



Pinnacle Classical Academy: A Challenge Foundation Academy

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

For opening in the fall of 2012

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Pinnacle Classical Academy: A Challenge Foundation Academy

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

Pinnacle Classical Academy, Inc.

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

PCA – CFA will apply for 501(c)(3) status upon approval.

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: Lauren L. Tucker

TITLE/RELATIONSHIP TO NONPROFIT: Proposed School Director

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Location of Proposed Charter School (LEA): Cleveland County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Pinnacle Classical Academy: A Challenge Foundation Academy (“PCA-CFA”) will target every eligible student in Cleveland County and surrounding areas that wants a high quality, tuition-free education, the opportunity to experience the *Core Knowledge Sequence* and classical education, a small, familial educational environment, and the access to innovative class offerings will be targeted for enrollment to PCA – CFA. We acknowledge that any North Carolina student is eligible to apply.

In this school year, 2011-12, approximately 600 students from Cleveland County either attend or are on the waiting lists for Thomas Jefferson Classical Academy - CFA in Rutherford County and Piedmont Community Charter School - CFA in Gaston County. These families travel up to forty minutes each way to attend these schools. PCA-CFA will provide families a more convenient choice of a rigorous curriculum and high expectations in their own community. PCA-CFA will also provide an educational choice to families in Cleveland County who are currently enrolled in the Cleveland County school system and unable to travel to either school. PCA-CFA will also target students in local private schools who would like a tuition-free, high quality educational experience. Homeschooled children will also be targeted for enrollment. PCA-CFA will actively solicit the enrollment of all eligible students in Cleveland County and surrounding areas regardless of ethnicity, religion, or socio-economic status.

We have heard from families across Cleveland County and in surrounding counties that they are in favor of charter schools and would choose to enroll their children in PCA-CFA. These parents have expressed that the seamless educational structure of a K-12 school is very desirable as well as the K-8 Core Knowledge curriculum, and the classical high school model that has been so successful in Rutherford County at Thomas Jefferson Classical Academy - CFA. Many of these parents could not make the daily drive to Forest City and/or Henrietta or have been on the waiting list. Others shared with us that the drive to Piedmont Community Charter School - CFA in Gastonia was out of reach as well as the waiting list. Cleveland County does not have a charter school to serve those families that would otherwise choose a Challenge Foundation Academy for their children.

Proposed Grades Served: K - 12

Proposed Total Enrollment: 950

Projected School Opening Year 2012 Month August

| School Year | Grade Levels | Total Projected Student Enrollment | Year Round | |
|-------------|--------------|------------------------------------|------------|----|
| | | | YES | NO |
| First Year | K – 5 | 264 | | X |
| Second Year | K – 6 | 316 | | X |
| Third Year | K – 7 | 380 | | X |
| Fourth Year | K – 8 | 456 | | X |
| Fifth Year | K – 9 | 547 | | X |
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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:

Pinnacle Classical Academy: A Challenge Foundation Academy will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Mission Background Statement:

Pinnacle Classical Academy: A Challenge Foundation Academy will be a tuition-free, public charter school that embraces research-based instructional practices, enhanced curriculum design, state of the art technology, and high academic and behavioral standards. The culture of the school will be built on a foundation of high moral and ethical character modeled by the school's staff. PCA - CFA will actively work to engage families, community members, and businesses in the school community to help enhance the learning opportunities of the students at PCA - CFA.

To accomplish this mission, PCA - CFA will implement the *Core Knowledge Sequence* in grades K-8 to create a program of study that will include the depth and breadth necessary to meet the needs of all students. Utilizing the *Core Knowledge Sequence* will ensure all students at PCA – CFA have access to the foundational skills that will serve them throughout the rest of their education.

PCA - CFA will also deliberately teach character to all its students and work to create a school culture that fosters and recognizes exemplary character. The development of each student's character will be a constant focus in and out of the classroom. Students will be pushed to do and be their best in whatever they do. This focus will allow students of PCA – CFA to graduate and be productive citizens in their community.

PCA - CFA will also focus on the incorporating elements of classical education that will foster critical thinking and logical reasoning skills. To reinforce and allow for implementation of these critical thinking and logical reasoning skills, PCA - CFA will gear its educational program towards **STEAM: Science, Technology, Engineering, Art, and Mathematics**. Not only will this focus bring deeper meaning to topics learned throughout the grade levels, it will also prepare students to be competitive in the 21st century world and workplace.

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

A number of public, community meetings have been conducted by Pinnacle Classical Academy: A Challenge Foundation Academy in order to confirm the need and desire for a charter school in Cleveland County. Parents, town leaders and local business people have written letters and over 1,200 signed petitions in support of the school. These letters and petitions are included in the Appendix section of this application. We have also collected numerous Letters of Intent from parents that intend on enrolling their children in PCA – CFA when it is opened. Also, as mentioned in the previous section, numerous families in Cleveland County currently send or would like to send their children to Challenge Foundation Academies in neighboring counties. These families and students should be allowed the opportunity to attend a school in their own community.

The curriculum, educational techniques, and innovative offerings PCA – CFA plans on using is also needed to provide the students of our community with a high quality education that will, in turn, benefit the community from which they come.

To promote greater academic excellence, equity, and literacy, the *Core Knowledge Sequence* will be used to teach a logical, cumulative, and specific core curriculum. The reason for the ever-present achievement gaps in reading is due to gaps in knowledge. By using the *Core Knowledge Sequence* to integrate rich content knowledge into language arts instruction, this knowledge gap will be addressed and narrowed. In turn, students at PCA-CFA will become fluent readers while building their knowledge base in all other subjects. This integration will allow for a stronger overall educational experience for students.

Recent studies show that the critical thinking abilities among our nation's students are steadily declining. The use of classical education techniques and philosophies will ensure that students first have the fact base needed for critical thinking, are guided through the processes of critical thinking by teachers using the Socratic Method, and then are asked to exhibit their critical thinking skills orally and in writing. The formal teaching of logic and Latin will help students to be better able to analyze information and think for themselves.

Western North Carolina is quickly becoming home to many technological companies. Companies such as Google, Facebook, and Apple have opened or will be opening data centers in and around Cleveland County. To keep these companies in the area and to help attract future companies to the area, the community must provide qualified individuals to work at these types of companies. PCA - CFA's focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) aims to ready students for success in these fields. Also, the number of workers qualified for these high-skilled jobs are continuing to decrease nationwide. Research shows that 80% of the jobs created in the next decade will require some form of math and science skills. Projections by the Department of Labor show that 15 of the 20 fastest growing occupations require significant science and math skills. However, even with the ever increasing number of jobs that require these skills, more and more students are choosing NOT to major in these areas. With allowing our students the opportunities to study these topics we are helping them develop a knowledge base on which they can pursue higher education and/or future job opportunities while simultaneously helping the community.

Martin Luther King, Jr. is quoted as saying "We must remember that intelligence is not enough. Intelligence plus character – that is the true goal of education." The intentional focus on and teaching of good character is particularly important in today's society. Students today are

confronted with negative influences through the media and often in their own communities. Since children spend more than 900 hours per year in school, it is essential that schools proactively develop strategies and create positive environments that help students develop core, ethical values. At PCA - CFA, the development of our students' character will be central to all things.

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.

I. Improve Student Learning

Pinnacle Classical Academy: A Challenge Foundation Academy will improve student learning by implementing the *Core Knowledge Sequence* in grades K-8, by guiding student exploration into a variety of focused Science, Technology, Engineering, Art and Mathematics (STEAM) courses at the middle and high school levels, by guiding students to become independent critical thinkers through utilizing a classical educational approach to learning, by explicitly teaching character education, by having smaller class sizes and by having a rigorous high school program and graduation requirements that exceeds the present State mandated requirements.

The *Core Knowledge Sequence*, founded by E. D. Hirsch, Jr., is based on the belief that each student should learn the fundamentals of science, basic principles of government, important events in history, essential concepts in mathematics, masterpieces of art and music from around the world, and stories and poems that have been passed down from generation to generation. The *Core Knowledge Sequence* goes beyond the state standards by explicitly stating which people, places, events, and concepts students should learn and when they should learn them. The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often appear in current education.

Using Dorothy Sayers' "The Lost Tools of Learning" as a guide, our middle and high school program will allow students to grow and refine their knowledge by focusing on developing their ability to use logic to reason and to infer. They will then progress to use these skills to communicate their thoughts in a reasonable and effective manner. In our high school program, we will offer students formal Logic courses, a variety of AP courses and STEM (Science, Technology, Engineering and Math) electives to foster and challenge students' critical thinking skills.

To promote and hone their logical and critical thinking skills, students will be introduced to the each of the 4 strands of STEM (Science, Technology, Engineering, and Mathematics) during their middle school years. In high school, they will begin focusing their studies on the area of their choice. This will allow students the opportunity to make their own choices when it comes to

their education and enable them to take ownership in the process. Art will be integrated into all subjects throughout the K – 12 spectrum completing our curriculum focus on STEAM topics. Focusing on these topics will support each student's creativity and critical thinking skills. This will all improve the learning experience at PCA – CFA by allowing students to see the connections between what they are learning in their classes and what they are able to do with that knowledge in the real world.

The intentional teaching of character to all students at PCA – CFA will also help to improve student learning. Recent research suggests that schools with a formal character education program have seen the following positive results: improved attendance, increase academic motivation, higher homework completion rate, more appropriate classroom behaviors, increase self-control, and a decrease in the numbers of suspensions. All of these work toward creating a better educational environment which, in turn, improves student learning.

Also in our effort to improve student learning, Pinnacle Classical Academy: A Challenge Foundation Academy plans to not exceed 24 students per class. Research has shown that reducing class size, particularly in the early grades, is one of the few educational strategies shown to increase learning and narrow the achievement gap between minority and socio-economic groups. The following points are from a fact sheet prepared by Leonie Haimson, Executive Director, Class Size Matters, June 2010; available at www.classsizematters.org/benefits:

- The Institute of Education Sciences, the research arm of the US Department of Education, concludes that class size reduction is one of only four, evidence-based reforms that have been proven to increase student achievement through rigorous, randomized experiments – the "gold standard" of research.
- Studies from Tennessee, Wisconsin, and elsewhere demonstrate that students who are assigned to smaller classes in grades K-3 do better in every way that can be measured: they score higher on tests, receive better grades, and exhibit improved attendance.
- Those students whose performance improves the most are those who need the most help; children from poor and minority backgrounds, who experience twice the gains as the average student. Alan Krueger of Princeton has estimated that reducing class size in the early grades shrinks the achievement gap by about 38%.
- Smaller classes are also a very cost-effective strategy to lower the number of students who repeat grades. In Nashville schools, only 16.7% of students who were in smaller classes in the early grades were held back through 10th grade, compared to 43.5% of those who had been in regular-size classes.
- The benefits of class size reduction in the early grades last throughout a student's educational career. In 4th, 6th, and 8th grade, students who attended smaller classes in the early grades were significantly ahead of their regular-class peers in all subjects. By 8th grade, they were still almost a full year ahead of their peers.
- In high school, students who had been in smaller classes had significantly lower drop-out rates, higher grades, and received better results on their college entrance exams. After four

years in a small class in the early grades, the graduation rate for free-lunch students more than doubled, and their likelihood of graduating equaled those who were not poor. For those who had attended a smaller class in grades K-3, the difference between black and white students taking college entrance exams was cut in half.

- A definitive study commissioned by the US Department of Education analyzed the achievement levels of students in 2,561 schools across the nation, as measured by their performance on the national NAEP exams. The sample included at least 50 schools in each state, including large and small, urban and rural, affluent and poor areas. After controlling for student background, the only objective factor found to be correlated with higher student success as measured by test scores was class size –not school size, not teacher qualifications, nor any other variable that could be identified. The gains from smaller classes in the upper grades surpassed the gains from smaller classes in the lower grades.

In addition to the many benefits offered from smaller class sizes, many parents prefer the more personalized atmosphere of a smaller school. Challenge Foundation Academies traditionally do not exceed an enrollment of 650 students K-8 and 1200 in the K-12 and strive to ensure that the class sizes do not exceed 24 students. PCA-CFA will provide smaller classrooms, a better student to teacher ratio, and another educational choice for parents and students that are living in the targeted community.

Students at PCA – CFA will be presented with rigorous content throughout their education, thus continuously pushing each student to become more knowledgeable. This will be most present in the high school course offerings and class curriculum. High school students at PCA – CFA will be required to take two years of Latin, one logic course, four STEAM courses of their choice and a senior rhetoric class. AP courses will be offered and students will be strongly encouraged to take these courses, not only for the rigor but also for the advantages they offer. The curriculum of all high school classes will maintain standards that meet or exceed those mandated by the state. PCA-CFA will focus on critical and higher order thinking skills. These opportunities will ensure that the graduates of PCA – CFA will have the tools to be successful in their post-secondary education and careers.

II. Increase student learning opportunities for all students

Pinnacle Classical Academy: A Challenge Foundation Academy will actively solicit student enrollment from all sections of Cleveland County and surrounding areas regardless of race, religion, or socioeconomic status.

The *Core Knowledge Sequence* has a research-based record of improving student standardized test scores as it ensures all students have access to the essential concepts in all subject areas. Studies on the effects of implementation of the *Core Knowledge Sequence* have shown a positive correlation between the implementation of the sequence and student achievement. A growing body of evidence suggests that the *Core Knowledge Sequence* fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

Therefore, all students at PCA - CFA will have the opportunity to receive a high-quality, rigorous learning experience.

In conjunction with our STEAM (Science, Technology, Engineering, Art and Mathematics) focus, opportunities for partnerships with local universities and businesses, such as newly opened data centers, will be available to the students of PCA - CFA. These relationships will both bring the community into the school and our students into the community. These opportunities will be invaluable additions to the education of our students and provide them with life-lessons and unique experiences in the process. PCA – CFA’s focus on STEAM will increase learning opportunities for our students after they graduate as well. By having a background in these concepts, their admission into and success in a STEM related college program is increased.

Through character education classes and the required community services in middle and high school, students of PCA – CFA will have the opportunity to learn life lessons outside of the classroom. Students will see what different community organizations do for the members of the community and what it takes to operate these organizations. Students will also learn the value of community service and the importance of giving back to their community. Recent studies have shown that emotional intelligence is central to a child’s success and fulfillment. Studies also suggest that “as you facilitate social development, you are concurrently advancing their academic function.”

An additional benefit of PCA - CFA will be that it is in Cleveland County, the community from which most of our students will come. This will allow students more quality educational time at school, in the community, and at home.

III. Encourage the use of different and innovative teaching and learning methods

The *Core Knowledge Sequence* is written in such a way that allows for easy and intentional integration of the subject areas. Since the *Core Knowledge Sequence* does not dictate instructional methods, teachers can work as a team to create varied learning activities throughout the subject areas. Project based learning, technology, cross-curricular assignments, and many more options are available to teachers. The integration of topics in each subject area will allow students to develop a deeper understanding and appreciation for the topics being learned. Focusing on encouraging students to become critical thinkers will allow the teacher to focus on student-centered lessons as opposed to the traditional teacher-centered, direct instruction classroom lessons. This will make independent, differentiated assignments possible as students will be able to work through assignments with little teacher direction. This will allow teachers to spend more focused, individual time with students.

Another focus of PCA- CFA will be on strong vertical and horizontal alignment of curriculum. In a small school setting where teachers have the planning time necessary to work together and present a consistent and logical progression of material to ensure student success, vertical and horizontal alignment will be a focus. This emphasis enriches the learning experience by allowing students and teachers to delve more deeply into the subject matter. It also ensures that

teachers support one another by making sure that there are not gaps in the curriculum being presented to students. It holds teacher accountable to one another as well and creates a culture in which teachers work together toward the one goal of student achievement.

In line with classical education techniques, teachers at PCA- CFA will use Socratic teaching methods. By asking questions of students, requiring them to clarify their ideas, and presenting opposing views, teachers will help students refine their critical thinking skills while also developing a deeper understanding of the curriculum. Instead of simply telling a student if an response to a question is correct or incorrect, teachers will challenge students to defend and explain their answer. This allows teachers to ensure, not only that the student can come to the correct answer, but that their thinking processes are correct.

Another component of the classical educational approach at PCA – CFA will be the formal instruction in Latin, logic and rhetoric. Studies conducted by the College Board have shown that the study of Latin also helps increase students' SAT scores, not only in reading due to the increase in vocabulary knowledge, but also in math. The study of logic can help a student prepare for almost any calling. We all have to reason everyday and studying Logic helps us to use reason more reliably. Logic is not only necessary to analyze the beliefs of others, but also to understand and communicate our own beliefs. Rhetoric helps articulate our thoughts persuasively. The incorporation of Latin, logic and rhetoric into the curriculum will strengthen the education of students at PCA – CFA.

The inclusion of STEAM (Science, Technology, Engineering, Art, and Mathematics) classes will allow for hands-on project based learning and real-world application of skills learned in core courses. For example, in art, students will learn art from a historical perspective in line with the topics being learned in their social studies class. In their technology classes, student will be learning about computer design while integrating it with the geometry being learned in their mathematics classes. In their elective science class, students will do hands-on experiments related to what they are learning in their core science classes. This will help students develop a deeper understanding and appreciation of the material presented in their core classes while giving them the skills to be productive 21st century students and workers.

As a Challenge Foundation Academy, PCA - CFA intends to use the Compass Learning computer program as a supplement to classroom teaching. The Compass Learning program is directly linked to a student's performance on the MAP (Measures of Academic Progress) test that all students in grades 2 – 8 will take. This program will allow teachers to assign modules to students at their level of instruction. Compass Learning may be used in the classroom as part of a center rotation or in the computer lab for the entire class. Utilization of the Compass Learning program will allow for easy differentiated instruction based on the student's instructional level.

IV. Create new professional opportunities for teachers

Pinnacle Classical Academy: A Challenge Foundation Academy will offer an exciting, professional teaching opportunity in Cleveland County, in addition to those offered by the traditional public schools. The use of the *Core Knowledge Sequence*, in addition to the available

training programs and classroom resources, will give teachers a logical, specific, and effective curriculum from which to teach while still having flexibility in planning the delivery of the material. Surveys conducted of teachers at Core Knowledge schools show a high level of satisfaction with the program.

Additionally, the small, community environment of PCA- CFA will allow teachers the means by which to communicate with their coworkers regarding best practices, support, and to develop meaningful relationships with students and their families.

To support teachers in the facilitation and implementation of STEAM courses, professional development opportunities will be made available to teachers. Partnerships with nearby universities and businesses will allow teachers to have additional support in the development of lesson plans for academic and business-oriented classes. The use of free, online professional development modules, such as those offered by NASA, will also be available to teachers.

PCA – CFA will make supporting teachers a priority, whether through professional development, common planning times, acquisition of technology and other resources or any other possible avenues of support.

V. Provide parents and students with expanded choices

Currently, approximately 600 students travel outside of Cleveland County to attend nearby charter schools. Pinnacle Classical Academy: A Challenge Foundation Academy will provide families with a quality educational option without the need to travel as far. In addition, PCA-CFA will give families who send their children to the traditional public schools another high-quality option within their community.

PCA - CFA will also provide parents and students with an alternative curriculum with the use of the *Core Knowledge Sequence* and classical curricular and pedagogical approaches. The integration of STEAM (Science, Technology, Engineering, Art, and Mathematics) courses throughout K – 12 will provide meaningful opportunities for all students to be exposed to different topics and content area connections that may not otherwise be available to them. The explicit teaching of character, Latin, and logic round-out the expanded educational opportunities presented to students of PCA – CFA.

Participation in STEM courses will also provide students with expanded opportunities once they graduate from PCA – CFA. According to the U.S. Department of Commerce, 1 in 18 workers is employed in a STEM-related field. The number of these available jobs is projected to grow by 17% by 2018. Workers in these jobs will earn 26% more than their non-STEM counterparts. Additionally, workers with degrees in a STEM field earn more regardless of the field in which they work. In addition to STEM concepts, PCA – CFA recognizes the importance of creativity. The art component of the STEAM focus utilized by PCA – CFA will result in well-rounded, creative critical-thinkers.

