and beyond. Similarly, by identifying the strengths of our students, we can further enrich those students in their strongest academic areas by providing them extra opportunities for learning.

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.

At North East Carolina Prep School we believe that assessment should be used in the service of learning. We will document student success with a comprehensive assessment system we believe is a credible, dependable and equitable means for gathering information upon which decisions can be made about the students and the school. Student evaluation will be based on a broad concept of intelligence, ability and learning. Through the use of portfolios and standardized tests, we will assess visual, auditory, kinesthetic, intrapersonal, interpersonal, logical and verbal abilities. Portfolio assessment allows students to demonstrate their mastery of disciplines in ways that test scores alone cannot show. Performance criteria (and/or rubrics) will be explicit and clearly understood by each student. Oral presentations, short essays, artwork and records of project research and data collection are examples of portfolio components. To compliment the ABCs Model, grade-appropriate practice tests for math and reading and writing will be added to the primary curriculum to document student achievement and student growth, and to enrich curriculum decisions. Pre-tests, peer and teacher critiques, and post-tests will be integrated into the instructional approach for an evaluation that takes into account the academic and social development of the whole child. Progress reports will go home at mid-point of each grading period. Report cards will go home with students at the end of each six weeks. The cumulative folders, portfolios, and Individual Education Plans (IEPs) will comprise the record keeping for enrolled students.

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.

NECP's curriculum provides rigorous, college-preparatory content to all students in core disciplines of math, science, language arts, and social studies, as well as in the areas of art, drama, and foreign language.

Our rigorous curriculum, constant communication with families, and interventions such as tutoring, Homework Center, mentor volunteers and partnership with the University of North Carolina System to provide support, help ensure that our students achieve academic success. Coupling these interventions with a strict promotion policy helps ensure that students do not progress to the next grade until they have clearly mastered the material. Other elements of our success can be attributed to our structured school setting, which is maintained by a strict code of conduct and explicit character development initiatives. Equally important are NECP's curriculum and high academic expectations.

NECP's program rests upon a rigorous curriculum, focused on reading, writing, speaking, and mathematics. We use state frameworks, the Gates/Macginitie Reading Test, the California Achievement test, Advanced Placement exams, and other successful college preparatory programs to establish specific, rigorous, and measurable academic standards. Teachers provide individual and small group tutoring to students before school, during school, or after school for one hour each day as part of their teaching responsibilities. This provides students with multiple opportunities to receive support in their academic subjects. Students are identified for tutoring by their instructors, in addition, students can request tutoring when they need additional assistance.

Career counseling at NECP begins in the 9th grade. Through the administration of interest inventories, counselors and teachers begin to focus students' goals and help them make plans for their future. The NECP college and career guidance program aims to help students make better, highly-informed educational and career choices. NECP counselors will provide information on high school course offerings, career options, the type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities that are associated with their fields of interest. The defining focus of the NECP career and college counselors will be:

- Advising students and parents on high school programs and academic curriculum.
- Preparing them for college application and admission.
- Encouraging students to take Advanced Placement courses.
- Planning and preparation for college admissions tests.
- Informing students about postsecondary financing that can be used to support advanced education and training.
- Developing career portfolios, which include test and grades results, examples of student work, and resumes and cover letters to prospective employers.
- Arranging job shadowing, work placements and community-based learning programs to allow students to directly experience workplace situations.
- Sponsoring workshops, classes, focus groups, and special presentations that focus on job skills and personal development.

NECP believes that student achievement is dependent upon a positive, safe, caring, and vibrant school community. Creating a safe and structured environment allows NECP teachers to use every minute of class effectively to nurture each student's academic and personal talents and accomplishments to this end, our school enforces a strict code of conduct, which does not tolerate disruptions, disrespect, threats, fights, weapons, drugs, and alcohol. We articulate our behavioral expectations to students and their families before the start of the school year at information and orientation sessions, and we continue to emphasize the importance of these behavioral standards throughout the year. In order to promote a shared sense of responsibility and accountability for complying with these standards, students, family members, and a NECP staff member must all sign an NECP Family and School Contract. In addition to the coursework, each student must receive passing grades on the comprehensive assessments that are developed for each course taken. These assessments generally include a written assignment or project (e.g., lab report or essay) that reflects the content and skill standard of the class, and a final exam that measures mastery of the course standards.

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

Foster Family Involvement and Encourage Active PTA Participation: According to the Harvard Family Research Project "For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic. This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved."¹⁰ The Michigan Department of Education even reports that, "family participation in education is twice as predictive of student academic success as family socioeconomic status."¹¹ To foster family involvement North East Carolina Prep

School will use Epstein's Six Types of Parent Involvement. Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education. ¹³

The North East Carolina Prep School Family Involvement and PTA plan

1. **Parenting:** Help all families establish home environments to support children as students.
 - Parent education or training for parents on how to assist their children.
 - Family support programs to counsel and assist families with health, nutrition, and other services.
 2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once a year.
 - Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.
 3. **Volunteering:** Recruit and organize parent help and support.
 - School and classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Online calendar to identify all available talents, times, and locations of volunteers.
 4. **Learning at Home:**
 - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
 - Family participation in setting student goals each year and in planning for college or work.
 5. **Decision Making:** Include parents in school decisions, developing parent leaders and representatives.
 - Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
 - Advisory committees to assist and work for school reform and improvements.
 - Networks to link all families with parent representatives.
 6. **Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
 - Information for students and families on community health, cultural, recreational, social support, and other programs or services.
 - Information on community activities that link to learning skills and talents, including summer programs for students.
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.**

NECP will operate in accordance with Article 9B in the section of Chapter 115C of the North Carolina General Statutes addressing academically or intellectually gifted students which states: *"The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily*

provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

Policies and Procedures for Gifted Students

With a spectrum of learners, North East Carolina Prep also intends to provide services to students who are identified as gifted and talented. NECP will comply with Article 9B indicated above and adhere to all of the outlined policies and procedures. Our gifted education program will provide individualized programming that addresses the gifted learners' needs for acceleration and/or enrichment.

In keeping with North Carolina Statutes, NECP will inform its members of services available to gifted students. Teachers or parents who believe that a student is gifted will refer that student for a Gifted Multidisciplinary Evaluation (GMDE). Parents/guardians will also be notified at least 10 school days prior to conducting a GMDE.

The GMDE will be completed by the Gifted Multidisciplinary Team (GMDT) and will include sufficient information to make a determination as to whether a student is gifted and in need of specially designed education. The GMDE may include, but is not limited to, ability tests, nationally normed and validated achievement assessments, individualized achievement assessments, class work samples, curriculum based assessments, cumulative review tests, performance based skills as demonstrated in portfolios, products, projects, competitions, or other demonstration of skills, teacher observations, noteworthy achievements, and parental input. Following its evaluation, the GMDT will prepare a Gifted Written Report (GWR), including recommendations as to whether a student is gifted and in need of specially designed instruction. The GWR will become the basis for the Gifted Individual Education Program (GIEP) team's determination as to whether the student is gifted and in need of specially designed instruction. NECP will appoint a Gifted Individualized Education Program (GIEP) team to review the GMDT recommendations. If the GIEP team determines that a student is gifted, it will develop a GIEP for that student. This program may result in the adaptation or modification of the general curriculum, including compacting learning experiences, accelerating the student, or placing the student in more than one grade level.

NECP staff will employ the following strategies to engage gifted/talented and/or academically advanced students:

- **Create independent project opportunities** to extend thinking beyond the scope of the curriculum. This time can be used to help advanced students develop their creativity by allowing them to explore a special area of interest related to the topic being studied.
- **Involve gifted and high achieving students in tutoring of younger students** in order to build confidence, encourage productivity, and increase ownership of learning (for self and others) within the Vida community.
- **Use vertical enrichment activities**, which are assignments that go above and beyond what is covered in the regular classroom.
- **Find a mentor** who is willing to work with the student in an area of interest. These could be parents or community volunteers.
- **Incorporate Multiple Intelligences (Gardner)** into classroom activities. Multiple intelligences include linguistic, logical-mathematical, visual-spatial, body-kinesthetic, nature, musical, interpersonal, and intra-personal intelligences.
- **Set up learning centers** in classrooms so that students can work at their own speed.
- **Create increased opportunity** to implement critical thinking skills
- **Project-based learning** for Science and Social Studies under an engaged learning model will help provide enrichment opportunities for academically talented children by providing them opportunities to create and investigate.

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.

Special education ensures that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs.

Full Educational Opportunity Goal

It is the goal of the North East Carolina Prep School, herein referred to as NECP, to provide full educational opportunity to all children with disabilities served by the charter. NECP will have available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the school including: art, music, business, consumer education, and vocational education or any program or activity in which nondisabled children participate. NECP provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

Our goal is to have one EC teacher for each grade level be SPED-qualified. These grade level teams will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his or her strengths and weaknesses in class activities.

Faculty and staff; working closely with students and their parent/sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his or her goals, reaching his or her highest potential. Additionally, it will provide the means by which student, parent/sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day and during the before and after school programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money. It is our belief that this multi-faceted experiential program, while addressing weaknesses and promoting strengths, will identify the needs of particularly challenged learners.

Child Find

NECP will focus early intervention systems that include a public awareness effort that focuses on the early identification of children who are eligible for services. Child Find is for identifying children from ages three through twenty-one who are suspected of having an educational disability and who may be eligible for special education and related services. Child Find referrals will be made to NECP's head of school, John Westberg. Information about services and how to access them will be disseminated through the mass media and other communication mechanisms, and throughout the district, on a regular basis to parents, physicians and others who may make referrals. These procedures involve screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment

records, health records, and report cards); hearing screening (at kindergarten, first, second and third grades); vision screening (every grade level); motor screening; and speech and language screening.

NECP will identify, locate, and evaluate all children with disabilities enrolled in the district, regardless of the severity of their disability, who are in need of special education and related services including children who are made a ward of the state, county, or child welfare agency, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

Universal Design

Universal Design for Learning encompasses North East Carolina Prep's educational theory. UDL will allow NECP's students an opportunity to assess the curriculum and instruction using technology that will enable students with diverse learning needs to be successful in the classroom. UDL will allow teachers to design and plan their instruction keeping an individual's differences in mind.

Instruction

NECP special education teachers will work together individualizing the curriculum to meet the unique needs of each student. We will provide a special education program in accordance with the current federal and state regulations. All of our special education teachers will be highly qualified and certified by NC Department of Public Instruction.

Our teachers will co-teach with the regular education teachers in core subject classes to help prepare students for the next phase of their lives, whether that be continuing their education or joining the workforce. Special education teachers will help the regular education staff to develop curriculum based on the North Carolina state standards.

Special education services will be provided according to the primary educational needs of the child, not the category of disability. The range of special education supports must ensure that a continuum of alternative placements is available to meet the needs of all students with disabilities.

Related Services

Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will in a timely manner provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP. NECP, in conjunction with the parents, will determine the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school will develop for that child.

Individualized Education Program

The student's program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a

statement of the special education and related services that the child needs to make meaningful educational progress. NECP will invite the child to the IEP team meeting starting at age fourteen at which time a transition plan will be developed. For children aged sixteen and older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

Screening for services

Screening activities will often be undertaken before NECP refers children for a multidisciplinary team evaluation. When concerns are raised either by school staff or parents warrant screening, the child will be referred to an "instruction support team" ("IST"), sometimes called the "child study team." The IST will be responsible for assessing the current achievement and performance of the child, for designing school-based interventions to address concerns raised, and for assessing the effectiveness of those school-based interventions. If the concern that resulted in the referral can be addressed without special education services, or is the result of the lack of English proficiency or appropriate instruction, the IST will recommend interventions other than multidisciplinary team evaluation. Parents nevertheless will have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

When screening indicates that a student may be eligible for special education, NECP will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before NECP will proceed with the evaluation, it will notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the school. Once parental consent for evaluation is obtained, NECP has timelines and procedures specified by law that it will follow.

The evaluation to be conducted by a Multi-Disciplinary Team (MDT) will include a teacher, other qualified professionals who work with the child, and the parents. The process will be conducted in accordance with specific timelines and will include protection-in-evaluation procedures. For example, tests and procedures that will be used as part of the evaluation may not be racially or culturally biased.

Parents who think their child is eligible for special education may request, at any time, that the NECP conduct an evaluation. If a parent makes an oral request for an evaluation, NECP will provide the parent with a form for that purpose to be in writing. If NECP School denies the parents' request for an evaluation, the parents will have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation. Timeline: NECP will determine if a child is a child with a disability within 90 days of written referral.

Individualized Education Program Team

The determination of whether a student is eligible for special education will be made by an Individualized Education Program (IEP) team. A single test or procedure will not be the sole factor in determining that a child is exceptional. The IEP team will include: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the

school; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team will develop a written education plan called an IEP. The IEP shall be based in part on the results of the evaluation process. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education can be developed.

All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Participation in Assessments

Children with disabilities attending NECP will be included in all state-wide and NECP assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or NECP assessments will participate in alternate assessments. Needed accommodations or alternate assessments will be identified by the IEP team and will be specified in the child's IEP

Protections for Eligible Students

State and federal law grant many rights, protections and procedural safeguards to children with disabilities and their parents, including mediation and due process hearing request rights. A written summary of those procedural safeguards and protections will be available to parents and students.

Rights and Protection

NECP will notify parents in writing whenever it: (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child; (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child; (3) Proposes or refuses to make changes regarding the provision of a free appropriate public education (FAPE) to the child; and (4) No later than the date on which the decision to take disciplinary action is made, NECP will notify the parent of that decision and of all available procedural safeguards. Such notice will be accompanied by a full written description of the parents' rights.

A copy of the "Procedural Safeguards: Handbook on Parents' Rights" will be given to the parent one (1) time a year, except that a copy will also be given to the parent:

1. Upon initial referral for evaluation;
2. Upon the parent's request for evaluation;
3. Receipt of the first occurrence of the filing of a request for due process; and
4. Request by the parent

Public Information

North East Carolina Prep will regularly publicize information about its special education procedures and services. Further, the school will make available to any person, upon request, all documents relating to the school's eligibility for state and federal special education funds. Contact for this information will be John Westberg, NECP's head of school.

LEP Students

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS will be used to help determine if the student is a language minority student. Upon initial enrollment in NECP, all students will be guided through the Home Language Survey process and have a completed HLS placed on file. If review of the survey shows no language other than English, the student will not be considered a language minority student. The completed HLS will be filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English will prompt the school to investigate and determine the student's actual home language. NECP's Limited English Proficiency (LEP) coordinator or designee will interview the student and his or her parent or guardian to clarify the home language of the student. Some sample probing questions are:

1. When the child was young and language was developing, what language(s) was/were spoken to the child?
2. How is the language (other than English) used in the home?
3. Are there other student issues (e.g., significant health issues, academic gaps, grade retentions, special services, etc.)?

Home language is the language normally used by the individual or normally used by the parents of the child or youth. Trained school personnel will research this information to determine and document the student's actual home language at the time of entry into U.S. schools.

If the process shows the student's dominant language is English, then the student is not a language minority student. The completed HLS will be filed in the student's cumulative folder. If the investigation reveals that the dominant home language is a language other than English, that language will be confirmed on the HLS. The survey will be filed in the student's cumulative folder, and the student will be scheduled for administration of the WIDA Access Placement Test (W-APT)™ according to one of the three procedures described below.

HLS Completed in Another LEA

If an HLS was completed in another North Carolina public school prior to enrolling at the NECP, then staff will compare the responses on the two forms for consistency. If inconsistencies are found, the staff will investigate and determine the home language and eligibility of the student for ESL services, as documented by the investigation. If the investigation documentation indicates the student is a language minority student, and if no W-APT has been previously administered, then the student will be scheduled for W-APT administration, according to one of the three procedures described below.

Considerations for W-Apt Administration

1. IEP Exists (Other Student Issues Documented): If the student is identified as a language minority student and the investigation reveals that the student has an existing Individualized Education Program (IEP), then the IEP Team, including ESL staff, will review the IEP. The W-APT will be administered with any testing accommodations documented in the student's current IEP. The Composite Score will be calculated with lowest score(s) from any inaccessible subtest(s). If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC). W-APT results will be reported to the IEP Team. If the student is not LEP, then the IEP Team will indicate this under the "Consideration of Special Factors" in the IEP. If the student is identified as LEP, the IEP Team will determine language needs as related to the IEP (e.g., collaboration, training, materials, and native language support). The LEP identification and eligibility for testing accommodations will be noted in both the IEP and LEP plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®. Appropriate testing accommodations for the ACCESS administration will be noted in both the IEP and LEP plan/documentation.

2. Regular Procedure (No Other Student Issues Documented): If the student is identified as a language minority, he or she will be administered the state-identified English language proficiency screener/test to determine potential LEP identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT. If a language minority student enrolls at the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent will be notified within 30 calendar days of enrollment of the student's eligibility for ESL services. If a language minority student enrolls after the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within 14 calendar days of enrollment. (Note: Kindergarten students enrolling at or during the first - semester will only be administered the listening and speaking portion.)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC). If the student is identified as LEP based on performance on the W-APT, then ESL staff will document the identification and the appropriate language instructional program goals in the LEP plan/documentation. The LEP plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible. Once identified as Limited English Proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®.

3. No IEP Exists and Other Student Issues Documented: If the student is identified as a language minority student and the investigation reveals other student issues (e.g., a history of special services, grade retention, significant health issues), the W-APT will be administered. Any accessibility issues will be documented in the student's cumulative folder along with the results. The Composite Score will be calculated with lowest score(s) from any inaccessible subtest(s).

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC).

If the student is not identified as LEP based on the W-APT results, staff will record this in the student's cumulative folder. If the student is identified as LEP, a Student Support Team, including ESL staff, will review information and make recommendations concerning appropriate interventions. The Student Support Team will document the identification and the eligibility for appropriate testing accommodations. The LEP plan/documentation will also indicate the appropriate language instructional program. This team will monitor the student's progress.

If the student is subsequently referred and identified as eligible for special education under the IDEA, the IEP Team, including ESL staff, will determine the language needs as related to the student's IEP and documented in the IEP and the LEP plan/documentation. Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and

Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®. If the student is referred and identified as eligible for special education under the IDEA, then appropriate testing accommodations for the ACCESS administration will be noted in the IEP and LEP Plan/documentation.

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.

North East Carolina Prep School Discipline Plan

Student Conduct and Discipline GS 115C-238.29B(b)(12); GS 115C-238.29F(d)(4 and 5):

Discipline policies at North East Carolina Prep School will be based on a school-wide system of positive behavior support utilizing the *Positive Action* program. *Positive Action* is an “evidence-based program with a comprehensive and coherent approach to improving the ABCs: Academics, Behavior, and Character. Years of experience and research have led to the discovery of three **missing pieces in education**: teaching students the skills for learning, motivating them to achieve, and providing a positive climate that fosters achievement. *Positive Action* is effective because it provides these missing pieces, completing the educational puzzle.

Positive Action recently received the **highest rating** from the U.S. Department of Education What Works Clearinghouse—as the **only** character education program to have “positive effects” on **both academics and behavior!** In fact, no other program received a top rating in either category! *Positive Action* research studies have found compelling results, such as:

- Academic achievement scores improved up to 75%
- Absenteeism reduced up to 45%
- Suspensions reduced up to 80%
- Truancy reduced up to 13%
- General discipline reduced up to 90%
- Violence reduced up to 85%
- Drug, alcohol, and tobacco use reduced up to 71%
- Criminal bookings reduced up to 94%
- Self-concept improved up to 43%

See: <http://www.positiveaction.net/>

Introduction

Among the most important advances in student discipline procedures over the past decade is recognition of the need for school-wide behavior support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviors. This continues to be an essential component of school policy. However, a major advance has occurred through recent efforts to define proactive, school-wide systems of support. The goals of school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. When a competent culture is established the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. In competent cultures the teachers find themselves working with the majority of the students, rather than continually trying to control the entire student body.

