

CHARTER SCHOOL APPLICATION

The Achievement School

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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

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

OCS February 2012

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CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A **complete** application package must be received in the Office of Charter Schools by 12 noon on April 13, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

The Office of Charter Schools must receive the entirely complete application package no later than 12 noon on April 13, 2012. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: The Achievement School
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED
 OR OPERATED: The Achievement School, Inc.
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

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

NAME OF CONTACT PERSON: Brenda Harnack
 TITLE/RELATIONSHIP TO NONPROFIT: Board President
 MAILING ADDRESS: P. O. Box 1685 Fuquay-Varina, N.C. 27526
 PRIMARY TELEPHONE: 919-753-7307 ALTERNATE TELEPHONE: 919-567-1234
 E-MAIL ADDRESS: brenda-learningtime@earthlink.net

Location Proposed Charter School (LEA): 25 Buttonwood Court, Fuquay-Varina, N. C. 27526

Conversion:

No:

Yes: If so, Public or Private: ___

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

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

Description of Targeted Population:

The Achievement School will not target a specific population. Any K-8 student (beginning with K-2 and adding a grade each year) who meets the criteria for admission to a North Carolina public school may apply. However, our marketing strategy will be designed to attract a student body that replicates the diversity of our local LEA.

Proposed Grades Served: K,01,02,03,04,05,06,07,08
 Proposed Total Enrollment: 556

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	K,01,02	108	N
Second	K,01,02,03	132	N
Third	K,01,02,03,04	158	N
Fourth	K,01,02,03,04,05	189	N
Fifth	K,01,02,03,04,05,06	226	N

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. 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.

Brenda Harnack

Brenda Harnack, Board President

Signature

brendaharnack
Printed Name

Title

13-APR-2012 06:33AM
Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

See Above

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of The Achievement School is to create a caring, student-oriented educational community that fosters a joy of learning, inspiring all students to achieve academic excellence, responsible citizenship, and personal integrity.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

The Achievement School will be located in the 8th fastest growing county in N.C. Harnett County has a diverse ethnic and socioeconomic population which is evolving rapidly, largely due to its close proximity to Fort Bragg and the influx of military families. Research shows that Harnett County will be the highest impacted of several counties surrounding the base with regards to infrastructure demands to its public school system. In addition, The Achievement School will be located two miles from one of two enrollment-capped elementary schools located in the county. This school, which was designated as a School of Choice for many years, no longer holds that designation. Input received from our local community indicates that parents want to be given a choice when it comes to the education of their children.

Three formal community meetings have been held during the preparation period of this application, each of which was advertised to attract a wide base of parents and community members. The first two were held on March 3rd and 10th at the proposed school site and the third was held on March 31st at a restaurant located in Lillington, the Harnett County seat. Many other meetings with individuals and small groups have been held as well, including meetings with county employees, the Harnett County Planning Department and the Superintendent of Harnett County Schools. The excitement and enthusiasm has been overwhelming, with many persons sharing ideas for the mission statement and what they would like to see offered if a charter is granted. At least two dozen persons offered to become involved in the writing of the mission statement, handbook, and other sections of the application and many others were willing to pass out surveys and canvas their neighborhoods to determine interest and ask for names on our petition. Many of those who became involved in the actual writing of the application are educators and respected professionals working in our community. This application process has truly been a shared experience of collaboration.

In the survey we conducted about a proposed charter school in Harnett County 96% of the people felt there was a need for one. Of those people 58% reside in Harnett County, 8% reside in Wake County, and 33% reside in Johnston County. 92% of the people would enroll their children for the 2013 school year. 42% of those children would be entering kindergarten, 14% would be entering first grade, 4% entering second grade, 4% entering third grade, 4% entering fourth grade, and 4% entering fifth grade. 92% of people surveyed felt there was a need to continue expansion to eighth grade. 75% of the people surveyed

would not need transportation provided. 83% would benefit from before and/or after school services. 79% of the parents surveyed would be able to volunteer at the school when needed. In addition to the traditional academics other subjects or enrichment activities they would like to see taught ranged from global awareness to foreign languages.

We have received 180 names on petitions in a short amount of time (about five weeks). Copies of petitions are attached in Appendix. See Attachment Petitions in Appendix.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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.

Students will demonstrate at least 80% mastery of the Common Core by communicating in a variety of ways their ability to understand, apply, analyze, evaluate and know when to utilize such learning in order to create quality work. Additionally, students will demonstrate level of mastery through standardized assessments (including EOG's/EOC's for grades 3-8), ongoing formative and summative assessments, and portfolios. In addition, each student will demonstrate complete mastery (90% or above) in one or more subject areas, demonstrating that they are reaching their full potential.

An "individual achievement plan" will be developed for each student, setting specific, measurable goals and learning objectives which directly relate to the Common Core Curriculum. Each student's plan will include a specific time frame in which the goal will be reached. A Pacing Guide will be developed which will be used as a guide to establish a baseline for each student. The achievement plans will be reviewed formally each quarter and informally as needed to help guide instruction for the individual student.