Smaller class size and school size will provide parents with a place where their child can receive more personalized attention and where regular parent-school communication is possible.

VI. Hold the school accountable for meeting measurable student achievement results

Pinnacle Classical Academy: A Challenge Foundation Academy will be accountable to the NC ABC testing program.

In addition to the state mandated EOG and EOC tests, PCA – CFA will be proactive in assessment of all of our students. Students entering Kindergarten will be assessed using standardized assessment tools. Current plans include use of

- The Brigance Early Childhood Screen, which will allow teachers to easily identify potential learning delays and giftedness as well as strengths and needs in language, motor, self-help, social-emotional, and cognitive skills.
- The mCLASS:DIBELS electronic assessment for students in grades K-2**
- The nationally-normed MAP (Measures of Academic Progress) test created by NWEA (Northwest Evaluation Association) for students in grades 2-8 to measure growth and proficiency in English, Language Usage and Mathematics.**

**The mCLASS:DIBELS and the MAP tests allow teachers to track student progress throughout the year and develop targeted instruction for students.

Students in grades 9 – 12 will be assessed using teacher created grade-level benchmark assessments, the PSAT, the SAT, the ACT Plan, and/or the ACT. In addition, PCA-CFA plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10.

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.

The educational focus of Pinnacle Classical Academy: A Challenge Foundation Academy has four aspects: the *Core Knowledge Sequence*, a classical education approach to teaching and learning, STEAM (Science, Technology, Engineering, Arts, and Mathematics) course offerings and character education. By seamlessly fusing these four components together, students graduating from PCA- CFA will have a broad knowledge base, be able to critically analyze, clearly express their ideas and beliefs, and be ready to competitively enter the 21st century global society as productive citizens.

The *Core Knowledge Sequence* provides a coherent, cumulative, and content-rich learning experience for all students. The *Core Knowledge Sequence* specifically states which topics, stories, works of art, and other content to be taught at each grade level K – 8. This curriculum intentionally integrates all subject areas so that students can develop a deeper understanding of the topics they are learning. This ensures that all students at PCA- CFA will have the background knowledge on which to build in future grades.

As Dorothy Sayers states in *Lost Tools of Learning*, “For the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain.” Focusing on the classical educational approach to learning in the classroom will help each student develop their critical thinking and logic skills. To achieve this, PCA- CFA will focus on the trivium of grammar, logic, and rhetoric. Making sure each student acquires the appropriate building blocks in elementary, builds on these skills and are guided in the critical thinking process in middle school, and then are allowed to practice these skills both verbally and in writing in high school will ensure the development of these skills. These skills will permit students to be able to think and reason for themselves allowing them to be self-sufficient, life-long learners. The formal teaching of Latin-grammar, logic and rhetoric will enhance students’ critical thinking skills.

Allowing each student access to practical and in-depth exploration of STEAM (Science, Technology, Engineering, Art, and Mathematics) concepts, students of PCA- CFA will be fluent in the use of skills needed in the 21st century workplace and be exposed to a wide variety of concepts and their real-world applications. Building on the topics learned in Core Knowledge, students will not only be able to gain an understanding of topics in these fields but also the history and development of each of them. This will give students a broader perspective and deeper appreciation for the contributions of and possibilities in these fields of study. Students will be able to work in their area of interest while applying their critical thinking and logic skills. Acquiring these skills will put students of PCA - CFA at an advantage as they will be well prepared to enter college or the workforce in one of these fields, if desired.

The character development of each student at PCA - CFA will be a daily priority. Students will have opportunities both in and out of the classroom to demonstrate their positive character. Character education at PCA- CFA will be guided by the six character traits given by the acronym

RISE UP: **R**espect, **I**ntegrity, **S**ervice, **E**xcellence, **U**nity, and **P**urpose. These character virtues will be focused on school-wide, K -12, and become a part of our daily vocabulary. Community service opportunities will be available to all students, and required of middle and high school students, to enhance their character education and reinforce our character virtues.

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: Pinnacle Classical Academy, Inc.
Mailing Address: P. O. Box 2695
City/State/Zip: Shelby, NC 28150
Street Address: 214 South Lafayette St, Suite B
Shelby, NC 28150
Email: cphilbyers@gmail.com
Phone: 828-289-2225
Fax: 828-247-1098
Name of registered agent and address: C. Philip Byers
119 N Main St
Rutherfordton, NC 28139

FEDERAL TAX ID: PCA – CFA submitted Articles of Incorporation to the NC Secretary of State on October 31, 2011 and is awaiting our Federal Tax ID Number.

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

PCA - CFA will apply for tax-exempt status within 24 months of approval.

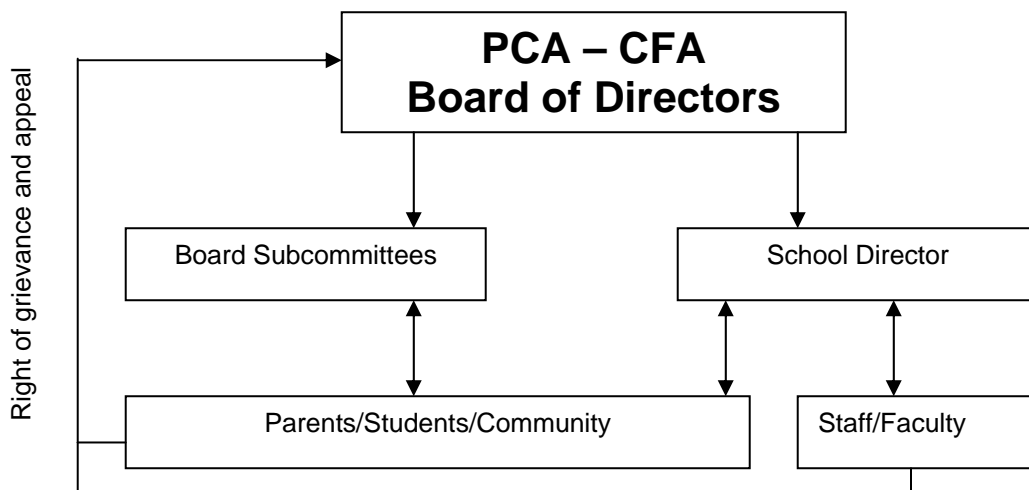
Note:
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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.

An initial 7-person Founding Board of Directors is in place. The Founding Board is expected to expand to approximately 9 to 11 members and transition over time to an operating Board of Directors.

The Founding Board of Directors:

- C. Philip Byers, Founding Board President
- Julie Brame
- Debbie Clary
- Jay Friedman, MD
- Stephen Grinton, MD
- Joan Lange
- Wes Westmoreland

The Board members that have been chosen bring a wide range of experience and expertise that will ensure the successful oversight of Pinnacle Classical Academy: A Challenge Foundation Academy. Two of the seven Board members are employed by the Challenge Foundation and have been a part of the development of successful Challenge Foundation Academies across the nation. They bring with them the understanding of school governance, budget, and curriculum. One of our Founding Board members has represented Cleveland and Rutherford County in the North Carolina State Congress for the past 17 years. She brings legislative expertise with her to the Board. Three of the Founding Board members own their own successful business; one in marketing, one in printing, and one in orthopedic medicine. These Board members bring with them the knowledge of all that it takes to run a successful business. One of our Board members has been extremely active in the Cleveland County community over the past five years. This Board member brings the knowledge of how to manage community involvement.

Resumes of Board Members:

Charles Philip Byers

243 McCall Drive, Forest City, NC 28043
Home (828)247-1097, Cell (828)289-2225
E-Mail: cphilipbyers@gmail.com

PROFESSIONAL EXPERIENCE

- **CHALLENGE FOUNDATION**
Southeast Program Director and School Development
- **ISOTHERMAL COMMUNITY COLLEGE**
Facilitator for Leadership Rutherford Program 2008-2010
- **THOMAS JEFFERSON COMMUNITY EDUCATION FOUNDATION**
Executive Director 2007-Present
- **RUTHERFORD COUNTY SHERIFF'S OFFICE, NORTH CAROLINA**
Sheriff of Rutherford County 2005-2006
Chief Deputy 2001-2005
Patrol Commander/Detective 1994-2001

EDUCATION

- WESTERN CAROLINA UNIVERSITY, CULLOWHEE, NORTH CAROLINA
Master of Public Affairs (Research and Graduate Studies)
- APPALACHIAN STATE UNIVERSITY, BOONE, NORTH CAROLINA
Bachelor of Science (Secondary Education)
- INSTITUTE OF GOVERNMENT, UNIVERSITY OF NORTH CAROLINA,
- NORTH CAROLINA STATE UNIVERSITY, MASTER OF PUBLIC ADMINISTRATION PROGRAM

The Law Enforcement Executive Program

CERTIFICATIONS

- FEDERAL AVIATION ADMINISTRATION, WASHINGTON, D.C.

**Private Pilot, Airplane Single Engine (354 Pilot in Command Flight Hours)
Certification Number 244232628 (140 Hours Helicopter-Bell OH-58)**

MEMBERSHIPS

Kiwanis International, Masonic Lodge, Oasis Shrine, Pi Gamma Mu National Honor Society, Toastmaster International, Appalachian State University Alumni Association, Western Carolina University Alumni

BOARD APPOINTMENTS

| | | |
|---------------------------------------------------|--------------|--------------------|
| Lake Lure Classical Academy – CFA | 2009-Present | (Board Chair) |
| Brevard Academy – CFA | 2010-Present | (Board Member) |
| Town of Forest City Parks and Recreation Board | 2009-Present | |
| Smart Start Board of Directors | 2009-Present | |
| Rutherford County Economic Development Commission | 2008-2010 | |
| Community Foundation of WNC/Rutherford County | 2008-Present | |
| Family Resources Board of Directors | 2004-Present | (Chairman 2007-08) |
| Thomas Jefferson Classical Academy – CFA | 2004-Present | (Chairman 2006-07) |
| Rutherford Polk and McDowell Board of Health | 1993-1999 | (Chairman 1996-98) |
| Rutherford County Airport Authority | 1995-1998 | (Chairman 1995-96) |
| Isothermal Community College Board of Trustees | 1998-2002 | |

Julie Brame

Julie Brame chose to stay home five years ago in order to care for her two young daughters. Prior to the birth of her children she worked for eleven years as a registered nurse assisting patients in the ICU recovering from open heart surgery. She currently works as a radiology nurse two days per month.

Julie believes that all parents should have educational options for their children, which encouraged her to become involved as the chair of the Pinnacle Classical Academy: A Challenge Foundation’s exploratory committee and to serve on the founding board. She believes that Cleveland County deserves the same opportunity as the surrounding counties when it comes to school choice. Julie wants her children as well as other children to have the best educational opportunities that are available.

Active in her community, Julie started the Shelby chapter of the international MOMS Club. It continues to be an active club today; some of the recipients of the service work are the teenagers at the local children’s home. She helped bring a summer music festival to Shelby and was co-chair of the programming committee that brought a Smithsonian touring exhibit to our town, which included a 5 & 10K run. For two years, Julie participated on the auction committee obtaining donated items for the American Heart Association’s Heart Ball Gala. She was also responsible for coordinating a part of the Season Opener for the Greater Shelby Community Theatre. Currently, she volunteers at her children’s school.

Julie likes to be a part of positive change and believes that the approval of a charter school in Cleveland County will be beneficial to the community.

Senator Debbie Clary

Senator Debbie Clary is serving her second term in the NC Senate, after serving seven terms in the NC House. Senator Clary has served as Appropriations Chair during her tenure and knows the importance of investing in education combined with good education policy.

During the 1995 Session of the General Assembly, then Rep. Clary was a sponsor of the initial Charter School legislation in North Carolina. The passage of the legislation to create 100 Charter Schools across the state was a great success for parents and teachers that were searching for a choice in education. As a result of the initial legislation, the successes of Charter Schools have prompted the 2011 Session of the General Assembly to lift the statutory cap of 100 on Charter Schools. Again, Senator Clary was proud to be a sponsor of the Charter legislation.

As a member of the legislature and a small business owner, Debbie has been dedicated to economic development in North Carolina. Building a business friendly North Carolina means building an educated workforce. The businesses we are able to attract to our state will be only as good as the workforce we are able to offer them. Likewise, being able to attract the highest paying research and technological jobs will secure our children's future here at home in North Carolina.

"In traveling to Asian countries with a prominent education group in the state, I have learned that the one size fits all education theory simply does not work. Asian countries continue to excel with education policy that encourages parental involvement and focuses on the individual skill sets of children. Parents must be offered a free quality public education that prepares their children for a global competitive economy."

Debbie's professional experience includes being President of WADA Broadcasting, Inc. and President of Millennium Marketing Group, Inc. She attended Gardner Webb University from 1977 to 1980 and purchased WADA Broadcasting after a short stint working for WXIK.

Jacob Friedman, M.D.

Dr. Friedman is a partner at Shelby Bone and Joint Clinic where he has been providing general orthopaedic surgical care to residents of Cleveland and surrounding counties since 2002. He serves on the executive committee as secretary and is responsible for managing IT and employee benefits. He is the Shelby Bone and Joint Clinic practice representative to Southeast Quality Care which was established in 1995 to support the efforts of its Members and Provider Affiliates to provide high quality care to their patients in a changing health care marketplace. He is a member of the North Carolina and Cleveland County Medical Societies and has served as a team physician and athletic trainer preceptor for Shelby High School and Burns High School.

Dr. Friedman is a founding member and current chairman of the Clinical Practice Council (CPC) for the Department of Surgery at Cleveland Regional Medical Center in Shelby. Additionally he is currently the Chairman of the Department of Surgery where he is responsible for quality assessment and peer review and serves on the Medical Executive Committee.

Dr. Friedman is also a partner in Bocofe, LLC, serving as vice president. Bocofe owns and manages a 12,000 square foot commercial office and retail space in Shelby. His role with Bocofe includes managing the budget and finances of the corporation.

Dr. Friedman received a Bachelor of Science in Biomedical Engineering and a Master of Science in Engineering in Materials Science and Engineering from Johns Hopkins University. He received his Doctor of Medicine from Albert Einstein College of Medicine of Yeshiva University and completed his post graduate medical training in Orthopaedic Surgery from the Tulane University School of Medicine.

Stephen Grinton, MD

Stephen Grinton is a physician in Cleveland County with children in both the public and Challenge Foundation School in Rutherford County. His wife is a practicing physician in Cleveland County.

Dr. Grinton is a graduate of the Phillips Exeter Academy, Tulane University (Magna Cum Laude), and the University of Illinois School of Medicine. He is a specialist in pulmonary medicine.

Dr. Grinton was formerly an assistant professor of medicine at the Mayo Medical School for 14 years and a three time award winner of teacher of the year in pulmonary medicine. He is currently a clinical associate professor of medicine UNC - Charlotte while practicing in Cleveland County. He is the author of 14 pulmonary papers in peer reviewed medical journals and the author of numerous abstracts. He serves as the director of the intensive care unit and the respiratory department at Cleveland Regional Medical Center while teaching residents in Charlotte.

Dr. Grinton is active in the local rotary club and participates in their service outreach.

Dr. Grinton is a supporter of school choice and has found that public schools of choice have attained high standards; his support is evidenced by his enrollment of his own children.

Joan Lange

Joan Lange has been a leader in educational reform her entire career. Serving as team leader, department head, curriculum committee chair several times she was recognized by her peers as a Lindbergh Leader and Teacher of the Year at Ocoee Elementary. Joan actively participated in the piloting of the Core Knowledge Sequence at Three Oaks Elementary School in Fort Myers, FL. Later she was recruited to bring the curriculum to the middle school. She became a Core Knowledge National Consultant training hundreds of teachers in schools across the country as well as served as a presenter at the Core Knowledge National Conferences 1991-1996. Joan joined the Challenge Foundation in 1997 after more than 20 years as a dedicated educator.

In Joan's role with the Challenge Foundation she has performed site visits and recommended start up funding as well as managed the grants for charter schools in the nation. In her role as National Schools Director she has developed and written charter school applications in Florida, Indiana, North Carolina and Arizona. She has been a founding board member on all TeamCFA

charter schools serving on the finance, personnel, facilities, board recruitment, strategic planning and academic committees. Joan continues to meet with community members, state charter personnel and parents in order to grow the TeamCFA Network. She is currently working with groups in South Carolina, Georgia and North Carolina.

Joan developed and manages the Challenge Foundation Fellowship Program. She has four Fellows in this year's inaugural class. The goal is to prepare new school directors to lead the next generation of TeamCFAs.

Joan serves on the TeamCFA Foundation as board secretary.

Joan's education includes a Master of Arts and Bachelor of Science in Education from Southeast Missouri State University.

T.G. "Wes" Westmoreland, II

President & Founder, Westmoreland Printers, Inc.

Westmoreland Printers is a Shelby, NC firm that began in 1999, with a focus on quality color and digital printing, utilizing modern prepress technology. Currently with 10 employees, Westmoreland Printers has been formally recognized nearly one hundred times for quality workmanship by the Printing Industries of the Carolinas and the International Association of Printing House Craftsmen.

Affiliations:

National Association for Printing Leadership
Graphic Arts Technical Foundation
Printing Industries of America
Printing Industries of the Carolinas
International Association of Printing House Craftsmen
American Printing Historical Society

Political:

Cleveland County Republican Party Chairman 2004-2008, 2009-2011
NC 10th District Republican Party Vice Chairman 2005-2008
NC Republican Party Central Committee
NC Republican Party Executive Committee

Community:

Gardner-Webb University, Trustee 2006-2009
Communities in Schools, Former member Board of Directors
Spartanburg Technical College, Former member Commercial Graphics Advisory Committee
Printing Industries of the Carolinas, Former member Political Action Committee
GWU Alumni Association, past-President
Cleveland County Chamber Small Business Council, Former Chair

2001 named to Gallery of Distinguished Graduates, Gardner-Webb University
2004 Entrepreneur of the Year, Cleveland County Chamber
Member, First Baptist Church, Shelby

Education:

Gardner-Webb University, Graduate Studies, Business
Gardner-Webb University, 1988; BA, Political Science
Shelby High School, 1982

Personal:

Son, TG, III (Trey); Step Daughter, Kati

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

BYLAWS

OF

**PINNACLE CLASSICAL ACADEMY:
A CHALLENGE FOUNDATION ACADEMY, INC.**

ARTICLE I

Organization

- I.1 Name. The name of the corporation is Pinnacle Classical Academy, Inc. (the "Corporation"). The charter school shall operate under the corporation as:

Pinnacle Classical Academy: A Challenge Foundation Academy

- I.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 243 McCall Drive, Forest City, NC. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.
- I.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.
- I.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.
- I.5 Registered Agent. The name and address of the Corporation's registered agent is Charles Philip Byers

ARTICLE II

Purpose

- II.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statutes 115C-238.29A et seq.

ARTICLE III

Members

- III.1 Members. There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV

Board of Directors

- IV.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.
- IV.2 Number and Term. The Board of Directors shall consist of a minimum of five and a maximum of eleven directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office.
- IV.3 Composition.
- IV.3.1 Two Board seats shall be reserved for members of the Challenge Foundation.
- IV.3.2 The school Director of the Academy shall serve by designation as an ex officio, non-voting member of the Board of Directors.
- IV.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:
- IV.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;
- IV.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;
- IV.4.3 Agents. Employ or discharge agents, employees and independent contractors;

- IV.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;
 - IV.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;
 - IV.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;
 - IV.4.7 Borrowing. Borrow money for Corporation purposes;
 - IV.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and
 - IV.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.
- IV.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.
- IV.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.
- IV.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.
- IV.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at any time and from time to time by resolution provide that Directors shall be reimbursed for their actual expenses. .
- IV.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

- IV.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.
- IV.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to the Lake Lure Classical Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.
- IV.12 Vacancies. Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.
- IV.13 Removal From the Board of Directors. A Board of Directors member may be removed with or without cause by a simple majority vote of the Board at any meeting.