Definition of Discipline

Unfortunately, “discipline” commonly is defined by procedures that focus on control with punishment consequences. This traditional discipline perspective is incomplete without attention to the development and support of pro-social behavior, and research suggests that punishment by itself is ineffective in achieving long-term suppression of problem

behavior and enhancement of pro-social behavior. Therefore, a useful definition of discipline is “the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success.” As such, discipline is conceived as an instrument for success for all teachers, all students, and all settings. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school-wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms), and the individual student with challenging behavior, and that result in a continuum of positive behavior support for all students.

Proactive Approach to School-Wide Discipline

By implementing the Positive Action program will take a proactive approach to discipline. The *Positive Action* philosophy addresses the core of each person: “You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.” The Thoughts-Actions- Feelings Circle helps apply this simple truth to any situation by illustrating how positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. This empowering approach teaches students *how and why* to make positive choices for a lifetime. The program doesn't just teach a few positive behaviors and stop there. It teaches the **process** and develops the **intrinsic motivation**; giving students the skills for a happy and successful life—the ultimate goal of education. The philosophy and Circle are taught through six units that are central to all components of the program.

The six units cover specific positive actions for the whole person—physical, intellectual, social, and emotional.

- **Unit 1**—The Philosophy and Thoughts-Actions-Feelings Circle
- **Unit 2**—Positive Actions for a Healthy Body and Mind
- **Unit 3**—Positive Actions for Self-Management
- **Unit 4**—Positive Actions for Getting Along with Others
- **Unit 5**—Positive Actions for Being Honest with Yourself and Others
- **Unit 6**—Positive Actions for Improving Yourself Continually

North East Carolina Prep School will focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. **Behavioral Expectations are Defined.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Example: “Use Common Sense, Be Respectful, Take Responsibility”
2. **Behavioral Expectations are Taught.** The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person’s name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance.
3. **Appropriate Behaviors are Acknowledged.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards), others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are “positive” four times as often as they are “negative.” To achieve

this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.

4. **Behavioral Errors are Corrected Proactively.** When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.
5. **Leading by Example.** Teachers, Student Government and parent volunteers will be expected to role model appropriate behaviors and to lead by example. By placing youth into an environment where leaders demonstrate appropriate behavior, students will have a consistent supply of positive role models to emulate.

Suspension and Expulsion

Even with the school-wide *Positive Action* program, it may sometimes be necessary to suspend or expel an individual student. The Principal of North East Carolina Prep School will have authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the School's Board of Directors; provided, that a student who is suspended will be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

The Principal, with the prior approval of the Academic Advisory Committee, will have the authority to suspend for periods of times in excess of ten school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his or her parents may appeal the decision of the Principal at any time to the entire Board of Directors by submitting the appeal to the school in writing.

The School's Board of Directors may, upon recommendation of the Principal and a Academic Advisory Committee formed, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board of Director's decision to expel a student must be based on clear and convincing evidence. In addition, the School's Board of Directors may, upon recommendation of the Principal and a discipline committee formed by the Board of Directors, expel any student who is at least 13 and who:

1. physically assaults a teacher or other adult who is not a student;
2. physically assaults another student if the assault is witnessed by school personnel; or
3. physically assaults and seriously injures another student.

When a student is expelled or suspended for more than ten days, the Board of Directors will give notice to the student's parent or guardian of the student's rights to appeal that suspension or expulsion to the entire Board of Directors. If English is the second language of the parent or guardian, the notice will be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions will be in plain language and easily understandable. ⁶

The policies and procedures for the discipline of students with disabilities will be consistent with federal laws and regulations. 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.

Code of Conduct

North East Carolina Prep School expects all members of the school community to be compassionate, honest, prepared, respectful, responsible, service oriented, and well-mannered.

With these qualities in mind, the North East Carolina Prep School's Board of Directors has established high standards for student conduct and discipline that protect the right of every student and staff member to attend school in a safe and orderly environment.

Enrollment in North East Carolina Prep School is a voluntary choice for each student and family. Continued enrollment in the school will be dependent on the student abiding by the standards in the Code of Conduct. This also demands that the parents of each student support and uphold the Code of Conduct. Therefore, each student and legal custodial parent will be required to review the Code of Conduct along with the Student Handbook and sign an agreement to comply with the Code. The agreement form is included with the beginning of the year packet. A transfer to another school should be arranged by the student's family if the student and legal custodial parent do not agree to standards set forth in Code of Conduct.

Each classroom or grade level has established behavior expectations. If a student repeatedly fails to comply with classroom/grade level expectations, then a Code of Conduct referral is sent to the office. A Code of Conduct referral can also be completed immediately for severe Code infractions.

Repeated violations of the Code of Conduct will not be tolerated. Three violations, of any sort that warrant suspension, within one school year will result in an automatic referral of the student to the Disciplinary Review Committee (DRC). Please note that serious violations of the Code of Conduct have immediate referral to the DRC as an option for a first offense.

Definitions:

Disciplinary Review Committee – Disciplinary Review Committee comprised of 1 administrator or designees and at least one Board member. All DRC decisions will be made by a two-thirds majority vote of the Discipline Review Committee.

Exclusion – student is excluded from participation in any school related activity whether academic or extracurricular but can enroll at another school without restriction.

Expulsion – student is removed from school enrollment and may or may not be allowed to enroll at another public school

Violations and resulting disciplinary actions are determined by the school administrator. These actions may include but are not limited to the following:

- Apology (verbal and/or written)
- Confiscation of items
- Detention (lunch, after school, Saturday, in-school, out-of- school)
- DRC referral
- Loss of credit (assignment, test, class)
- Loss of bus or school privilege
- Parent must take student home to change or bring appropriate clothes to school
- Referral to health department, police, Social Services, juvenile authorities
- Restitution
- Suspension up to 10 days

- Referral to Discipline Review Committee
- Parent will be notified either by phone, email or in writing any time a disciplinary action for a student is necessary.

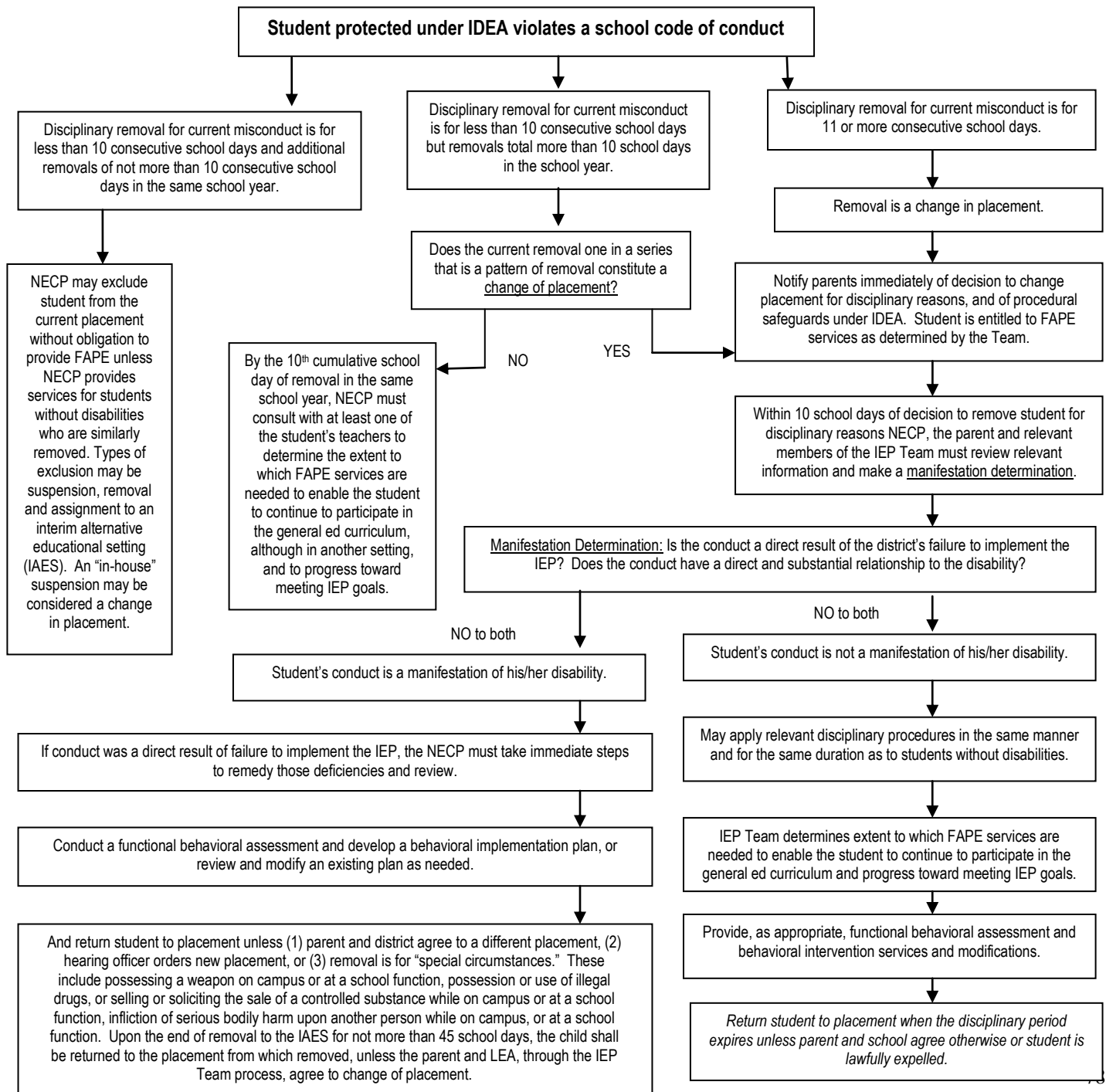
Unacceptable behaviors include but are not limited to the following on school grounds or at a school related activity:

- Arson
- Excessive aggression
- Assault (verbal, physical, sexual)
- Bus misbehavior
- Bullying- (http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_29C.pdf)
- Cheating/plagiarism
- Computer tampering
- Disruptive items
- Extortion
- False alarms
- Fighting
- Forgery
- Gambling
- Harassment (verbal, written, physical, phone, internet)
- Hazing
- Inappropriate behavior
- Indecency
- Intimidation
- Insubordination
- Libel
- Lying
- Obscenity
- Possession, use, transferring or sale of any illegal, controlled or look-alike substance
- Profanity
- Public display of affection
- Pyrotechnics
- Repeated dress code violations
- Skipping school
- Slander
- Excessive tardiness (3 or more unexcused tardy days in a 9 week period)
- Theft
- Threats (verbal, internet, written, physical, phone including texting)
- Truancy
- Vandalism
- Weapons (possession, threat of use or possession, transferring, look-alike) defined as any instrument capable of inflicting harm or considered dangerous

Determination of appropriate or inappropriate behavior and resulting assignment of consequences are the responsibility of the school administrator.

Discipline of Special Education Students Under IDEA 2004

- This chart should be read in conjunction with discipline procedures in state law and NECP School student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation).
- Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting.
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that must take when disciplining a student with a disability, it is important to remember that at any point the parent and North East Carolina Prep can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.



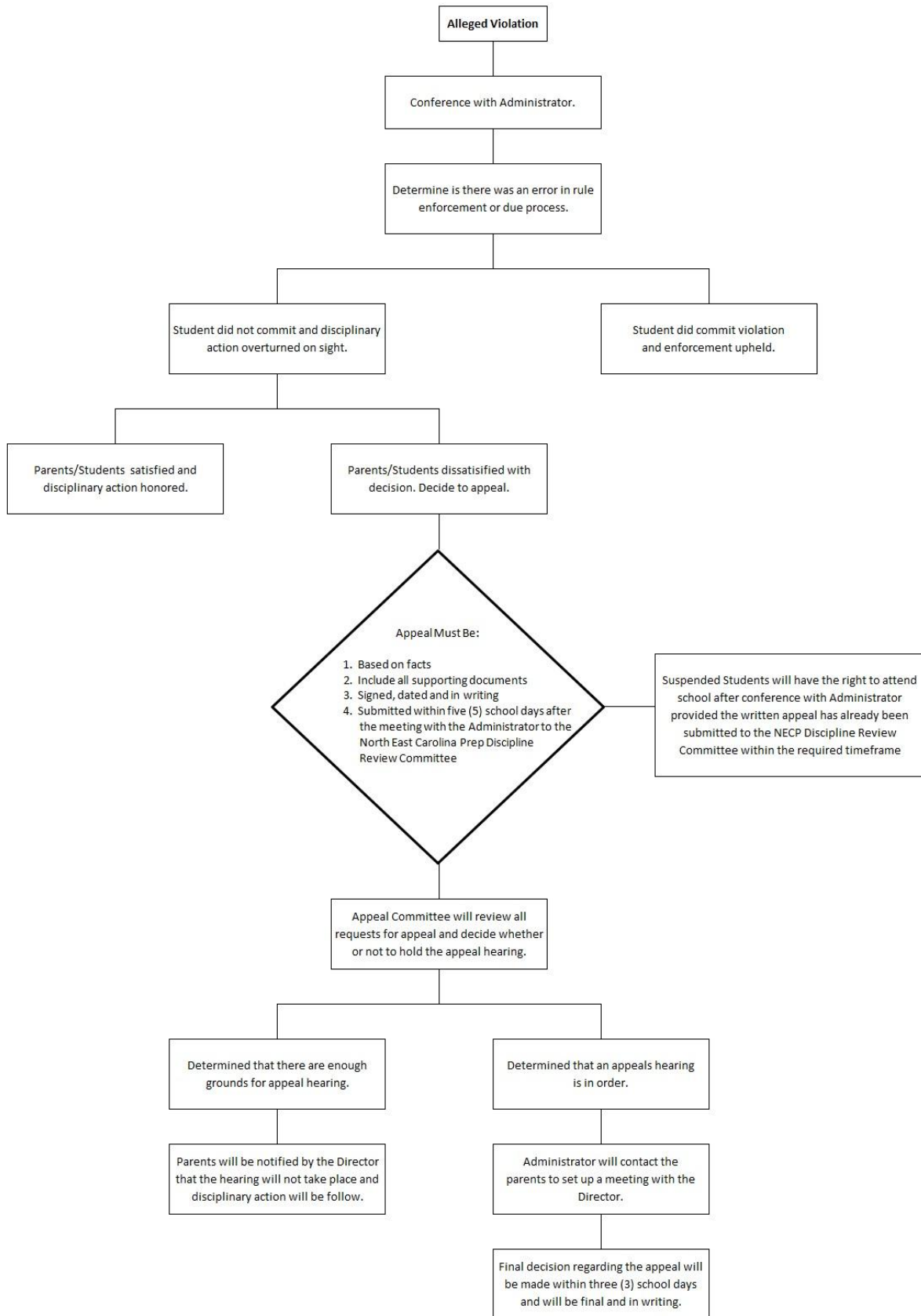
DISCIPLINE APPEAL PROCESS

Students at NECP who violate school rules and/or educational policies are subject to disciplinary action. Such infractions and resulting consequences are described in the Student Handbook and it is the responsibility of the parents/guardians and students of NECP to be familiar with these policies.

A student and his/her parent have the right to request an appeal regarding the discipline imposed. The outcome of the appeal is decided upon by the NECP Discipline Review Committee. This Committee is appointed by the Director and consists of a School Administrator, a Guidance Counselor and three teachers. If such an appeal is desired, the following process must be followed:

1. Conference with the Administrator. If he or she finds an error in enforcing the rules or policies or due process was not followed, the Administrator has the authority to overturn or amend a disciplinary action on site. If the Administrator upholds the decision and the parent/student are not satisfied with the outcome, an appeal may be submitted to the NECP Discipline Review Committee within **five school days**.
2. The appeal must be based on fact, include all supporting documents and state the reason for the appeal and it must be signed, dated and submitted in writing. This appeal must be presented to the Director within five school days after the Administrative Conference. * Appeal can only be based upon non-violation of rules/policies or an administration error in due process.
3. The NECP Discipline Review Committee will read and review all written requests for appeal. The committee will decide whether or not to hold the appeal. If the decision is made that a hearing is in order, the school Administrator will contact the parent and set up a meeting with the parent and the Director. If after a review of the appeal it is determined that there are insufficient grounds for a hearing, the Director will notify the parent that the hearing will not take place and the student will have to follow the disciplinary action originally decided.
4. The final decision regarding the appeal will be made within **three** school days. This decision will be in writing and the parent will be notified of the decision.
5. A final appeal can be made to the NECP Board Disciplinary Review Committee. This committee is comprised of the Director and two Board members. This appeal must be filed within five school days after notification of the decision of the NECP Discipline Review Committee. The appeal must be based on fact, include all supporting documents and state the reason for the appeal and it must be signed, dated and submitted in writing. The committee will decide whether or not to hold the appeal. If the decision is made that a hearing is in order, the school Director will notify the parent and set the time and place for the appeal hearing. If after a review of the appeal it is determined that there are insufficient grounds for a hearing, the Director will notify the parent that the hearing will not take place and the student will have to follow the disciplinary action originally decided.
6. The final decision regarding the appeal will be made within **three** school days. This decision will be final and in writing.
7. Suspension Appeal Procedures: The suspended student has the right to attend school after the conference with the school Administrator provided the written appeal has already been delivered to the NECP Discipline Review Committee. If the request is not submitted in the required manner and time frame, the hearing will not be held and the disciplinary action will be followed.

DISCIPLINE APPEALS PROCESS



TIMELINES

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

Timeline for Implementation of NECP

The founders of NECP have developed a strict timeline for the opening of school. Our research into startup is thorough and on-going. We have developed a plan that began March 1, 2011 and will continue to be modified and monitored. All major stakeholders have been utilized – community, business and financial. We have researched other start up Charter Schools and complied with all NCDPI suggestions and requests. All major tasks are identified, and the responsible individuals identified and placed in the timeline.