TIMELINE:

- 1) Within the first two weeks of the school year each student collaborates with his/ her parent and teacher to develop the individual achievement plan. The teacher establishes a baseline for the student through the plan.
- 2) Ongoing assessments such as teacher observation, review of assignments and projects, formative assessments and student self-evaluation are used to guide ongoing instruction on a daily basis.
- 3) Mid-quarter, assessment data is used to measure each student's progress and adjust instructional methods to ensure student will meet their goals and objectives for the quarter.
- 4) At the end of each quarter, the teacher will formally assess each student's progress according to individual achievement plans and report progress to parent, education director, and student record.
- 5) If a goal is not met, the teacher may consult at any time with the teaching team and the Director of Education for collaboration on additional strategies that might be used to improve the student's learning.
- 6) At the conclusion of the school year, each student will meet with his/her homeroom teacher and parent(s) to present a portfolio which includes a narrative of the year along with samples of the quality work they have achieved throughout the year.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school

The Achievement School seeks to fulfill the responsibility set out by N. C. legislation's purposes for charter schools in the following ways:

Improve student learning by (1) creating a school culture which focuses on the needs of the individual student academically, emotionally, and socially; (2) working with each student to design an "individualized achievement plan" which sets goals and maps out methods and to help the student reach these goals, taking into account individual learning styles, interests, talents, strengths, and needs; (3) providing a highly trained teaching staff who are willing to collaborate with students, parents, and each other to involve students in meaningful, experiential, and innovative learning activities which engage students and motivate them to learn; (4) implementing a system of on-going assessment of individual student progress which drives the teaching strategies to ensure academic improvement.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted by (1) involving parents and students in the writing of the "individual achievement plans" during either a home visit or, when that is not feasible, an hour-long conference at the school at the beginning of the school year between teachers, parents and the student; (2) maintaining a low teacher student ratio between 1:16 and 1:20, with emphasis on lower ratios in kindergarten and first grade; (3) involving all teachers in a collaborative team effort to design thematic instructional units which cross all grades and ability levels and excite students to participate in experiential learning activities which are meaningful and help them achieve their individual goals; (4) providing inclusive classroom settings; and (5) the use of multi-age classroom "learning families" in addition to the traditional grade level classroom.

Encourage the use of different and innovative teaching methods, e.g., (1) the "Glasser Quality School" model will be followed and designation as the first N. C. Glasser Quality School will be sought; (2) The education director will receive training in Choice Theory's "Lead Management" so that his/her management style is as a "leader." In this model, the education director, teachers and staff are a team, with the education director as leader, not boss. (3) the use of multi-age classrooms and team teaching will allow teachers to strengthen relationships and meet individual learning needs; (4) Teachers will be given the freedom to design lessons in order to meet individual learning needs; (5) students and parents will be involved in the development of the student's Individual Achievement Plan; (6) students will be taught to "self-evaluate" to determine whether their work is "quality" and will be given the opportunity to make improvements; (7) students will be released early on Fridays to allow time for teacher collaboration and professional development; (8) professional development training in Choice Theory will be provided to all staff; (9) at the conclusion of the school year, each student will lead a conference with his/her parent(s) and homeroom teacher to present a portfolio which includes a narrative of the year along with samples of the quality work they have achieved; (10) a grandparents group will be established to provide information and involvement opportunities at the school; (11) community involvement will be integrated into the curriculum.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site by (1) designing the school schedule to permit teaching team meetings weekly in which teachers design the curriculum and theme-based instructional units; (2) On-going assessments of student progress will be a priority and will be the basis of the success of any particular instructional method; (3) the education director will encourage the teaching team to provide innovative learning opportunities that will engage all students and help them achieve academic success.; (4) The teaching team will appoint a leader to represent them in regular meetings with the education director to discuss the results of teaching team meetings so that the education director can present updated

information or teaching team requests to the board of directors; (5) The teaching team leader will present training opportunities chosen by the team to the education director for approval. The education director will make every effort to approve such requests, within the confines of the budget; (6). All teaching staff will have the opportunity to receive training in the Glasser Quality School model. One of our board members is qualified to teach Choice Theory and can provide training initially. In addition, Nancy Herrick, a senior faculty member of The Glasser Institute who has just opened a Quality School in Kenya, is already working with our Board of Directors and has agreed to serve as a consultant and trainer once our school is open. To be more cost effective, Ms. Herrick has agreed to provide some of this training on-site.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system in the following ways: (1) Enrollment in The Achievement School itself is a choice that will be available to parents in our area. Currently, there is onlyschool of choice in Harnett County; (2). Parents will be involved in the process of choosing and participating in various enrichment activities offered within the school setting and in the development of their child's individual achievement plan; (3) The school's daily schedule will include a thirty-minute "Choice Time" for all students first grade and above; each student chooses from a variety of activities offered that week with instruction available from volunteer parents or teacher assistants; (4) Expanded choices offered by the school will include, but are not limited to: community outreach projects, student body government, theater, dance, Spanish, nutrition, creative writing, photography, after-school clubs, gardening, cooking, and computer technology; (5) Parents may choose to participate in our Parent Organization. A "parent leader" will be designated who meets with the Education Director on a regular basis to discuss concerns, ideas, and requests which the Education Director can bring before the board of directors; (6) Parents may choose to participate in school fundraisers and to volunteer to help out in a variety of different daily and special activities taking place on school grounds; (6) Parents with expertise in a thematic unit area may choose to speak or volunteer in an on-going learning activity.

"Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems The Achievement School will ensure accountability to all stakeholders including students, parents, community members, and the State Board of Education. In an effort to obtain measurable achievement results, the Achievement School will participate in the state accountability program which includes End of Grade testing. To evolve towards a performance-based accountability system, the school will use multiple forms of assessment to inform instruction and measure progress. Diagnostic assessments will be used to provide differentiated instruction, adjust instructional programs, and determine placement needs. Formative assessments including curriculum based measures, portfolios, authentic assessments, and self-evaluative tools will facilitate a student-centered accountability system focused on the whole child.