ARTICLE V

Board of Directors Meetings

- V.1 Regular Meetings. The Board of Directors shall meet at least six times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 115C-4, of the North Carolina Public Schools Law.
- V.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,
- V.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the

directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

- V.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.
- V.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.
- V.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.
- V.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI

Officers

- VI.1 Officers. The Corporation's officers shall consist of a Chairperson, any number of Vice Chairs, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of President and Secretary. An officer may, but need not be, a member of the Board of Directors of the Corporation.
- VI.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson.
- VI.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular

or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

- VI.4 Duties of the Chairperson. The Chairperson shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive of any corporation, including the appointment of committees, committee chairpersons and committee membership. The Chair shall perform such other duties as the Board of Directors may prescribe.
- VI.5 Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe including acting as the parliamentarian of the Corporation.
- VI.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.
- VI.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

- VI.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.
- VI.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.
- VI.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII

School Directors

- VII.1 Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or board member of the Corporation.
- VII.2 Duties. The School Director(s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VIII

Indemnification

- VIII.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX

Contracts, Checks, Loans, Deposits, and Gifts

- IX.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.
- IX.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.
- IX.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine

ARTICLE X

Amendments

- X.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

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

A copy of Pinnacle Classical Academy: A Challenge Foundation Academy's application for Articles of Incorporation that was filed with the Secretary of State on November 3, 2011 is included in the appendix of this application.

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

Pursuant to NCGS 115C-238.29E(d) the Board of Directors of PCA – CFA shall decide all matters relating to the operation of the school including budgeting, curriculum and operating procedures.

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

A best-practices approach will be taken to develop school policies. Committees, in conjunction with the administration, will examine existing policies of successful schools, adapt those policies to conform to the needs of PCA – CFA and recommend the policies to the board for deliberation and action. Parents will be included on policy development committees, particularly in those instances where policies are being considered that would directly affect the students, parents or both.

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.

Pinnacle Classical Academy: A Challenge Foundation Academy will measure its organizational effectiveness in four ways.

First, PCA-CFA will administer all required state tests and has the ultimate goal of attaining the highest level of achievement in both proficiency and growth; in current terminology, the school has the ultimate goal of being an honors school of excellence with high growth. Designations assigned by the NC Department of Public Instruction will measure PCA-CFA's progress toward these ultimate goals in proficiency (whether PCA-CFA is a school of progress, a school of distinction, or a school of excellence) and in growth (whether PCA-CFA is a school that does not meet growth, meets growth, or meets high growth).

Second, as a college-preparatory school, PCA-CFA has the goal of a 100% acceptance rate at four-year colleges. The percentage of students accepted by four-year colleges in each graduating class will provide measurements of progress toward achieving this goal.

Third, to help prepare students for college and to position students to receive academic scholarships, PCA-CFA has the goal of achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, PCA-CFA plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between PCA-CFA's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals.

Fourth, PCA-CFA will administer tests recommended by TeamCFA, a growing national network of public charter schools dedicated to the mission of student achievement, academic excellence, measurable results, and bringing school choice to more students and their families. TeamCFA,

Inc. is a charitable foundation and not a charter management organization; nonetheless, to help its affiliated schools achieve measurable results; it asks affiliates to administer one test (the NWEA MAP test) to measure student achievement and growth. PCA-CFA's goal is to have the majority of students at or above grade level, as measured by the NWEA MAP test, with more than 60% of students attaining growth from year to year in each grade. The NWEA MAP data reports -- particularly the school report -- will measure the school's progress toward achieving these goals.

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

Pinnacle Classical Academy: A Challenge Foundation Academy
Conflict of Interest Policy

The Board shall not enter into any contract or transaction with (a) one or more of its directors, (b) a director of a related organization, or (c) an organization in or of which a director of *Organization* is a director, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board of Directors,
2. The Board approves, authorizes or ratifies the action in good faith,
3. The approval is by a majority of directors (not counting the interested director),
4. At a meeting where a quorum is present (not counting the interested director).

The interested director may not be present for discussion to answer questions, may not advocate for the action to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Pinnacle Classical Academy: A Challenge Foundation Academy
Conflict of Interest Statement

The undersigned person acknowledges receipt of a copy of the Charter School Policy Concerning Conflict of Interest dated __/__/__. By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the Chairman of the Board of Directors any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

Signed _____

Print Name _____

Date _____

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:

Pinnacle Classical Academy: A Challenge Foundation Academy will not be contracting with any EMOs or CSOs.

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.

n/a

2. What other EMO/CMOs were pursued and why did the applicant select this particular one?

n/a

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.

n/a

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.

n/a

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.

Pinnacle Classical Academy: A Challenge Foundation Academy will be open to all students who would otherwise qualify for enrollment in any public school in North Carolina. Since the final approval will not be given until February of 2012, we will collect Letters of Intent from prospective families prior to that date to ensure that we reach our enrollment goals. Families will be made aware of the fact that they will need to fill out a formal application when the enrollment window opens. The school will open the enrollment window, based upon preliminary SBE approval of the charter, on February 2-3, 2012 and will close enrollment March 30, 2012, to assess if a lottery is needed. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, a date and time will be set no later than April 6, 2012. Notices of the lottery will be published, posted and advertised. The lottery will be conducted in a public forum and in accordance with the North Carolina Charter School Act and policies adopted by the NC State Board of Education.

PCA – CFA will work to ensure that the student population reflects that of Cleveland County. During the collection of initial enrollment period, PCA – CFA will reach out to all areas of the community, particularly those areas that are underserved and underprivileged. After the first year of operation, the School Director will analyze enrollment data to see if it is consistent with the population of the county. If not, marketing strategies will be developed to target certain populations for enrollment in the coming school year.

Each student must complete an application to be considered for enrollment. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, parent's name and address, birthday, present school, grade attending, if the child is being served by an IEP and other information that may be found pertinent to have a complete record as per State reporting requirements. The packet will also include a student's records and a transfer request signed by the parent or guardian to be used only if the child is enrolled through the admissions process (lottery if necessary). Each family will be asked to complete a financial needs report in order to maintain accurate records regarding free or reduced lunch counts or poverty counts that may be necessary to access federal or state grant funding. Families are not required to complete this form.

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.

The *Core Knowledge Sequence*, a collaborative and seamless education program, has been chosen to augment the North Carolina state curriculum. Making use of the *Core Knowledge Sequence* will provide a solid coherent foundation for learning, while allowing flexibility to meet and exceed the NC accountability standards, including the North Carolina Common Core and Essential State Standards.

The *Core Knowledge Sequence* offers students a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum allows those students who have not had the opportunity to acquire a wealth of background knowledge through life experiences the opportunity to gain insight into the world around them. Students will be given multiple opportunities to investigate the world by enhancing their skills to critically assess their role in that world. Students who have been exposed to an experientially rich environment will find the *Core Knowledge Sequence* opens them up to in-depth critical inquiry. The classrooms of Pinnacle Classical Academy: A Challenge Foundation Academy will accentuate opportunities for student growth and enhance each student’s understanding of the philosophical and cultural differences that are part of their community, state, and world.

Focusing on the classical education trivium of grammar, logic, and rhetoric will allow students to develop their cognitive abilities so that they graduate as thoughtful and articulate learners. By using classical education techniques, such as Socratic questioning, students will develop into independent thinkers and learners. This will allow teachers the time to focus on the deeper meanings of concepts rather than on rote memorization as the student progresses. Focusing on helping students develop their critical thinking skills also allows them to become independent learners.

To further enrich the *Core Knowledge Sequence* and allow students the opportunity to continue developing their logical and critical thinking, PCA - CFA will introduce students to STEAM (Science, Technology, Engineering, Art, and Mathematics) courses that will engage students in hands-on activities and real-world applications of classroom content. These courses will open students up to opportunities outside of the classroom, to enter college and receive a degree in a related field, and to careers in these fields. This focus will also provide them with the skills necessary to compete in the 21st century workplace in addition to those

needed by any college-ready student should they not wish to focus their college studies in one of these areas.

THREE DIVISIONS – ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The education plan will be divided into three divisions –elementary, middle and high school. In the following discussion, there will be some spiraling content. The spiraling content is one of the most important portions of the curriculum. It assures the continuity of the curriculum and mandates communication among faculty from grade to grade as well as division to division. The School Director will be cognizant of the need to implement a seamless educational program.

ELEMENTARY SCHOOL K-5 GENERAL OVERVIEW

The elementary school will consist of grades K-5. Classroom assistants will aid in multiple classrooms in these grade levels. Good teaching affects the positive performance of students; therefore, the use of assistants should be designed to allow the certified teachers to teach and assistants to aid the teacher in the preparation and administration of the academic materials. Assistants will be continually evaluated and receive staff development with the certified instructional faculty to enhance the teaching skills of all faculty members.

English language arts, history/social sciences, math, science, art and music will form the core of the elementary curriculum and will be based on topics specified by the *Core Knowledge Sequence*. A strong foundation in math, science and art will be formed to ensure each student's future continued success in their STEAM coursework.

The art and music programs will include the production of art and music along with the social and historical perspectives. With this approach, there is an academic component and expectation as well as a performance expectation. These performances will be scheduled to intermingle with the academic program, thus allowing small group instruction in reading, writing, and mathematics as well as planning time for faculty members.

Technology training and computer use will be a part of the elementary school curriculum. It will be integrated into teacher presentations and student produced work. The North Carolina Information and Technology state standards will be used as a guide. However, this curriculum can be accelerated. Ongoing evaluation of technology skill development and additional integrated practice will take place as necessary. Students will be required to use technology to prepare and enhance their presentations and projects, increase the depth of their academic search, and use technology as a tool to improve their educational opportunities and quality of life. Students will have adequate access to the school's technology resources thus assuring each student has the opportunity to meet classroom expectations.

MIDDLE SCHOOL – GRADES 6-8 GENERAL OVERVIEW

These students will continue with their academic pursuits. Again teachers will have roving assistants or volunteers to assist them with the preparation of materials, which will allow more time for planning and teaching. It is in the middle school that students will begin a deeper exploration into a variety of STEAM topics in addition to the core subjects of English language

arts, history/social sciences, math, science, art and ,music. While students will take core math, science and art classes throughout the year, they will take additional STEM art (Art will be taught year-round) courses on a rotating schedule. This will allow students to be introduced to and develop an understanding of a particular topic during a nine week period. Over the course of grades 6 – 8, students at PCA- CFA will have been introduced to 12 different topics related to STEM.

Middle school students will also be introduced to the language of Latin to help prepare them for their high school Latin courses.

Students in the middle school will have the opportunity to participate in extra-curricular activities to keep them involved in school. Academic programs such as Odyssey of the Mind, Battle of the Books, Math Counts, Quiz Bowl, and Robotics Club as well as athletic programs will be considered with at least one faculty member sponsor and volunteer assistants as needed. All teachers will be expected to assist in an additional program or as a chaperone, ticket taker, etc. as assigned by the School Director. These expectations will be discussed during the hiring process.

The middle school will have a community service component as part of the character education curriculum, which is defined later in the proposal. This component will require each student to perform at least 15 hours of community service during his/her middle school years. Students entering the school in a grade other than the sixth will be required to perform hours as prorated by the school director at a rate of 5 hours per grade level. The school will schedule community service events during the school year. This will provide structured opportunities for students to complete their community service. Parents and family members will be invited to attend these events as well to enhance this experience for the students and the community.

Students in the eighth grade will be required to complete a project which will introduce students to skills needed for the senior rhetoric project required in high school. The project will include a written research paper and an oral presentation of the research findings to a review committee. The committee will consist of faculty members and members of the community. The project will be designed and implemented by the language arts faculty with students having the opportunity to select their topic. Students will select a family, faculty, or community member as an adviser to “coach” them through the project.

HIGH SCHOOL – GRADES 9-12 GENERAL OVERVIEW

In order to graduate from high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEAM field of choice, and the successful completion of a senior rhetoric course and thesis.

In high school, students will be expected to exhibit their critical thinking skills in classroom discussions and assignments. Students will also be required to give written and oral arguments on topics presented in all classes as part of their class assignments. The senior rhetoric thesis, a course required for graduation, will be the capstone of the school’s curriculum. With this,

students will investigate a topic within their STEAM focus and present written and oral arguments and discussion to a panel of judges. An internship will also be part of this project.

During high school, students will be encouraged to take Honors and AP courses. The School Director will ensure the availability of a wide variety of these courses. The successful completion of these courses will enhance their knowledge base and also provide them with greater chance for acceptance and success in a four-year university.

High school students will also be required to continue their community service, completing 10 hours of per year.

Summary:

Pinnacle Classical Academy: A Challenge Foundation will seamlessly fuse together the research based *Core Knowledge Sequence*, the tried-and-true elements of classical education, the study of STEAM topics and a focus on character traits students need to be successful in a global society to ensure its graduates can competitively enter college and be productive citizens.

An Overview of the Academic Programs

Mathematics K – 8:

Pinnacle Classical Academy: A Challenge Foundation Academy will use the Singapore Math Series in grades K – 7. By 8th grade, the intent is to have advanced the math curriculum by one year so that our eight grade students will be prepared to successfully complete Algebra I. The Singapore Math Series has a balance between drill and creative thinking skills that are in line with the classical education model PCA - CFA will be using. The authors have incorporated a variety of presentation modes, such as the use of manipulatives and math storytelling, thus addressing the need for different learning styles. PCA - CFA will continually work to ensure that the *Core Knowledge Sequence* and the use of the Singapore Math Series are aligned in coherent manner to ensure that there are no gaps at any grade level.

To achieve student success in mathematics, teachers will continually participate in professional development at all grade levels, K – 5. This will include, but not be limited to, professional development facilitated by the Core Knowledge Foundation and Singapore Math. Other professional development opportunities may include teacher participation in NASA on-line modules and partnerships with nearby universities.

Due to the desire to prepare all students to be ready to take Algebra I in 8th grade, mathematics classes in grades 4 – 7 will be lengthened. Teachers will have 90 minutes each day dedicated to math instruction. This will allow the time needed to cover the additional material required to accelerate students' mathematical abilities.

The purpose of the accelerated timeline for teaching mathematics and the focus on professional development for teachers is to ensure student success in STEAM courses.

To extend and reinforce what is being learned in the classroom, students in grades 6 – 8 will participate in a 9-weeks course as a part of their rotating STEM classes. This course will be specifically focused on a mathematics topic that relates to what is being learned in that particular grade level.

There will also be school-wide activities, such as the celebration of Pi Day. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of math topics in fun and engaging manner.

Often the math curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school's program.

Reading and Language Arts K – 8:

Pinnacle Classical Academy: A Challenge Foundation Academy will use the Core Knowledge guidelines in grades K – 8 as the Reading/English Language Arts focus. The *Core Knowledge Sequence* focuses on four strands of Reading and ELA: Listening and Speaking, Reading, Writing, and Language Conventions. In grades K – 3, a child's ability to understand what he hears far surpasses his ability to understand what he reads. Therefore, great consideration is given to read-aloud text complexity in these grade levels. Read-aloud levels should exceed grade-level reading ability thus exposing the child to greater text complexity. Non-fiction read-alouds are aligned with topics being learning in science and history classes. To increase their reading abilities, instruction focuses on the coding text. Also, with the repeated reading of the same text, students will be able to focus on the comprehension of the text. Thoughtful and focused discussions follow read-alouds to allow the child to practice analyzing and synthesizing text. As early as first grade, teachers begin modeling the process of "Plan, Draft, Edit" in writing instruction. These skills are then built upon in future grades. The spiraling nature of the sequences allows students to be introduced to new material while continuing to practice previously learned skills.

PCA - CFA's students in grades K – 2 will utilize the Core Knowledge Language Arts program for Reading instruction as a supplement to the *Core Knowledge Sequence*. As part of the TeamCFA Network of schools, PCA - CFA has access to resources and training to fully implement this program. The connection between language, background knowledge and reading comprehension has been at the heart of the Core Knowledge movement from its inception. The *Core Knowledge Language Arts Program* combines systematic phonics-based instruction in decoding skills with extensive read-alouds to build both oral language and background knowledge–word knowledge and world knowledge. This program is also currently being written to extend beyond grade 2. When this becomes available, PCA – CFA will consider implementing it to maintain continuity of instruction.

Science K – 8:

The *Core Knowledge Sequence* will be used for the instruction of science in conjunction with the forthcoming North Carolina Essential Standards in science. The cumulative and spiraling nature of Core Knowledge will allow for a deep and pervasive understanding of science topics. The following are the Science concepts from the *Core Knowledge Sequence* taught at each grade level.

| Grade | Topic |
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| Kindergarten | I. Plants and Plant Growth II. Animals and Their Needs III. The Human Body IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies A. George Washington Carver B. Jane Goodall C. Wilbur and Orville Wright |
| First Grade | I. Living Things and Their Environment A. Habitats B. Oceans and Undersea Life C. Environmental Change and Habitat Destruction D. Special Classifications of Animals II. The Human Body A. Body Systems B. Germs, Diseases, and Preventing Illness III. Matter IV. Properties of Matter V. Introduction to Electricity VI. Astronomy: Introduction to the Solar System VII. The Earth A. Geographical Features of the Earth’s Surface B. What’s Inside the Earth VIII. Science Biographies A. Rachel Carson B. Thomas Edison C. Edward Jenner D. Louis Pasteur |

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| <p>Second Grade</p> | <ul style="list-style-type: none"> I. Cycles in Nature <ul style="list-style-type: none"> A. Seasonal Cycles B. Life Cycles C. The Water Cycle II. Insects III. The Human Body <ul style="list-style-type: none"> A. Cells B. Digestive and Excretory Systems C. Taking Care of Your Body: A Healthy Diet IV. Magnetism V. Simple Machines VI. Science Biographies <ul style="list-style-type: none"> A. Anton van Leeuwenhoek B. Elijah McCoy C. Florence Nightingale D. Daniel Hale William |
| <p>Third Grade</p> | <ul style="list-style-type: none"> I. Introduction to Classification of Animals II. The Human Body <ul style="list-style-type: none"> A. The Muscular System B. The Skeletal System C. The Nervous System D. Vision: How the Eye Works E. Hearing: How the Ear Works III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies <ul style="list-style-type: none"> A. Alexander Graham Bell B. John Muir C. Mae Jemison D. Copernicus |

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| <p>Fourth Grade</p> | <ul style="list-style-type: none"> I. The Human Body <ul style="list-style-type: none"> A. The Circulatory System B. The Respiratory System II. Chemistry: Basic Terms and Concepts <ul style="list-style-type: none"> A. Atoms B. Properties of Matter C. Elements D. Solutions III. Electricity IV. Geology <ul style="list-style-type: none"> A. The Earth's Layers B. How Mountains Are Formed C. Rocks D. Weathering and Erosion V. Meteorology VI. Science Biographies <ul style="list-style-type: none"> A. Benjamin Banneker B. Elizabeth Blackwell C. Charles Drew D. Michael Farada |
| <p>Fifth Grade</p> | <ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes <ul style="list-style-type: none"> A. Structure: Non-Vascular and Vascular Plants B. Photosynthesis C. Reproduction IV. Life Cycles and Reproduction <ul style="list-style-type: none"> A. The Life Cycle and Reproduction B. Sexual Reproduction in Animals V. The Human Body <ul style="list-style-type: none"> A. Changes in Human Adolescence B. The Endocrine System C. The Reproductive System VI. Chemistry: Matter and Change <ul style="list-style-type: none"> A. Atoms, Molecules, and Compounds B. Elements C. Chemical and Physical Change VII. Science Biographies <ul style="list-style-type: none"> A. Galileo B. Percy Lavon Julian C. Ernest Just D. Carl Linnaeus |

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| <p>Sixth Grade</p> | <ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer <ul style="list-style-type: none"> A. Energy B. Heat C. Physical Change: Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies <ul style="list-style-type: none"> A. Marie Curie B. Lewis Howard Latimer C. Isaac Newton D. Alfred Wegener |
| <p>Seventh Grade</p> | <ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms <ul style="list-style-type: none"> A. Paleontology B. Geologic Time V. Evolution <ul style="list-style-type: none"> A. Evolution B. Natural Selection C. Extinction and Speciation VI. Science Biographies <ul style="list-style-type: none"> A. Charles Darwin B. Antoine Lavoisier C. Lise Meitner D. Dmitri Mendeleev |
| <p>Eighth Grade</p> | <ul style="list-style-type: none"> I. Physics <ul style="list-style-type: none"> A. Motion B. Forces C. Density and Buoyancy D. Work E. Energy F. Power II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies <ul style="list-style-type: none"> A. Albert Einstein B. Dorothy Hodgkin C. James Maxwell D. Charles Steinmetz |

To extend and reinforce what is being learned in the classroom, students in grades 6 – 8 will participate in a 9-week course as a part of their rotating STEAM courses. This course will be specifically focused on a science topic that relates to what is being learned in that particular grade level. For example, 8th grade students may take a course in alternate energies to connect with what they are learning about electricity.