February –

1. Begin Registration Process – A. Creech, J. Westberg, R. Henderson
2. Continue Marketing Plan – A. Creech
3. Advertise and begin interviews for staff – A. Creech, J. Westberg, M. Willis
4. Continue work on curriculum development and vertical alignment – M. Willis, All
5. Schedule staff development – J. Westberg
6. Begin Board workshops on Roles and responsibilities - C. Hinton, J. Westberg
7. Begin applying for Grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
8. Choose facility and location Secure funding for any building renovations – J. Westberg, T. Cordle
9. Incorporate NECP Education Foundation – C. Hinton, J. Westberg
10. Begin fundraising – A. Creech, J. Westberg
11. Retain Attorney (Chad Hinton) and C.P.A. (Gerrelene Walker) – J. Westberg
12. Set up financial systems, bookkeeping – T. Cordle, G. Walker, J. Westberg

March –

1. Continue Registration – A. Creech, J. Westberg, R. Henderson
2. Continue Marketing Plan – A. Creech
3. Advertise/Recruit/Interview process for staff – A. Creech, J. Westberg, M. Willis
4. Continue curriculum design and implementation - M. Willis, All
5. Continue Board workshops – Policy and Governance - C. Hinton, J. Westberg, NCDPI
6. Continue to apply for Grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
7. Begin building renovations/order desks/supplies – T. Cordle, J. Westberg
8. Order software for clerical staff/textbooks and support materials – T. Cordle, J. Westberg
9. Contract for bus services – G. Walker, C. Hinton, T. Cordle, J. Westberg
10. Continue Fund raising – NECP Education Foundation - A. Creech, J. Westberg, Board
11. March 31 – audit enrollment – A. Creech, J. Westberg, M. Willis, All

April –

1. Continue Marketing Plan – A. Creech
2. Continue curriculum design and implementation - M. Willis, All
3. Continue Board workshops - revisit Mission/Vision - C. Hinton, J. Westberg, NCDPI
4. Continue to advertise/recruit/interview process for staff – A. Creech, J. Westberg, M. Willis
5. Continue to apply for grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
6. Monitor/adjust facility renovations – T. Cordle, J. Westberg
7. Continue Registration – A. Creech, J. Westberg, R. Henderson
8. Continue Fund Raising – NECP Education Foundation – NECP Education Foundation Board, A. Creech, J. Westberg
9. Audit Enrollment – A. Creech, J. Westberg, M. Willis, All

May –

1. Continue Marketing Plan – A. Creech
2. Continue curriculum design and implementation - M. Willis, All
3. Continue Board workshops – C. Hinton, J. Westberg, NCDPI
4. Continue to advertise/recruit/interview process for staff - A. Creech, J. Westberg, M. Willis
5. Continue to apply for Grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
6. Monitor/adjust facility renovations – T. Cordle, J. Westberg
7. Continue Registration – A. Creech, J. Westberg, R. Henderson
8. Audit Enrollment – A. Creech, J. Westberg, M. Willis, All
9. Continue Fund Raising – NECP Education Foundation - NECP Foundation Board, A. Creech, J. Westberg

June –

1. Complete facilities renovation – begin preparing class rooms/offices – T. Cordle, J. Westberg, All
2. Continue Marketing Plan – A. Creech
3. Continue Board workshops – school start up – C. Hinton, J. Westberg, NCDPI
4. Begin hiring of staff – contracts (Attorney), J. Westberg, M. Willis
5. Approval of Contracts – Board – C. Hinton, J. Westberg, G. Walker
6. Continue to apply for Grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
7. Install supplies - All
8. Continue Registration – A. Creech, J. Westberg, R. Henderson
9. Continue Fund Raising – NECP Education Foundation - NECP Foundation Board, A. Creech, J. Westberg
10. June 25 – 28, Staff Development – Critical Thinking Skills – Center for Critical Thinking – J. Westberg, M. Willis
11. June 29 last day to enroll - All

July –

1. July 2, Lottery if needed - All
2. July 2 Staff reports to work – orientation, All – Audit EC/LEP population – S. Humbert
3. July 2 Board Meeting
4. Continue to apply for Grants – A. Creech, J. Westberg, R. Henderson, D. Vandelli
5. Continue Fund Raising – NECP Education Foundation – NECP Foundation Board, A. Creech, J. Westberg
6. Prepare Building/class rooms/offices for opening of school - All
Review Critical Thinking skills, incorporate into the curriculum – M. Willis, All
7. July 9 -13 – curriculum mapping – horizontal – vertical – J. Westberg, M. Willis
8. July 16 - 20, Staff Development – Kagan – M.I. Theory – J. Westberg, M. Willis
9. July 16 Master schedules complete – J. Westberg, M. Willis
10. July 18 student schedules/room assignments ready for pick up and mailing - All
11. July 19 Parent Meeting/workshop – Board, A. Creech, J. Westberg, M. Willis, All
12. July 20, Pacing Guides complete – M. Willis
13. July 23,24, – Technology training – D. Vandelli
14. July 25 EC Training, set up Child Study Teams – S. Humbert, NCDPI
15. July 26,27,30 Staff Development - Incorporating the NCSCS and CKS into team expeditions - Development of the schedule to accommodate Real World Living learning blocks - Implementing the Core Practices of Real World Learning - Implementing the Core Practices of Real World Learning - Implementing North East Carolina Prep School goals concerning school culture and structure - Implementing North East Carolina Prep School goals concerning school culture and structure Aligning the Real World Learning process with our chosen assessment models –
16. July 31 Opening Faculty Meeting – Board, All

August –

1. School Opens – Classes Begin

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.)

2012-2013 FACULTY AND STAFF

<u>Class/Position</u>	<u>Teacher/Staff</u>	<u>Assistant</u>	<u>Extension</u>
Kindergarten			
Kindergarten			
1 st Grade			
1 st Grade			
2 nd Grade			
2 nd Grade			
3 rd Grade			
3 rd Grade			
4 th Grade			
4 th Grade			
5 th Grade			
5 th Grade			
6 th Grade			
6 th Grade			
7 th Grade			
7 th Grade			
8 th Grade			
8 th Grade			

PROJECTED STAFF POSITIONS FOR NCEP

Year 1

1. Executive Director (1)
2. Communications Director (1)
3. Dean of Students/Counselor (1)
4. Book keeper (1)
5. Data Manager (1)
6. Receptionist (1)

- 7. Teachers (18)
- 8. E.C Teachers @10% of enrollment (4)
- 9. Media Technician (1)
- 10. Teacher Assistants (3)
- 11. Custodian (1)
- 12. Bus Drivers (2)
- 13. Nurse (1)
- 14. Additional Staff (1) TOTAL - 37

Year 2

- 1. Executive Director (1)
- 2. E.C. Director (1)
- 3. Communications Director (1)
- 4. Principal (1)
- 5. Assistant Principal (1)
- 6. Guidance (1)
- 7. Bookkeeper (1)
- 8. Data Manager (1)
- 9. Receptionist (1)
- 10. Teachers(42)
- 11. E.C Teachers @10% of enrollment (6)
- 12. Media Technician (2)
- 13. Teacher Assistants (5)
- 14. Custodians (2)
- 15. Bus Drivers (3)
- 16. Nurse (1)
- 17. Additional staff(1) TOTAL - 71

Year 3

- 1. Executive Director (1)
- 2. Chief Financial Officer (1)
- 3. Communications Director (1)
- 4. E.C. Director (1)
- 5. Principals (2)
- 6. Assistant Principal (1)
- 7. Guidance (2)
- 8. Bookkeeper (1)
- 9. Data Manager (1)
- 10. Receptionist/Secretary (1)
- 11. Teachers (62)
- 12. E.C. Teachers @10% of enrollment (13)
- 13. Media Technician (3)
- 14. Teacher Assistants (6)
- 15. Custodians (3)
- 16. Bus Drivers (4)
- 17. Nurse (1)
- 18. Additional staff (1) TOTAL - 105

Year 4

1.	Executive Director (1)	
2.	Chief Financial Officer (1)	
3.	Communications Director (1)	
4.	E.C. Director (1)	
5.	Facilities Manager (1)	
6.	Principals (2)	
7.	Assistant Principals (1)	
8.	Guidance (4)	
9.	Bookkeeper (2)	
10.	Data Manager (2)	
11.	Receptionist/secretary (2)	
12.	Teachers (82)	
13.	E.C. Teachers @10% of enrollment (18)	
14.	Media Technician (3)	
15.	Teacher Assistants (7)	
16.	Custodians (4)	
17.	Maintenance (1)	
18.	Bus Drivers (4)	
19.	Nurse (1)	
20.	Additional staff (2)	TOTAL - 122

Year 5

1.	Executive Director (1)	
2.	Chief Financial Officer (1)	
3.	Communications Director (1)	
4.	E.C. Director (1)	
5.	Facilities Manager (1)	
6.	Principals (3)	
7.	Assistant Principals (4)	
8.	Guidance (5)	
5.	Bookkeeper (3)	
6.	Data Manager (3)	
7.	Receptionist/Secretary (4)	
8.	Teachers (103)	
9.	E.C. Teachers @10% of enrollment (22)	
10.	Media Technicians (3)	
11.	Media Coordinator (1)	
12.	Teacher Assistants (6)	
13.	Athletic Director (1)	
14.	Custodians (4)	
15.	Maintenance (2)	
16.	Bus Drivers (4)	
17.	Nurse (1)	
18.	Additional Staff (2)	TOTAL - 177

Also include the following information for the proposed charter school:

- **Process to advertise for and employ staff of the school**

Faculty and staff will be recruited through a marketing plan propelled by the school's communication committee. This plan will incorporate the use of online job search engines and job postings on respected employment sites, such as the websites for the North Carolina Department of Public Instruction and the local school district. The use of traditional and electronic media to advertise employment opportunities will be put into effect in a timely and egalitarian manner. The school will connect with local college career services and the University of North Carolina system to relay applicable information to educators and staff seeking employment. Job descriptions will be carefully and thoroughly constructed to ensure teachers and staff are well informed of position expectations as well as school policies, procedures and standards. Each staff member will be selected based on his or her accreditation and qualifications for the applied position.

- **Faculty Retention Policy**

We recognize that teachers' career decisions to stay, transfer to another position, or leave teaching are influenced by a wide variety of factors which can be interrelated to one another. The influences of these variables on teachers' career decisions evolve and change over time, dependent on life circumstances, priorities and needs.

Factors that are most amenable to intervention involve the teacher's work environments where schools and districts can have the greatest impact. Two specific factors consistently linked to teachers' retention are lack of administrative support and role ambiguity/conflict. Other significant factors include salary, inadequate work and/or office space, inadequate equipment or materials, excessive caseloads, limited staff development, and isolation from colleagues.

In order to retain teachers and staff, to develop awareness and commitment to the school mission and purpose and to increase professional satisfaction, North East Carolina Prep School will implement the following measures and strategies:

- Develop clear role descriptions
 - Provide adequate teaching resources and office space
 - Reduce/limit administrative requirements
 - Develop support strategies to assist with paperwork (i.e. streamline process, eliminate repetitive paperwork)
 - Build in adequate planning time
 - Match beginning teachers assignments with their prior experiences and training
 - Use mentor programs to assist and provide support for beginning teachers, create time to meet during the school day
 - Provide specific feedback, encouragement, and continued opportunities for growth
 - Restructure the workplace by giving teachers more responsibility and autonomy
 - Provide opportunities for educators to regularly network with one another
 - Provide a structure between regular and special education to support better communication
- **Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc. Refer to Appendix C.**

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.

All administration and instructional staff of NECP will be required to have the appropriate licenses and certifications in the areas they are assigned per North Carolina charter school statutes. All instructional personnel are required to be Highly Qualified as required by state law.

Individuals identified for specific positions can be found in **Appendix H**.

*Following is a list of Individual Positions and the qualifications required.

Executive Director
(Principal)
Job Description

SUMMARY:

The primary objective of the Executive Director is to uphold and advance the mission and goals of North East Carolina Prep as communicated in: our letter of intent, our charter, our contract with our sponsor, and our mission and philosophy statements. Under the direction of the School Board, the Executive Director will assume general responsibility for achieving this primary objective while overseeing and working collaboratively within the committee structure of our organization. Effective communication, team building and group leadership skills will be employed by the Executive Director to draw the efforts of the faculty and staff, committees, parent volunteers, students and the parent body together to meet this primary objective.

The Executive Directors role at North East Carolina Prep is primarily to oversee and facilitate, coordinate and guide the Parents and Teachers in determining the programs and goals for the school through the committee process; and then to keep these goals visible and in focus for all staff (and families). The Administrator is responsible for seeing to it that teachers and parents have an environment in which they can take responsibility for fulfilling our goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Assumes general responsibility for all personnel, facilities, services and programs of the school.

STAFF LEADERSHIP and SUPERVISORY RESPONSIBILITIES

Participates in hiring decisions as a member of the Personnel Committee, solicits input and/or hiring recommendations from appropriate committees(s) and/or staff.

Helps each member of the staff feel that their job is essential to the success of the school and provides a healthy, productive working environment as evidenced by attention to staff needs and suggestions.

Assumes primary responsibility for faculty and staff development. Solicits the input of staff concerning their professional development. Participates in the Program Steering Committee to review and approve teacher/staff development options.

Communicates with personnel (staff) on a regular basis. Ensures regular faculty and staff meetings take place. Solicits the input of faculty and staff concerning their areas of responsibility. Is available to the staff to listen to, evaluate, and respond to their concerns. Communicates with the School Board and/or pertinent committee(s) with regard to the faculty/staff concerns.

Supervises and evaluates the performance of staff (taking into consideration the feedback of the Personnel Committee, parents, TA and peers in the evaluation process). Ensures annual performance appraisals are conducted for all employees under direct or indirect supervision. Contributes feedback during the Teacher Performance Appraisal process. Coaches and counsels the faculty and staff concerning their performance, when appropriate. Documents these conversations in a timely manner. In accordance with NECP policies and procedures of due process, recommends the termination of personnel whose performance is deemed unsatisfactory.

Works with the Transportation Director to ensure a safe transportation program.

Oversees the provision of student services, health, safety, security program and transportation, initiating recommendations for change as justified.

Academic Leadership

Provides effective leadership and management of the instructional program by providing purpose and direction for individuals and groups.

Shapes school culture, values and mission of the school within the committee structure.

Oversees planning, implementation and evaluation of strategies that improve student performance within the context of the culture of the school community, school improvement team and district goals and objectives.

Oversees the implementation of the North Easy Carolina Prep's approved curriculum and scope and sequence in the school setting.

Works with the Administrative Team, using a variety of assessment tools, to systematically review and monitor student progress. Gathers and interprets data from relevant sources relating to program effectiveness in order to evaluate students' progress toward stated program goals. Works jointly with relevant committees to correct deficiencies, and maintain and improve strengths. Utilizes test results in analyzing program effectiveness and identifying areas of improvement.

Evaluates progress toward instructional goals and objectives and works through the committee process to suggest needed adjustments.

Works with the Special Education Director to supervise and implement student special education programs and services.

Works with the Technologist to have an understanding of the technological infrastructure, hardware and software and acts as a partner in accordance with the committee structure in planning, enhancing and developing effective and efficient technology.

Professional Development and Leadership

Demonstrates continued personal growth through participation in professional activities and organizations.

Develops and implements administrative procedures consistent with federal law, state school law and local school board policy.

Maintains and fosters strong professional relationships.

Fiscal Management

Administers and monitors the North Easy Carolina Prep budget(s) in accordance with and within the committee structure, board policies and legal requirements.

Clearly communicates building priorities, which have been approved through the committee structure and long-range goals.

Supervises the preparation of accurate budgets and effectively monitors expenditures within the committee process.

Ensures the accurate and efficient preparation of required district financial reports and requisitions.

Works collaboratively with appropriate committees to prepare program budget estimates that result in the efficient allocation of resources.

Ensures student activity accounts are monitored and audited.

Ensures adequate inventories of North East Carolina Prep's property are completed and has oversight for the security and accounting of that property.

Student Record Maintenance and Accountability

Oversees and provides direction for the maintenance and confidentiality of accurate, secure and current student records, including but not limited to student health, attendance and discipline.

Building Security and Safety Management

Establishes and/or maintains safety and security arrangements for school facilities and equipment.

Works with the staff to ensure a safe, healthful environment for the immediate school community according to federal, state and local regulations.

Develops and enacts internal policies and procedures for responding swiftly and effectively to on-site student accidents, illnesses or other health concerns. Ensures that incidents are documented in a timely manner.

Works with the Facility Manager, Program Steering Committees, or others as appropriate to make both long and short-term recommendations concerning the maintenance, renovation and improvement of our buildings and grounds.

Parent Communication and Interaction

Displays an eagerness to work hand in hand with parents to promote the parent, student, teacher alliances that are very important at NECP.

Develops and monitors a system of effective communication with parents.

Encourages the parents to participate in the work of committees and their decision-making processes. Listens to, evaluates, and responds to concerns that are expressed by the parents regarding any operation of this school and/or any action of its faculty, staff, committees, parent volunteers, or students.

Seeks out parent and community involvement and establishes cooperative and collaborative parent and community relations.

Committee Resource and Facilitator

Regularly attends Program Steering Committee meetings. Participates in the development of curriculum and program effectiveness, collaboratively with the Program Steering Committees and the Administrative Team. Assumes primary oversight for the implementation of the committee approved instructional program.

Advises the committees in their work. Is generally aware of committee action (through attendance and/or minutes), and may direct any committee to reconsider a decision or policy before implementation or Board approval. (The School Board will be involved if there is an impasse.)

Proactively recommends policy changes to appropriate committees and/or the School Board when appropriate and in the best interest of the students or school.

Serves as a participatory advisor to the NECP School Board. Communicates with the School Board concerning the operations of the school. Informs the Board of requirements and/or needs of the school as perceived by the staff when appropriate. Prepares and presents reports to the Board. Supplies the Board with any other pertinent facts and figures that are relevant and/or necessary to facilitate their decision-making processes. As a Participatory Advisor may participate in Board discussion, present and second motions, however does not vote or count as quorum.

Expected meeting attendance is estimated at 12 hours/month. These meetings include attendance at the NECP School Board, one Program Steering, meeting every month, Long Range Planning, Personnel and Program Coordination Team (PCT) meetings. Attendance at typical school functions, (i.e. Seasonal and All-Parent Meetings, is also expected).

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Masters in Education; and/or two to four years related experience and/or training; or equivalent combination of education and experience and proper license requirements per NCDPI. This position requires subject matter expertise in educational programs, curriculum and instructional strategies. To perform this job successfully he/she must have a broad knowledge of the principles and practices of school administration and of current educational trends. He/she should have supervisory and management experience to manage successfully the programs of the school. He/she should have the ability to communicate effectively in a variety of venues, both orally and in writing. This position requires problem solving, decision-making experience, and the ability to establish priorities and make high quality decisions based on relevant data and facts.

DEAN OF STUDENTS **Job Description**

SUMMARY

Under the supervision of administration, implements and carries out School's Discipline Policy.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Monitors and implements North East Carolina Prep Discipline Policy.

In accordance with the due process procedures, follows the established rules set forth in the Student/Parent Handbook.

Documents and provides immediate investigations for serious discipline problems.

Interviews individuals and identifies the problem.

Informs parents in writing what discipline offense has occurred when culminating in a suspension (in or out of school).

Establishes times to meet with the parents/guardian.

Works with the parent(s), student and staff to discuss inappropriate behavior and document a plan of action.

Determines the specific penalty for the offense, based on the guidelines in the Family Handbook, .

Conducts readmission interviews with the students according to the Due Process Policy.

Supervises the ISC process and evaluates the ISC Monitor.

Evaluates and monitors the history/pattern of the ISC room.

Prepares annual discipline report.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND OR EXPERIENCE

Masters degree with a combination of experience and training which may provide the required knowledge, skills and abilities necessary to perform the essential job functions.

HUMAN RESOURCE AND FINANCE MANAGER
(Chief Financial Officer)
Job Description

SUMMARY

- Ensure the efficient business and human resource operations, including meeting mandatory state reporting deadlines.
- This position works with Administration, Board Treasurer and the assigned committees to perform four main functions:
- Ensuring an overall effective and viable human resource system;
- Coordinating the entire interview and hiring process; and
- Ensuring that North East Carolina Prep is prudent in obtaining adequate, competitive and cost effective insurance and benefits to its employees.
- Preparing and monitoring the budget.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Works with Administration and Board Treasurer to design and recommend an annual fiscal budget, which insures quality input and communication with the, the Board Treasurer and the assigned committees.

Works with Administration and Board Treasurer to oversee the management of the annual budget, including making approved revisions and updates, as needed.

Works with Administration and Board Treasurer to prepare short and long-term financial projections, including the five-year financial plan.

Provides Administration and the North East Carolina Prep Board with an annual adopted budget.

Communicates and consults with the Department of Education on a variety of topics including Electronic Data Reporting (EDRS), SERVS Grant information and Uniform Financial Accounting Reporting Standards (UFARS), as needed.