See State the relationship between the six legislated purposes Download

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 Achievement School (TAS) believes in equipping students individually with the tools they need to achieve success academically, socially, and personally. The mission of TAS is to create a caring, student-oriented, educational community which fosters a joy of learning, inspiring all students to achieve academic excellence, responsible citizenship, and personal integrity. With our mission in mind, we will focus on the ability of the individual student to achieve his or her full potential. Our goal would be that every student who attends TAS would graduate the eighth grade as a self-directed learner who possesses the skills needed to continue a high level of achievement throughout life.

We will accomplish this by using Dr. William Glasser's Quality School as our educational model. This model is based on Glasser's Choice Theory, which postulates that people are motivated internally. Therefore, students are more likely to achieve success in a warm, nurturing environment, free of coercion and designed to meet individual needs.

The basic premises of this model are: relationships, relevance, and reflection. With strong, positive relationships, an environment conducive to learning is created. Students, parents, and staff are encouraged to collaborate in the learning process. Teachers provide relevant learning by designing the curriculum around useful information, creating meaningful learning opportunities for students to demonstrate a level of mastery. Students and staff are encouraged to reflect, or self-evaluate, their work and are continuously making improvements in order to obtain a high level of achievement.

Quality Schools have been in existence in our country since the mid-1990s and currently there are over 300 worldwide. At this time, although there are a few schools in N.C. using Choice Theory in varying degrees, there are no declared Quality Schools. The Achievement School will work diligently to become the first declared Quality School in our state.

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.

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: The Achievement School, Inc.
Mailing Address: P. O. Box 1685
City/State/Zip: Fuquay-Varina NC 27526
Street Address: 25 Buttonwood Court
Phone: 919-753-7307
Fax: 919-567-2854

Name of registered agent and address:
Brenda Harnack, President
P. O. Box 1685
8450 US 401 N
Fuquay-Varina, N. C. 27526

FEDERAL TAX ID: 00-0000000

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

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

Yes (copy of letter from federal government attached) :

X No

See Tax Exempt Status Letter Download

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))

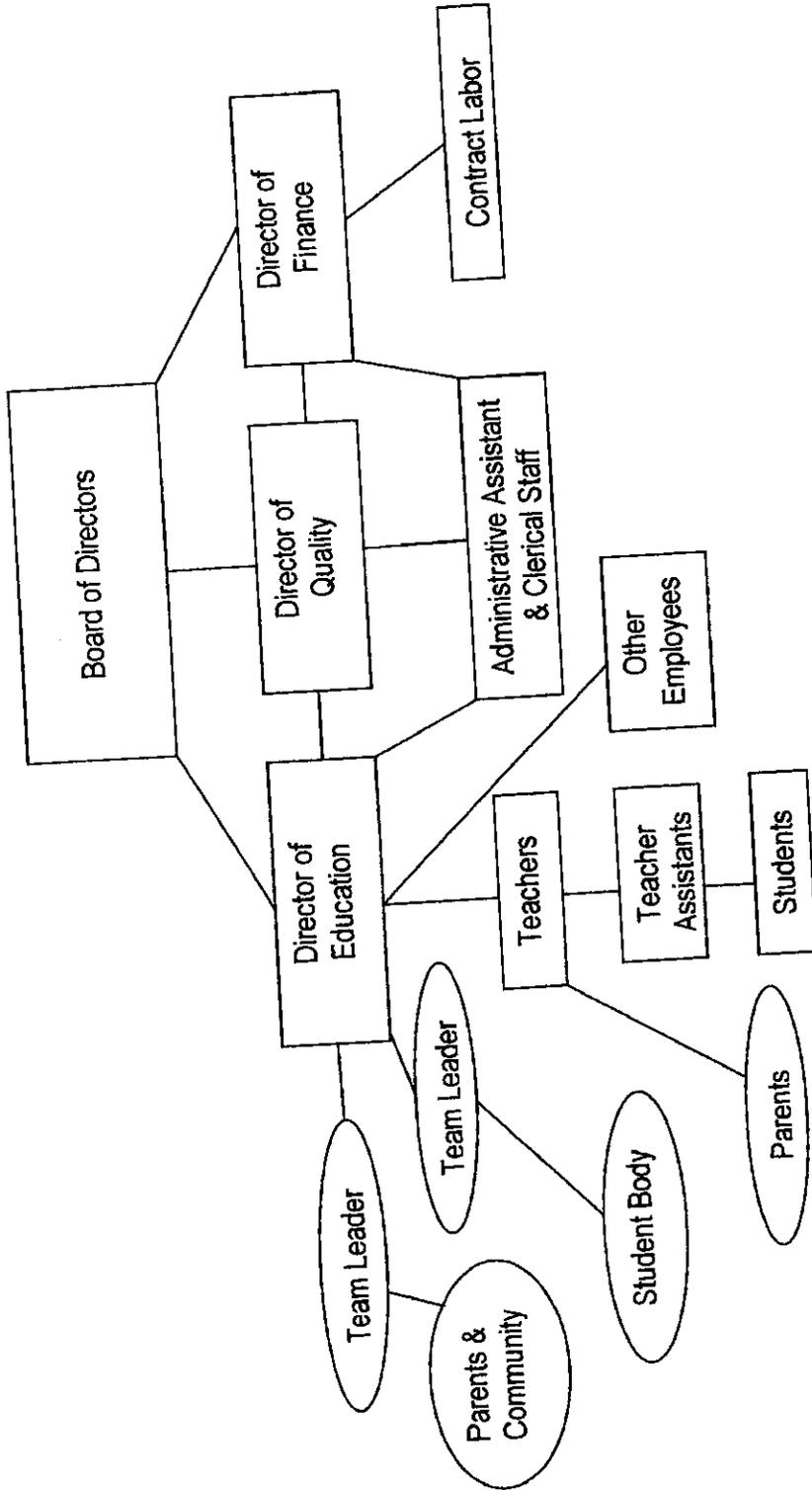
PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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, website, phone number, contact person, fax, and email:

- 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.