There will also be school-wide activities, such as the celebration of Chemistry Week. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of science topics in fun and engaging manner.

Field trips, such as to Discovery Place, will be used to bring the subject matter alive. Field trips will be well planned, focused on the present subject matter being presented in class, and available to all students at all times.

Often the science curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school’s program.

History K – 8:

The *Core Knowledge Sequence* will be used for the instruction of social studies. The cumulative and spiraling nature of this sequence will allow for a deep and pervasive understanding of Social Studies topics being learned. Both world history and American history are taught to students beginning in kindergarten. Important events and people throughout history are presented in a logical and sequential order. The following are the social studies concepts from the *Core Knowledge Sequence* taught at each grade level.

| Grade | Topic |
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| Kindergarten | World: I. Geography: Spatial Sense II. An Overview of the Seven Continents American: I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement A. The Voyage of Columbus in 1492 B. The Pilgrims C. July 4, “Independence Day” IV. Presidents, Past and Present V. Symbols and Figures A. American flag B. Statue of Liberty C. Mount Rushmore D. The White House |

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| First Grade | <p>World:</p> <ul style="list-style-type: none">I. Geography<ul style="list-style-type: none">A. Spatial SenseB. Geographical Terms and FeaturesII. Early World Civilizations<ul style="list-style-type: none">A. Mesopotamia: The “Cradle of Civilization”B. Ancient EgyptC. History of World ReligionsIII. Modern Civilization and Culture: Mexico<ul style="list-style-type: none">A. GeographyB. Culture <p>American:</p> <ul style="list-style-type: none">I. Early People and Civilizations<ul style="list-style-type: none">A. The Earliest People: Hunters and NomadsB. Early American CivilizationsII. Early Exploration and Settlement<ul style="list-style-type: none">A. ColumbusB. The ConquistadorsC. English SettlersIII. From Colonies to Independence: The American RevolutionIV. Early Exploration of the American WestV. Symbols and Figures<ul style="list-style-type: none">A. Liberty BellB. Current United States presidentC. American flagD. Bald eagle |
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| Second Grade | <p>World:</p> <ul style="list-style-type: none">I. Geography<ul style="list-style-type: none">A. Spatial SenseB. Geographical Terms and FeaturesII. Early Asian Civilizations<ul style="list-style-type: none">A. Geography of AsiaB. IndiaC. ChinaIII. Modern Japanese Civilization<ul style="list-style-type: none">A. GeographyB. CultureIV. The Ancient Greek Civilization <p>American:</p> <ul style="list-style-type: none">I. American Government: The ConstitutionII. The War of 1812III. Westward Expansion<ul style="list-style-type: none">A. Pioneers Head WestB. Native AmericansIV. The Civil WarV. Immigration and CitizenshipVI. Fighting for a CauseVII. Geography of the Americas<ul style="list-style-type: none">A. North AmericaB. South AmericaVIII. Symbols and Figures<ul style="list-style-type: none">A. U. S. flag: current and earlier versionsB. Statue of LibertyC. Lincoln Memorial |
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| Third Grade | <p>World:</p> <ul style="list-style-type: none">I. World Geography<ul style="list-style-type: none">A. Spatial SenseB. Geographical Terms and FeaturesC. CanadaD. Important Rivers of the WorldII. The Ancient Roman Civilization<ul style="list-style-type: none">A. Geography of the Mediterranean RegionB. BackgroundC. The EmpireD. The “Decline and Fall” of RomeE. The Eastern Roman Empire: Byzantine CivilizationIII. The Vikings <p>American:</p> <ul style="list-style-type: none">I. The Earliest Americans<ul style="list-style-type: none">A. Crossing from Asia to North AmericaB. Native AmericansII. Early Exploration of North America<ul style="list-style-type: none">A. Early Spanish Exploration and SettlementB. Exploration and Settlement of the American SouthwestC. The Search for the Northwest PassageIII. The Thirteen Colonies: Life and Times Before the Revolution<ul style="list-style-type: none">A. GeographyB. Southern ColoniesC. New England ColoniesD. Middle Atlantic Colonies |
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| <p>Fourth Grade</p> | <p>World:</p> <ul style="list-style-type: none"> I. World Geography <ul style="list-style-type: none"> A. Spatial Sense B. Mountains and Mountain Ranges II. Europe in the Middle Ages <ul style="list-style-type: none"> A. Geography Related to the Development of Western Europe B. Background C. Developments in History of the Christian Church D. Feudalism E. The Norman Conquest F. Growth of Towns G. England in the Middle Ages III. The Spread of Islam and the “Holy Wars” <ul style="list-style-type: none"> A. Islam B. Development of Islamic Civilization C. Wars Between Muslims and Christians IV. Early and Medieval African Kingdoms <ul style="list-style-type: none"> A. Geography of Africa B. Early African Kingdoms C. Medieval Kingdoms of the Sudan V. China: Dynasties and Conquerors <p>American:</p> <ul style="list-style-type: none"> I. The American Revolution <ul style="list-style-type: none"> A. Background: The French and Indian War B. Causes and Provocations C. The Revolution II. Making a Constitutional Government <ul style="list-style-type: none"> A. Main Ideas Behind the Declaration of Independence B. Making a New Government: From the Declaration to the Constitution C. The Constitution of the United States D. Levels and Functions of Government (National, State, Local) III. Early Presidents and Politics IV. Reformers V. Symbols and Figures <ul style="list-style-type: none"> A. Spirit of ‘76 (painting) B. White House and Capitol Building C. Great Seal of the United States |
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| <p>Fifth Grade</p> | <p>World:</p> <ul style="list-style-type: none"> I. World Geography <ul style="list-style-type: none"> A. Spatial Sense B. Great Lakes of the World II. Early American Civilizations <ul style="list-style-type: none"> A. Geography B. Maya, Aztec and Inca Civilizations C. Spanish Conquerors III. European Exploration, Trade, and the Clash of Cultures <ul style="list-style-type: none"> A. Background B. European Exploration, Trade, and Colonization C. Trade and Slavery IV. The Renaissance and the Reformation <ul style="list-style-type: none"> A. The Renaissance B. The Reformation V. England from the Golden Age to the Glorious Revolution <ul style="list-style-type: none"> A. England in the Golden Age B. From the English Revolution to the Glorious Revolution VI. Russia: Early Growth and Expansion <ul style="list-style-type: none"> A. Geography B. History and Culture VII. Feudal Japan <ul style="list-style-type: none"> A. Geography B. History and Culture <p>American:</p> <ul style="list-style-type: none"> I. Westward Expansion <ul style="list-style-type: none"> A. Westward Expansion before the Civil War B. Westward Expansion after the Civil War II. The Civil War: Causes, Conflicts, Consequences <ul style="list-style-type: none"> A. Toward the Civil War B. The Civil War C. Reconstruction III. Native Americans: Cultures and Conflicts <ul style="list-style-type: none"> A. Culture and Life B. American Government Policies C. Conflicts IV. U. S. Geography |
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| <p>Sixth Grade</p> | <p>World: I. World Geography A. Spatial Sense B. Great Deserts of the World II. Lasting Ideas from Ancient Civilizations A. Judaism and Christianity B. Ancient Greece C. Ancient Rome III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism A. The Industrial Revolution B. Capitalism C. Socialism VII. Latin American Independence Movements A. History B. Geography of Latin America</p> <p>American: I. Immigration, Industrialization, and Urbanization A. Immigration B. Industrialization and Urbanization II. Reform</p> |
| <p>Seventh Grade</p> | <p>I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 A. History B. Geography of Western and Central Europe III. The Russian Revolution A. History B. Geography IV. America from the Twenties to the New Deal A. America in the Twenties B. The Great Depression C. Roosevelt and the New Deal V. World War II A. The Rise of Totalitarianism in Europe B. World War II in Europe and at Home, 1939–45 C. World War II in the Pacific, and the End of the War VI. Geography of the United States</p> |

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| Eighth Grade | <ul style="list-style-type: none"> I. The Decline of European Colonialism <ul style="list-style-type: none"> A. Breakup of the British Empire B. Creation of the People’s Republic of China II. The Cold War <ul style="list-style-type: none"> A. Origins of the Cold War B. The Korean War C. America in the Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism <ul style="list-style-type: none"> A. The Vietnam War B. Social and Environmental Activism V. The Middle East and Oil Politics <ul style="list-style-type: none"> A. History B. Geography of the Middle East VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges <ul style="list-style-type: none"> A. The American Policy of Detente B. Breakup of the USSR C. China under Communism D. Contemporary Europe E. The End of Apartheid in South Africa VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico |
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Field trips, such as to King’s Mountain National Military Park, will be used to bring the subject matter alive. Field trips will be well planned, focused on the present subject matter being presented in class, and available to all students at all times.

There will also be school-wide activities, such as the celebration of Constitution Day. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of history topics in fun and engaging manner.

Technology:

Pinnacle Classical Academy: A Challenge Foundation Academy will make it a priority to have at least two computers in each classroom for teachers to use in their daily instruction. In addition to the classroom computers, PCA- CFA will have a computer lab dedicated to each section of the school: elementary, middle, and high. These computer labs will be used for supplementary classes in elementary and for instructional classes in middle and high school as part of the focus on the technology strand of PCA – CFA’s STEAM curriculum. It is also our goal to have at least three mobile laptop carts for all classes to use to enhance learning.

A comfort level with the use of technology as a tool for improving educational opportunities and the quality of life is an essential component in any student’s education. It is also true that the rapidity with which technology is changing can cause funding a technology program to become a challenge when one considers the large expense of technology compared to the often very short useful technological life of certain hardware and software. Understanding these concerns, the

following steps will be used to finance, develop, and sustain a high quality but economically realistic technology plan.

1. Technology will become a line item in the budget. A certain amount of revenue will be set aside each year to maintain and upgrade the technology program. In addition, purchases will be carefully scrutinized in order to maximize the investment in terms of useful technological life.

2. PCA - CFA plans to have an IT coordinator that will assist the teachers with the design of integrated lessons and will be able to communicate with those responsible for maintenance of the system. In addition, a cooperative relationship with a community college intern or a computer provider will be investigated as a way to meet this need. The school's IT coordinator will also chair a technology committee. The committee's first assignment will be the development of a five-year technology plan. Meetings will be scheduled as needed to keep the plan up-to-date (usually two to three meetings per year are adequate after the initial plan is established). Fulfillment of North Carolina's education technology and plan requirements will be integral to the school's technology plan. The school will also communicate with the school district to assure compatibility with local technology. The early organization of a technology committee is essential. The School Director will be a member of the committee along with representatives of the faculty. Local technology businesses with a strong interest in education may be asked to join the committee as well.

3. PCA - CFA will seek the potential for any federal technology funding, such as E-rate, and pursue grant opportunities available to schools, specifically schools that have a STEAM program.

Character Education:

Character education will be a daily focus at Pinnacle Classical Academy: A Challenge Foundation Academy. Character education will be integrated into each classroom area every day. In addition, students in the elementary and middle school will participate in a dedicated character education program on a weekly schedule. School-wide initiatives, such as monthly character virtues, guest speakers, and service opportunities, will be planned by the faculty to further emphasize the importance of character in everyday life and help students fulfill their community service requirement.

To help form a cohesive character education program throughout grades K – 12, PCA - CFA will focus on the following character virtues:

Respect – respect for all people and one's self

Integrity – displaying honestly in all ventures

Service – lending time to help others

Excellence – always doing one's best

Unity – working together to support the school and surrounding community

Perseverance - never giving up

The acronym RISE UP will be prominently displayed and talked about throughout the school to help students remember and internalize these character virtues. These character virtues will become a part of the everyday vocabulary of the faculty, staff, and students of PCA - CFA.

For middle and high school students, the community service requirement will enhance the character education program.

Physical Education:

Physical education will be provided for all grade levels. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the PE program. This portion of the curriculum will increase the students' awareness of and appreciation for healthy lifestyle choices.

After-School Programs/Activities

Pinnacle Classical Academy: A Challenge Foundation Academy will coordinate student pick-up with after-school programs in the area. PCA - CFA will research and reach out to these programs and make parents aware of this opportunity. PCA – CFA also intends to offer an array of extra-curricular programs as mentioned previously in this application. If the need arises in the future, PCA - CFA will look at coordinating an after-school program on campus. This program will be based on the needs of our families and will be decided on if and when the need arises.

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

Teachers at Pinnacle Classical Academy: A Challenge Foundation Academy will look to classical education practices in their approach to teaching. In the first stage, grammar, elementary students are ready to absorb information. During this period, classroom instruction will revolve around the learning of facts: rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages (Latin roots to enhance vocabulary), the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics — the list goes on. Teachers in elementary classes will ensure each student has the foundational facts to be successful in middle school.

In the second state, logic, teaching will be less focused on facts as students in this stage begin to focus on the “why.” Teacher will help students pay attention to cause and effect, to the relationships between different fields of knowledge, and to the way facts fit together into a logical framework. In their exploration of “why,” students will be introduced to different topics in STEAM (Science, Technology, Engineering, Art and Mathematics). Students will explore the “whys” of astronomy, biology, chemistry, and various other topics by engaging in hand-on, exploratory learning. The topics in art class will be integrated with all subject areas to enhance students' learning experiences.

In the final stage of learning, rhetoric, high school students learn to write and speak with force and originality. Students will apply what is learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. Students also begin to specialize in whatever branch of STEAM attracts them. This

will allow high school students to have a say in their coursework and give them ownership of their education.

Classes at PCA- CFA will be structured in a way that promotes learning and creates an environment in which students feel safe to express themselves. All classes will have set procedures that will be explicitly taught to students. Some of these procedures will be determined by grade levels and other procedures will be school-wide, like discipline. The School Director will ensure that all classroom structures and procedures are consistent school wide and work toward creating a cohesive school culture. These structures and policies will allow teachers to focus on student learning. In order to create classes where the teachers are capable of meeting the needs of all students and able to create relationships with students, class size will be held to a maximum of 24 students per class.

Teachers in grades K – 8 will base their classroom curriculum on the *Core Knowledge Sequence*. Curriculum resources and professional development opportunities provided by the Core Knowledge Foundation be provided by PCA- CFA to support the teachers' implementation of this curriculum. In grades 9 – 12, classroom curriculum and instruction will be based on Dorothy Sayers' Lost Tools of Learning and the classical education model.

Art will be available to all students K – 12 and this curriculum will also be aligned with the *Core Knowledge Sequence* in grades K - 8. A purposeful integration of art with all classes in grades K – 12 will be implemented to enhance student learning. Elective courses on STEAM topics will have a specific curriculum that is developed by teachers in conjunction with the School Director and possible outside sources.

In elementary grades, course offerings at PCA - CFA will focus on the basic of building a foundation for future learning. Elementary students will participate in reading, phonics, writing, math, science, and social studies lessons on a daily basis. Time priorities will be given to building skills in reading and math. Beginning in fourth grade, these subjects will be allotted a 90 minute block of time for instruction. Art will be integrated into daily subject matter. In addition, students will attend art as part of their itinerate schedule. Other itinerates that will be available to elementary students are, but are not limited to, computers, Latin, music, character education.

Once in middle school, students will begin having a 6 period day. Four of these six periods will be dedicated to the focused study of English, math, science, and social studies. Art and music will be offered in the fifth period. The sixth period will provide students with the opportunity to be introduced to additional STEM (Science, Technology, Engineering, and Math) topics on a rotating schedule. One of the four strands will be taught each nine week period, giving students a comprehensive view of possibilities in these four fields. By the end of the middle school career, students will have taken three courses in each of the four fields of study for a total of 450 hours of instruction in 12 STEM focused electives. These classes will offer hands-on, experimental learning in line with the Core Knowledge content they are learning at their grade level. Possible STEM courses might be offered as follows.

| Grade | Electives |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sixth Grade | Science: Microbiology - correlates to Immune System Technology: Computer Applications - can be integrated with all other classes Engineering: How Does a Telescope Work? - correlates with Astronomy Mathematics: Proportions and Linear Relations - correlates to Ratios and Proportions |
| Seventh Grade | Science: Chemistry - correlates with Atomic Structure and Chemical Bond and Reactions Technology: Computer Animation - can be integrated with all other classes Engineering: How to Build a Bridge - can be integrated with Geography Mathematics: Probability and Statistics - correlates with Data and Probability |
| Eighth Grade | Science: Newton’s Laws of Motion - correlates with Physics Technology: Computer Programming - correlates to Algebra and logical thinking focus Engineering: Alternate Energies - correlates with Electricity Mathematics: Trigonometry - correlates with Geometry topics |

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEAM field of choice, and the successful completion of a senior rhetoric course and thesis. PCA - CFA will offer and encourage students to take AP and Honors courses. Possibilities for STEAM course offerings are Anatomy, Botany, Computer Programming, Web Design, Blueprint Design, Architecture, Statistics and Probability, Accounting, Dance, Theatre and Band. These offerings will vary depending on student interest. These courses will tie together the Core Knowledge background they acquired in grades K – 8, the skills developed through PCA – CFA’s classical education focus and their chosen STEAM field of study.

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

PCA – CFA will comply with all state and federal regulations regarding the education of exceptional children.

The Board plans to hire highly qualified staff to provide required services for students with exceptionalities including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students.

Staff members, as appropriate, will be aware of students with an Individual Education Program (IEP) and make sure that all requirements are being met as prescribed. The IEP will be updated per the law and adjustments will be made to accommodate each student. A certified ESE teacher, classroom teacher, parent and administrator will be notified and invited to attend all meetings. A team will be formed to create checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an ongoing assessment in classrooms to determine if a child is of special needs. We will treat all children on an individual professional basis. PCA – CFA will have in place:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection;
- Individual education plans (IEP) developed in IEP meetings with parents/guardians and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural due process.

Teachers at PCA- CFA who teach core content to ESE students will hold appropriate “in field assignment” in accordance with the ESE certification table in the NC Course Code Directory and Instructional Personnel Assignments.

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

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

- Academic Pullout: All students will be included in regular education classes to the extent possible using the least restrictive environment. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for tutoring by a certified ESE teacher. The amount of pull-out and the specific content area to be remediated will be determined as part of the Individual Education Plan;
- Consultation and Collaboration: Students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy: These services will be contracted out and services provided according to each student’s IEP;

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

As Pinnacle Classical Academy: A Challenge Foundation Academy will be a public charter school, there will be no academic entrance requirements. PCA- CFA will only require that appropriate documentation be received prior to the beginning of the school year. Students transferring to PCA – CFA after 9th grade will be placed in the appropriate classes following an examination of the student’s transcript to ensure that all of PCA – CFA’s graduation requirements will be able to be met.