Works with Administration and Board Treasurer to oversee the financial affairs of North East Carolina Prep, including accounting and reporting procedures and long-range planning.

Consults regularly with Administration, staff and other elected officers on questions relating to the North East Carolina Prep's business and financial affairs.

Provides necessary financial data, in a timely manner, when requested by Administration.

Monitors daily cash flow and oversees banking functions, including setting up new Automated Clearing House Accounts (ACH's), entering stop payment information, transferring and exchanging funds.

Monitors financial asset management, internal controls and reporting systems that ensure asset responsibility, internal accountability to the budget and the long-term financial health of North East Carolina Prep.

Works with the Business Accounts Specialist to ensure that all capital expenditures are appropriately recorded and coded.

Works with Administration and Board Treasurer and school committees to help develop their budgets and consolidate the budgets into an overall recommendation to the school board by April 15th.

Reviews budget and expense variances. Provides budget variance explanations, upon request.

Ensures all financial and human resource activities are conducted with integrity.

Oversees maintenance of North East Carolina Prep's Human Resources Policy and Procedures Manual including pro-actively recommending policy adjustments, as necessary.

Keeps current with North East Carolina Prep's Human Resource Policy and Procedures Manual and pro-actively gives recommendations regarding their appropriate use to the Administrator and the Personnel Committee.

Researches, modifies and creates job descriptions, assisting in analyzing and preparing job descriptions to accurately describe job content and requirements.

Assists with the maintenance of complete job description documentation and analysis as needed.

Conducts and compiles information obtained from exit interviews to determine reasons behind separations. Works with the Personnel Committee to develop a summary for the North East Carolina Prep Board two times annually.

Attends Personnel Committee meetings. Works with the Personnel Committee Chair and Administration in preparing personnel information and packets for the meetings.

Administers performance review program to ensure effectiveness, compliance, and equity within the organization.

Conducts wage surveys when requested within labor market to determine competitive wage rate.

Oversees the security and maintenance of Personnel files.

Works with the assigned office staff to arrange substitute staff as needed.

Assists with coordination of employee orientations.

Works with the human resource staff to coordinate and schedule new employee orientations and ensures initial paperwork is complete.

Participates in establishing, coordinating and evaluating internal work flow and document routing procedures, filing and record keeping systems and confidential data; manages and updates confidential records.

Assists Administration in representing North East Carolina Prep in governmental meetings, hearings or investigations; in preparing and representing the company's cases on appeal with the unemployment insurance appeals.

Administers and facilitates the out processing of employees upon separation from North East Carolina Prep: reviews and processes separation forms (i.e. medical, dental, life, long term disability and accidental death and disability); ensures COBRA paperwork is initiated.

Oversees retirement related documentation and ensures that it is complete and accurate.

Completes semi-monthly salary reporting and prepares the appropriate check request to complete the payroll disbursements to the appropriate Retirement Entity. Administers employee leaves of absence.

Ensures all mandatory reporting requirements for fiscal year end and year-end are processed correctly and in a timely manner.

Maintains the log and summary for Occupational Injuries and Illnesses.

Manage and administers the Workers Compensation program including evaluating Workers' Compensation Insurance potential carriers.

Works with the assigned Workers Compensation program to manage employees on Workers' Compensation leaves of absence and developing appropriate light duty assignments which allows the employees on Workers' Compensation leave to return to work in a timely manner. Investigates accidents and injuries; researches and manages employment practices which maximize costs savings; and meets reporting requirements.

Provides leadership by ensuring the employment, training, professional development, reflective supervision, and performance management of all assigned employees.

Ensures each directly supervised position within North East Carolina Prep is analyzed according to the job description.

Establishes clear expectations for all direct report employees. Ensures these expectations are communicated at the beginning of each new staff member's employment, at the beginning of the school year for all returning employees, and whenever necessary for employees who are not meeting expectations. Ensures each employee receives a current Job Description for his/her position when hired and as responsibilities change.

Approves / disapproves as appropriate, prearranged Leave of Absence requests and signs leave requests for all Direct Reports.

Asks Direct Reports to provide an assessment of their work accomplishments and challenges in an annual Performance Appraisal process. Formally monitors the performance of all Direct Reports at least once a year to share feedback about that employee's accomplishments and areas of growth. Maintains a file with a copy of the Annual Performance Appraisal form and documentation of any additional performance improvement meetings.

Creates a Professional Development Plan with each Direct Report. Assesses the employee's skills and determines professional development goals with the employee's input.

Develops a Performance Improvement Plan with any Direct Report for anyone who is demonstrating behavior which is outside the Vision / Mission and expectations as explained in that employee's Job Description. Establish and maintain an environment of value and mutual respect with the Direct Report (s). Ensures all employment laws and policies are observed at all times.

Promotes positive employee relations throughout North East Carolina Prep. Provides conflict resolution processes to teach and promote mutually respectful solutions.

Other duties may be assigned

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Bachelor's degree (B.A.) from a four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience. School related Finance and Human Resource experience preferred.

ADMINISTRATIVE OFFICE MANAGER
(Executive Secretary)
Job Description-Administrative Office Manager

SUMMARY:

Coordinates completion of a variety of general office activities and provides support to the school administrator by performing the following duties personally or through subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Office Duties and Responsibilities

Analyzes and organizes office operations and procedures and plans office layouts. Researches and develops resources that create timely and efficient work flow.

Works with the Committee Clerks and Administrator, when requested, to coordinate, facilitate and organize materials and communications for school board meeting packets, agendas and committee report packets.

Assists, implements and offers recommendations to the administrator regarding new administrative or office procedures, including: information management, record keeping and retrieval systems, requisition of supplies and other clerical services.

Maximizes office productivity through proficient use of appropriate software application. Establishes uniform correspondence procedures and style practices.

Coordinates projects related to central office functions (student grades, eligibility, attendance, fire drills, class pictures, student orientation, handbooks.)

Demonstrates courtesy and tact with students, parents, staff and the community, ensuring confidentiality, representing North East Carolina Prep in a positive manner and projecting the professional qualities of the job.

Researches information on topics requested by Administration and performs all other duties as directed by the Administrator for school related issues.

Composes, edits, authors and organizes a variety of documents, (e.g. correspondence, memos), and materials for publication or dissemination, under the guidance of Administration.

Assists the Administrator on daily schedule maintenance and setting appointments.

Ensures that coverage for teaching staff during fieldtrips and/or extracurricular activities and events is secured.

Works with Athletics Director, Dean of Students to ensure student eligibility for extracurricular activities.

Special Education Office Duties and Responsibilities:

Coordinates and prepares the tuition agreements for special education students.

Monitors the special education due process paperwork regarding compliance and deadlines, disseminating information to appropriate parties.

Coordinates the special education tuition billing process and works with NCWISE Coordinator to ensure accurate reporting and billing.

Maintains open communication with billing districts and addresses billing errors when needed.

Supervisory Duties and Responsibilities

Directly supervises office support staff. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include: interviewing, hiring, and training employees; planning, assigning and directing work; appraising performance; addressing complaints and resolving problems.

Coordinates & ensures information regarding attendance, enrollment and other specific information is maintained and transferred to the NCWISE Reporter/Business Accounts Specialist.

Coordinates activities of various clerical departments.

Oversees and evaluates performance for administrative support staff.

Committee Duties, Responsibilities and Accountability:

Oversees and evaluates performance of Committee Clerks.

Establishes a system to monitor use of North Easy Carolina Prep Board and all committee approved minutes and agenda templates. Ensures that all minutes and agenda related items are processed properly, including communicating with the committee members and posting the minutes and agenda in the required place and time line.

Communicates with the Committee Chairs regarding due dates, documents and any other committee activity.

Randomly reviews minutes for accuracy and has a checklist to review the quality, record retention and timeliness of the minutes completed by each Committee Clerk.

Works with the Administrator in setting up the Committee Calendar for the following school year.

Public Relations:

Arranges, communicates and connects with local radio stations, newspapers and local media outlets to publicize, track and communicate events at NECP.

Works with the Athletics Director to ensure posting of activities scores and events.

Works with Administration to write and submit articles as needed for NECP events.

EDUCATION and/or EXPERIENCE

Associate's degree (A.A.) or equivalent from two-year College or technical school and/or twelve months related experience and/or training; or equivalent combination of education and experience.

COMPUTER SKILLS

Must be knowledgeable of current school software and a variety of electronic tools. Must be capable of correspondence using e-mail or other web based applications. Ability and/or willingness to learn to use and understand computer programs for spreadsheets, letters and other written communications in order to effectively communicate information for employees, administration and the School Board.

LANGUAGE SKILLS

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports, business correspondence and procedure manuals. Ability to effectively present information and respond to questions from groups of parents, staff, students and the general public.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

ADMINISTRATIVE SUPPORT LEVEL A
(Receptionist)
Job Description

SUMMARY Answers and directs incoming calls to appropriate personnel. Maintains general office functions. Handles general student, staff and volunteer needs by performing the following duties:

ESSENTIAL DUTIES AND RESPONSIBILITIES

COMMUNICATION

Operate a multi-line phone system. Answers incoming telephone calls, determines purpose of callers, and forwards calls to appropriate personnel. Retrieves & disseminates voice messages. Takes and delivers messages when personnel are unavailable by placing messages in corresponding mail slots, or transferring incoming callers to appropriate voice mails.

Receives, prints and posts Committee Agendas and minutes. Files approved minutes in corresponding binders stored in the workroom.

Welcomes parents, students and visitors and determines nature of business, and announces visitors to appropriate personnel. Maintains the reception area in an orderly fashion to represent NECP with an inviting atmosphere.

Demonstrates courtesy & tact with students, parents, staff and the community, ensuring confidentiality, representing North Easy Carolina Prep in a positive manner.

Monitors student late arrivals and early departures by maintaining a sign in/sign out register. Issues excused or unexcused admission slips to students upon late arrival, depending on the reasons for being late. Also issues passes for use during the school day.

Answers questions about North Easy Carolina Prep and provides callers with address, directions, and other information.

Receives, sorts, and distributes mail and publications. Facilitates the receipt & shipment of all NECP purchases. Distributes packages when possible, notifying staff of the arrival of their orders.

Maintains outside vendor Catalog files, keeping the most current available to staff.

Assists all staff and volunteers with their general "how to" questions, regarding the use of the copiers, fax, phones, etc. Retrieves and routes incoming faxes.

Receives payments for fieldtrips, lunches, and other products and services.

Prepares and routes forms brought in by students and families.

Prepares copies and distributes daily announcements, according to the approved Administrative schedule.

Performs other clerical duties as needed, such as filing, sending out correspondence as directed by the supervisor, photocopying, and collating.

RECORD KEEPING

Assists with student information (e.g. grade reporting, test results, attendance information.) and files in the student cumulative folders (CUM Files) on a timely basis.

Conducts fire drills, in collaboration with administration, on a monthly basis, recording accurate information about duration and success of its completion.

Maintains master forms book and ensures supplies of forms are available in the forms center.

Assists with bulk mailings (i.e., report cards.), labeling and mailing. Labels and mails approved letters to families as necessary.

Maintains a folder of reception desk procedures.

Sends out and collects student withdrawal information from school.

Files and maintains attendance records, special education files, grades, test results, pictures and other documents upon request.

Assists the Administrative Manager with daily activities, such as printing certificates, compiling mailings and maintaining the forms center.

Creates fieldtrip forms, (providing the information to the appropriate staff involved), compiles and tabulates the fieldtrip information and provides the final information to the appropriate staff. May assist in setting up class substitutes under the guidance of Administration.

Processes report cards, pulling the appropriate data, printing the report cards and mailing the report cards out.

Works with Administrative Manager to monitor student academic eligibility for extracurricular activities.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

High school diploma or general education degree (GED); or one to three months' related experience and/or training; or equivalent combination of education and experience. A basic knowledge of computers is required and the ability to operate printers, photocopiers, fax machines and adding machines/calculators.

COMPUTER SKILLS

Must be knowledgeable of current school software, and a variety of electronic tools. Must be capable of correspondence using e-mail or other web based applications.

BUILDING CUSTODIAN and MONITOR
(Facilities Manager)
Job Description

SUMMARY:

Work related to the efficient performance of general cleaning, routine maintenance tasks and safe use of the facility. Performs a variety of duties required to maintain a safe and secure environment during both the school day and events held during or after school in the evening and/or on weekends. Enforces the guidelines and policies established by NECP. May monitor students in a self-contained setting. Performs related duties as required or assigned. The job requires thorough execution of simple cleaning tasks, which follow an established routine while monitoring the building.

ESSENTIAL DUTIES AND RESPONSIBILITIES

General guidelines:

Establishes and sets priorities based on the needs and urgency of the situation.

Responds to emergency situations in order to confine, resolve or prevent injuries due to hazardous conditions (i.e. spills, broken glass and weather related issues).

Performs general duties, following North East Carolina Prep's custodial guidelines, in order to provide the students, staff and families a safe environment.

Performs general cleaning and other duties that are necessary to provide clean and orderly facilities.

Performs routine preventative maintenance and minor repairs. Reports major repairs observed and needed to the supervisor.

Performs errands and other duties as requested by supervisor.

Collaborates and cooperates with the cleaning service.

Develops and follows-through on a routine schedule of duties needed to facilitate the operation of the school (e.g. vacuum carpets and extract water in entries, clean common areas and restrooms prior to sport or special events, dust mop gymnasium floors before and after events.).

Exterior Duties/Responsibilities:

Sweeps sidewalks, clears spider webs and debris from doors and windows.

Removes ice and snow from entrances, emergency exits and sidewalks as required.

Cuts grass, trims shrubs, waters plants and performs other related duties on the grounds as needed (or when assigned).

Performs and logs inspections on playground equipment as scheduled.

Systems' Upkeep:

Maintains logs and checklists per established schedule. Submits mileage logs and reports in a timely manner.

Checks and keeps records of the fire panel battery changes, fire extinguishers, and emergency lighting systems for damage or operational problems. Reports needed repairs to the supervisor.

Maintains building temperatures and reports any deviations or failures to the supervisor. Ensures building heating and cooling schedules are turning off/on at appropriate times. Checks pump gauges to ensure system is operating within established limits.

Checks and replaces filters/belts and completes the necessary replacements and repairs as per established schedules.

Performs routine maintenance on facility custodial equipment, such as changing vacuum cleaner belts and bags and maintaining batteries in the auto scrubber and scissors lift.

Reports all equipment malfunctions and facility maintenance needs to the supervisor.

Cleans and maintains equipment and tools after use and maintains cleanliness and order in storage area(s).

Floor Care:

Sweeps tiled surfaces and burnishes VCT flooring.

Vacuums and cleans carpets.

Cleans carpeted areas using an extractor and appropriate chemicals.

Uses scrubber to strip VCT tile floors. Uses appropriate tools to reapply finish to hard floor surfaces.

Interior Custodial Duties/Responsibilities:

Receives deliveries, inventories the contents and delivers items to the appropriate person/s and may be tasked with items storage.

Repairs lighting fixtures and reports hazardous conditions to supervisor.

Works with the contracted cleaning service to clean, sanitize and disinfect restrooms, sinks, drinking fountains and eating surfaces.

Maintains proper stock of paper products and hand soap throughout the building.

Maintains an adequate inventory of paper goods and cleaning supplies.

Inventories and distributes custodial supplies and equipment.

Dusts and cleans marker boards, mirrors, furniture, windows, blinds and equipment with appropriate chemicals.

Uses appropriate cleaning chemicals and solutions in a safe and productive manner according to the manufacturer's instructions.

Performs outside and inside painting on buildings, structures and furnishings (as approved and assigned).

Empties and sanitizes trash containers, follows the appropriate procedure for the storage and disposal of trash, rubbish and waste.

Monitoring Duties/Responsibilities:

Provides access to the building by unlocking entrance and interior doors, as well as making appropriate equipment available to users.

Assists with the security of the school, reporting individuals who are on the site without an approved purpose.

Locks and unlocks rooms for employees and/or outside groups using the facility, securing the building after the event is completed.

Sets up furniture and equipment needed for special events, meetings and classes.

Cleans up after special events.

Closely monitors the use of the building.

Supervises the use of the school site by monitoring compliance with policies and procedures, reporting violations to the Facilities Coordinator.

Oversees users when cleaning the areas used for activities and performs minor cleaning functions to prepare for the next day of school use such as; cleaning entryways, restocking required supplies, cleaning restrooms and locker rooms or other areas used by building users.

Responds to emergency situations such as water leaks, fires, and injuries. Contacts the appropriate staff members and/or authorities, when appropriate.

Assists with set up and removal of chairs, tables, bleachers, portable walls and equipment as assigned.

Prepares all required reports, forms or other documents as required by North East Carolina Prep or supervisor, relating to building monitoring procedures.

Assists other personnel as required for the purpose of supporting them in the completion of their work activities.

During athletic activities, ensures that locker rooms are left clean and orderly.

Works with the staff to ensure that PE storage areas and the gym are left in an orderly and clean manner.

ALL DUTIES AND RESPONSIBILITIES WILL BE PERFORMED IN A TIMELY AND PROFESSIONAL MANNER.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and or ability required. Skills are required to perform job functions with a need to occasionally upgrade skills in order to meet changing job conditions and/or requirements. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND OR EXPERIENCE

High School Diploma or GED, technical or trade school, or any equivalent combination of experience and training which may provide the required knowledge, skills and abilities necessary to perform the essential job functions. Some experience in performing a wide variety of building and maintenance work. Past experience completing routines with limited supervision. Some public contact experience, preferred. The ability to interact and communicate with students, school personnel, users, visitors, trespassers and anyone on school property and at times in a stressful situation; when it is necessary to interact with a non-compliant individual. The ability to interact and provide direction, escort students, visitors and trespassers and assist those with a visual, speech, hearing and/or physical disabilities. Possess the ability to work alone and make independent decisions using sound judgment.

BUS DRIVER **Job Description**

SUMMARY

Drives bus to transport students over specified routes to local or distant points according to time schedule by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Prepares documentation (i.e. incident/accident reports, inspections, disciplinary and positive behavior reports, etc.) for the purpose of providing written support and/or conveying information.

Assesses incidents, accidents and/or potential emergency situations for the purpose of resolving or recommending to the Transportation Director and/or Administration a resolution for the situation.

Operates radio or similar device in safe manner to communicate only with base station or other buses to report disruption of service.

Fuels assigned bus (e.g. oil, fuel) for the purpose of maintaining vehicle in a safe operating condition.

Inspects and cleans assigned bus, both interior and exterior (i.e. cleaning floors, cleaning windows [as needed], cleaning seats.) for ensuring safety, appearance, and sanitation.

Assists students in seating, (may assist students with special equipment, lifts or other assistive devices) for the purpose of providing safe loading and unloading from buses including both emergency situations and normal transport.

Keeps records of pre-trips.

Provides the Transportation Director with student incident documentation.

Inspects bus according to state law. Performs pre-trip and post-trip inspections (e.g. brake systems, gauges, emergency exits, fluid levels, tire pressure, exterior condition.) for the purpose of ensuring the safe operating condition of the vehicle and meeting state requirements.

Complies with traffic regulations.

Submits to a Commercial Driver's License physical, per the guidelines set forth by the North Carolina Department of Motor Vehicles Services.

Reports all driving violations to employer, promptly - including violations that occur outside of work time.

Attends meetings and/or trainings for the purpose of maintaining skills and meeting requirements of school bus driver certificate.

Performs first aid, as necessary, for the purpose of meeting the immediate health care needs of passengers.