See Proposed EMO management agreement Download

- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the



The rectangles represent lines of supervision. The circles represent lines of input/feedback. The board of directors oversees the entire operation of the school. The Directors of Education, Quality, and Finance answer directly to the board. The Director of Education supervises the teachers and all other staff. The Director of Quality and the Director of Finance may require assistance from the administrative assistant or clerical staff from time to time. The Director of Quality and the Director of Finance work hand-in-hand with teachers and students but do not supervise them. The Director of Finance supervises the work to be done by any contract laborers, including maintenance, repair and professional services. All three school directors may receive input from parents, students, and the community, but the Director of Education shares this information formally with the board. A designated student team leader, teaching team leader, and parent team leader meet with the Director of Education on a regular basis as representatives of their respective teams.

RESUME: Brenda G. Harnack, M. A.
8450 US 401 North Fuquay-Varina, N. C. 27526
e-mail: brenda-learningtime@earthlink.net
Phone: (919) 567-1234 work; (919) 753-78307 cell

WORK EXPERIENCE

2003-Present: President & CEO, LearningTime, Inc., 25 Buttonwood Ct., Fuquay-Varina, N. C., a corporation whose primary business is LearningTime Achievement Center (license # 43000309), a five-star preschool/childcare center located in northern Harnett County. Function as center director, with responsibilities including hiring, training, and supervision of all staff (18-22), all fiscal decision-making required to maintain a balanced budget, ensuring compliance with all county and state regulations as well as five-star "enhanced standards," overseeing all day-to-day business activity, monitoring all center services for quality assurance, and involvement in the student process from initial visit through graduation (apo. 85 students/year since 2005)

1998-2003 Director, LearningTime Achievement Center, 8450 US 401 North, Fuquay-Varina, N.C. All administrative responsibilities plus full-time preschool teacher and after-school coordinator while center was located in my home.

1994-1996: Coordinator of Juvenile Sex Offender Services, Sandhills Mental Health. Developed a new juvenile sex offender program for the five-county area mental health.

1990-1994 Staff Psychologist, NC Division of Youth Services. Supervision of five behavioral specialists and provision of all psychological services for female residents for two years and male sex offenders for the remaining two years at C.A. Dillon School in Butner, NC.

EDUCATION/PROFESSIONAL

2008-2012 NC Division of Child Development approved trainer, various topics related to early childhood behavioral and developmental issues, administrative issues, and team building

1994 NC Psychology Board, Health Services Provider certification

1993 Certified Reality Therapist; Certified Level 1 CT/RT Practicum Instructor, Glasser Institute

1983 NC Licensed Psychological Associate, License #933

1982 Master of Arts in Clinical/Counseling Psychology, Lindenwood College, St. Charles, Mo., graduated summa cum laude

1970 B. A. in Psychology & B. A. in Sociology/Anthropology, ASU, Boone, NC

1966 High School Diploma, Valdese High School, Valdese, NC, graduated with honors

CURRENT AFFILIATIONS

Board Member, Harnett County Partnership for Children

Member, Glasser Institute for Choice Theory, Reality Therapy, and Quality Schools

Member, N. C. Association for the Education of Young Children

Leaja Hartman Home, M. A.
1321 Ujamaa Drive, Raleigh, NC 27610 (919) 753-6975
E-mail: leaja-learningtime@earthlink.net

Education

MA Psychology (2011) North Carolina Central University, Durham, NC
BA Psychology/English (2004) East Carolina University, Greenville, NC
AA (2002) Wake Technical Community College, Raleigh, NC

Experience

Assistant Director (August, 2009 - present), LearningTime Achievement Center (Fuquay Varina, NC)
Assist the site director in the operation and direction of the childcare program, and act as site director in the director's absence.
Psychology Student Intern (June, 2010 – April, 2011), B&D Behavioral Health Services (Durham, NC)
Administration of Diagnostic Assessments, facilitator of group/individual therapy, scoring/interpreting assessment results, and other duties aimed to meet the diverse needs of clients.
Administrative Assistant (June, 2007 – August, 2009), LearningTime Achievement Center
Manage all aspects of the organization's data management including: financial, administrative, program areas and performance monitoring.
Lead Teacher (June, 2004 – June, 2007), LearningTime Achievement Center
Provide developmental care and supervision to children, create/implement age appropriate curriculum, and establish and maintain supportive relationships with children and parents.
Sales Representative (January, 2003 – August, 2005), Abrakidabra Toys (Cary, NC and Greenville, NC)
Assist customers with selecting age appropriate educational toys, maintain register, and perform other general retail sales duties.
Assistant Teacher (June, 1998 – August, 2002), LearningTime Achievement Center
Work with staff to plan/conduct activities, and responsible for small group of children (work under general supervision).

Publication & Related Work

Eaton, S., Hartman, L., Taylor-Holloway, V., Porter, K., Solomon, K., & Wells, V. (2011). *School suspension and expulsion: How do African-American children fare?* In H. Green & D.O. Parker (Eds.), *Challenges Facing African American Families in the 21st Century* (pp.105-114) Dubuque, IA: Kendall Hunt.
Founded program: NCCU & Center for Social Demography and Ethnography, part of the Social Science Research Institute at Duke University; Program in which NCCU students participate in an ethnography research project entitled "Welfare, children & families: A 3-city study and the family life project" (2010).
Horne, L. H. (2011). *The Association between Time Spent in Child Care and Attention Problems, Hyperactivity, and Aggression in Pre-school Children Ages 2-5*. Unpublished master's thesis. North Carolina Central University, Durham, NC.
"The relationship between self-esteem and literacy for minority children." Poster accepted at the annual convention of the American Psychological Association, August 2009 (with J. Livingston, L. Hartman, K. Porter, K. Solomon, V. Taylor-Holloway & V. Wells).