Promotion decisions in grades K – 8 will be based on a combination of factors including classroom performance and performance on assessments. Decisions regarding retention will be made by a team consisting of teachers, parents, the School Director and other appropriate participants if needed.

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEAM field of choice, and the successful completion of a senior rhetoric course and thesis.

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

Pinnacle Classical Academy: A Challenge Foundation Academy will use the following schedule which allows for 185 instructional days. The calendar allows for two weeks at the beginning of the school year for teacher training and preparation. This time is extremely important due to the fact that all staff will be new to PCA - CFA and this will give teachers the time to become acclimated to the policies and procedures at PCA – CFA. The school calendar also allows for three days dedicated to professional development for teachers and three days dedicated to parent-teacher communication.

| ◀ Jul 2012 | | ~ August 2012 | | | | | Sep 2012 ▶ |
|------------|------------------------------------------|------------------------------|-----|-----|-----|--------|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 Teacher Orientation/ Training | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 Teacher Workweek | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 Student/Family Orientation | 21 First Day of School | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | 31 | Notes: | |

Pinnacle Classical Academy: A Challenge Foundation Academy

| ◀ Aug 2012 ~ September 2012 ~ | | | | | | Oct 2012 ▶ |
|-------------------------------|----------------|-----|-----|-----|-----|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 |
| 2 | 3 Labor Day | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | Notes: | | | | | |

| ◀ September ~ October 2012 ~ | | | | | | November ▶ |
|------------------------------|-------------------|-----|-------------------------------------------------------|--------|-----|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 Columbus Day | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 Teacher workday/ Professional Development | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | Notes: | | |

Pinnacle Classical Academy: A Challenge Foundation Academy

| ◀ <u>October</u> ~ November 2012 ~ | | | | | | <u>December</u> ▶ |
|------------------------------------|-----------------|-----|-------------------------|-----|-----|-------------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 Veterans Day | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 Thanksgiving Holiday | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | Notes: |

| ◀ <u>Nov 2012</u> ~ December 2012 ~ | | | | | | <u>Jan 2013</u> ▶ |
|-------------------------------------|-------------------|--------|-----|-----|-----|-------------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 Winter Holiday | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | Notes: | | | | |

Pinnacle Classical Academy: A Challenge Foundation Academy

| ◀ Dec 2012 ~ January 2013 ~ | | | | | | Feb 2013 ▶ |
|-----------------------------|------------------|----------------------------------------|-----|-----|----------------------------------------------|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 Winter Break | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 End of Second Quarter | 16 | 17 | 18 Teacher workday/ Professional Development | 19 |
| 20 | 21 MLK Jr Day | 22 Teacher workday/ parent conferences | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | Notes: | |

| ◀ Jan 2013 ~ February 2013 ~ | | | | | | Mar 2013 ▶ |
|------------------------------|-----------------------|-----|-----|-----|--------|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 President's Day | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | Notes: | |

Pinnacle Classical Academy: A Challenge Foundation Academy

| ◀ Feb 2013 ~ March 2013 ~ | | | | | | Apr 2013 ▶ |
|---------------------------|-----------------|-----|-----|-----|-------------------------|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 End of Third Quarter | 23 |
| 24 | 25 Spring Break | 26 | 27 | 28 | 29 | 30 |
| 31 | Notes: | | | | | |

| ◀ Mar 2013 ~ April 2013 ~ | | | | | | May 2013 ▶ |
|---------------------------|--------------------------|---------------------------------------------|---------------------------------------|-----|-----|------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | 1 Spring Break Continued | 2 Teacher Workday/ Professional Development | 3 Teacher Workday/ Parent Conferences | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | Notes: | | | |

| ◀ <u>Apr 2013</u> ~ May 2013 | | | | | | <u>Jun 2013</u> ▶ |
|------------------------------|--------------------|-----|-----|-----|-----|-------------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 Memorial Day | 28 | 29 | 30 | 31 | Notes: |

| ◀ <u>May 2013</u> ~ June 2013 | | | | | | <u>Jul 2013</u> ▶ |
|-------------------------------|--------------------|--------------------|--------------------|-----|-----------------------|-------------------|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 Last Day of School | 15 |
| 16 | 17 Teacher workday | 18 Teacher workday | 19 Teacher workday | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | Notes: | | | | | |

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.

As discussed earlier in the application, it is PCA - CFA's intent to use a variety of assessment tools to evaluate each student's achievement and growth in addition to any and all state or federally mandated tests. These additional assessments are discussed below:

The BRIGANCE Early Childhood Assessment identifies the skills students need in order to be successful in school and helps teachers assess a student's strengths and needs. The assessment helps identify the student's present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA.

DIBELS is a set of measures and procedures for assessing the acquisition of early literacy skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. The DIBELS measures are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties. Many case-studies have been performed and show that this assessment is a good indicator of student performance on future standardized tests, such as the SAT-10, and also helps increase the number of students performing at grade level.

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test will be administered in grades 2 – 8. The MAP test assesses student ability in reading comprehension, language usage, and mathematics. The MAP test is different from other tests in that it adapts to the student's performance. A fourth grade student would first see a fourth grade level test question. If the student gets the question correct, they get a higher level question. If the student gets the question incorrect, they get a lower level question. This nature of adaptability allows the test to pinpoint the student's instructional level. This information will be used by classroom teachers to make sure each student is being met at their readiness level. The test is administered three times a year so that a student's growth can be determined. This allows opportunities for success to be celebrated and teaching methods to be refined. The reports of the MAP test results give teachers a wealth of information. The reports give teachers the instructional level of each student, not only in each broad subject area, but also in specific strands of each subject. For each instruction level, specific standards and topics are listed to help teachers focus their instruction. Lexile reading levels are also available to the teacher to help assign appropriate text for independent reading.

To help prepare students for college and to position students to receive academic scholarships, PCA-CFA has the goal of having achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, PCA-CFA will administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between PCA-CFA's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals. This testing will support each student in being accepted into a four year college. For more information regarding these tests, please visit www.collegeboard.org and www.act.org.

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.

Student achievement and success is the ultimate goal of Pinnacle Classical Academy: A Challenge Foundation Academy. These will be measured and monitored continuously throughout the school year by both teachers and the School Director. Student classroom performance, their performance and growth on the MAP test, and their end of the year standardized tests will all be used.

One of the biggest indicators of PCA - CFA’s success is the success of its high school graduates. PCA - CFA will reach out to alumni and survey them on how well their education at PCA- CFA prepared them for success in college. PCA - CFA will also reach out to the school at which alumni are attending for additional information.

The following are some of the academic goals of PCA - CFA, how we intend to accomplish these goals and when will assess our effectiveness at reaching these goals.

| Student Goal | Method | Target completion date |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| A majority of students in grades 2 – 8 demonstrate typical or higher than typical growth throughout school year on MAP test. | Administer MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups | 12/2012 for Winter administration and 04/2013 for Spring administration |
| >90% of students scoring at or above grade level on the MAP test | Administer MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups | 12/2012 for Winter administration and 04/2013 for Spring administration |
| >90% of students scoring proficient and above on EOGs and EOCs | Use of MAP tests, subject-specific benchmark tests, teacher observations, and other informal and formal assessments | 06/2013 |
| 100% graduation rate | Continuous monitoring of grades and test scores and | First high school graduation |

| | | |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| | communication with students and parents; academic support when needed; high academic and behavioral expectations | |
| 100% college acceptance | Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations; college counseling and support; PSAT testing and SAT testing support | First high school graduation |
| SAT and ACT scores above state average | Administration of PSAT in grades 8 – 10 and the PLAN in grade 10; continuous communication of results with students and parents; structured and focused tutoring | First administration of SAT and ACT |

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.

All students at Pinnacle Classical Academy: A Challenge Foundation Academy will be expected to their individual best. Classroom observations, MAP test scores, EOG and EOC scores, benchmark assessments and any other pertinent data will be used to determine each student’s expected level of performance.

Students not performing at their expected levels will be offered a variety of support systems to help them be successful in reaching their expected performance levels. Parent communication will be a constant and consistent support tool utilized by the classroom teacher, School Director and other school personnel when needed. After school tutoring will be offered to all students as a means to improve skills.

At the beginning of each year, any student that appears to the classroom teacher to be struggling with classroom content will be put on a Personalized Education Plan (PEP). The PEP consists of performance data for past standardized tests, apparent causes of academic deficiency, classroom strategies in place to address the observed difficulties, and strategies for the student and parent to work on. All of these are discussed, monitored, and adapted when needed three times throughout the year. If these strategies work and the student’s performance level improves, no further action will be taken.

If improvement is not seen as a result of the strategies in place on the PEP, a student will be referred to the Student Support Management Team (SSMT). This team will consist of the School Director, the Exceptional Children Coordinator, grade-level teachers, and other school personnel as needed. The team will meet with parents to discuss the presenting issues that are causing their child to not perform at the expected level. The SSMT team will discuss the strategies that are currently in place to determine which are helping the student and which are

not. At that time, the team will suggest additional interventions to be implemented in the classroom. The SMMT team will reconvene after one month to monitor student progress and adjust interventions accordingly. At the third SSMT meeting, if a student is not performing at their expected level and the team believes there to be a probable learning disability, the student will be referred to the Exceptional Children Department for testing.

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

Pinnacle Classical Academy: A Challenge Foundation Academy is aware that parent and community involvement is crucial to the success of the school and its students. To that end, PCA – CFA will seek out opportunities to involve parents, families and the community in activities at school.

PCA – CFA will involve parents in the school by having a Parent Booster Club. The Booster Club will be in charge of facilitating any and all fundraisers at the school. Parents will schedule, coordinate volunteers, and run fundraising events under the supervision of the School Director. The Booster Club will also be asked to survey the teachers of PCA – CFA for ideas on how funds raised through these events could be used to the benefit of their students. The final decision on how the funds will be used will be based on the School Director's recommendation and board approval.

Parents will also be asked to volunteer at the school to help teachers and staff. Parents will be asked to chaperone field trips, volunteer for basic filing, copying and other office tasks, help teachers on days of special events, for example Pi Day or for Core Knowledge festivals.

Parents will also be invited to school during non-school hours to participate in such events as Math Night. These events will be planned so that parent and their children can engage in activities relevant to classroom content. These activities will allow parents to be aware of what their child is learning in the classroom so that they can better support them at home.

Teachers at PCA-CFA will be asked to reach out to the community to get volunteers to come speak to their classes on a topic they are studying. For example, when students are learning about how the eye works in third grade, the classroom teacher would reach out to an optometrist. When students are studying in their STEAM courses, the school will reach out the various data centers, Google and Facebook for example, for support. The school will also reach out to nearby universities when writing the curriculum for the STEAM electives to ensure a quality learning experience.

PCA – CFA will also involve the entire school community, teachers, students, and parent, in community service projects. This will allow time outside of school for everyone within the school community to get to know each other better and for the outside community to get to know the members of the school community. It is the hope of PCA – CFA that this practice will help begin and sustain a mutually beneficial relationship between the PCA – CFA family and the surrounding communities.

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.

The *Core Knowledge Sequence* is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, PCA – CFA acknowledges that special additional experiences are sometimes necessary to ensure all students are met at their instructional level and attain growth.

All students, both high and low performing, will be able to experience content at their instructional level through the use of Compass Learning. Lessons assigned through Compass Learning are determined by the student's performance on the MAP (Measures of Academic Progress) test. Teachers have the option to assign students assignments so that they can either review previous topics, practice newly learned topics, or be introduced to new topics.

Gifted students will be identified by the MAP test and various other assessments. Differentiated instruction and assessment options will be used to meet the instructional needs of these children. Our intent is not to have a separate gifted program, but to enhance our gifted students' educational experiences through accelerated instruction in the classroom and enrichment opportunities outside of the classroom, ie. Quiz Bowl, Battle of the Books, etc.

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

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

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

Other at risk students will be identified through classroom observations by teachers, performance on the MAP test and other assessments, and any and all other avenues. Students determined to be at risk will be supported using a PEP (Personal Educational Plan previously discussed), Title I services and any other resources available to PCA – CFA.

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.

The Board intends to hire certified staff to provide specialized educational services for students with exceptionalities including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students. However, if this cannot be arranged, the applicants realize that it is their responsibility to meet the needs of these students and will contract with qualified, special education professionals to meet federal and state standards relating to children with special needs.

PCA-CFA is aware of the provisions of the state and federal special education law. The staff will be advised of students with an Individual Education Program (IEP) (in strict compliance with the Federal Education Rights and Privacy Act) and make sure that all requirements are being met as prescribed. In accordance with federal and state law, the IEP will be updated at least annually to assure that student needs are being met. A team will be formed to create checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an ongoing assessment in classrooms to determine if a child is of special needs. PCA-CFA will address the needs of all exceptional children on an individual basis. PCA – CFA will have in place:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection;
- Individual education plans (IEP) developed in IEP meetings with parents/guardians and the IEP Committee;
- Least restrictive environment;
- Parent/Student participation in decisions;
- Procedural due process.

Pinnacle Classical Academy: A Challenge Foundation Academy’s teachers who teach core content to ESE students will hold appropriate “in field assignment” in accordance with the ESE certification table in the NC Course Code Directory and Instructional Personnel Assignments.

Student needs will be supported through the interventions determined by a School Support Team (SSMT). Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student’s needs warrant an individual education plan (IEP) and special education or related services. Other areas

will also be assessed as warranted, ie. speech/language, occupational therapy, physical therapy, etc. The SSMT committee, school director and parents will review results and agree upon a plan. The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic Pullout: All students will be included in regular education classes to the extent possible using the least restrictive environment. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for tutoring by a certified ESE teacher. The amount of pull-out and the specific content area to be remediated will be determined as part of the Individual Education Plan;
- Consultation and Collaboration: Students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy: These services will be contracted out and services provided according to each student’s IEP;

When the students require extended services, it will be the design of the school, whenever possible, to use itinerate classes to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional. During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE or LEP services.

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.

A draft of the Student Handbook is as follows:

Attendance

Academic Year

The length of the school year is 185 instructional days. The school year is divided into four quarters (2 semesters). Each grading period ends with report cards being distributed. Additionally, there are three (3) Parent Teacher Conferences set during the year at the end of each of the first three quarters.

Truancy Policy

North Carolina Compulsory Attendance law requires that every person from seven (7) to sixteen (16) years of age attend school every day unless otherwise excused by statute or other legitimate authority. Attendance plays a vital role in education. Students who attend school on a regular basis are better able to keep up with their classes and complete assignments in a timely manner.

Being absent from school for one day, or even from one class period, without acceptable cause is truancy. Acceptable cause may include, with appropriate documentation, but is not limited to: in-school or out of school suspension, required religious observations, hospitalization, doctors' written order for home stay, death in the immediate family. Other situations may constitute acceptable cause and will be reviewed for approval on a case by case basis by an Academic Director.

Evidence of habitual truancy includes, but is not necessarily limited to:

- Failure of parent/guardian to ensure that his/her child attends school or classes as required by law
- In grades K-8, ten (10) or more absences from classes during a school year or
- In grades 9-12, five (5) or more absences from semester classes or ten (10) or more absences from year-long classes.

When children are not in the classroom, consistent and sustainable learning is impeded. PCA-CFA staff and administration will communicate with regards to attendance in the following manner:

- When a child has accumulated five (5) or more unexcused absences and/or tardies in a school year parents/guardians receive a phone call home

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- When a child has accumulated seven (7) or more unexcused absences and/or tardies in a school year parents /guardians receive a letter in the mail stating our attendance policy
- When a child has accumulated ten (10) or more unexcused absences and/or tardies in a school year, the parent /guardians must meet with the school administration to complete an attendance contract to work on improving attendance
- When a child has accumulated fifteen (15) or more unexcused absences and/or tardies in a school year, a formal letter is sent home stipulating that a referral to the Juvenile Justice Center is pending, and that the child is in jeopardy of repeating the grade.

Please notify the school as soon as you know your child will be absent. **When your child returns to school, a note signed by the parent/guardian must be sent with your child stating the reason and dates for the absence to ensure your child's absences are recorded appropriately.** The note should be turned in to the front office. If your child is tardy, please walk him/her to the front office and sign in. The student will then be given a pass for admittance into class.

Early release from school is only approved in the event of your child's illness, a medical appointment or a family emergency. Parents/guardians will need to come into the office to sign the student out for the day. Early dismissal and tardiness to school do count against your child's attendance.

The School Director and/or other school personnel will follow-up and investigate all unexcused absences, including late arrivals and early dismissals. If a student is habitually late or absent, a conference with the parent/guardian will be scheduled with the appropriate member(s) of the administrative team to resolve the attendance problem.

Excused Absences

An excused absence or tardy is one for which no negative consequence is assessed against the student. Students who are absent from or late to school for a valid reason (medical or other emergency) are required to provide documentation from the doctor's office. Supporting documents may be required by the school and requested from the parent/guardian. Students must bring to the school a written excuse on the day that he or she returns to school. The note must include the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration but the student's record is marked to reflect an absence per North Carolina law.

Make-up Work

Students are expected to complete all work before leaving or immediately upon their return from an absence. In the case of illness or other unexpected absence, students or their families should contact their teachers as soon as they return to school to obtain their missed assignments. It is the responsibility of the student and parent to ensure make up work is completed.

Procedures for Attendance

Attendance is taken daily at 8:15 a.m.

Students arriving after the first bell must get a pass from the office before continuing to the classroom, and are marked tardy.

Absences are to be certified in writing by the parent/guardian on the first day the child returns to school.

Valid reasons for being absent or tardy are:

- Illness
- A family emergency requiring immediate attention

Excused absences may also be granted for exceptional educational opportunities or any other reason deemed necessary by the parent or guardian of a student and approved by the School. **In these cases, it is important for students to request, in writing, an early leave at least five school days prior to the absence.** These requests should be delivered to the school office.

Once students arrive at school they are not allowed to leave the school grounds for any reason without escort by their parent/guardian, and without being signed out.

School Calendar

The school calendar for academic year will be posted on the school's website or may be picked up from the office. Changes may be made as deemed necessary due to inclement weather and/or emergencies through written notice to parents.

Student Progress

Assessment

Continuous evaluation of student learning is an integral part of the instructional process at PCA-CFA. Assessment of student learning is done in many ways, depending on the subject area. Following is a short description of various types of assessment tools used at the school.

As mandated by state law, PCA-CFA administers the North Carolina End of Grade/End of Course Tests. Scores on standardized tests help the school assess how much progress students have made relative to standards mandated by the state. Currently students in Grades 3-8 are administered the EOGs at the end of the school year. High School students are administered EOCs in applicable courses at the end of the 1st semester and at the end of the school year.

PCA-CFA administers NWEA's MAP test, an online national assessment, to students in Grades 2-8. The assessment provides online data to teachers for use in benchmarking the growth of individual children and allows important resources in planning for the needs of every child ensuring continuous academic achievement.

Students entering the Kindergarten program are administered the Brigance test to assess readiness and to provide teachers with a base point for beginning the education of the students. In addition, students in grade K – 2 are administered the mCLASS:DIBELS to assess reading fluency.

Progress Reports

PCA-CFA teachers implement a “No Surprises” approach to student progress. Progress Reports are issued to all students every other Friday. All teachers should maintain communication with parents regularly to keep parents involved in the academic progress of their students. These

reports inform parents of their child’s academic developments and any potential problems the child may be experiencing.

Student Learning Contracts (Parent-Teacher-Student Conferences)

Parent-teacher conferences are held at the end of each quarter. Information will be sent home to schedule times with teachers. Appointments must be set to allow adequate attention and time to meet with each parent. Parents are encouraged to use these times to meet with teachers to discuss their child’s progress at school. Conferences with teachers and/or members of the administration can also be arranged as needed throughout the school year. Conference dates and information will be announced on the school’s website, through classroom newsletters and in an AlertNow phone call to parents.