Maintains order and enforces school safety rules.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE

Must be 21 years old and have a high school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience. Knowledge of North Carolina commercial driving laws. Basic knowledge of auto mechanics to perform pre-trip inspections. Pass a pre-employment drug test, physical examination and pre-employment background check. First aid, CPR and Blood Borne Pathogen training preferred. This position also requires the employee to participate in random drug and alcohol testing pools.

BUSINESS ACCOUNTS SPECIALIST
(NCWISE/Data Manager)
Job Description

SUMMARY

Compiles and submits to the Department of Education NCWISE information (student membership, status and attendance); enters and maintains enrollments, withdrawals and family demographic data in the student information system ; issues purchase orders for all staff and assists with purchasing when needed, coordinates working papers/files needed by Auditors prior to fieldwork, processes payables and receivables, makes bank deposits, works with outside accounting agency as needed; works with the Enrollment and Budget/Finance Committees as well as all North East Carolina Prep staff as needed; assists with the administration of the hot lunch program and performs other duties as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Student records and related duties:

Maintains accurate student information in the NCWISE information system for submission of State required reports according to designated state timelines, coordinating with other school districts as needed. Notifies Administration when submissions are made.

Records new enrollments and withdrawals and all family information in the NCWISE student information system. Assists the Enrollment Coordinator as needed with new enrollments and withdrawals. Monitors class lists and makes changes as they occur.

Ensures accurate status is recorded in information system for students receiving services.

Compiles and creates one page annual school year calendar and submits to NCDPI (North Carolina Department of Instruction) as required, updating when necessary due to school closings.

Participates in annual enrollment lottery. Maintains school waiting lists. Keeps original enrollment applications on file.

Maintains yearly enrollment projections through EDRS, updating according to timelines. Notifies Administration and the Enrollment Coordinator when enrollment drops below projections.

Assists in the administration of the hot lunch program by compiling monthly hot lunch reports and submitting reports for federal and state reimbursements.

Coordinates the free/reduced lunch program through the Educational Benefits Program and conducts the annual verification process and reports results to the State Food and Nutrition System.

Accounting related duties:

Issues purchase orders for all staff and verifies all invoices.

Monitors elementary and secondary budgeted line items and Activity Account Monitors, notifying the responsible parties if expenditures are over-budget.

Maintains school account cards, issues to staff according to procedure.

Assists with staff purchases as needed.

Provides end of month data to the appropriate committees. (i.e. Board Reports)

Compiles accounts payable batches for Budget & Finance review and approval, following their approval, runs checks and reroutes for signatures and dispenses payments, keeping the Human Resource Generalist apprised of Accounts Payables totals. Processes all incoming funds, creates accurate documentation and forwards to Accounting Agency for end of month journal entries.

Prepares monthly transportation use and any other requested journal entries and forwards to the Accounting Agency for entry.

Prepares and makes bank deposits.

Coordinates and collects audit information and works with Auditors during field work, contacting Accounting Agency for assistance when needed.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Associate's degree (A.A.) or equivalent from two-year College or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience. Experience in a school setting is helpful, but not required.

COMPUTER SKILLS

Must be knowledgeable of current school software and a variety of electronic tools. Must be capable of correspondence using e-mail or other web based applications. Ability and/or willingness to learn to use and understand computer programs for spreadsheets, letters and other written communications in order to effectively communicate information for employees, administration, the Budget and Finance Committee and the School Board.

EDUCATIONAL ASSISTANT/PARAPROFESSIONAL
(Teacher's Assistant)
Job Description

SUMMARY

Assist North East Carolina Prep teaching staff by performing the following instructional tasks in the classroom and/or one-on-one with special education students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Assists instructional personnel with the development and presentation of learning materials and instructional exercises.

Discusses assigned area with teacher to coordinate instructional efforts and any associated curriculum.

Monitors and assists students through drill, practice, and study activities following the presentation of instructional concepts by instructional personnel.

Prepares and plans various teaching aids, such as bibliographies, cards, charts, graphs, and worksheets.

Assists in teaching self-help socialization skills; tutors students individually or in small groups to reinforce and follow up learning activities.

Oversees and supervises students during classroom activities and on field trips.

Assists in the management and shaping of student behavior through the use of positive reinforcement strategies.

Operates equipment; performs specialized physical health care services when indicated under the direction of the teacher or school health care staff.

Assists in maintaining a neat, orderly, and attractive learning environment; and performs all related duties as assigned.

Operates learning aids and video equipment.

Assumes responsibility for supervising profoundly handicapped students; utilizes basic methods and procedures to be followed in instructional settings.

Demonstrates an understanding, patient, warm, and receptive attitude toward children; communicates satisfactorily in oral and written form.

May attend to students' physical and personal needs when indicated, under supervision.

Maintains the safety and dignity of assigned student in areas such as personal care (toileting, lifting, aiding with physical therapy).

Attends IEP meetings as requested.

Reports to supervisor on student contact days when students under their supervision are absent.

Maintains student confidentiality.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE

Associate's (or higher) degree or two years of higher education and all NCDPI requirements.

MEDIA- TECHNOLOGY COORDINATOR
(Media Technician)
Job Description

SUMMARY

Maintains school media center and meets information needs of students and faculty by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Oversees students using the media center and enforces media center rules.

Orders, receives and organizes books, multimedia, and other materials and equipment.

Suggests appropriate books and multimedia to students for classroom assignments and personal access.

Provides basic assistance to students and faculty experiencing problems with media center computers, peripherals and software. Assists students and teachers with online searches and research projects.

Schedules group use of the media center and works with teachers to provide instructional programs in the media center.

Recommends new media purchases to the Curriculum Committees. Assists in the development of the media center budget and monitors the approved budget.

Maintain media center in a clean and orderly fashion.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Bachelor's degree (B.A. or B.S.) or equivalent from a four-year college, or equivalent combination of education and experience.

LANGUAGE SKILLS

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information in one-on-one and small groups situations to students and teachers.

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, commissions proportions, percentages, area, circumference, and volume.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

AUDIO VISUAL **Job Description**

SUMMARY

Sets up and operates audio-visual equipment for official North East Carolina Prep functions and authorized outside groups by performing the following duties. Note: Events may require two or more Audio Visual Technicians.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Supports the Technology Coordinator to learn basic setup and operation of the sound, light, and video (SLV) systems of the school.

Documents and troubleshoots SLV (Sound, Light and Video) requirements for assigned programs, including any accompaniment and SFX (Special Effects) recordings.

Verifies the equipment is in proper working order. This includes replacing lamps as necessary and reporting equipment requiring service to the Technology Coordinator.

Sets up portable equipment for programs as needed. This may include, but is not limited to, setting up microphones with cables, monitoring speakers with cables, lighting console and video projectors with source (such as computer, VCR/DVD.).

Inspects safety conditions, this may include, but not limited to:

- Microphone and speaker cable well placed and secure,
- Lighting safety cables and guards in place,
- Stage curtains secured and not binding, and
- Stage electrical panel clear per fire code.

Communicates with event organizers and equipment users about needs, expectations, and operations. Reviews results with organizers after event.

Distributes wireless devices to appropriate persons and reviews operating procedures, replacing batteries as needed.

Operates sound, video, and/or lights for rehearsals and programs.

Records archival video and/or audio recordings of programs.

Recovers and stores all equipment after use. This includes, but may not be limited to, inspecting the equipment for damage or wear and correct or report.

Works with students who have been assigned to the tech crew. Provides training and oversees students who have been selected and assigned to work on lighting and sound.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are a representative but not exhaustive summary of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum level of education BA, with 1 year of related experience or training. A basic understanding of lighting, sound or music production experience is preferred. The school will provide training on the SLV equipment which this person will be expected to operate. The school will provide training on safety equipment.

INTERPERSONAL SKILLS

Ability to work with a wide range of people. This includes students, parents, event directors, and members of the community.

GUIDANCE COUNSELOR Job Description

SUMMARY

This position performs four main functions to assist the Administrator in the implementation of the educational programs approved by the Elementary and Secondary Steering Committees:

Program Scheduling

Design a master schedule for staff and students for a school year.

Provide the Administrator with various scheduling options on which to base a decision for the upcoming school year. (Program changes will be addressed at the Steering Committee.)

Student Scheduling

Create schedules for individual students in grades 7-12.

Enter student schedules into the scheduling database and manage the data as needed throughout the school year.

State Graduation Requirements/Assessments

Oversee the administration of standardized tests throughout the year.

Communicate with and provide related resources to teaching staff.

Transcript and Credit Advising

Manage the database of information pertinent to the creation and analysis of student transcripts.

Inform students and parents about progress toward completion of graduation requirements, and consult with them as necessary about strategies for meeting the requirements.

Academic Counseling

Assist students with scheduling and graduation credit requirements.

Oversees academic progress.

College Testing Coordinator

Communicates test dates to parents and students.

Assists students with scheduling test dates.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Program Scheduling

(Duties are listed chronologically according to the school calendar.)

Makes administration aware of scheduling needs based on Steering approved Secondary electives and approved Elementary program times.

Estimates class sizes in critical staffing and scheduling areas such as math, foreign languages, and electives.

Analyzes grades, standardized test scores, teacher recommendations, and graduation requirements for individual students.

Works with the scheduling team and Administration in designing master schedule options integrating Secondary and Elementary program needs, staff availability, and student needs.

Works with the Curriculum Coordinator to create elective registration materials including course descriptions, graduation requirements and grade-specific registration forms.

Analyzes returned registration materials to clarify estimates of class sizes based on student elective choices.

Works with the Administrative Office Manager to create computer database of approved schedule: courses, staff utilization, room utilization, credit values, and grading framework.

Reviews transcripts for each 10th-12th-grade student and other available data for each 7th-9th-grade student to assess prerequisite coursework and credit needs for graduation.

Creates preliminary schedules for students.

Identifies scheduling conflicts between students' requests and available courses.

Communicates significant scheduling conflict issues with the administrator.

Creates final student schedules in the scheduling database after the Administrator has approved a final program schedule.

Analyzes class lists to ensure balance and completeness (i.e. all students in a specific grade are enrolled in required core courses and a similar number of students are enrolled every period of the day).

Analyzes student schedules to ensure completeness.

Prints student schedules for students, teachers and Administration.

Analyzes Schedule Change Request forms. Approves or disapproves requests based on policy. Provides the Administrator with pertinent information on which to base a decision for approval or disapproval in extenuating circumstances (e.g. graduation requirements, class sizes, and impact on a student's overall schedule).

Modifies student schedules in the scheduling database when change requests are approved throughout the school year. Communicates schedule changes to appropriate staff, parents, and students.

Transcript and Credit Advising

Creates and maintains student transcripts.

Analyzes student transcripts for alignment to North East Carolina Prep's graduation credit requirements and State of North Carolina requirements for testing and other standards.

Documents progress toward graduation requirements for 11th and 12th grade students. Communicates progress with students and parents annually (more often as requested or needed). Goals are 12th grade Oct., 11th Nov., and 10th Mar.

Meets with students and parents to discuss credit standing, progress toward graduation, and strategies to meet graduation requirements.

Identifies broad credit and graduation issues that impact the school body. As necessary, makes recommendations to the Administrator and appropriate committees to improve or remedy North East Carolina Prep's policies or practices.

Maintains computer base of transcript-related data including archived transcript courses and transcript grades.

Creates and maintains documentation of policies, procedures, and practices relative to duties of the position.

Works with the Administrative Office Manager to create and maintain class rank and honors lists for grades 7-12 and graduate honors designations based on NECP policy.

Works with the Curriculum and Accountability Coordinator to report statistics on graduation rates and class pass/fail ratios to the Administration and Steering Committees.

Academic Counseling

Works with Administration to register and orient new students to the school procedures and the school's varied opportunities for learning.

Aids students in course and subject selection.

Collects, organizes, and analyzes information about secondary students through records, tests, interviews, and professional sources to appraise their interests, aptitudes, abilities, and personality characteristics for vocational and educational planning.

Works with students to achieve academic success by means of individual or group conferences concerning attendance, study skills, progress reports, grade advancement, placement, high school graduation credits and post secondary education options.

Works with students to ensure North East Carolina Prep Charter School graduation requirements are met.
Recommends alternatives for students who do not fulfill the necessary requirements to graduate.

Adjusts individual student schedules based on graduation priorities.

Obtains and disseminates occupational information to students and classes studying occupations.

Provides assistance to students evaluating career interests and choices and assists students in pre-employment efforts and placement on the job

Compiles occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives.

Selects, administers and interprets standardized tests to assist students in making appropriate career choices.

Provides student information to colleges for admission, scholarships and potential employers according to the provisions of the board policy on student records.

Meets with representatives of vocational schools, academic colleges and military services to discuss their programs and requirements and arrange meetings with students.

Works with school personnel to create an appealing location where students can access post secondary materials and be encouraged to pursue post secondary education. This may include a file of catalogs, school profiles and scholarship aid information related to schools, colleges and institutions offering post-secondary vocational training and education. Much of this information may be accomplished through current access to online resources.

EDUCATION and/or EXPERIENCE

Masters Degree or university program certificate; or two to four years related experience or training or equivalent combination of education and experience. Appropriate required license per NCDPI.

PAYROLL AND BENEFITS SPECIALIST
(School Bookkeeper)
Job Description

SUMMARY

Maintains general and human resource office functions specific to payroll, benefits and other assigned duties under the general direction of the Human Resource and Finance Manager. Handles general staff needs by performing the following duties:

ESSENTIAL DUTIES AND RESPONSIBILITIES

HUMAN RESOURCE RESPONSIBILITIES

PAYROLL PROCESSING

Collects, organizes, and enters timesheets into the payroll database.

Reviews and inputs pay and deduction codes into the payroll data information system. Enters and maintains validation codes under the guidance of the Human Resource and Finance Manager.

Enters payroll information for new hires into the payroll database, following the Alpha Checklist.

Enters employee bank information for direct deposit purposes, using the pre-note verification process.

Enters and maintains current information on existing regular full-time and part-time, exempt and non-exempt employees, substitutes and casual employees.

Processes payroll adjustments, contract adjustments and overrides for contract pay and Teachers and

State Employees Retirement System.

Calculates payroll and verifies totals, prior to creating the final payroll. Generates, prints and files payroll reports upon payroll completion.

Transmits electronic direct deposit information to employees' banks, credit unions, and other authorized financial institutions.

Provides computer information system support and maintenance for the Employee Self Service online paycheck site.

Assists the Human Resource and Finance Manager in the payroll reconciliation process.

Prepares employee separation information, completing the Checklist, completing the exit interview and updating the payroll system, as needed.

Maintains, under the guidance of the Human Resource and Finance Manager, a record keeping system to ensure accurate records are kept of employment related activities, such as benefits plan participation, new hires, performance evaluations, performance improvement plans, voluntary and involuntary terminations and all other employment related statistics for government reporting and other employment related purposes.

Processes all payrolls for North East Carolina Prep, including the regular payroll runs and any supplemental payroll processes which may be needed.

Collects, verifies and processes time cards, making deductions for income tax, retirements, health and dental insurance, and other necessary deductions.

Maintains records covering all deductions.

BENEFITS

Works with the employees to explain the benefits packages available and answers related questions. Communicates employee benefits concerns with the assigned supervisor and the broker, if needed.

Assists in the day-to-day activities of North East Carolina Prep's human resources program including benefit management, performance review notification, preparing and completing salary change documents and assisting in the recruitment process.

Notifies staff of the payroll timelines, including but not limited to notifying the supervisors of the end of the pay period, notifies staff of pay dates and provides electronic time sheet files to the supervisors.

Certifies eligibility of employees for North East Carolina Prep's health plan, dental plan, life insurance and long term disability plans.

Acts as a liaison with the staff with regard to insurance enrollments and changes. Notifies employees of options for insurance, process changes with insurance companies and verifies coverage and billings. Makes notifications for staff terminations and layoffs, as they relate to COBRA. Interprets coverage options and relates information to employees.

Works with the Human Resource and Finance Manager during the benefits renewal process to provide a summary of the benefit proposals.

YEAR END PROCESSING (FISCAL AND CALENDAR)

Works with the Human Resource and Finance Manager to finalize year-end data and authorize release of W-2 information. Sends out electronic and written notification regarding availability of W-2's.

Verifies under the guidance of the Human Resource and Finance Manager, Uniform Accounting and Reporting Standard (UFARS) fiscal year end information for all staff.

GENERAL HUMAN RESOURCE FUNCTIONS

Provides general administrative support to the Human Resource & Finance Manager, including performing clerical functions.

Verifies under the guidance of the Human Resource and Finance Manager, Uniform Accounting and Reporting Standard (UFARS) salary codes, in the payroll database (four to six times per year), for all staff.

Completes forms and other requests for information submitted by employees and their agents for loan applications, government monitoring and reporting, and other various purposes.

Receives processes and updates employee leave of absence information. Maintains employee leave balance information and accrual information. Ensure accruals and withdrawals from leave balances are accurate and processed in a timely manner, ideally with each payroll.

Receives, logs and reviews application materials. Assists in the screening process of applicants.

Schedules and attends interviews. Extends employment offers to the selected candidate.

Communicates staffing changes to the Human Resource and Finance Manager to ensure appropriate UFARS coding and information is entered in the budget.

Develops and maintains a system for personnel records for all school employees to provide a comprehensive, efficient, accurate, and current record of all matters pertinent to employment, retirement and leave.

Administers North East Carolina Prep's retirement plans, in coordination with the Human Resource and Finance Manager on all mandated retirement, including, but not limited to, demographic reporting, Exclusion Reporting and other mandated reporting.

Meets with new hire employees and explains benefit options, assisting with retirement plan enrollment, viewing and processing federal tax forms, criminal background checks including data collection/ follow up and notifies North Carolina Employment Security Office of new hires.

Responsible for processing vacation and sick leave rates and usage.

Maintains the report for verifying accuracy of payroll deductions, benefits and salaries.

COMMUNICATION

Maintains data privacy and confidentiality at all times for callers, visitors, students, parents and employees served. Seeks the guidance of the Human Resource and Finance Manager or the School Administrator if there are concerns or requests regarding information gained.

Provides information to the staff in a calm, helpful, organized, and efficient manner. Maintains a conservative response level to requests made by staff. Refers the employee to the appropriate party for decision-making (i.e. number of exemptions that should be addressed by the employee).

Demonstrates courtesy & tact with students, parents, staff and the community, ensuring confidentiality, representing North East Carolina Prep in a positive manner.

Performs other clerical duties as needed, such as filing, sending out correspondence as directed by the supervisor.

FINANCIAL RECORDKEEPING

Assists, as deemed necessary, in the preparation of checks, money orders and currency for daily/weekly deposits. Completes weekly deposits and works with the Human Resource and Finance Manager to verify that deposits are made at the assigned financial institution. Calculates athletic, activity, lunch order, field trip, and scrip deposits by department. Enters deposit information into the system or designated spreadsheet on a routine basis.

Assists the Human Resource and Finance Manager with budget revisions, account reconciliation, Personnel Consent Agenda changes, salary changes, UFARS changes, and coding imports into the system.

Works with the Human Resource and Finance Manager in preparation and collection of the federal timekeeping standards recordkeeping for appropriate funding.

Under the guidance of the Human Resource and Finance Manager, prepares medical assistance billing invoices.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Associate's degree (A. A.) or equivalent from two-year College or technical school; and one year of related experience working with payroll and/or training; or equivalent combination of education and experience. Preference for working knowledge of software applications including Smart HR and Smart Finance. A basic knowledge of computers is required and the ability to operate printers, photocopiers, fax machines and adding machines/calculators. Experience working in a school related field, desired.