Current Affiliations

American Psychological Association, Student Affiliate
Psi Chi: The National Honor Society in Psychology

Amy Derby
137 Windy Creek Drive
Willow Spring, NC 27592
1-919-345-1638
derbyfamilync@yahoo.com

Work Experience

2006-present: Kindergarten Teacher, Lafayette Elementary School
Harnett County Schools, NC

2010-present: School Improvement Team Representative

2010-present: Grade Chair

2006-2007: Technology Committee

2006- Teacher Assistant, Media Center, LaFayette Elementary School

2002-2003, 2004-2005: Teacher Assistant, The Raleigh School for
Children, Raleigh, NC

2005 Fourth Grade

2004 Kindergarten

2002 Second Grade

2003-2004: North Carolina State Disability Examiner
North Carolina State Disability Office, Raleigh, NC

Education

2007- Elementary Licensure Certification Program
Campbell University School of Education, Buies Creek, NC

2002- BA Sociology
State University of New York at Fredonia, Fredonia, NY

1988- AAS Humanities
State University of New York at Jamestown, Jamestown, NY

Licensure

North Carolina K-6 Elementary School License

Hobbies/Interests

Gardening, animal therapy, reading, technology, bike riding with family

EDUCATION

- Angelo State University**, San Angelo, TX May 2009
B.S. Interdisciplinary Child Development and Learning: EC-4 Generalist GPA 3.68
- Fayetteville Technical Community College**, Fayetteville, NC Dec 2005
A.A. Early Childhood Education GPA: 4.0
- Cayuga Community College**, Auburn, NY Dec 1998
A.A. Liberal Arts and Science – Humanities and Social Science GPA: 3.56

RELEVANT EXPERIENCE

- 4th grade Classroom Teacher** LaFayette Elementary School, Kipling, NC Aug 2011 – present
- Planned and taught developmentally appropriate lessons and units in all subject areas that were aligned with North Carolina Standard Course of Study and Common Core objectives
 - Wrote and implemented lessons for a broad range of learners
 - Led extracurricular 4th grade Math Olympiad team
 - Demonstrated excellent classroom management by establishing classroom routines with clear expectations
 - Actively participated in grade level planning and school meetings and functions
 - Communicated with parents through newsletters, direct contact, and conferences
- Kindergarten Classroom Teacher** Learning Time Academy, Fuquay Varina, NC Aug 2010 – June 2011
- Planned and taught developmentally appropriate lessons and units in all subject areas that were aligned with North Carolina Standard Course of Study
 - Wrote and implemented lessons for a broad range of learners
 - Demonstrated excellent classroom management by establishing classroom routines with clear expectations
 - Successfully used enrichment activities, experiments, and hands-on lessons to teach standards
 - Communicated with parents through newsletters, direct contact, and conferences
- 5th grade Classroom Teacher** Lamar Elementary School, San Angelo, TX Aug 2009 – May 2010
- Planned and taught developmentally appropriate lessons and units in all English Language Arts and Social Studies that were aligned with state standards (TEKS), and standardized testing (TAKS)
 - Wrote and implemented lessons for a broad range of learners
 - Wrote and implemented curriculum for gifted and talented students
 - Demonstrated excellent classroom management by establishing classroom routines with clear expectations
 - Actively participated in grade level planning and school meetings and functions
 - Mentored Angelo State University School of Education Observation and Practicum Students
 - Communicated with parents through newsletters, direct contact, and conferences

CREDENTIALS

North Carolina Standard Professional I Educator's License, Elementary Education (Grades K-6)
North Carolina Standard Professional I Educator's License, Pre-K/K Education
Texas Educator Certificate: Classroom Teacher, Generalist (Grades EC-4)
Texas Educator Certificate: Classroom Teacher, Generalist (Grades EC-6)
Texas Educator Certificate: Classroom Teacher, English Language Arts and Reading (Grades 4-8)
Texas Educator Certificate: Classroom Teacher, English as a Second Language Supplemental (Grades EC-8)
Certified in Project Wild and Aquatic Project Wild: Interdisciplinary conservation and environment education programs exploring wildlife and aquatic wildlife

Robert Frey, J.D.

(919) 818-1094
179 Windsor Drive Angier, NC 27501

Education

Norman A. Wiggins School of Law, Buies Creek, North Carolina
J.D., May 2004
Activities: Client Counseling Competition, Semi-Finalist
Moot Court Competition
Legal Runarounds
Third Year Practice Program
Appalachian State University, Boone, North Carolina
B.A., Sociology, August 2001, *summa cum laude*
Honors: Hughes Outstanding Academic Scholarship Award,
Sociology
Work: Learning Assistance Program. Tutoring students at the university
in History, Spanish and Sociology.

Experience

2011-present

Parker and Frey, Attorneys at Law, PLLC Dunn, North Carolina
Partner, Attorney at Law

- Civil Litigation
- Workers' Compensation
- Social Security Disability

2001 – present

Jerry D. Parker, Jr., Attorney at Law Dunn, North Carolina
Associate, Attorney at Law.

- Civil Litigation
- Workers' Compensation
- Social Security Disability

2008

President – Harnett County Bar Association

2007

Vice-President – Harnett County Bar Association

2006

Secretary/Treasurer – Harnett County Bar Association

**Community
Activity**

2003 – present

Volunteer, Harnett Correctional Institute.