Report Cards

Report cards are distributed four times a year, shortly after the end of the grading term. Report cards may list a student’s proficiency for each of the standards identified for mastery during that term, his/her attendance records, and a discussion of the student’s behavior and social developments.

Academic Support Activities

Extra Curricular Life Skills and Enrichment Program

Extracurricular activities, life skills and enrichment are a unique feature of PCA-CFA. PCA-CFA will sponsor a variety of after-school activities, clubs, and programs to interested students. Programs may include tutoring in core subjects (math, reading/language arts, science, and social studies), service clubs, sports programs, fine arts clubs, and academic and honor clubs. In addition to academic rigor, PCA-CFA focuses on programs, which foster an appreciation for philanthropy and character development by stressing core values – Respect, Integrity, Service, Excellence, Unity, and Perseverance.

Admissions

Applications for New Students

Beginning January 2013, PCA-CFA will accept applications for new students for the upcoming school year the first business day in January through the last business day of March.

The school holds lotteries to determine acceptance and waiting list status as outlined below for the upcoming school year

The lottery for the upcoming school year is held in April for grades in which the number of applications received is greater than the number of openings in each grade, with the date publicly announced in advance.

Several factors determine an applicant’s acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and

moved to the top of the waiting list. Students who do not have siblings attending PCA-CFA follow on the waiting list.

An applicant's rank on the waiting list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and so on. If there is an available space in the grade for that applicant, he or she is admitted to the school. If not, that student is placed on the waiting list for that grade, in the order the application was pulled in the lottery. Waiting lists do not carry over into the next school year.

For certain grades (for example, Kindergarten), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there are few, if any, available spaces.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend the school.

Applications for Re-enrollment

Students currently enrolled in and attending PCA-CFA are to complete an Enrollment Intention Form indicating whether or not they intend to remain at PCA-CFA or withdraw and attend another school. Returning students are not required to submit a new application or go through the lottery process.

Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.

Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

Books and School Supplies

Books

Books, which belong to the school, are assigned to each student during the course of the school year. These include hard cover and soft cover books, as well as workbooks. It is expected that students will treat all books with respect and will keep them in good condition for return at the end of the year. Students may not write in books unless explicitly instructed to do so by a teacher. **If a student loses or damages a book, parents/guardians are responsible for the cost of the replacement book. A bill will be mailed to the student's home address.**

Financial Assistance

Financial assistance may be available for field trips, supplies, school fees, etc. Please contact the School Director for more information.

Supplies

Before the beginning of the school year, a student supply list will be available at the school office and/or on the school website. Students are expected to bring basic supplies, which differ by grade level, to school.

Homework

Students are responsible for completing homework assignments. Any student who does not arrive in class prepared with his or her homework will receive consequences as outlined in classroom procedures, as well as possible loss of privileges.

Accidents

All children experience minor scrapes and bruises. The school maintains a log of all children seen on a daily basis. For more serious incidents, an Accident Report Form is completed and maintained by the school. Instances of serious accident may include some or all of the following procedures:

- A staff member carries out immediate first aid.
- A staff member contacts the parents to pick up the student for medical care.

In cases where the parents or the designated emergency persons cannot be reached, or where immediate medical attention is needed, the school will call a local emergency unit for treatment and/or transportation to a hospital. A staff member accompanies the student and stays until the parent arrives.

In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

Child Abuse Protocol

North Carolina law requires immediate reporting of suspected child abuse to the authorities and to the appropriate individual in charge of the school. Failure to do so is a violation of the law.

Emergency Cards

Parents of all K-5 students are required to fill out two emergency cards – one for the administrative office and one for the student's homeroom teacher. Parents of students in grades 6-12 are responsible for ensuring the contact information recorded in NC Wise is current and correct. **It is essential that parents update either the cards and/or their contact information if their address, phone number, or emergency contact person changes.** If there is an emergency at the school, the cards and information in NC Wise will be used to contact parents and listed emergency contacts.

School Closings or Late Starts

If school is closed or the opening delayed due to inclement weather, power outage or other problem, local radio and television stations announce this information. Additionally, the school will post such information on the school's website and send out an automated phone message to numbers listed in NC Wise. Parents are responsible for ensuring their phone numbers and those of emergency contacts recorded in NC Wise are current and correct. Look for information on these TV channels and websites:

- News 14 Carolina www.news14.com
- WBTB Channel 3 www.wbtv.com

- WSOC Channel 9 www.wsoc-tv.com
- WCNC Channel 6 www.wcnc.com

Only under extreme circumstances does a school closing occur once students have arrived. If an early closing should occur, parents are notified of early dismissal. Parents/guardians of students will need to pick up their children by the time of closing. Closings during the day are announced on local radio and television stations. Please call the school if you are in doubt.

Health Policies and Procedures

Administration of Medication

The school works very hard to maintain the health of all the students. It is our goal to make sure all students have a safe and healthy place to learn. Please remember that we are working for the total welfare of all the students at PCA-CFA.

Giving medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school **MUST** be brought to the school office before school and stored in a cabinet or refrigerator.

If your child needs to take a prescription medication at school, ask your pharmacy to provide a duplicate bottle for school usage. Any changes from your child's original prescription must be verified by the doctor, either by a fax or a new script. If your child has a medical condition which requires medication to be given on an as-needed basis, a doctor's note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school **MUST** be in the prescription bottle or original container. Medicine will not be given unless it is prescribed for the child bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication form obtained from the school and includes the following information:

- Student's Name
- Medication Name
- Directions (amount and time to be given)
- Number of days to be given
- Parent's signature, telephone number and date
- Physician's signature, telephone number and date

Any medication, not in the original container, and with the child's name on it, will be held by the school for a parent to pick up within one week. After that, it will be destroyed. No medications, whether prescription or over-the-counter, are given without written consent from parents/guardians and physician.

Communicable Diseases

Parents must notify the school immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the

school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies will be initiated. PCA-CFA follows isolation and quarantine regulations as prescribed by the North Carolina Department of Public Health.

Safe Haven Law

The Safe Haven Law is a law designed to protect babies and present mothers with an option if they do not feel that they can care for their baby. The law allows mothers to leave their baby, up to 7 days old, with anyone on duty at a hospital, health department, or community health clinic with no questions. Mothers may also leave their baby with an on duty law enforcement officers, social services worker, EMT or fireman. For more information about the Safe Haven Law, please contact the school or visit www.ncbar.org.

Optional Vaccinations

Parents should be aware of optional vaccines that are available to protect the health of their children. Some of these vaccines are for the prevention of meningococcal meningitis and influenza. There is also a vaccine for the HPV virus, a leading cause of cervical cancer. For more information regarding these vaccines, please contact your family physician.

Doctor/Dentist Appointments

All appointments are strongly urged to be after school hours. If this is not possible, a parent or a designated guardian must come to the school office to pick up a student for a medical or dental appointment. **Students cannot be released unless an authorized person listed on the emergency card is present.** Students must provide an excuse issued by the Doctor/Dentist upon return to school.

Health Requisites

PCA-CFA follows state law concerning proper immunization and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations as outlined by the State Board of Health. Parents are required to maintain a current record of immunizations with the school for their child(ren). Complete physicals are required before entry to the school at any grade level.

Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat, or a rash, he/she should not come to school until a diagnosis has been determined or the symptoms have disappeared. This helps reduce the spread of infections at school.

If a student shows symptoms of a serious illness while at school, the student is excluded from the regular school program, and the following procedures are followed:

- The student is asked to report to the office.
- Parents are notified to make arrangements to have the student picked up at school. If parents cannot be reached, the person designated on the emergency card is called. **It is essential that parents list people on the emergency card who are able to pick up the student if the parents cannot be reached.**

Permission to Administer Over-the-Counter Medication

Over the counter medications (such as Tylenol, non-aspirin pain relievers, cough syrups) at school should be restricted to only when necessary and are provided by the parent. The school DOES NOT keep any medications of any type on hand. Parents must sign a medication form authorizing dispensing over-the-counter medication for headaches or other common ailments.

Prescription Medication

The school administers prescription medications when the following specific requirements are met:

1. A signed consent form is on file to give the medication
2. Medications are to be given to the school nurse in a pharmacy or manufacturer-labeled container.
3. The label must state:
 - a. Student's name
 - b. Name of the drug
 - c. Dosage
 - d. Directions for use
 - e. Physician's name
 - f. Expiration date of a time-dated drug

All prescription medications brought to school must be stored in the office, with the current supply kept to a 30-day minimum. The school will work with the instructional staff to maintain consistency in the child's medication schedule.

Transporting of Medication

It is strongly recommended that Primary students (K–5) DO NOT transport their medications. It is always best that a parent or guardian bring medications directly to school. The medicine will need to be given to the office in accordance with the medication policy.

Items of Interest or Concern

A limited amount of clothing is available in the office for the children when accidents occur. If your child needs to use these items, they need to be **laundered and promptly returned to the office.**

If your child becomes ill or injured, it is imperative that the office has **three (3)** legitimate contact numbers on file. The office must be able to reach parents, guardians, or someone who will be responsible for the child and pick them up in a **timely** manner.

PCA-CFA has a no nit policy. Any student diagnosed with lice must be nit free before returning to school. Information on lice control is available in the nurse's office.

DO NOT send your child to school if they had a fever above **100 degrees or more within the last 24 hours.** If they complain of feeling ill, please check their temperature before sending them to school.

DO NOT send your child to school if they have had **diarrhea or vomiting in the last 24 hours.**

If your child has **any** type of infection, they must have been on an antibiotic for **24 hours** before returning to school.

Screening Tests

PCA-CFA works with the State and local health agency to conduct age appropriate health screenings. These tests are carried out under the supervision of the school physician, school nurse, and/or specialist in a particular health field. Health screening procedures can only identify potential or existing health problems. School officials will notify parents/ guardians of the results of the screening to allow the necessary follow up with medical personnel.

School Rules and Policies

Computer/Internet Policy

Use of PCA-CFA's computer network is a privilege, not a right. Students may use the computers as long as they observe the rules as outlined below. Failure to follow these rules may result in loss of computer network privileges, detention, or suspension.

- The network is to be used only for activities that support education and research related to assigned schoolwork.
- When communicating with others on the Internet, students must be polite and appropriate at all times.
- The network is not to be used for any illegal purpose. Illegal activities include tampering with the computer hardware or software, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files. Such activity is considered a crime under state and federal law.
- Copyrighted material is not to be copied without permission. Copyright laws and rules regarding software, information, and attribution of authorship are to be respected. No software other than what is provided by the school may be installed.
- Any use of the network, which involves obscenity, profanity, racism, sexism, personal attacks, harassment, or offensive messages or pictures is prohibited.
- Passwords and/or accounts are not to be shared. Violations of the policy that can be traced to an individual account will be treated as the sole responsibility of the owner of the account.
- It is against policy to attempt to use the accounts and passwords of others, using pseudonyms, anonymity or attempting to access information of others.
- It is against policy to knowingly degrade the performance of the network. Electronic chain letters and "mail bombs" are prohibited.

Students who have knowledge of violations of these policies must report the information immediately to the teacher, principal, or system operator.

Uniforms

The Uniform Policy is posted on the school's website. The Uniform Policy is reviewed each spring by the Board of Directors and School Director. Should any changes or modification be deemed necessary, the changes will be noted on the website and will apply to the coming

school year. If you have any questions about the Uniform Policy, please contact one of the School Director.

Telephone Calls, Mobile Telephones and Messages

Use of cellular phones and other communication devices is not allowed at school, unless for instructional purposes monitored by faculty. Telephone messages will only be delivered in emergency cases. Students who ask and receive permission may use the school office telephone.

Visitor Procedures

ALL visitors and volunteers (this includes parents/guardians) must sign in and out at the school office. Volunteers in the buildings will receive special name tags designating them as building volunteers.

Expulsion

The following behaviors may result in a student being expelled for a period of time as allowed by North Carolina law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

PCA-CFA expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent. Formal findings from such a hearing will be explained in writing to the parents and the Director of PCA-CFA with stipulations outlining the length of the expulsion. Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Directors. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, PCA-CFA shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

- Opportunity to respond to charges in front of a qualified teacher or administrator of the school
- Opportunity to present witnesses
- Notification of all evidence
- Notification of formal outcome within a certain number of days of hearing
- Right to appeal

Procedures for all Expulsion Hearings

- A presentation of the evidence against the student is stated by the Director of the school.
- A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
- Submission of written statements from any person in defense of the student accepted by the Director. The student may present witnesses and evidence in rebuttal of the school's allegation to the Director.
- The Director records a summary of the facts and disputed evidence.
- Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the Director (Head of School or designee). A decision is rendered on the evidence available.
- On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the Director will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request.

Discipline with Regards to Exceptional Children

Any student identified as or under suspicion for having a behavioral disability will be disciplined as mandated by State and Federal Laws. No exceptional student will be suspended for more than 10 days without a manifestation hearing.

General School Rules and Policy

PCA-CFA facilitates the development of disciplined individuals toward fostering a community of learners' attitude and environment. PCA-CFA celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way. Policies and consequences consistent with our mission are necessary to ensure a safe learning environment for every child.

Inappropriate Behavior

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience
- Misusing school equipment, or that of others
- Running in class, or in the hallways
- Littering
- Teasing
- Horseplay

- Bullying
- Sexual harassment

Teachers will discuss the above behaviors with children and will contact parents to work together to resolve. If the child's behavior problems continue, a referral to the office administration may occur.

Office Referrals

It is at the discretion of the teacher to refer a child to the administration for intervention of behaviors. Administration will talk with the child, as well as others involved, to understand the circumstances surrounding the incident.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief "time out" period, or may receive another form of consequence. These may include detention, in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of PCA-CFA's intervention strategies. Upon each referral to the administration, the parent or guardian will be called and informed of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model PCA-CFA's Core Expectations.***

Suspension

The following behaviors may result in immediate suspension:

- Fighting
- Biting
- Forgery
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual misbehavior
- Bullying

Parents may be required to return to school with their child to meet with members of the administrative team as specified in the notice of referral letter.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

TIMELINES

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

| Operational Area of Focus | Specific Task | Begin Date | End Date | Lead Person | Notes |
|---------------------------|-----------------------------------------------------------------------------|------------|----------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Governance | Organizational Structure | ASAP | 01/21/12 | Current Board/School Director | This needs to be done prior to posting positions and interviewing Projected staffing is included in application |
| | Staffing Plan | ASAP | 02/31/12 | Current Board/School Director | |
| | Board Profile: includes all areas of functioning (legal, finance, business) | ASAP | 01/31/12 | Current Board | Attorney of record – The Law Firm of |
| | Board Recruitment | ASAP | 01/31/12 | Current Board | |
| | Bonding/E&O Insurance for Board of Directors | 02/2012 | 03/2012 | School Director | |
| Site Procurement | Temporary vs. Permanent site – plans and timeline for each | ASAP | 02/31/12 | Board Facilities Committee and Challenge Foundation Properties | This drives all decisions and processes moving forward Allows time to work through and resolve any and all issues prior to opening |

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|----------------------|--------------------------------------------------------------------------|---------|----------|--------------------------------------|--------------------------------------------------------------------------------------------------|
| | Construction/ Renovation of Building | 02/2012 | 06/2012 | | |
| | Alignment with architectural plan | | | | |
| | Zoning/ Variances to be filed | | | | |
| | Signage - Zoning/ Variances to be filed | | | | |
| | Sign design and installation | | | | |
| School Design | Grade level sections – how many of each grade and class size | ASAP | 03/31/12 | Current Board/ School Director | Preliminary numbers need to be completed prior to posting positions and interviewing |
| | Grade levels – what will be the grades served in 2012-2013 | | | | |

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|------------------------|-------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Resources | Staff Recruitment: Instruction and Support Staff - posting of positions - shortlist resumes - interviews | 02/03/12 | 06/2012 This is the absolute latest. Best to have inst. staff early as there are 3 benchmark dates for hiring teachers: January, April, and May | School Director/ Board Personnel Committee | Administrative assistance is needed to help with processing resumes, fielding questions, reference checks, criminal history checks, etc to expedite hiring process |
| | Staff Recruitment: Office Staff - posting of positions - shortlist - interviews | | | School Director | |
| | Identify Insurance Carrier/Plan | 02/2012 | 06/2012 | School Director | Employees will want specifics |
| | Employee Files Set up - dual sets – HR and Health | 02/2012 | 06/2012 | Administrative Assistant/ Business Manager | |

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|--------------------------------|---------------------------------------------------------|---------|---------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Set up retirement for certified and non-certified staff | 03/2012 | 06/2012 | Administrative Assistant/ Business Manager | |
| | Orientation protocol for staff | 05/2012 | 06/2012 | School Director | |
| | Draft FMLA policy per state law | 02/2012 | 06/2012 | School Director with TeamCFA Governance Committee to vet | |
| | Draft all leave policy/ staff policy per state law | 02/2012 | 04/2012 | | |
| | Room/Office assignments | 02/2012 | 07/2012 | School Director | |
| | Staff evaluation process/ forms/ timeline | 02/2012 | 03/2012 | | Completion early for inclusion in staff handbook |
| Instructional Processes | Master Schedule | 03/2012 | 04/2012 | School Director | Parents and staff will have many questions about schedules and grading. Need to get these finished and work with IT provider for printing/ storage options of grades |
| | Develop all staff supervision schedules | 02/2012 | 04/2012 | | |
| | Develop grading policy | | | | |

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|-------------------------------|-----------------------------------|---------|---------|-----------------|--|
| | Develop report cards | | | | |
| Students & Parents | Information/ Recruitment Meetings | 02/2012 | 05/2012 | School Director | |

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|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| | Enrollment Process - open window should run for 6 – 8 weeks - marketing - application - public lottery - enrollment forms | 02/02/12 | 03/31/12 | School Director/ Administrative Assistant/ Business Manager | Make sure lottery process aligns with state law If lottery is needed will occur April 5 th . |
| | Uniform selection – style and vendor | 02/2012 | 03/2012 | School Director with Board approval | |
| | Family Handbook: - Truancy - FERPA - Internet Use - Uniform protocol - Photo/ Video consent form - enrollment process - due process - free/reduced process - family commitments/ expectations - arrival/ dismissal times and procedures - health - academics/ assessments - special education | 02/2012 | 05/2012 | | Ensure alignment with state law Will need to go to printer in May |

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|-----------------------------------------|-------------------------------------------------------------------------|---------|---------|-----------------|--------------------------------------------------------------------------------------------------------------------------------|
| School Meal Program | Source/select school food program/provider | 03/2012 | 06/2012 | School Director | Will be break even venture – will need to have audit of program by DPI prior to opening for alignment with Federal regulations |
| Facilities, Furniture, Equipment | Source furniture and equipment | 02/2012 | 06/2012 | School Director | Furniture is on often on back order and ban take several months to get |
| | Set up vendor accounts | 02/2012 | | | |
| | Instructional furniture and equipment orders | | | | |
| | Office and support furniture and equipment orders – including cafeteria | | | | |
| | Source telephone provider and equipment | | | | |
| | Source textbook and curricular resources | | | | |

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|-------------------|--------------------|---------|---------|-----------------|-------------------------------------------------------------|
| Operations | Vendor selection | 02/2012 | 06/2012 | School director | Check state law requirements for school bidding of services |
| | Mowing – if needed | | | | |
| | Custodial | | | | |
| | Day porter | | | | |
| | Office supplies | | | | |
| | Custodial supplies | | | | |

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|-----------------------------------------------------------|---------|---------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Copier/ office equipment | | | | |
| Telephone carrier/ service | | | | |
| Payroll | | | | |
| Accounting | | | | |
| COBRA | | | | |
| Facilities use policy/ process | | | | |
| Accounts receivable/ payable policy/ procedures/ software | 02/2012 | 04/2012 | School Director | Will want to vet with state board of accounts Contract with Acadia Northstar to provide financial services and NCWise with board approval |

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| | Printing of all policies, forms, handbooks, and templates: - staff handbook - family handbook - discipline referral (NCR paper) - enrollment forms - application for employment - master schedules - staff evaluation templates/ rubric | 04/2012 | 08/2012 | Administrative Assistant/ Business Manager | |
| Accountability | Data submission/ reporting requirements w/ DPI and SBE | 04/2012 | 06/2012 | School Director | Projected student enrollment will be available by April 4 th after lottery |
| | Health inspection to open | 06/2012 | 07/2012 | | |
| | Fire inspection to open | | | | |
| | Professional development plan | | | | |
| | Identify facilitator | | | | |

| | Set calendar of training for July | | | | |
|-------------------|------------------------------------------------------|---------|---------|---------------------|-----------------------------------------------|
| Technology | Computer/technology resource needs – source provider | 02/2012 | 03/2012 | School Director | Contract with IT company for technology needs |
| | Infrastructure/wiring | | | IT/ School Director | |
| | Source IT provider | 02/2012 | 03/2012 | | |
| | Technology plan per state requirements | 03/2012 | 04/2012 | | |
| | Draft internet usage policy for staff and students | 02/2012 | 03/2012 | | |

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|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------------------------------------------|--------------------------------------------------|
| | Data management - student information system - data back up - data retrieval - fire wall/filter - email – service needs - server needs | 02/2012 | 04/2012 | | NCWise Contract with Arcadia Northstar |
| School Safety | Evacuation routes | 04/2012 | 06/2012 | School Director | |
| | Emergency/crisis policy/procedures | 03/2012 | 06/2012 | | |
| Special Education | Support, monitoring, compliance | 03/2012 | 06/2012 | School Director/ Special Education Staff | Services will not be provided until school opens |
| | Direct Service providers – OT, PT, speech | | | | |
| | Psychological Evaluator(s) | | | | |

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Also include the following information for the proposed charter school:

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

Projected Staffing Needs

- School Director
- Administrative Assistant
- Office Manager
- Classroom Teachers grade K – 5
- Music Teacher
- Art Teacher
- PE Teacher
- Teacher Assistants, part-time and full-time
- Exceptional Children Teacher
- Bus Driver
- Custodian

Upon approval of our charter application, employment opportunities will be posted on our website, sent to recipients on our email list, to local colleges and universities, and local newspapers. Applications will be vetted upon receipt to determine if applicants meet required qualifications for the position for which they are applying. The School Director will then review applications and schedule interviews. Candidates with the best qualifications and for which the school is a good fit for them and they are a good fit for the school will be hired upon Board approval. Pinnacle Classical Academy: A Challenge Foundation Academy will be an equal opportunity employer and not discriminate based on age, sex, race, religion or disability.