TEACHER Job Description

SUMMARY

Plans and develops, under the guidance of Administration and within the committee structure, instructional materials, lessons, and other activities to support North East Carolina Prep's goals and objectives in accordance with the mission statement. The Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth. The Teacher evaluates the needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject areas. The teacher assures students show continuous improvement in learning basics and essential skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES

INSTRUCTIONAL ACTIVITIES

Plans and implements a program of instruction that adheres to the district philosophy, goals and objectives, as adopted and approved through the committee process and the School Board.

Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.

Modifies, plans and implements instructional resources, including lesson plans to meet the needs of the students with varying backgrounds, learning styles, and special needs.

Assists, under the guidance of the committee structure, in reviewing and implementing curriculum needs and offers plans for improvement.

Maintains effective and efficient record keeping procedures, including but not limited to weekly lesson plans, prompt attendance entries, grade and progress reporting.

Provides a positive learning environment, in which students are encouraged to be actively engaged in the learning process and develop good study habits.

Prepares a substitute folder containing key information that will be used by the substitute teacher.

Recognizes learning opportunities and makes referrals as needed. Provides documentation to the Child Study Team, including the interventions that the teacher has done with the student.

Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.

Collaborates with committee representatives and peers to enhance the instructional environment.

Models professional and ethical standards when dealing with students, parents, peers, and community.

Works with parents, through the committee process, to plan purposeful assignments.

Coordinates activities for Teacher Assistants to handle while they're volunteering in the classroom.

Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.

Establishes and maintains cooperative working relationships with students, parents and the community.

Monitors and evaluates student performance goals, under the guidance of Administration and the Curriculum Accountability Coordinator.

Works with the special education team, including special education paraprofessionals, under the guidance of the case manager to coordinate the educational needs of the student.

Participates in the Individual Education Plan (IEP) meetings for Special Education students. The Special Education Teacher will complete the due process paperwork and write the Individual Education Plan (IEP).

CLASSROOM MANAGEMENT

Establishes reasonable rules of classroom behavior and follows North East Carolina Prep's discipline guidelines and policies for students not adhering to school rules.

Takes measures to prevent accidents and protect students, staff, equipment, materials and the facility.

CURRICULUM DEVELOPMENT and PLANNING

Assists with ongoing curriculum review, under the guidance of the Curriculum Accountability Coordinator and committee structure. This may include reviewing materials for specific academic areas, and making recommendations to the Curriculum Accountability Coordinator and Curriculum Committees.

Provides and suggests curriculum materials to the curriculum committee for approval prior to use.

Works within the guidelines and follows the approved curriculum and committee process when asking for new or revised curriculum.

Researches and works with Administration to suggest optimum possible timelines or dates for curriculum activities.

Researches and stays current in subject matter, knowledge and learning theory and is willing to share this information with other staff and committee members.

STUDENT INFORMATION and EVALUATIONS

Respects the confidentiality of records and information regarding students, parents, families and staff in accordance with accepted professional standards and state and federal laws.

Evaluates student performance through examination, homework assignments and other methods. Updates and maintains the website with student academic information and assignments in a timely manner.

Maintains accurate and complete records as required by North Carolina State law and North East Carolina Prep.

PUBLIC RELATIONS

Provides an inviting environment for parents and members of the community to volunteer.

Plans accordingly to participate and attend school events, including but not limited to the open house, symposium, conferences, concerts and other school activities.

Communicates and interacts in an appropriate manner with other staff, committee members, administration, students, parents and members of the community.

Maintains contact and communication with parents and works with them in the development of the students.

Works with our school sponsor to build positive working relationships and encourage further outreach opportunities.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Bachelor's in Education, appropriate licensure; and/or two to four years related experience and/or training; or equivalent combination of education and experience. This position requires subject matter expertise in educational programs, and curriculum and instructional strategies.

SCHOOL NURSE STUDENT SERVICES

Job Description

NATURE OF WORK The employee identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The employee must evaluate the physical conditions of students and refer students to appropriate resources as needed. Decisions made by this employee require discretionary judgment and analysis. Errors may not be easily discernible and may result in serious impact on the individual child and others. The work of this employee is seldom reviewed while in progress and is performed under general supervision.

ILLUSTRATIVE EXAMPLES OF WORK

- Develops policies, procedures and work standards for school health program.
- Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- Initiates program changes as needed.
- Manages program allotment efficiently.
- Prepares health reports for supervisor, board of education and health department.
- Collaborates with other child-support agencies in designing and providing a school health program.
- Negotiates professional and medical services essential to the school health program.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues.
- Provides staff development on health-related topics for school staff and volunteers.
- Screens and conducts health appraisals for students and staff.
- Provides follow-up evaluations on students as required.
- Recommends corrective action where problems are identified.
- Conducts home visits when appropriate.
- Corresponds with parents on health needs of children.
- Records immunizations, health findings, and other relevant health data.

KNOWLEDGE, SKILLS AND ABILITIES

- Considerable knowledge of medical disorders and treatment.
- Considerable knowledge of child growth and development.
- Working knowledge of public health problems and procedures for treatment in coordination with other health and social service agencies.
- Working knowledge of Federal, State, and Local laws and regulations affecting the delivery of school health services.
- Some knowledge of the school organization and the community served.
- Ability to identify abnormal growth and development and symptoms of disease.
- Ability to coordinate and facilitate services between the school, local health agency, and other community resources.
- Ability to develop and maintain health records on students.
- Ability to develop positive working relationships.

SUGGESTED TRAINING AND EXPERIENCE Completion of training necessary for licensing as a registered nurse and experience in pediatrics and/or public health nursing preferred.

SPECIAL REQUIREMENTS This employee must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

COMMUNICATIONS DIRECTOR

Job Description

ESSENTIAL FUNCTIONS

Advises school board, staff, and administrators when delivering messages to the media for the purpose of promoting a positive image of the District during times of crisis.

Compiles data from a wide variety of sources (e.g. staff, public agencies, media) for the purpose of analyzing issues, ensuring compliance with established policies and procedures, and/or monitoring program components.

Coordinates a variety of activities (e.g. recognition programs, special events, media relations, community relations, phone notification system, communications department) for the purpose of delivering services in compliance with established guidelines.

Coordinates media interviews for the purpose of keeping the media informed of the correct information concerning District activities.

Develops long and short range plans in relation to assigned administrative responsibilities for the purpose of ensuring organizational objectives are achieved in the most efficient and timely manner.

Directs the implementation of existing and new programs/services through a combination of delegation and personal involvement (e.g. cable TV programs, e-mail newsletter, media relations, community relations, phone notification system) for the purpose of ensuring new programs/services are provided within established timeframes in compliance with all related requirements.

Facilitates meetings that may frequently involve a range of issues (e.g. personnel actions, financial procedures, regulatory requirements, community involvement, actions involving outside agencies, interdepartmental needs) for the purpose of identifying appropriate actions, developing recommendations, supporting other staff, and serving as a District representative.

Maintains positive relations with students, principals, parents, school board, staff and community for the purpose of unifying efforts of all concerned.

Manages assigned program and/or departmental responsibilities for the purpose of achieving outcomes in relation to organizational objectives and ensuring compliance with legal, financial and District requirements.

Monitors budget allocations, expenditures and related financial activities for the purpose of ensuring that department functions are maintained while complying with all sound accounting practices and district objectives.

Monitors program/services (e.g. all mass communications and public relations programs for the school district, communications dept. budget) for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are met, and services are efficiently provided within budgetary guidelines.

Oversees high school television programs (e.g. equipment purchases, equipment maintenance, repair schedules, budgets, training) for the purpose of ensuring programs are run according to district guidelines and meet district objectives.

Participates in meetings, workshops, trainings, and seminars (e.g. workshops, district committees, seminars, conferences) for the purpose of conveying and/or gathering information required to perform functions.

Performs personnel administrative functions (e.g. hiring, training, supervising, evaluating, providing professional development opportunities) for the purpose of maintaining adequate staff, enhancing productivity of personnel and ensuring department outcomes are achieved.

Prepares a wide variety of often complex materials (e.g. plans, budgets, funding requests, event programs, news releases, parent and community letters) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.

Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, news releases, parent and community letters) for the purpose of providing general information, training others, and/or implementing actions.

Researches information required to manage assignments including reviewing relevant policies, current practices for the purpose of developing new programs or services, ensuring compliance with relevant requirements, securing general information for planning, taking appropriate actions, and/or responding to requests.

Responds to emergency situations both during and after normal working hours for the purpose of receiving and conveying information needed for effective decision making.

Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

Serves as liaison between the School District and media for the purpose of ensuring accurate information is disseminated.

Serves as liaison between the School District and County Government for the purpose of determining the effective use of the cable access channel.

Supports and advises other upper level administrators for the purpose of collaborating with these administrators in achievement of department, program and district goals.

Trains administrators, staff, school board, teachers for the purpose of teaching them community relations and how to interact with the media.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

SKILLS, KNOWLEDGE AND ABILITIES

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; budgeting and financial management; and developing effective working relationships.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: operating digital video and photography equipment; public relations policies and procedures; community resources; and personnel practices.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; flexible to changing conditions; making quick and accurate decisions; working with multiple projects; dealing with frequent interruptions and changing priorities; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; and monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Responsibility

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 45% sitting, 45% walking, and 10% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

SPECIAL EDUCATION DIRECTOR **Job Description**

QUALIFICATIONS:

1. Master's Degree.
2. Combination of five years teaching and/or administrative experience. Appropriate license per NCDPI.
3. Other qualifications as may be deemed essential for successful performance in the position.

REPORTS TO:

Executive Director

SUPERVISES:

Special Education Personnel.

JOB GOAL:

- To insure that the district special education system is functioning within the guidelines of State and Federal Laws and the policies set forth by the North Carolina School Board.

PERFORMANCE RESPONSIBILITIES:

1. Oversees the day to day operations of the special education referral system in the school(s).
2. Responsible to see that paperwork is complete, up-to-date and accurate for all students with disabilities in the school(s). (Referral data, test reports, parent releases, and Individual Education Programs).
3. Assists in establishing department curriculum objectives, and develops a plan for the implementation and evaluation of these objectives.
4. Assists in the recruitment, screening, hiring, training and assigning of school personnel.
5. Conducts department meetings and attends relevant school and professional meetings as necessary.
6. Assumes responsibility for the ordering, inventorying and distributing of all departmental instructional materials.
7. Evaluates teacher performance and recommends to the Executive Director renewal or non-renewal of department members according to established procedures.
8. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
9. Advises the Executive Director on the department's budgetary needs.
10. Checks lesson plan books according to school's established procedure.
11. Develops and maintains a staff reference library.
12. Provides orientation for substitute teachers and new personnel.
13. Will interpret the objectives and programs of special education for the Executive Director, administration, faculty and staff and the school community where appropriate.
14. Assists in identifying and utilizing community resources for the school(s) programs.
15. Assists with the review and approval of all staff development forms from special education staff in conjunction with the Executive Director.
16. Maintains knowledge of current State and Federal Special Education laws and regulations.
17. Coordinates evaluation and re-evaluation of students with disabilities.
18. Coordinates the referral process for newly referred students.
19. Assists in the scheduling of IEP and placement meetings for students with disabilities.
20. Assists in the development of IEP's for students with disabilities.
21. Responsible for the scheduling of staff in conjunction with the Principal to best meet the needs of the disabled students within the school(s).
22. Chairs IEP meetings for the most severe (involved) students with disabilities which may require additional supports that may impact the district level budget.
23. Responsible for the transitioning of students with disabilities from elementary school(s) to middle school or middle school to high school.
24. Maintains professional competence through in-service education activities provided by the district and self selected professional growth activities.

TERMS OF EMPLOYMENT (12Months):

Salary and other terms and conditions of employment shall be governed by negotiated contract with extended service as approved by the Executive Director.

EVALUATION:

Performance in this position will be evaluated in accordance with provisions of the Board and Principal's policy on Evaluation of Professional Personnel and the NCDPI Evaluation Rubric.

ATHLETIC DIRECTOR

Job Description

Summary

The job of Athletic Director is done for the purpose(s) of implementing and maintaining the assigned programs and services of the High School Athletics, Health and Fitness Programs in conformance to Division, State and Federal guidelines; serving as a resource to other Division personnel, the Board of Education and other Divisions; and maintaining adequate staffing to ensure that objectives of programs or services are achieved within budget and comply to the Division's goals. Responsibilities, under the direction of the Principal include: administering the High School's athletic program; developing related goals, objectives and recommended policies; serving as a resource of information regarding physical education and health/fitness programs; and preparing the master schedule for all athletic events. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and supervising staff.

This job classification requires flexible hours and weekend and evening activities.

Essential Functions

Compiles data from a wide variety of sources (e.g. staff, public agencies) for the purpose of analyzing issues, insuring compliance with various policies and procedures, and/or monitoring program components.

Develops long and short range plans in relation to assigned administrative responsibilities (e.g. policies, procedures, staffing, materials, equipment, space requirements) for the purpose of ensuring organizational objectives are achieved in the most efficient and timely manner.

Directs the implementation of existing and new athletic programs or services through a combination of delegation and personal involvement for the purpose of ensuring new programs/services are provided within established timeframes in conformance with all related requirements.

Facilitates meetings that may frequently involve a range of issues (e.g. personnel actions, financial procedures, regulatory requirements, community involvement, actions involving outside agencies, inter-departmental needs) for the purpose of identifying appropriate actions, developing recommendations, supporting other staff.

Manages athletic events (e.g. facility set-up/clean-up, schedule transportation, schedule officials) for the purpose of ensuring venues are prepared to allow for a success event within a safe environment.

Monitors athletic program/services for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are met, and services are efficiently provided within budgetary guidelines.

Participates in meetings as required (e.g. boosters, coaches workshops, inter and intra Division committees, seminars, conferences) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.

Performs personnel administrative functions of coaching staff (e.g. hiring, counseling, training, supervising, evaluating) for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring necessary department/program outcomes are achieved.

Prepares a wide variety of materials (e.g. plans, budgets, funding requests, public relations) for the purpose of documenting activities and issues, meeting compliance requirements, making presentations, and/or providing and supporting materials to other including news media, athletic organizations, sponsors, and boosters.

Presents information on a variety of topics related to athletic program (e.g. financial information, overviews of programs/services, policies and procedures, fund raising activities) for the purpose of providing general information, training others, and implementing actions.

Researches information required to manage assignments including reviewing relevant policies, current practices, staffing requirements, and financial resources for the purpose of developing new programs or services, ensuring compliance with relevant requirements, securing general information for planning, taking appropriate actions, and/or responding to requests.

Responds to issues involving coaches, officials, part-time workers, event security personnel conflicts, student athletes (e.g. policies and regulations, community concerns, parental requests, media requests) for the purpose of clarifying issues and implementing action that will address need.

Serves as liaison between the Division and local and state athletic authorities for the purpose of addressing matters the impact the Division's athletic program.

Supports coaches and other administrators for the purpose of achieving the goals of the athletic program.

Skills, Knowledge and Abilities

Skills are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: developing effective working relationships; operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; planning and managing projects and programs; overseeing program activities; preparing and maintaining accurate records; and administering personnel policies and procedures.

Knowledge is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: pertinent laws, codes, policies, and/or regulations; personnel processes; and standard business practices; basic budgeting; purchasing specifications; contract administration; and communications systems.

Ability is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific abilities required to satisfactorily perform the functions of the job include: providing leadership, direction, and team building; communicating with persons of varied educational and cultural backgrounds; establishing and maintaining effective working relationships with individuals from diverse professional backgrounds; working independently under time constraints to meet deadlines and schedules; organizing and communicating information and concepts; setting priorities; working as part of a team; analyzing situations and making accurate decisions; working with multiple projects; dealing with frequent interruptions and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and directing the use of budgeted funds within a work unit. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

Responsibility

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 25% sitting, 25% walking, and 50% standing.

Education

Bachelor's degree in job related area.

Qualifications

License in Health and Physical Education or related area, ten years coaching experience, either secondary or higher education level.

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.*

Enrollment for North East Carolina Prep School will mirror the demographic composition of both school district and region. The targeted population for the school will be students from Edgecombe, Pitt, Nash and Halifax counties, and these demographics will be given public access to knowledge of school enrollment procedures and admission requirements. Enrollment will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, religion, gender, intellectual ability, athletic ability, measures of achievement or aptitude, race, creed, ancestry, or disability.

Within the targeted population, 25% of Edgecombe County lives in poverty along with the county having the second highest unemployment rate in the state of North Carolina. This means that North East Carolina Prep School will operate with a large majority of the students in a low wealth, high-risk population. Students and families requiring English as a Second Language support will receive translation assistance as needed.

North East Carolina Prep School will examine student demographic data in December of each year. The school's administrative team will present the data along with recommendations and proposals to the Board of Directors. The Board of Directors will then conduct the annual evaluation and make revisions and adjustments as deemed necessary to the enrollment plan to ensure all ethnic groups are provided the same opportunity for school enrollment.

The enrollment evaluation plan will appraise the following: free and reduced lunch figures, admissions data, ongoing community surveys, and information gleaned from the Parent Teach Organization. The school's communications committee will market the school accordingly to confirm that enrollment opportunities reflect racial, intellectual, and economical diversity. Along with this, the communications committee will facilitate mailings, meetings and dissemination to all regional faith-based groups, daycares, businesses, town councils, and shelters.

Students will be admitted upon the successful and timely completion of enrollment paperwork, including the parent or guardian signing the school handbook. Once a student has been admitted to the school through the aforementioned process, he or she may remain in attendance through subsequent grades. In the event that enrollment numbers surpass the school's capacity, admission to the school will depend upon a lottery procedure.

The enrollment numbers, projections and estimates listed on the following pages were determined through marketing and surveying process in the months leading up to the application deadline (**Appendices E, F**).

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).

The North East Carolina Prep School business plan is based on sound revenue and expenditure projections and encompasses calculations for both minimum enrollment and 100 percent enrollment. Spending projections include: staffing, facilities, equipment and supplies, technology initiatives, marketing, insurance, staff development, and a contingency reserve. Any unused or remaining funds will be dispersed between a building fund and the contingency reserve.

Cash flow shortfalls will be funded by grants and donations through the North East Carolina Prep School Foundation Fund along with fundraising programs and short-term loans.

Startup costs will be supplied through donations and fundraising. All staff, the school attorney and the C.P.A. have donated their services thus far. Local businesses have also donated resources and supplies.

* The North East Carolina Prep Foundation is currently being organized and incorporated. It will function to help support the goals and objectives of NECP through fundraising and Foundation membership.

The anticipated projections for enrollment are listed on the chart supplied. Minimum enrollment projections can be found in **Appendix I**.

PROJECTED ENROLLMENT - Maximum Enrollment

2012-2013 through 2016-2017

Identify LEA from which Students will probably come = List LEA #1 - 330

Grades		2012-2013 LEA #1	2013-2014 LEA #1	2014-2015 LEA #1	2015-2016 LEA #1	2016-2017 LEA #1
Kindergarten	K	60	100	120	164	164
First	1	20	80	110	150	164
Second	2	20	40	80	120	162
Third	3	20	40	60	80	150
Fourth	4	20	40	40	80	100
Fifth	5	20	40	40	40	100
Sixth	6	120	140	160	180	200
Seventh	7	50	150	150	170	180
Eighth	8	50	60	160	170	180
Ninth	9	--	170	200	200	200
Tenth	10	--	--	180	200	200
Eleventh	11	--	--	--	200	200
Twelfth	12	--	--	--	--	200
LEA Totals		380	860	1240	1754	2200
Overall Total Enrollment		380	860	1240	1754	2200

Official Charter Schools Application 2011

NC Department of Public Instruction

Office of Charter Schools

ONLINE: www.ncpublicschools.org/charter_schools/

Budget: Revenue Projections

2012-2013 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State ADM Funds	\$ 1,911,940	\$ 4,477,964	\$ 6,540,846	\$ 8,825,111	\$ 11,069,124
Local Per Pupil Funds	\$ 364,739	\$ 825,462	\$ 1,247,792	\$ 1,683,559	\$ 2,111,648
Federal Funds					
Grants*					
Foundations*					
Private Funds*					
Other Funds*					
TOTAL INCOME	\$ 2,276,679	\$ 5,303,426	\$ 7,788,638	\$ 10,508,670	\$ 13,180,772

*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.