Honors

**2010 – Board Certified Workers' Compensation Specialist – North
Carolina State Bar**

Licensed

August, 2004 by the North Carolina State Bar

**Professional
Memberships**

North Carolina State Bar, 2004 to present.
North Carolina Bar Association, 2004-2005.
N.C. Advocates for Justice 2004-present.
American Bar Association, 2004 - 2005.

Andres J. Lopez
330 Big Branch Road
Sanford, NC 27332
alopez@casacarini.com (910) 814-1156

Profile

Experienced professional/restaurant owner desiring to actively participate in the Board of Directors for The Achievement School

Experience

2011 to present Owner/Manager, Casa Carini Italian Restaurant, Lillington NC

Responsible for daily operations of restaurant including staff management, food safety, preparation, cost control and customer service

March 2008-January 2011 Associate Manager, Golden Corral, Fuquay-Varina, NC

Managed kitchen and wait staff, cost control, and food safety and provided customer service as needed

September 2007- March 2008 Chef, Casa Carini Italian Restaurant, Lillington, NC

Performed duties of a chef; preparation of food and customer service as needed

February 2003- August 2007 Team Leader, Masterbrand Cabinets, Kinston, NC

Supervised the packing and shipping of the products to and from the company's satellite locations; provided customer service as needed

Skills

Hardworking, detail oriented, knowledgeable in customer service

Community Service

Harnett County Agricultural Fair Participant
Charity/Church Events
Campbell University's Fundraiser for Children's Miracle Network

Referrals

Dalton Stocks, Stocks Investments, Lillington, NC
Judge Winston Gilchrist, NC District Court Judge, Lillington, NC

THE ACHIEVEMENT SCHOOL BYLAWS

ARTICLE I

Name and Nonprofit Policy

Section 1. Name. This corporation is and shall be known as The Achievement School, hereinafter referred to as the "Organization."

Section 2. Nonprofit Policy. The Organization shall not be operated for profit, and its entire properties, assets, and facilities shall be devoted to the purposes for which it is organized as set forth in its articles of organization, as the same may from time to time be amended.

ARTICLE II

Purposes

Section 1. Purposes. The corporation is organized with the following purposes and powers:

The corporation is a charitable or religious corporation as defined in North Carolina Gen. Stat. §55A-1-40(4):

This corporation does not contemplate pecuniary gain or profit and the specific purposes for which it is formed is to organize a Charter School pursuant to the laws of the state of North Carolina and thus give parents an alternative to the traditional public school model. The Achievement School's mission is to create a caring, student-oriented, educational community which fosters a joy of learning, inspiring all students to achieve academic excellence, responsible citizenship and personal integrity..

No substantial part of the activities of the corporation be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding anything herein to the contrary, the corporation shall exercise only such powers as are in furtherance of exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1986 or any successor section, and its regulations as the same now exist, or as it may hereafter be amended from time to time.

ARTICLE III

Board of Directors

Section 1. Election and Powers. The Board of Directors shall have custody, control and direction of the organization, its property and other assets. Directors shall be elected at each Annual Meeting of the Board, and each Director shall serve until his or her successor is elected and qualified, unless his or her Directorship be theretofore vacated by resignation, death, removal, or otherwise.

Section 2. Number. The number of Directors constituting the entire Board of Directors shall be not less than five (5) nor more than eleven (11), and shall be fixed by resolution of the Board of Directors. The Board of Directors, by a

two-thirds (2/3) vote of all members of the Board, may resolve to increase or decrease the number of Directors to the extent permitted in the Articles of Incorporation of the Organization, provided that no decrease shall shorten the term of any incumbent Director.

Section 3. Classes. Each Director shall serve a term of three (3) years, except for the initial Board of Directors or as provided hereafter in this Article. For the purpose of staggering their terms of office, the Directors shall be divided into three (3) classes, as nearly equal in numbers as may be, and the term of office of one class shall expire each year in regular rotation. In case the number of Directors in any class becomes unequal to the other classes, the Board of Directors may elect one or more Directors to terms of one or two years, as may be deemed most practical.

Section 4. Vacancies. In case of any vacancy in the Board of Directors, a majority of the remaining Directors may elect a successor to fill the unexpired term, and to serve until his or her successor shall have been duly elected and qualified. In the event of increase in the number of Directors, additional Directors may be elected to terms of one, two, or three years as may be necessary to maintain equality in numbers among the classes of Directors. Additional Directors so elected shall serve until their successors shall have been duly elected and qualified.

Section 5. Absences. If any Director shall fail to attend two (2) consecutive meetings of the Board of Directors or three meetings of the Board of Directors annually without excuse accepted as satisfactory by the Board, such Director shall be deemed to have resigned and the vacancy shall be filled.

Section 6. Removal. At any meeting of the Board of Directors duly called, any Director may, by vote of two-thirds (2/3) of the entire Board, be removed from office and another may be elected by the Board to fill the unexpired term of the Director so removed.

Section 7. Meetings. The Annual Meeting of the Board of Directors shall be held in April of each year on such date and at such time and place as may be fixed by the Board of Directors and named in the notice. Regular Meetings of the Board of Directors shall be held at such times as the board may, from time to time, determine. Special Meetings of the Board of Directors shall be held at any time, on call by the President of the Board, or by the Secretary on the request in writing of any three (3) members of the Board.

Section 8. Open Meetings. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections §143-318.9 thru 143-318.19, and as may be from time to time amended.