Portions of Proposed Employee Handbook:

EMPLOYMENT AT WILL

Employment with Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is voluntary and the employee is free to resign at will at any time, with or without cause. Similarly, PCA - CFA, Inc. may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. However, employees are requested to give a minimum of two (2) weeks notice.

EMPLOYMENT APPLICATIONS

Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data

presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the PCA – CFA's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment

EMPLOYMENT REFERENCES

To ensure that individuals who join Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. are well qualified and have a strong potential to be productive and successful, it is the policy of the PCA – CFA to check the employment references of all applicants. Only appropriate personnel are authorized to provide employee references. Responses to such inquiries will only confirm dates of employment and position(s) held unless information is requested in writing pursuant to statute. No further employment data will be released without a written authorization and release signed by the individual who is subject of the inquiry.

CRIMINAL RECORD HISTORY CHECK

Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. will obtain a criminal record history check on all new employees from the State Bureau of Investigation (“SBI”) or from other qualified source(s) prior to their initial employment.

EDUCATION BACKGROUND AND TEACHER CERTIFICATION

For organizational or school positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon or prior to employment with Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. Additionally, all teaching positions will require documentation to support either a Statement of Eligibility or Certification in the state of North Carolina.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. Failure to maintain a current teaching license may result in termination of employment.

DRUG FREE WORKPLACE POLICY

Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is committed to providing a safe, efficient, and productive work environment that is free from illegal drug use, sale, possession or distribution. To accomplish this goal, a confidential drug screening may be conducted not only during the pre-employment process but also when reasonable cause exists to suspect an employee of being under the influence of illegal drugs and for accidents that occur at work.

Reporting to work under the influence of alcohol or illegal drugs is prohibited, as is the use, sale, manufacture, possession or distribution of alcohol or illegal drugs. Violations will result in termination of employment with Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. and may have legal consequences.

To enforce this policy, Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. reserves the right to request employees to participate in random, periodic tests for illegal substances and alcohol abuse.

PURSUANT TO THE DRUG FREE WORKPLACE ACT OF 1988, THE SCHOOL SPECIFICALLY MAKES COMPLIANCE WITH THIS POLICY A CONDITION OF EMPLOYMENT. AN EMPLOYEE WHO VIOLATES THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING DISCHARGE.

BUS DRIVER DRUG TESTING POLICY

Pursuant to NCGS § 20-218:

1. School bus drivers approved by PCA-CFA must complete an initial drug test upon employment to drive school buses, and must have an annual drug test before the start of each new school year. The School Director or his/her designee must review the results of the exams prior to assigning drivers to buses.
2. Applicants to drive buses must complete an employee application form with the required background check completed prior to employment. Interviews for applicants will be conducted by school administration.

VOLUNTARY RESIGNATION/TERMINATION

If an employee finds it necessary to resign their position, they should do so in a positive, professional manner that will reflect well on their personnel record. Employees are requested to give a minimum of two (2) weeks notice. Employees with health insurance coverage will be entitled to continue their coverage under COBRA.

Any employee who resigns or is terminated will be responsible for returning all School property, including uniforms. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

INTRODUCTORY PERIOD

Although Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. works closely with employees throughout their employment, the first 90 days are regarded as especially important in determining a mutual work relationship. Throughout this introductory period, the PCA - CFA will be evaluating the employee's capabilities, work habits and overall progress with regard to the quality and quantity of the employee's work, the cooperation and behavior displayed towards the employee's job, fellow employees and the PCA - CFA's clients and students, the employee's dependability and punctuality and the employee's safe working habits.

Any absence will automatically extend an introductory period by the length of the leave.

During the introductory period, new employees are eligible for those benefits that are required by law. Employees may also be eligible for other Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. provided benefits, subject to terms and conditions of each individual program. Consult the employee literature and information for each specific program for the details on eligibility requirements.

Upon satisfactory completion of this initial employment period, employees are considered as "regular" employees. The introductory period may be extended if additional time is needed for effective demonstration of an employee's skills and work habits. Either the employee or PCA –

CFA may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

The introductory period is part of the employee contract.

POSITION CLASSIFICATIONS AND STATUS

Each Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. position is classified as either *Non-Exempt* or *Exempt* in compliance with the Fair Labor Standards Act (FLSA). These classifications do not guarantee employment for any specified period of time, but rather determine specific provisions as outlined in the FLSA laws. Additionally, employee status will be classified as *Full-time* or *Part-time* (see definitions below).

Exempt employees are salaried employees and are exempt from the payment of overtime. These are employees who serve in an executive, administrative or professional capacity and the exempt classification is dependent on the type of work the individual performs (please note, however, that not all salaried employees are exempt).

Non-exempt employees receive 1.5 times their regular hourly rate for all hours physically worked over 40 in PCA – CFA's scheduled workweek, and detailed records must be kept of the employee's daily and weekly hours worked.

STATUS DEFINITIONS

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work Pinnacle Classical Academy: A Challenge Foundation Academy, Inc.'s full-time schedule. Generally, they are eligible for the PCA - CFA's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work between twenty and thirty hours per week. While they do receive all legally mandated benefits (such as workers' compensation insurance), they may be ineligible for all of the PCA - CFA's other benefit programs including, but not limited to, paid holidays, insurance benefits and paid vacation.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is appropriate. Employees who satisfactorily complete the introductory period will be classified as a regular full-time or part-time employee based upon their work schedule.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of limited time duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain the status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as Worker's Compensation insurance), they are ineligible for all of Pinnacle Classical Academy: A Challenge Foundation Academy, Inc.'s other benefit programs.

PER DIEM employees are those who routinely work either a full-time or part-time schedule and who accept additional compensation in lieu of participation in all but legally mandated benefit programs (such as Worker's Compensation insurance). Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. offers this category in limited classifications and to limited

numbers of employees. Individuals participating in this program must waive of their rights to participate in the benefit programs applicable to regular employees. Service in this category cannot be credited in any way toward any benefit program, even if the employee is later assigned to a benefit-eligible category. A change to or from this category can be accomplished only with the written consent of PCA – CFA.

CASUAL employees are those who have established an employment relationship with Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. but who are assigned to work on an intermittent and/or unpredictable basis. While they receive all legally mandated benefits (such as Worker’s Compensation insurance), they are ineligible for all of Pinnacle Classical Academy: A Challenge Foundation Academy, Inc.’s other benefit programs.

PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The School Director will formally appraise all teachers at least twice per year; first year and ILT teachers will be appraised at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for the next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the appraisals were discussed. All appraisals will be kept in employee files.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

In addition, informal observations by the School Director will be conducted randomly throughout the year to ensure a comprehensive picture of the classrooms of PCA – CFA.

School-wide performance evaluations are scheduled annually. Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. may award merit-based adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process and PCA – CFA’s financial standing.

COMPENSATION POLICY

It is Pinnacle Classical Academy: A Challenge Foundation Academy, Inc.’s policy to compensate employees competitively for the work they perform.

STIPENDS

For certain duties and responsibilities outside that of an employee’s normal duties, PCA - CFA may provide a stipend. The School Director is responsible for recommending such stipends to the Board of Directors who, at their discretion, may incorporate stipends within the annual operating budget.

PROFESSIONAL PERSONNEL ETHICS

School staff, administrators and teachers are under the jurisdiction of ethical conduct as promulgated by federal, state and local statute and administrative code and are subject to the Rule(s) of Conduct of said statutes or codes. Such rules include but may not be limited to the following:

PCA-CFA Employees . . .

1. May not use their position or office for personal financial gain;
2. Must report within five days the receipt of anything of value, \$50 or more;
3. Understand that classroom equipment purchased with PTO, parent or other school funds is the property of the school, and not the property of the individual teacher/staff member;
4. May not receive compensation to influence action;
5. May not receive additional money as payment for advice or assistance given the in the course of their employment;
6. May not receive anything of value for speaking before a public or private group if the employee is acting in an official capacity;
7. May not use government personnel, equipment, materials in an election campaign;
8. May not use or disclose confidential information gained in the course of their employment;
9. May not serve as a member or employee of a governmental regulatory commission that regulates any business with which they are associated;
10. May not represent another person before a governmental entity;
11. May not have an economic interest in a contract if the employee is authorized to perform an official function relating to the contract.

PCA-CFA Staff are expected to follow the Code of Ethics for North Carolina Educators, policy ID number: TCP-C-014:

GUIDELINES FOR CONDUCT

Rules exist that should not be violated under any circumstances. Violation of these rules may lead to discipline, up to and including immediate termination. The following list is not all-inclusive and there may be other circumstances for which employees may be disciplined up to and including immediate termination. Questions about these rules or what Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. expects of its employees should be discussed with the School Director

THE SCHOOL'S IDENTIFICATION OF THESE RULES DOES NOT ALTER THE AT-WILL NATURE OF EMPLOYMENT. EMPLOYEES HAVE A RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE AND PINNACLE CLASSICAL ACADEMY: A CHALLENGE FOUNDATION ACADEMY, INC. HAS THE RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE.

1. **Substance Abuse.** Substance abuse will not be tolerated. The drug and alcohol policy explains the position of Pinnacle Classical Academy: A Challenge Foundation Academy, Inc., regarding alcohol and illegal drug use, as well as the use of other intoxicants and mind-altering substances.
2. **Insubordination.** It is a violation of policy for any employee to refuse to follow the directions of a supervisor or administrator or to treat a supervisor or administrator in an insubordinate manner in any respect. Documentation will be provided to the employee specifying the basis for insubordination.
3. **Courtesy.** Courtesy is the responsibility of all employees of Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. All employees are expected to be courteous, polite and friendly at all times and to all persons. The use of profanity, inflammatory language, argumentative tones or confrontational behavior damages the reputation and image of

Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is, therefore, strictly prohibited.

4. **Attitude.** Every employee should display a positive attitude toward their job and their job assignments. A poor attitude creates a difficult working environment and prevents Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. from providing a quality, problem-free educational environment for students.
5. **Performance.** Employees are expected to make every effort to perform their duties and to do so to the best of their abilities and at a level that satisfactorily meets or exceeds the expectations of supervisors.
6. **Theft.** In the interest of protecting all employees, visitors and students Pinnacle Classical Academy: A Challenge Foundation Academy, Inc., reserves the right to inspect and search all purses, briefcases, toolboxes, lockers, desks, bags, vehicles, e-mailboxes, backpacks, computer disks and other data storage devices located on school property.
7. **Threats and Weapons in the Workplace.** Pinnacle Classical Academy: A Challenge Foundation Academy, Inc., does not allow fighting, threatening words or behavior or possession of weapons of any kind on the school premises or in any vehicle either personally owned or owned by the school.
8. **Damage to Property.** Deliberate or careless damage to school property or the property of coworkers, students, visitors or others is prohibited.
9. **Safety.** Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is committed to providing a safe workplace for all employees and has established a safety program to ensure that everyone understands the importance of safety. Employees are expected to exercise good judgment and common sense in the workplace with regard to safety.
10. **Harassment.** Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. strictly prohibits any and all kinds, forms and types of harassment. Employees are required to sign and adhere to the Harassment Policy.
11. **Absenteeism and Tardiness.** Excessive or unauthorized absenteeism or any absence with or without notice is not conducive to a responsible, productive learning environment and will not be tolerated. Employees are not permitted to leave work during their regularly scheduled hours unless specifically authorized to do so by the School Director and adheres to policy of signing in and out.
12. **Misuse of Property.** No employee should misuse or use without authorization equipment, vehicles or other school property or property owned by students, coworkers or visitors.
13. **Fraud, Dishonesty and False Statements.** No employee or applicant should ever falsify any application, medical history, record, invoice, paperwork, timesheet, timecard or any other documents. Violations should be reported immediately to the School Director.
14. **Detrimental Activities.** Employees are not permitted to engage in any kind of activity that reflects detrimentally or adversely on the school's reputation or image.
15. **Honesty.** Misrepresentation of any kind by an employee of Pinnacle Classical Academy: A Challenge Foundation Academy, Inc. is a violation of professional ethics and is prohibited.
16. **Violation and/or Lack of Enforcement of School Rules.** All employees are the mentors of students and are responsible for the enforcement and observance of all school rules, policies and procedures as found in the Student/Parent Handbook and any other document or memorandum.
17. **Confidentiality.** All records and files of the School are property of the School and considered confidential. No employee is authorized to copy or disclose any file or record. Confidential information includes all letters or any other information concerning personnel records of past or present employees, including your own, financial records of the School,

and all records pertaining to every aspect of the School and in particular school records. Please refer to the Confidentiality of Information policy.

DISCIPLINING OF EMPLOYEES

The School retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. All employees of the School are at-will employees and can be terminated at any time, without resorting to any type of discipline. The School is not required to use any of the following steps of discipline, and, if the School does choose to utilize any of the following steps of discipline, it is not required to apply or use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline **may** occur at the discretion of the School:

1. Verbal warning
2. Written warning
3. Final warning and/or probation
4. Termination

The School retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other three forms of disciplines listed above is warranted. All employees of the School are employees at-will, and can be terminated at any time for any reason or for no reason. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the School, including based on violations of any School policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

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.

Qualifications for Anticipated Positions

- School Director
 - Master's Degree in educational field (or working towards)
 - Appropriate License (or ability to apply)
 - 5+ years experience in educational setting
 - Administrative or supervisory experience
- Administrative Assistant
 - High school diploma or equivalent
 - Clerical and customer service experience
 - Basic computer skills
 - Demonstrated ability to multi-task
 - Demonstrated dependability
- Office Manager
 - Book keeping skills
 - Experienced preferred
- Classroom Teachers grade K – 5
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Music Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Art Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- PE Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Teacher Assistants, part-time and full-time
 - 2-year degree or equivalent hours of course work
 - Demonstrated dependability
 - Demonstrated ability to multi-task
 - Experience working with children preferred
- Exceptional Children Teacher
 - Highly Qualified as defined by the state and preferably holding NC ESE license
 - Experience highly preferred

- Bus Driver
 - Class D license
 - Bus driving experience preferred
- Custodian
 - High school diploma or equivalent
 - Demonstrated dependability
 - Experience preferred

NOTE: Pinnacle Classical Academy: A Challenge Foundation Academy will make every effort to hire 100% highly qualified staff.

A School Director has already been identified to lead Pinnacle Classical Academy: A Challenge Foundation Academy. Lauren Tucker is currently working as a Challenge Foundation Fellow. In this role, she has been shadowing the School Directors of Piedmont Community Charter School – CFA, running professional development workshops, coordinating PCCS – CFA’s MAP testing, and performing a variety of other administrative duties. She is also currently working towards her Master’s Degree in School Administration at the University of North Carolina Charlotte. By August 2012, she will have completed 24 hours of course credit toward this degree. Her anticipated date of graduation is August 2013. She also has 10 years of experience in classroom teaching and holds a Bachelor’s degree in Mathematics Education and a North Carolina teaching license in 6 – 12 Mathematics. She has had teaching experience in the public, private, and charter school environments in three different states giving her a wealth of experience in different educational settings. Most recently she has taught Geometry, Algebra II, Pre-Calculus and Advanced Functions at Piedmont Community Charter School - CFA. She is also primary authors of this application. Her resume is as follows:

Lauren Arnold Tucker

CAREER SUMMARY

Dedicated educator with 10 years of experience teaching middle school and high school mathematics. Demonstrated ability to teach, motivate, and direct students while maintaining high interest and achievement demonstrated by recent state administered test passing rate of 93% (compared to 67% state average). Strong inter-personal skills, highly motivated and organized.