Budget (continued): Revenue Projections

2012-2013 through 2016-2017

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

See <http://www.ncpublicschools.org/fbs/stts/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.

\$5,100.51 X # of Students (100) = \$ 510,050.00 State Operating Income

\$ 959.84 X # of Students (100) = \$ 95,800.00 Local Operating Income

= \$ 605,850.00 Total Operating Income

Budget (continued): Expenditure Projections
2012-2013 through 2016-2017

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES

BUDGET EXPENDITURE PROJECTIONS	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
GS 115C-238.B(b)(5)			65 @		93 @		119 @		146 @	
PERSONNEL										
Total # of Staff 31	\$ 1,262,500		\$ 2,738,750		\$ 3,989,000		\$ 5,084,000		\$ 6,305,000	
<i>Administrator(s)</i> 2	\$ 180,000	3	\$ 270,000	4	\$ 360,000	4	\$ 360,000	5	\$ 450,000	
<i>Clerical</i> 2	\$ 60,000	3	\$ 90,000	4	\$ 120,000	5	\$ 150,000	6	\$ 180,000	
<i>Teachers</i> 18	\$ 810,000	42	\$ 1,890,000	62	\$ 2,790,000	82	\$ 3,690,000	103	\$ 4,635,000	
<i>Librarians</i> 1	\$ 45,000	2	\$ 90,000	3	\$ 135,000	3	\$ 135,000	3	\$ 135,000	
<i>Guidance</i> 0	\$ -	1	\$ 45,000	2	\$ 90,000	4	\$ 180,000	5	\$ 225,000	
<i>Teacher Assistants</i> 3	\$ 48,000	5	\$ 80,000	6	\$ 96,000	7	\$ 112,000	8	\$ 128,000	
<i>Custodian</i> 1	\$ 24,000	2	\$ 48,000	3	\$ 72,000	4	\$ 96,000	4	\$ 96,000	
<i>Maintenance</i> 0	\$ -	-	\$ -	-	\$ -	1	\$ 35,000	2	\$ 70,000	
<i>Bus Driver</i> 2	\$ 20,500	3	\$ 30,750	4	\$ 41,000	4	\$ 41,000	4	\$ 41,500	
<i>Other</i>										
<i>Nurse</i> 1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	
<i>Communication</i> 1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	1	\$ 40,000	
<i>Additional Staff</i> 1	\$ 35,000	1	\$ 35,000	1	\$ 35,000	1	\$ 35,000	1	\$ 35,000	
<i>Exe. Director</i> 1	\$ -	-	\$ 80,000	1	\$ 80,000	1	\$ 80,000	1	\$ 80,000	
<i>C.F.O.</i> 1	\$ -	-	\$ -	-	\$ 90,000	1	\$ 90,000	1	\$ 90,000	
<i>Media Coordinator</i> 1	\$ -	-	\$ -	-	\$ -		\$ -		\$ 68,000	
EMPLOYEE BENEFITS	\$ 387,000		\$ 901,582		\$ 1,324,068		\$ 1,786,474		\$ 2,240,731	
STAFF DEVELOPMENT	\$ 15,000		\$ 50,000		\$ 50,000		\$ 52,000		\$ 50,000	
MATERIALS & SUPPLIES	\$ 50,000		\$ 115,000		\$ 170,000		\$ 230,000		\$ 250,000	
OFFICE SUPPLIES	\$ 50,000		\$ 75,000		\$ 100,000		\$ 125,000		\$ 75,000	
INSTRUCTIONAL EQUIP	\$ 75,000		\$ 75,000		\$ 75,000		\$ 50,000		\$ 50,000	
OFFICE EQUIPMENT	\$ 50,000		\$ 25,000		\$ 25,000		\$ 25,000		\$ 25,000	
TESTING MATERIALS	\$ 10,000		\$ 20,000		\$ 25,000		\$ 35,000		\$ 50,000	
INSURANCE	\$ 20,000		\$ 35,000		\$ 50,000		\$ 60,000		\$ 70,000	
UTILITIES	\$ 102,000		\$ 125,000		\$ 150,000		\$ 200,000		\$ 250,000	
RENT	\$ 120,000		\$ 135,000		\$ 170,000		\$ 210,000		\$ 250,000	
MAINTENANCE & REPAIR	\$ 40,000		\$ 60,000		\$ 75,000		\$ 100,000		\$ 125,000	
TRANSPORTATION	\$ 25,000		\$ 40,000		\$ 55,000		\$ 60,000		\$ 60,000	
MARKETING	\$ 25,000		\$ 35,000		\$ 40,000		\$ 50,000		\$ 50,000	
FOOD/CAFETERIA SUPPLIES	\$ -		\$ -		\$ -		\$ -		\$ -	
TOTALS	\$ 2,231,500		\$ 4,350,332		\$ 6,128,068		\$ 7,860,474		\$ 9,650,731	

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: * The North East Carolina Prep Foundation is currently being organized and incorporated. It will function to help support the goals and objectives of NECP through fundraising and Foundation membership.

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 North East Carolina Prep School is committed to open and regular communication with all stakeholders and the public at large, according to the applicable local, state and federal laws. Utilizing a variety of communication methods to insure all entities have access to information, the school will adhere to communications ethics and practices recommended by the National and North Carolina School Public Relations Associations.

An annual communications plan developed by the school's communications committee will include a timeline projecting dates for development and completion of all major communication initiatives, to include, but not limited to: stakeholder focus groups and meetings, printed and electronic communications, internal communications with staff and students, and a schedule for communication with funding agencies. A schedule for regular contact with media representatives will be included.

Furthermore, the North East Carolina Prep School will maintain a marketing plan that promotes diversity in enrollment and openly invites attendees from central and surrounding counties. The targeted population will be students from Edgecombe, Pitt, Nash and Halifax counties, and these demographics will be given public access to all school-related

information. Students and families requiring English as a Second Language support will receive translation assistance through marketing material developed to honor those needs. Registration will be publically announced through the means established by the school's communication committee and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure that all populations are informed, the school will employ various means of communication including an up-to-date website and the use of social media, as well as non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public.

Partnerships with regional daycares and after-school programs will be initiatives of this school as a means to establish viable relationships with the targeted population as well as to develop an outlet for regular discourse with the community at large. The school will foster correspondence with local town councils, businesses, shelters and social service agencies to provide wider demographic accessibility to the school. Regional churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics-conscious citizens. All targeted populations, therefore, will have public access to knowledge about school regulations, admission requirements, and procedures.

The school will market to qualified and accredited faculty through the use of respected online job search engines and postings on both the North Carolina Department of Public Instruction and local school district websites along with connection to the University of North Carolina system and participation in regional college career services. Job descriptions will be carefully constructed to ensure teachers and staff are well informed of position expectations, including participation in staff development programs, as well as school policies, procedures, and standards.

The communications committee will develop the protocol for developing, approving, and disseminating internal and external communications. The committee will develop a style manual to insure consistency in the message and branding of the school. All advertisements, documents, publications, and promotional materials must be developed according to protocol and style manual guidelines. The plan will include protocol for crisis management and communication.

The principal or his or her designee will be the authorized spokesperson for the school. These individuals will develop and maintain positive relationships with local media representatives. They will participate in periodic training to prepare for media interviews and crisis management.

The school will emphasize the use of electronic communications and maintain a dynamic website, designed to foster the school image according to the guidelines established by the communications committee. The school webmaster(s) will be responsible for the daily update of the site. Other school personnel will have access limited to their respective areas of responsibility and will be expected to keep all postings current.

The school will prepare, post on the website, and publish a comprehensive annual report that will include accomplishments, budget information, student performance data and other pertinent information.

The means by which this proposed school has already initiated publicity, marketing, and community relations are cited below (Appendices E, F):

1. Exposure through local newspapers:
 - A. The Daily Southerner, Tarboro
 - Articles written on 06/13/11; 08/17/11; 09/14/11

- Advertisements ran on 10/6/11; 10/19/11; 10/20/11
 - Pre-Registration forms inserted on 10/12/11; 10/24/11; 10/20/11
 - B. The Rocky Mount Telegram, Rocky Mount
 - Article written on 09/27/11
 - Advertisements ran on 10/30/11; 11/3/11
 - C. The Daily Reflector, Greenville
 - Article written on 11/6/11
 - D. The Roanoke Rapids Daily Herald, Roanoke Rapids
 - Article written on 11/6/11
 - E. The Wilson Times, Wilson
 - Article written on 10/27/11
2. Contact with Town Councils
 - A. Town of Pinetops, emailed on 10/4/11
 - B. Town of Bethel, emailed on 10/12/11
 - C. Town of Princeville, emailed on 10/10/11
 - D. Town of Elm City, emailed on 11/1/11
 - E. City of Rocky Mount, emailed on 11/1/11
 3. Online media
 - A. Facebook page: "North East Carolina Prep School"
 - B. Website: www.NECprepschool.com (including online Pre-Registration)
 - C. SurveyMonkey.com
 - Teacher Survey
 - Pre-Registration Survey
 4. Promotional and Information Brochure
 5. Promotional Pencils to advertise website
 6. Radio PSA — Angie Webb of First Media NC (98.5, 99.3, Power 95) contacted on 10/18/11
 7. WHIG-TV PSA, covering Wilson, Rocky Mount, Tarboro and Nashville, emailed on 11/1/11
 8. Loriana Sampiagio — Became advocate for the school with Edgecombe Hispanic population on 10/20/11
 9. Speaking engagements
 - A. Information at Boo & Bluegrass Festival at the Blount-Bridgers House, Tarboro on 10/29/11
 - B. Guest speaker at the Golden K Club meeting at the Roberson Center, Tarboro on 10/26/11
 - C. Guest speaker at the Rotary Club meeting, Tarboro, week of 06/08/11
 - D. Guest speaker at Think & Grow Child Care parent meeting, Tarboro on 10/4/11
 - E. Walmart in Tarboro was contacted about hosting an information table on: 10/17/11; 10/19/11; 10/20/11
 10. Daycares visited
 - A. Think & Grow Child Care, 114 E. Pitt Street, Tarboro; 10/18/11
 - B. His Majesty's Day Care, 2004 St. Andrew Street, Tarboro; 10/21/11
 - C. Learning Stones Child Care, 207 Shirley Street, Tarboro; 10/19/11
 - D. New Beginnings Child Care, 1919 W. Howard Avenue, Tarboro; 10/21/11

- E. Julia Hammond Head Start, 604 Wilson Street, Tarboro; 10/21/11
- F. Promised Learning Center Care, 177 S. Main Street, Bethel; 10/21/11

11. Daycares contacted:

- A. Princeville Head Start, 405 Beasley Street, Princeville; emailed on 10/19/11
- B. East Coast Migrant Head Start, 7656 NC Hwy 222, Fountain; emailed on 10/19/11
- C. Boys and Girls Club of Nash/Edgecombe Counties, 301 S. Church Street #290, Rocky Mount emailed on 10/26/11

12. Poster Distribution:

- Piggly Wiggly, Tarboro
- On The Square, Tarboro
- Think & Grow Child Care, Tarboro
- New Beginnings Child Care, Tarboro
- Learning Stones Child Care, Tarboro
- His Majesty's Day Care, Tarboro
- Julia Hammond Head Start, Tarboro
- Promised Learning Center Care, Tarboro
- Moss Snack Shack, Tarboro
- BR's Grill & BBQ, Pinetops
- Auto Bill's Garage, Pinetops
- Waste Industries, Inc., Wilson
- Princeville Town Hall, Princeville
- Tarboro Community Outreach, Tarboro
- La Fiesta, Tarboro
- Andy's, Tarboro
- State Farm Insurance, Tarboro
- Suburban Grill, Tarboro
- Classic Diner, Tarboro
- Fountain, Roberson, Anderson Insurance, Tarboro
- Ace Hardware, Tarboro
- Thorne Drugs, Tarboro
- Tarboro Recreation Center, Tarboro
- The Daily Southerner, Tarboro
- Cotton's Restaurant, Tarboro
- Edgecombe Community College, Tarboro
- Maxway, Tarboro
- Rusty's Gifts, Tarboro
- Rex Jeweler's, Tarboro
- Addie's Main Street Café, Tarboro

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 NECP Board of Directors and the Executive Director will establish an Audit Committee to evaluate the School's overall educational program. The committee will report its findings to the full board and head of school at the annual meeting, and include:

- An analysis of whether student performance is meeting the goals specified in the school's educational plan.
- A summary of major decisions and policies established by NECP's governing board during the year.
- The Audit Committee will ensure that folders for exceptional children are maintained in compliance with state and federal guidelines.

NECP's Audit Committee will compile an annual performance report that will, at a minimum, include the following data:

- A summary showing student progress toward the pupil outcomes using data from the assessment instruments and techniques.
- A summary of major decisions and policies established by NECP's Board of Directors during the year.
- Data on the level of parent involvement in NECP and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at NECP and their qualifications.
- A copy of NECP's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of NECP's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the NECP's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other general information regarding the educational program and the administrative, legal and governance operations of the NECP relative to compliance with the terms of the charter.

NECP recognizes the importance of the ABC Accountability Program and the No Child Left Behind (NCLB) Act, to help prepare students meet today's challenges and skills, especially in the increasingly more competitive academic environment. NECP will, therefore, adopt these standards *as the minimum* academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by NECP's head of school, directors, and teachers, and be shared with all NECP's staff members. Individual student progress will be closely monitored by the classroom teacher through routinely documented students' daily classroom participation, academic activities, and the student's learning progress throughout the course of the year. Annual parent, student and staff surveys will be conducted to assist in the identification of program's strengths and weaknesses. Such parent surveys will include "Parent Satisfaction Surveys" to assess the school program's achievements. At least once a year, all the suggestions, praise, and criticism will be summarized by The Board of Directors and the Executive Director and become part of the official Board of Directors records.

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.

Financial Audits

Financial audits will be performed on an annual basis in accordance with the statutory regulations and requirements of the state of North Carolina for non-profit organizations. The audit will be presented to the Board of Directors who will be responsible for the review and approval process. NECP will retain an experienced school financial auditor:

Gerrelene M. Walker, CPA, CFF, CFE
503 Trade Street
Tarboro, NC, 27886
Phone: (252) 823-1040
Fax: (252) 823-1479
gwalker@gmwcpa.com

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:** NECP employees, volunteers, contractors, board members or any other individuals deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K. Visitors including parents will check-in at the register and will be identified with a badge. The Board will assure that policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados are established. NECP will comply with all policies set forth for Local Safe School Plans under GS 115C- 105.47. NECP strictly will function as a tobacco free institution in accordance with GS 115C-407. Further, any use of drug or alcohol will be strictly prohibited. Science and computer labs will have special laboratory safety handouts. Policies will be developed for each lab based on its special requirements, such as the proper use of eye protection devices described in 115C-166. Buildings will be inspected by the fire department for fire safety. Principal or a committee charged by the principal will check school buildings regularly for safety. Health and safety policies will be incorporated into student and staff handbooks. Action plans including immediate responses to the crisis situations including natural disasters, fires, hurricanes, will be established by the board and included in the student handbook. Policies will be continuously reviewed and various policies will be amended as required.

- **Immunization of Students:** Up-to-date immunization records will be required during for the registration for incoming students and will be updated yearly. The records will be provided to the school with in the first 30 days after the school is started. NECP will provide parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F. NECP will assure full compliance with all federal and state immunization requirements. The following policies and procedures help to ensure compliance and reduce the possibility of any child missing school because of non-compliance:
 - Upon enrollment, the family will be requested to present the student’s immunization record. If the record is submitted, it will be reviewed by the principal or designee. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school. The family will be referred to the county health department.
 - A state approved medical waiver is acceptable if signed by the child’s physician. An expiration date must be included.
 - If non-compliance persists, follow-up phone calls or letters will be provided to the parent or guardian. One week prior to the start of classes a final notice will be sent.
 - Students lacking proper immunization or a completed waiver will be denied admittance to the school until proof of immunization or a waiver is submitted.
 - All students must have a completed physical signed by a licensed health care provider on file with the principal’s office.

- **Fire and Safety Regulations:** It is the duty of the principal or designee, to conduct Fire Drills and Inspect for Fire Hazards. It shall be the duty of the principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month, in each building in his charge, where children are assembled. Fire drills shall include all pupils and school employees, and the use of various ways of egress to simulate evacuation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of such regulations shall be kept posted on the bulletin board in each building.

It shall be the duty of each principal to inspect each of the buildings in his charge at least twice each month during the regular school session. This inspection shall include cafeterias, gymnasiums, boiler rooms, storage rooms, auditoriums and stage areas as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

It shall be the duty of the principal to file two copies of a written report once each month during the regular school session with the superintendent of his local school administrative unit, one copy of which shall be transmitted by the superintendent to the chairman of the local board of education. This report shall state the date the last fire drill was held, the time consumed in evacuating each building, that the inspection has been made as prescribed by law and such other information as is deemed necessary for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education.

It shall be the duty of the principal to minimize fire hazards pursuant to the provisions of G.S. 115C-525.

- **Food Inspections:** NECP is not planning to offer food service. However in the event that food is provided the principal will inspect food-handling areas. All guidelines by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health will be followed.
- **Hazardous Chemicals:** NECP will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. NECP 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 school 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 school principal immediately.
- **Bloodborne Pathogens:** OSHA Standard 29 GS 1919.1030. NECP will provide all employees training in blood borne pathogens per: GS 1910.1030. Employees will be trained within the first ninety days of employment. The LEA will provide video and pamphlets for each employee. A health care provider will be available to answer all questions and concerns.

Staff members who will be in contact and supervise identified students will receive additional training to include handling of biohazard materials, Epi Pens and Catheters. The training will be based on the students needs.

NECP will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The NECP 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 NECP 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:** G.S. 115C-47, Senate Bill 911 mandates the State Board of Education to provide Diabetes Care plan. NECP will provide parents with request forms to provide Diabetes Care for their children. The Guidance Counselors will complete a 504 plan for each student. The staff will be provided training videos through NC Healthy Schools (www.nchealthyschools.org). NECP staff members who provide supervision to identified students will receive additional training based on 504 plans, school nurse and student's Primary Care Provider information.

A diabetes management and treatment plan will be developed and implemented for each student with diabetes who will seek care for the student's diabetes while at school or while participating in a school activity. The plan will be developed by:

- the student's parent or guardian; and
- the physician responsible for the student's diabetes treatment

A diabetes management and treatment plan will:

- identify the health care services the student may receive at school;
- evaluate the student's ability to manage and level of understanding of the student's diabetes;
- And be signed by the student's parent or guardian and the physician responsible for the student's diabetes treatment.
- The parent or guardian of a student with diabetes who seeks care for the student's diabetes while the student is at school shall submit to the school a copy of the student's diabetes management and treatment plan. The plan will be submitted to and reviewed by the school:
- before or at the beginning of the school year;
- on enrollment of the student, if the student enrolls in the school after the beginning of the school year; or
- as soon as practicable following a diagnosis of diabetes for the student.

- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn: "Safe Haven Law"** - NECP will report annually about the manner in which a parent may lawfully abandon a newborn baby with a responsible person. This "safe haven" law allows the parent of an infant less than seven days old to voluntarily deliver the infant to certain people, without expressing intent to return. The people to whom a child may be abandoned are:
 - a health care provider who is on duty or at a hospital or at a local or district health department or at a non-profit community health center;
 - a law enforcement officer who is on duty or at a police station or sheriff's department;
 - a social services worker who is on duty or at a local department of social services; or,
 - a certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

A parent who does so is NOT in violation of any laws so long as there has been no gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

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

NECP will make available material to provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information will be provided electronically or on the NECP's Web page. This information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
 - **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**

NECP shall also ensure that materials are provided to parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided electronically or on NECP's Web page. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

State the proposed coverage for:

Comprehensive General Liability	\$ 2,500.00 – (\$1,000,000) per occurrence
Officers and Directors/Errors and Omissions	\$ 1,000.00 – (\$1,000,000) per claim
Property Insurance	\$ 4,500.00 – per site size estimation
Motor Vehicle Liability	\$ 4,000.00 – (\$1,000,000) per occurrence
Bonding	
Minimum amount:	\$ 100.00 - \$250,000
Maximum amount:	\$ 100.00 - \$500,000
Other	
Umbrella Policy	\$ 1,250.00
Workers Comp.	\$ 4,600.00

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.

North East Carolina Preparatory School will insure that all students in Edgecombe County will have access to transportation to and from the school. Three to four busses will run a loop to various designated pickup locations within Edgecombe County. Students will walk to or be taken to these locations as is appropriate for each individual situation. Students will be transported from the designated pickup spot to the school and then back to that spot at the end of the school day.

NECP will make every effort to be certain that all students regardless of achievement or income level will be provided this transportation. The busing system as outlined here will not deny access to any child within the confines of Edgecombe County.

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.

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Possible lease sights.

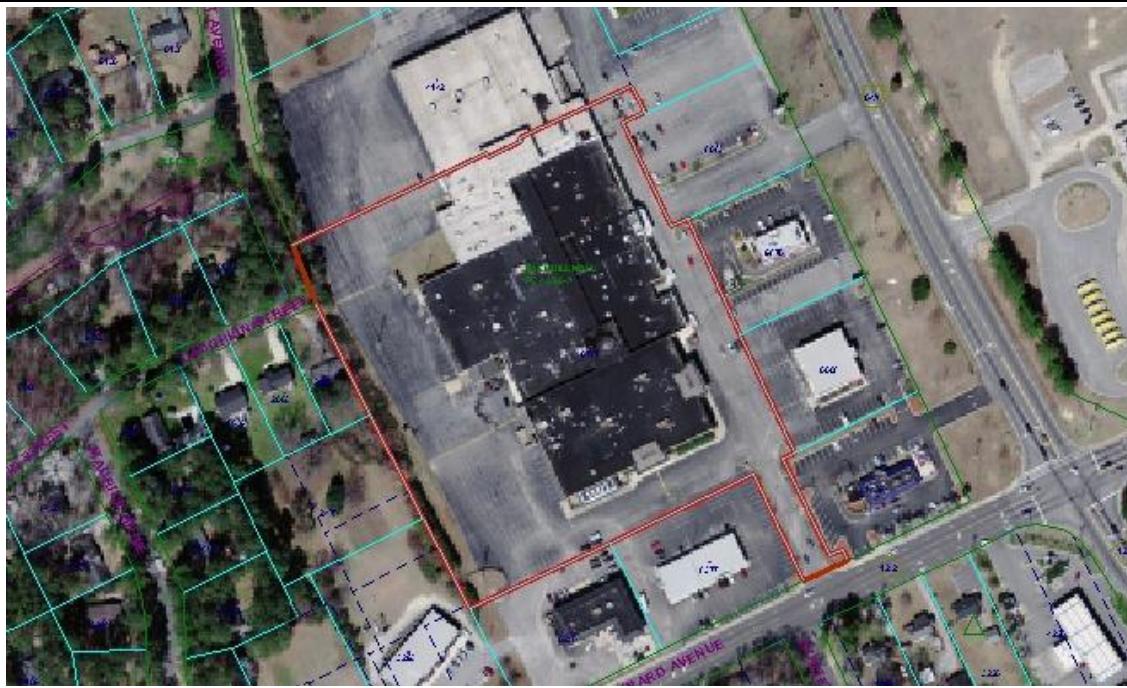
Site: 2906 ANACONDA RD



Property Details:

USICOLOR	0	PARENT	0
START	-754	UNIQUEID	9769
PIN	4719-90-1186	PARCEL	471990118600
MAP	4719.00	ACCOUNT	30757
OWNER1	ANSELL-EDMONT INDUSTRIAL INC	OWNER2	D/B/A ANSELL PROTECTIVE
ADDRESS	200 SCHULZ DR	CITYST	RED BANK, NJ
ZIP	7701	ACREAGE	10
BLDG_VAL	659127	LAND_VAL	300000
DEFERRED	0	NET_VAL	959127
PCLASSCODE	03	PROPERTY_D	COOLMORE FARM
TWP	1	SUBDIV	
LOTNBR		SUBBLK	
TAX_CODE	C01	ADDRESS1	2906 ANACONDA RD
BETTER1		BETR_AMT1	0
BETTER2		BETR_AMT2	0
NBHD		BK_PG	1031/0688
DEED_DATE	6/22/1989	SALE_PRICE	0
STAMPS	0	ADDL_REF	
YR_BLT	1973	USE	
TAX_ACCT	30757	SALE_CDE	L
APN	14100000000300	ADDRESS2	
ADDRESS3		ADDRESS4	27886
PROPERTYD2		PERMIT_DAT	12/31/1967
PERMIT_NBR	0		

Site: Park Hill Mall site 1



Property Details:

USICOLOR	0	PARENT	0
START	-130	UNIQUEID	29985
PIN	4728-55-6781	PARCEL	472855678100
MAP	4728.11	ACCOUNT	169185
OWNER1	RIVERSIDE PLAZA INC	OWNER2	
ADDRESS	81 BAYVIEW AVE W	CITYST	LINDENHURST, NY
ZIP	11757	ACREAGE	0
BLDG_VAL	593051	LAND_VAL	516600
DEFERRED	0	NET_VAL	1109651
PCLASSCODE	02	PROPERTY_D	PARKHILL SHOPPING MALL
TWP	1	SUBDIV	
LOTNBR	6	SUBBLK	
TAX_CODE	C01	ADDRESS1	WESTERN BLVD
BETTER1		BETR_AMT1	0
BETTER2		BETR_AMT2	0
NBHD	126	BK_PG	1506/0527
DEED_DATE	12/13/2007	SALE_PRICE	950000
STAMPS	1900	ADDL_REF	0004/0060
YR_BLT	1971	USE	
TAX_ACCT	169185	SALE_CDE	Y
APN	0	ADDRESS2	
ADDRESS3		ADDRESS4	27886
PROPERTYD2	LT 6 (MAIN BUILDING)	PERMIT_DAT	12/31/1967
PERMIT_NBR	0		

Site: 1402 Park Hill site2



Property Details:

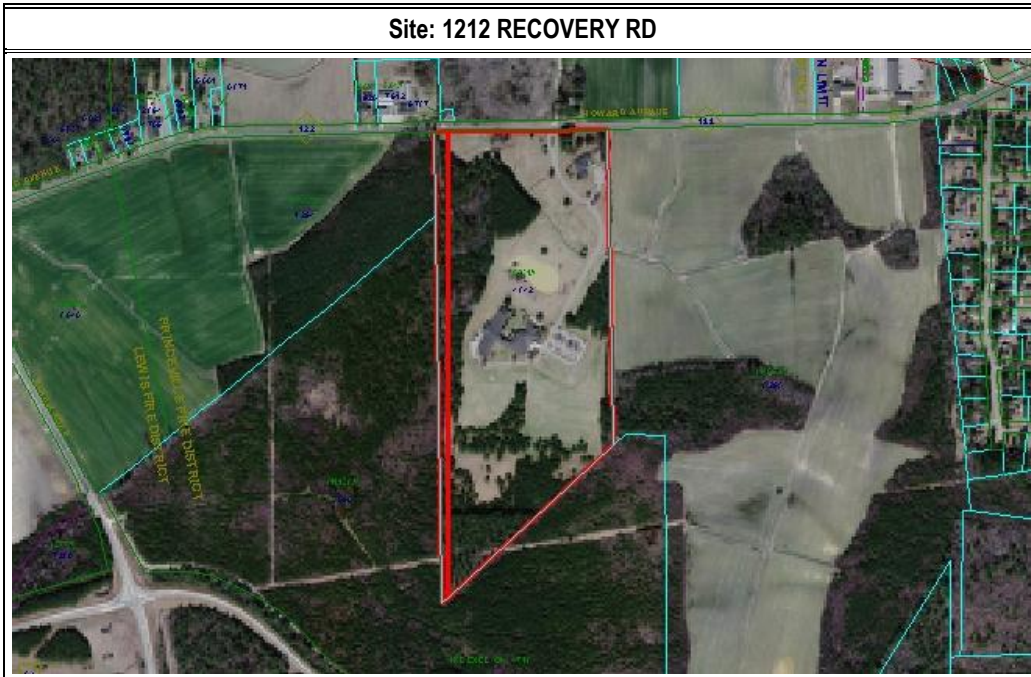
USICOLOR	0	PARENT	0
START	-103	UNIQUEID	30057
PIN	4728-56-4142	PARCEL	472856414200
MAP	4728.11	ACCOUNT	180137
OWNER1	RIVERSIDE PLAZA LLC	OWNER2	
ADDRESS	135 OCEAN AVE	CITYST	MASSAPEQUA, NY
ZIP	11758	ACREAGE	4.23
BLDG_VAL	277193	LAND_VAL	253800
DEFERRED	0	NET_VAL	530993
PCLASSCODE	02	PROPERTY_D	K-MART LOT 7
TWP	1	SUBDIV	
LOTNBR		SUBBLK	
TAX_CODE	C01	ADDRESS1	1402 WESTERN BLVD
BETTER1		BETR_AMT1	0
BETTER2		BETR_AMT2	0
NBHD	126	BK_PG	1539/0650
DEED_DATE	7/13/2009	SALE_PRICE	375000
STAMPS	750	ADDL_REF	0003/0173
YR_BLT	1981	USE	
TAX_ACCT	180137	SALE_CDE	Y
APN	0	ADDRESS2	
ADDRESS3		ADDRESS4	27886
PROPERTYD2	LOT 7 PARKHILL MALL	PERMIT_DAT	12/31/1967
PERMIT_NBR	0		



Park Hill Mall on left

Tarboro High School on right

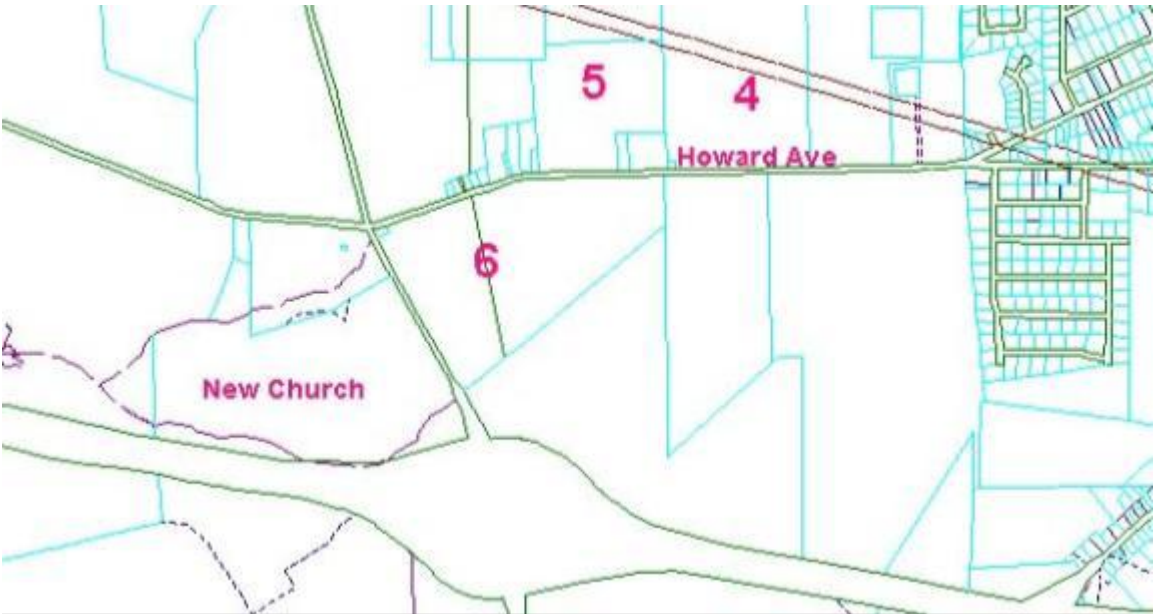
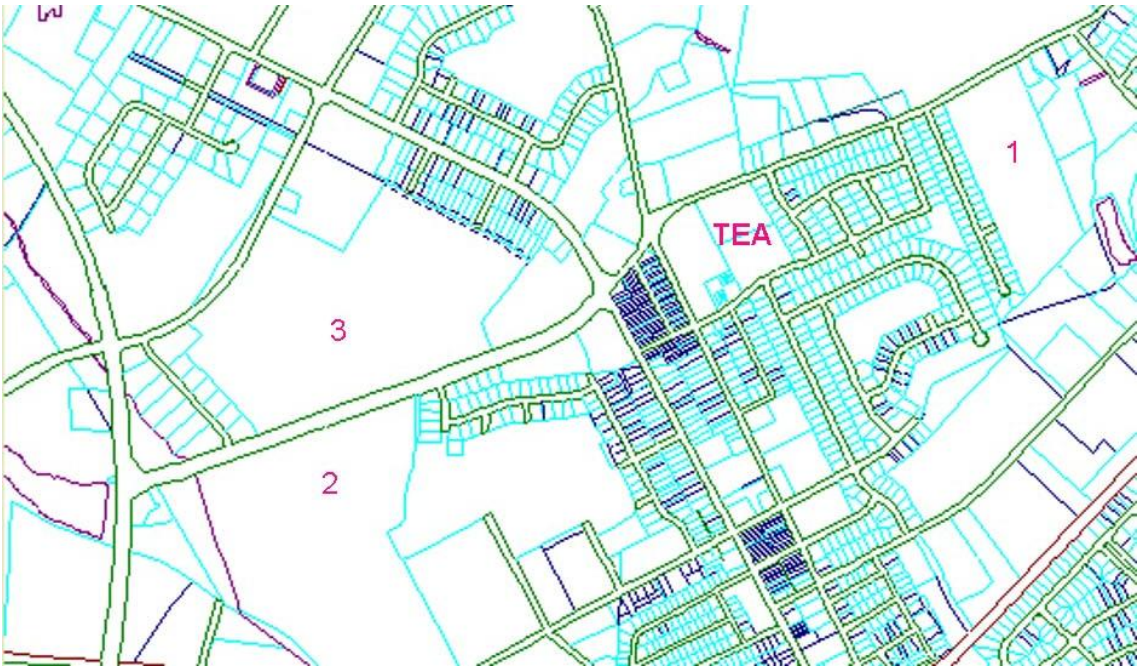
If the Mary Frances Center does not receive funding this year from the State Funds the property might be available in the near future. (Howard Ave near McNair Rd). by vacant land sites 4, 5 & 6.



Property Details:

USICOLOR	0	PARENT	0
START	-786	UNIQUEID	9779
PIN	4728-02-4842	PARCEL	472802484200
MAP	4728.00	ACCOUNT	70768
OWNER1	MARY FRANCES CORP	OWNER2	
ADDRESS	P O DRAWER D	CITYST	TARBORO, NC
ZIP	27886	ACREAGE	52.31
BLDG_VAL	0	LAND_VAL	274050
DEFERRED	0	NET_VAL	274050
PCLASSCODE	07	PROPERTY_D	MARY FRANCES CTR
TWP	1	SUBDIV	
LOTNBR		SUBBLK	
TAX_CODE	F06	ADDRESS1	1212 RECOVERY RD
BETTER1		BETR_AMT1	0
BETTER2		BETR_AMT2	0
NBHD		BK_PG	1000/0144
DEED_DATE		SALE_PRICE	0
STAMPS	0	ADDL_REF	0007/0228
YR_BLT	1988	USE	
TAX_ACCT	70768	SALE_CDE	
APN	14200000001900	ADDRESS2	
ADDRESS3		ADDRESS4	27886
PROPERTYD2	GRAY LD	PERMIT_DAT	12/31/1967
PERMIT_NBR	0		

Vacant Land possible locations.



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?

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

We have identified, but not finalized the four facility locations. Immediately after our charter application is approved, the Board of Directors will appoint a facility search committee to negotiate a lease agreement with this site. The committee will be comprised of board members with knowledge of the local real estate market, zoning requirements, educational facility planning and real estate law.

The facility will meet all applicable health and safety requirements, as required by NCGS 115C-238.29F(a). Before beginning the school's operations, the Board of Directors will provide the Office of Charter Schools a detailed description of the facility and the related financing arrangements, as well as a Certificate of Occupancy for Educational Use. We anticipate providing maintenance for the facility through a combination of North East Carolina Prep employees and outside contractors for services such as grounds maintenance and trash removal. In evaluating potential sites, the Committee will consider not only cost and the physical space requirements outlined below, but also the degree to which a given location will enhance our ability to accomplish our mission. That mission includes providing a high quality education for a racially and socio-economically diverse group of students. We also believe in the community development potential of charter schools. Thus, we will look for neighborhoods that are demographically balanced and in which our school can provide a community anchor. We will pursue creative options, such as facility-sharing arrangements, that may reduce our facility cost and provide access to community facilities such as libraries, parks and museums.

Space guidelines, outlined by the state are intended only for planning purposes, and provide baseline information for the budget included with this charter application. Our actual space needs will depend on a number of factors, including the availability of shared community facilities, and the configuration of the space may vary as well. Our physical space will be designed to maximize academic achievement under our particular educational model.

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.

NECP will have a direct impact on local LEA 330. The charter school will afford the community a choice in education by facilitating an alternative model of learning for the children of Edgecombe and surrounding counties. Statistically, a charter school is warranted for this area, with the goal being to offer students a more personalized education and more individual attention than they currently receive. As a result, NECP will diminish enrollment to some extent in nearby public schools; however, this will foster competition and an increase in educational standards, which ultimately best serves the students of Edgecombe County.

IX. APPENDICES (OPTIONAL)

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

Appendix A	-	North East Carolina Prep Educational Plan
Appendix B	-	North East Carolina Prep Student Handbook
Appendix C	-	North East Carolina Prep Personnel Handbook
Appendix D	-	North East Carolina Prep Technology Plan
Appendix E	-	North East Carolina Prep Promotional Materials
Appendix F	-	North East Carolina Prep Surveys
Appendix G	-	North East Carolina Prep Newspaper Articles
Appendix H	-	North East Carolina Prep Founding Members
Appendix I	-	North East Carolina Prep Budget Projections
Appendix J	-	North East Carolina Prep Student Application
Appendix K	-	North East Carolina Prep Mathematics Objectives K-12

X. SIGNATURE PAGE

The foregoing application is submitted on behalf of North East Carolina Preparatory School (*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: _____

Position: _____

Signature: _____

Date: _____

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires _____, 20____.