Section 9. Agenda for Regular Meetings. The agenda or order of business for each Regular meeting shall include the following:

- (a) Call to order
- (b) Roll Call
- (c) Approval of Minutes
- (d) Financial report
- (e) Reports of Committees
- (f) Report of the Educational Director (if applicable)
- (h) Old business
- (i) New business
- (j) Adjournment

Section 10. Notice of Meetings. Notice of the time and place of every meeting of the Board shall be mailed not less than ten (10) nor more than twenty (20) days before the meeting, to each Director at his or her address as set forth in the records of the Organization.

Section 11. Waiver of Notice. Notice of a meeting need not be given to any Director who submits a signed written waiver thereof, whether before or after the meeting, nor to any Director who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him.

Section 12. Quorum. A majority of the entire Board of Directors shall constitute a quorum at any meeting of the Board, and except as otherwise provided by law or herein, a majority in number of such quorum shall decide any question that may come before the meeting. A majority of the Directors present at any regular or special meeting, although less than a quorum, may adjourn the same from time to time, without notice other than announcement at the meeting, until a quorum shall be present. At such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

Section 13. Action Without a Meeting. Any action required or permitted to be taken by the Board of Directors or any committee thereof at a duly held meeting may be taken without a meeting if all members of the Board of Directors or the committee consent in writing to the adoption of a resolution authorizing the action. Such resolution and the written consents thereto by the members of the Board of Directors or committee shall be filed with the minutes of the proceedings of the Board of Directors or the committee.

Section 14. Personal Attendance by Conference Communication Equipment. Any one or more members of the Board of Directors or any committee thereof may participate in a meeting of such Board or committee, with the consent of all the members of such Board or committee present in person at such meeting, by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting. If the Board holds a meeting by use of conference communication equipment, it shall provide a location and means whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by the North Carolina Open Meetings Law.

Section 15. Executive Committee. The Board of Directors shall, by an affirmative vote of a majority of the entire Board, appoint an Executive Committee, to consist of Five (5) Directors, including the President, Vice-President, Secretary, Treasurer, and other members of the Board as the Board shall determine upon recommendation by the President. The President shall be the Chairman of the Executive Committee. The Executive Committee shall have and may exercise between the meetings of the Board of Directors all the authority of the Board of Directors, except that the Executive Committee shall have no authority as to those matters proscribed under any provision of applicable law. The Executive Committee shall report all its actions to the next meeting of the Board. Any reference in these Bylaws to the Board of Directors shall include the Executive Committee unless the context or express provision otherwise provides.

Section 16. Regular Committees. As soon as practicable each year following the Annual Meeting of the Board of Directors and upon the recommendation of the President, the Board shall appoint the following Regular Committees, each of which shall consist of at least three (3) Directors and shall have the authority to carry out its purposes as set forth in this Section 15. In making these appointments, the Board shall designate the Chairman of each committee other than the Finance Committee.

(a) Community Relations Committee. There shall be a Community Relations Committee which shall recommend policy for the community relations, public relations and development activities of the organization. It shall also recommend policy for all educational and group activities provided for the public.

(b) Finance Committee. There shall be a Finance Committee which shall recommend policy and be responsible for the supervision and direction of the care and custody of all assets of the Organization. The Finance Committee shall also either prepare the budget for the calendar year which shall be presented annually to the Board of Directors for adoption. The Finance Committee shall review with the independent public accountant(s) then serving the Organization audit policies and the proposed annual audit report to be submitted to the Board. The Treasurer shall serve as Chairman of the Finance Committee.

(c) Nominating Committee. There shall be a Nominating Committee which shall recommend (i) persons for election to the Board of Directors, and (ii) a slate of officers for election to one year terms at the Annual Meeting of the Board of Directors. Nominations shall be mailed to each member of the Board of Directors at least fifteen (15) days prior to the Annual Meeting of the Board. The Nominating Committee shall also recommend to the Board persons to fill vacancies as soon as practicable after they may occur. The Nominating Committee may also propose to the Board persons for election as Honorary Directors. The President shall not serve on the Nominating Committee.

(d) Personnel Committee. There shall be a Personnel Committee which shall recommend policies relating to the recruitment, compensation, benefits, and retention of Organization employees and all employee policies and programs.

Section 16. Other Committees. The President, with the approval of the Board of Directors, may designate additional committees, each of which shall consist of at least three (3) Directors and may include other persons who need not be Directors. Each such committee shall have such authority and shall serve for such time as provided in the resolution designating the committee, except that such authority shall not exceed the authority conferred on the Executive Committee by Section 14 or on any regular Committee by Section 15 of this Article.

ARTICLE IV

Officers

Section 1. Election of Officers. The Board of Directors shall elect a President, a Vice-President, a Secretary, and a Treasurer of the Organization. Each such officer shall be elected from among the Directors at the Annual Meeting of the Board for a term of one year. Any vacancy in the above offices shall be filled by the Board of Directors as soon as practicable.

Section 2. Removal. At any meeting of the Board of Directors duly called, any Officer of the Organization may, by a vote of two-thirds (2/3) of the entire Board, be removed from office and another may be elected by the board in the place of the Officer so removed, to serve until the next Annual Meeting of the Board.

Section 3. President. The President shall be the presiding officer of the Board of Directors with the power and duty to exercise general supervision over the affairs and operations of the Organization. He or she shall act as Chairman of and preside at all meetings of the Board and of the Executive Committee. He or she shall serve on all Regular and other committees, except the Nominating Committee, in addition to the appointed members. The President shall have such other powers and duties as may be designated by the Board.

Section 4. Vice-President. At the request of the President or in his or her absence or during his or her disability, the Vice-President shall perform the duties and exercise the functions of the President. The Vice-President shall have such other powers and duties as may be designated by the Board of Directors or the President.