LEADERSHIP/ACCOMPLISHMENTS

- 7th/8th grade team leader – Academy of the Pacific Rim
- Member of School Improvement Team – Piedmont Community Charter School
- Presented at multiple national conferences – Academy of the Pacific Rim
- After-School Detention Coordinator – Piedmont Community Charter School
- Math Department Chair – Piedmont Community Charter School
- NC Falcon team leader - Piedmont Community Charter School
- Challenge Foundation Fellow – Piedmont Community Charter School

CERTIFICATION

- North Carolina, Mathematics 6-12

EXPERIENCE

Challenge Foundation Fellow July 2011 – present

Piedmont Community Charter School – Gastonia, NC

- Shadow School Director
- MAP test coordinator
- Develop and conduct professional development to align State standards to Core Knowledge curriculum and to use data from MAP testing
- Write charter application for Pinnacle Classical Academy – CFA
- Conduct community outreach, town hall meeting on behalf of PCA - CFA

High School Mathematics Teacher 2009-2011

Piedmont Community Charter School - Gastonia, NC

- Planned and implemented curriculum for Algebra I, Geometry, Algebra II, Pre-Calculus, and Advanced Functions and Modeling
- Launched and sponsored Mu Alpha Theta Chapter at school
- Served as high school representative on School Improvement Team
- After school detention coordinator
- NC Falcon Team Leader

Middle School Mathematics Teacher 2006-2009

Academy of the Pacific Rim (Charter School) – Boston, MA

- Planned and implemented 7th and 8th grade Mathematics curriculum
- Served as 7th and 8th grade level chair
- Worked on committee to vertically align middle grades math curriculum
- Worked in partnership with APR and PSI (Project for School innovation) to create and deliver presentations on “High Expectations” at national conferences

Middle School Mathematics Teacher 2002-2005

Kenilworth Middle School – Baton Rouge, LA

- Taught 6-8 grade math as aligned by the State of Louisiana
- Participated in mathematics professional development program sponsored by EBR school system and LSU College of Education

EDUCATION

Bachelor's of Science – Mathematics Education - Southeastern Louisiana University – Hammond, LA
University of North Carolina Charlotte – currently enrolled in School Administration Master's Program

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.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

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

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – Cleveland

List LEA #2 – Gaston

List LEA #3 – Catawba

| GRADES | | 2012-2013 | | | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | |
|---------------------|----------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 |
| Kindergarten | K | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| First | 1 | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| Second | 2 | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| Third | 3 | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| Fourth | 4 | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| Fifth | 5 | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| Sixth | 6 | _____ | _____ | _____ | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |

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

| | | 2012-2013 | | | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | |
|---------------------------------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|
| | | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 |
| Seventh | 7 | — | — | — | — | — | — | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| | | | - | - | - | - | - | | | | | | | | | |
| Eighth | 8 | — | — | — | — | — | — | — | — | — | <u>32</u> | <u>8</u> | <u>4</u> | <u>32</u> | <u>8</u> | <u>4</u> |
| | | | - | - | - | - | - | - | - | - | | | | | | |
| Ninth | 9 | — | — | — | — | — | — | — | — | — | — | — | — | <u>32</u> | <u>8</u> | <u>4</u> |
| | | | - | - | - | - | - | - | - | - | - | - | - | | | |
| Tenth | 10 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Eleventh | 11 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Twelfth | 12 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LEA Totals | | <u>192</u> | <u>48</u> | <u>24</u> | <u>224</u> | <u>56</u> | <u>28</u> | <u>256</u> | <u>64</u> | <u>32</u> | <u>288</u> | <u>72</u> | <u>36</u> | <u>320</u> | <u>80</u> | <u>40</u> |
| Overall Total Enrollment | | <u>264</u> | | | <u>308</u> | | | <u>352</u> | | | <u>396</u> | | | <u>440</u> | | |

Budget: Revenue Projections 2012-13 through 2016-2017

| INCOME: REVENUE PROJECTIONS | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|
| <i>--State ADM Funds</i> | \$1,401,407.70 | \$1,634,975.65 | \$1,868,543.60 | \$2,102,111.55 | \$2,569,247.45 |
| <i>--Local Per Pupil Funds</i> | \$226,862.86 | \$264,673.33 | \$302,483.81 | \$340,294.28 | \$415,915.24 |
| <i>--Federal Funds</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Grants*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Foundations*</i> | \$100,000.00 | \$100,000.00 | \$100,000.00 | <u>\$0</u> | <u>\$0</u> |
| <i>--Private Funds*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Other Funds*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL INCOME | \$1,728,270.56 | \$1,999,648.98 | \$2,271,027.41 | \$2,442,405.83 | \$2,985,162.69 |
| *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. | A letter from the Challenge Foundation regarding the above Foundation revenue of \$100,000 is included in the Appendix of the application. | | | | |

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

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>
 (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

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

State Revenues Calculated by multiplying the average daily enrollment by the adjusted weighted-average \$/ADM based upon the following LEA initial allotments*:

Cleveland County: \$5,233.87 per ADM

Gaston County: \$4,290.86 per ADM

Catawba County: \$4,494.67

*Source: NCDPI Dollars per ADM Based on FY 2011-2012 Initial Allotment
 NCDPI Division of School Business Services
 School Allotments Section
 Rev 07/08/2011

Local Funds calculated by multiplying the average daily enrollment by the adjusted weighted-average \$/ADM based upon the following county appropriations**:

Cleveland County: \$662.67

Gaston County: \$1,260.80

Catawba County: \$1,433.00

**Source: NCDPI Division of School Business Services

Exceptional Children Funding calculated by multiplying the average daily enrollment of children with disabilities by the \$/Headcount of \$3,649.02.***

***Source: FY12 Children with Disabilities Initial Master File (adjusted to Max)
 NCDPI Division of School Business Services

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

| BUDGET EXPENDITURE PROJECTIONS GS 115C-238.B(b)(5) | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | |
|-------------------------------------------------------|--|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| <i>Enrollment</i> | | 264 | | 308 | | 352 | | 396 | | 440 | | |
| <i>Grades</i> | | 6 | | 7 | | 8 | | 9 | | 10 | | |
| <i>Avg. Students/Class</i> | | 22 | | 22 | | 22 | | 22 | | 22 | | |
| <i>Classrooms</i> | | 12 | | 14 | | 16 | | 18 | | 20 | | |
| PERSONNEL | | | | | | | | | | | | |
| <i>Total # staff</i> | | 22.5 | \$826,500 | 27 | \$981,167 | 28.5 | \$1,063,833 | 34 | \$1,254,750 | 39.8 | \$1,464,667 | |
| <i>Avg. Salary</i> | | | | | | | | | | | | |
| <i>--Administrator(s)</i> | | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1 | \$60,000 | 1.75 | \$105,000 |
| <i>--Clerical</i> | | \$26,000 | 2 | \$52,000 | 2 | \$52,000 | 2 | \$52,000 | 2 | \$52,000 | 3 | \$78,000 |
| <i>--Teachers</i> | | \$33,000 | 12 | \$396,000 | 14 | \$462,000 | 16 | \$528,000 | 18 | \$594,000 | 20 | \$660,000 |
| <i>--Librarians</i> | | \$40,000 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0.5 | \$20,000 | 1 | \$40,000 |
| <i>--Guidance</i> | | \$40,000 | 0.5 | \$20,000 | 1 | \$40,000 | 1 | \$40,000 | 1 | \$40,000 | 1 | \$40,000 |
| <i>--Teacher Assistants</i> | | \$22,000 | 3 | \$66,000 | 4 | \$88,000 | 4 | \$88,000 | 5 | \$110,000 | 5 | \$110,000 |
| <i>--Custodian</i> | | \$22,500 | 1 | \$22,500 | 1 | \$22,500 | 1 | \$22,500 | 1.5 | \$33,750 | 2 | \$45,000 |
| <i>--Maintenance</i> | | \$25,000 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 |
| <i>--Food Service</i> | | \$25,000 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 | 0 | \$0 |
| <i>--Bus Driver</i> | | \$25,000 | 2 | \$50,000 | 2 | \$50,000 | 2 | \$50,000 | 3 | \$75,000 | 4 | \$100,000 |
| <i>--EC Instructional</i> | | \$60,000 | 1 | \$60,000 | 1.5 | \$90,000 | 1.5 | \$90,000 | 2 | \$120,000 | 2 | \$120,000 |
| <i>--Contracted Services</i> | | | \$100,000 | | \$116,667 | | \$133,333 | | \$150,000 | | \$166,667 | |
| EMPLOYEE BENEFITS | | 18% | \$148,770 | | \$176,610 | | \$191,490 | | \$225,855 | | \$263,640 | |
| STAFF DEVELOPMENT | | | \$27,000 | | \$32,053 | | \$34,753 | | \$40,990 | | \$47,848 | |
| MATERIALS AND SUPPLIES | | | \$77,862 | | \$90,089 | | \$136,422 | | \$146,724 | | \$163,027 | |
| OFFICE SUPPLIES | | | \$5,407 | | \$5,005 | | \$5,684 | | \$6,114 | | \$6,793 | |

Pinnacle Classical Academy: A Challenge Foundation Academy

| | | | | | | |
|---------------------------------------------------------------------|--|-------------|-------------|-------------|-------------|-------------|
| <i>INSTRUCTIONAL EQUIPMENT</i> | | \$26,400 | \$15,400 | \$17,600 | \$39,600 | \$22,000 |
| <i>OFFICE EQUIPMENT</i> | | \$33,750 | \$15,015 | \$17,053 | \$25,313 | \$20,378 |
| <i>TESTING MATERIALS</i> | | \$6,600 | \$7,700 | \$8,800 | \$9,900 | \$11,000 |
| <i>INSURANCE¹</i> | | \$21,628 | \$25,025 | \$28,421 | \$30,568 | \$33,964 |
| <i>UTILITIES¹</i> | | \$38,931 | \$45,045 | \$51,158 | \$55,022 | \$61,135 |
| <i>RENT</i> <i>year 1 modular +setup</i> | | \$390,000 | \$290,000 | \$290,000 | \$390,000 | \$390,000 |
| <i>MAINTENANCE & REPAIR¹</i> | | \$19,500 | \$20,475 | \$21,499 | \$22,574 | \$23,702 |
| <i>TRANSPORTATION -</i> <i>Yr 1 -</i> <i>2 Bus Purch@30K ea.</i> | | \$100,000 | \$40,000 | \$45,000 | \$50,000 | \$80,000 |
| <i>MARKETING</i> | | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| <i>FOOD/CAFETERIA SUPPLIES</i> | | \$2,500 | \$2,917 | \$3,333 | \$3,750 | \$4,167 |
| TOTALS | | \$1,729,849 | \$1,751,499 | \$1,920,046 | \$2,306,158 | \$2,597,320 |
| Projected Surplus/Shortfall: | | \$421 | \$250,481 | \$353,646 | \$139,246 | \$119,795 |

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

| | |
|--------------------------------|-------------|
| Cash on Hand | \$100,000 |
| 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 | \$100,000 |

ADDITIONAL NOTES:

The Challenge Foundation will distribute half of the \$100,000 grant for the 2012 – 2013 school year upon approval of the application to help facilitate efforts during the planning period. A letter of financial commitment from the Challenge Foundation is included in the Appendix of this application.

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.

Marketing Timeline:

Present – February 2012

- Contact local pre-schools, day cares, community centers, and churches (i.e. YMCA and Boys and Girls Club)
 - Currently have flyers at a number of daycares, preschools, and churches in Shelby, NC
 - Currently have petition and flyers at Cleveland County library and Sylvan Learning Center in Shelby, NC
- Conduct town hall meetings
 - One already held on October 8, 2011
 - One scheduled with Elis Chapel, an African-American church near Shelby, NC, on December 3rd
- Attend community events
 - Members of the Exploratory Committee had a table at Shelby Fall Festival
 - Proposed School Director had a table at Connect, Commit to Change event (for organizations that focus on children in the community)
- Use website to communicate with community
 - Currently have website up and running: <http://www.teamcfa.org/go/pinnacle>
- Use local media to communicate with community
 - Have had four stories published in Shelby Star (see Appendix)
- Collect Letters of Intent

February 2012 – April 2012

- Continue to use website and media to communicate with public
- Collect student enrollment applications
 - Personally contact daycares, preschools, after-school programs, local churches and community centers
- Collect employment applications
 - Contact local Colleges of Education
 - Post openings on website and in local newspaper
 - Post openings on education employment websites ie. Teachers-teachers.com
- Develop school logo and branding
- Distribute flyers and information at community events
- Begin direct communication with perspective parents
- Advertise lottery (if necessary)

April 2012 – August 2012

- Continue to use website and media to communicate with public
- Continue to collect student enrollment applications for specific grades
- Continue to collect employment applications
- Continue to distribute flyers and information at community events
- Continue direct contact with perspective parents

Marketing Services:

Marketing guidance will be provided by TeamCFA.

Create School Identity

- School Colors
- School Logo – bundle all versions of final logo including: full color logo, black/white, reversed out, single color and text only in a variety of file formats
- School Mascot
- Complete Brand Guidelines outlining: use of logos, pantone color palettes, typography specs

Create Stationery System

- Letterhead
- Envelopes
- In-house memo - Word Template
- Business Cards

Brochures

- Tri-Fold Brochure - create
- FAQ brochure - create

Signage

- School Site signage – as needed
- Banner-up portable signage - create
- Billboards – as needed

Web Site: On National Level

- Develop/launch
- Provide staff training
- Maintain / Update

School web site upgrade

- Maintained by onsite Super User with login permissions to update site
- School Calendar
- Current News Events
- Teacher Web Sites
- Link to entire TeamCFA network activity
- Streaming photos
- Thorough school info: mission statement, academic plan, enrollment, location, activities, contact, extracurricular, volunteering, parent/student info and more.

Supply Email Accounts: For example: ltucker@pca.teamcfa.org

Supporting Materials

- Postcards
- Flyers
- Door hangers
- ConnectCFA Magazine (advertising as a member of TeamCFA)

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.

Pinnacle Classical Academy: A Challenge Foundation Academy will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Program Audit:

Pinnacle Classical Academy: A Challenge Foundation Academy will evaluate all stakeholders: students, teachers, administrative staff, non-certified staff and board members. We will invite parents to fill out a yearly survey to help us determine our strengths and weaknesses and to put in place an improvement plan that encourages continues growth and improvement.

Students will be evaluated by ongoing classroom assessments as well as the NWEA (MAP), the NC EOG/EOC tests, classroom performance, and other standardized tests. Our goal is to help to create great students that will become contributing citizens.

Teachers will be evaluated formally three times per year and informally throughout the school year by the School Director. Teachers will be given the opportunity to serve on various schools committees in order to gain insight and to contribute to the effectiveness of the program. Professional Development will be offered to those in need and to all teachers to continue and maintain professionalism in the school.

The School Director will be evaluated yearly by the Board and staff. This will provide feedback to assist in the continued growth and development of the leader of PCA – CFA. The Board will put in place a monthly reporting system to ensure that they are informed of the academic program.

All non-certified staff will be evaluated by the School Director.

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.

Pinnacle Classical Academy: A Challenge Foundation Academy will contract with the firm of Darrell Keller to perform a yearly audit.

Darrell L. Keller, CPA, PA
PO Box 1028
Kings Mountain, NC 28086
(704) 739-0771
(704) 739-6122 fax

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

The safety of students at Pinnacle Classical Academy – A Challenge Foundation Academy is of the highest priority. Daily visual checks for safety hazards will be conducted by the School Director and custodian. Teachers will ensure students are not behaving in a manner that will jeopardize their safety. Student behaviors that will be expected are, but are not limited to, no running (except at recess), walk up and down the stairs one step at a time using the handrails, and never be in an unsupervised location.

Immunization of Students

PCA – CFA will follow all state guidelines with regards to immunizations of students. The parent or legal guardian of students enrolling in PCA – CFA will be asked to submit their immunization records. If immunization records are not received within 30 days PCA – CFA reserves the right to not allow the student to attend classes until proper documentation is received. PCA- CFA will work diligently with families to avoid this circumstance.

Fire and Safety Regulations

Fire drills will be conducted monthly. Fire exit directions and procedures will be posted in all rooms and teachers will review fire exit procedures with students on a regular basis. In the event of a fire, everyone will be evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school will follow emergency evacuation procedures.

Other Emergency Drills that will be conducted include tornado drills, intruder drills and evacuation drills. Other situational drills may be conducted at the Directors' discretion. All drill procedures are reviewed by teachers, and practiced by children. Exit directions and procedures are posted in all rooms.

PCA – CFA will coordinate inspections with the county Fire Marshall to ensure compliance with all state and local regulations regarding fire safety.

Food Inspections

PCA – CFA will coordinate inspections with the county Health Department to ensure compliance with all state and local regulations regarding food safety.

Hazardous Chemicals

PCA – CFA will store all hazardous chemicals in a lock spaced at the proper temperature and, if required, with proper ventilation. If a Chemistry class is offered, other safeguards, such as

eye wash stations, will be installed. PCA – CFA will also provide copies of a MSDS (Materials Safety Data Sheet) in the teacher's workroom and in the administrative offices.

Bloodborne Pathogens

PCA – CFA will conduct annual teacher training at the beginning of each school year regarding bloodborne pathogens. Teachers will be asked to read the pamphlet *Bloodborne Pathogens for School Staff* and take a short quiz on important topics. This will be turned into the School Director and kept on file for the year.

Diabetes care plans

PCA – CFA will solicit information about students with diabetes both in the enrollment application and at family orientation. The parent of any student identified as having diabetes will be contacted by school personnel. A plan from the student's physician will be obtained by the school and the school will ensure that the plan is followed.

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

Information regarding the state's Safe Harbor Law will be included in the family handbook and posted on the school's website. It will be also addressed at high school orientation at the beginning of each year.

Providing parents and guardians with information about: Meningococcal meningitis and influenza and their vaccines at the beginning of each year Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

Information regarding various vaccinations will be included in the family handbook and posted on the school's website. They will also be addressed at the school orientation at the beginning of each year.

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

State the proposed coverage for:

| | |
|----------------------------------------------------|--------------------|
| Comprehensive General Liability | <u>\$1,000,000</u> |
| Officers and Directors/Errors and Omissions | <u>\$1,000,000</u> |
| Property Insurance | <u>\$7,000,000</u> |
| Motor Vehicle Liability | <u>\$1,000,000</u> |
| Bonding | <u>\$250,000</u> |
| Minimum amount: | <u>\$250,000</u> |
| Maximum amount: | <u>\$250,000</u> |
| Other | <u>\$1,000,000</u> |

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.

At this time, Pinnacle Classical Academy: A Challenge Foundation Academy plans on utilizing two buses to transport students to campus. Buses will pick up students at assigned locations. Pick-up locations will be determined based on student enrollment and family need. A transportation survey will be sent to all families after the initial enrollment period is over to assess this need. PCA – CFA will reassess the number of buses and pick up locations every year to make sure we are best serving our students. PCA – CFA will not deny access to the school to any local area student due to a lack of transportation.

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.

Pinnacle Classical Academy: A Challenge Foundation Academy does not currently have a facility. Our plan is to seek out land that will be able to accommodate modular units. We plan to model the plan that Lake Lure Classical Academy - CFA used to open.

Name of the facility (if known): n/a

Address: n/a

City/State/Zip: n/a

Description of the Facility:

| | |
|------------------------------|------------|
| Total square feet: | <u>n/a</u> |
| Number of Classrooms: | <u>n/a</u> |
| Number of Restrooms: | <u>n/a</u> |
| Other Rooms: | <u>n/a</u> |
| Auditorium: | <u>n/a</u> |
| Gymnasium: | <u>n/a</u> |
| Music Room: | <u>n/a</u> |
| Art Room: | <u>n/a</u> |
| Laboratory: | <u>n/a</u> |

Ownership: **Fee Simple** or **Lease** n/a

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

- (a) **Term of the Lease:** n/a
- (b) **Type of Lease:** n/a
- (c) **Rent:** \$ n/a per month

Name of Landlord: n/a

Address: n/a

City/State/Zip: n/a

Phone: n/a

Fax: n/a

Document inspections for the following:

- (a) **Fire:** n/a
- (b) **Safety:** n/a
- (c) **Handicapped accessibility?** n/a

Describe how the maintenance will be provided for the facility.

The custodian of PCA – CFA will be in charge of daily maintenance in regards to trash removal and general cleaning of the facilities. PCA – CFA will attempt to hire a custodian that will have the skills to take care of minor maintenance issues that arise. More involved maintenance issues will be contracted out. The School Director will make sure to vet contractors to ensure skilled workers complete the job for a competitive price.

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?

We are currently in communication with land owners and real estate professionals in Cleveland County. Plans are to locate at least 3 acres of land to lease in the county and place modular buildings on the land. The modular building will accommodate 12 classrooms (2 per grade level), an EC classroom, a computer lab, and administrative offices. PCA – CFA will work to ensure that adequate space, natural light sources, and ventilation are available in regardless of the facility that is chosen. PCA – CFA will also ensure that all applicable building codes, health and safety law, and the requirements set by the Americans with Disabilities Act are followed.

Should PCA – CFA not be able to complete the above plan in time for opening in August 2012, we are currently looking into alternative facility options such as church or community center classrooms.

VIII. LEA IMPACT STATEMENT

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

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

IX. APPENDICES

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 I Articles of Incorporation

Appendix II
Marketing Evidence

- i. Newspaper Articles
- ii. Flyer

Appendix III

Financial Commitment Letter from TeamCFA

Appendix IV
Letters of Support from the Community

Appendix V
Petition

X. SIGNATURE PAGE

The foregoing application is submitted on behalf of **Pinnacle Classical Academy, Inc.** (*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: C. Philip Byers

Position: Board Chair

Signature: _____ Date: _____

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.