Section 5. Secretary. The Secretary shall be responsible for the keeping of Minutes of all meetings of the Board of Directors. He or she shall see that all notices are duly given in accordance with the provisions of these bylaws or as

required by law. The Secretary shall be responsible for the custody of the records and of the seal or seals of the Organization. The Secretary shall have such other powers and duties as may be designated by the Board or the President.

Section 6. Treasurer. The Treasurer shall have supervision over the financial records of the Organization. The Treasurer shall provide the Board of Directors at each of its regular meetings with a statement of the financial condition of the Organization. He or she shall serve as Chairman of the Finance Committee and shall have such other powers and duties as may be designated by the Board.

ARTICLE V

Membership

The corporation shall have no members.

ARTICLE VI

Contracts, Loans, Checks And Deposits

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

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances.

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

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as may be selected by or under the authority of the Board of Directors.

ARTICLE VII

Conflict of Interest

Section 1. Interested Directors and Officers. Each Director and Officer of the Organization shall disclose in writing to the Board of Directors any conflict of interest which he believes may arise in connection with his service as a Director or an Officer of the Organization. For purposes of this provision, the term "interest" shall include personal interest, interest as director, officer, manager or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

Section 2: Procedure for Addressing Conflict of Interest. No director or officer of the organization shall be disqualified from holding any office in the organization by reason of any interest in any concern. A director or officer of the organization shall not be disqualified from dealing, either as vendor, purchaser or otherwise, or contracting or

entering into any other transaction with the organization or with any entity of which the organization is an affiliate. No transaction of the organization shall be voidable by reason of the fact that any director or officer of the organization has an interest in the concern with which such transaction is entered into, provided:

1. The interest of such officer or director is fully disclosed to the Board.
2. Such transaction in which a director or officer has a financial or personal interest shall be duly approved by members of the board of directors, not so interested or connected, as being in the best interests of the organization.
3. Payments to the interested officer or director are reasonable and do not exceed fair market value.
4. After disclosure of the interest or concern by the interested director or officer and all material facts, that person may make a presentation to the Board or Committee, but after the presentation, must leave the meeting during the discussion of , and the vote on, the transaction or arrangement involving the possible conflict of interest.
5. No interested officer or director may vote on the matter or be counted in determining the existence of a quorum at the meeting at which such transaction may be authorized.
6. When a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for the purpose of that vote.
7. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

The Board shall have additional authority to adopt a Conflict of Interest Policy so as to supplement this section as well as any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE VIII

Diversity and Non-Discrimination

This corporation shall provide equality of opportunity in education for all applicants for admission and/or enrolled students, without discrimination or segregation on the ground of race, color, religion, national origin, national ethnicity, sex, age, disability or socio-economic status.

This corporation shall pursue a policy of hiring and promoting faculty and employees, without discrimination or segregation on the ground of race, color, religion, national origin, national ethnicity, sex, age, disability or socio-economic status.

ARTICLE IX

Amendments and Other Provisions

Section 1. Amendments. These Bylaws may be adopted, amended or repealed in whole or in part by the affirmative vote of a majority in number of the entire Board of Directors, provided that at least 30 days before the meeting at which any amendment shall be voted upon, written notice of the proposed amendment shall be mailed to each member of the Board, together with a concise statement of the changes proposed to be made.

Section 2. Conduct of Meetings. Except as otherwise provided in these bylaws, by applicable law or by resolution of the Board of Directors, all meetings of the Board or of any committee designated by the Board shall be conducted in conformity with Robert's Rules of Order, Revised, as amended from time to time.

Section 3. Financial Reporting. For financial reporting purposes the Organization shall report on a fiscal year basis which shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

Section 4. Indemnification. The Organization shall indemnify (a) any person made or threatened to be made a party to any action or proceeding by reason of the fact that such a person, or such person's testator or intestate administrator, is or was a Director or Officer of the Organization and (b) any Director or Officer of the Organization who served any other corporation of any type or kind, or any partnership, joint venture, trust, employee benefit plan, or other enterprise, association, or entity in any capacity at the request of the Organization, in the manner and to the maximum extent permitted by the Not-for-Profit Corporation Law of North Carolina, as amended from time to time; and the Organization may, in the discretion of the Board of Directors, purchase and maintain insurance pursuant to such indemnification and indemnify all other corporate personnel to the extent permitted by law.

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

The undersigned certifies that the foregoing bylaws have been adopted and the by-laws of the Corporation, in accordance with the requirements of the North Carolina Non-Profit Business Corporation Act.

This the 11th day of April, 2012.

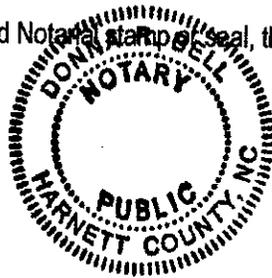
Brenda G. Hamack (SEAL)
Brenda G. Hamack, President

Attest: Amy Derby (SEAL)
Amy Derby, Secretary

State of North Carolina
County of Harnett

I, the undersigned Notary Public of the County and State aforesaid, certify that Amy Derby personally came before me this day and acknowledged that she is the Secretary of The Achievement School, a North Carolina or non-profit corporation, and that by authority duly given and as the act of such corporation, the foregoing instrument was signed in its name by its President, Brenda G. Hamack, in its name on its behalf as its act and deed.

Witness my hand and Notary stamp or seal, this 11th day of April, 2012.



Donna R. Bell
Notary Public

My Commission Expires: July 7, 2013

Exhibit "A"

CONFLICT OF INTEREST POLICY FOR THE ACHIEVEMENT SCHOOL A North Carolina Non-Profit Corporation

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace the bylaws of the organization as well as any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors

and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action

taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to

the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

THE ACHIEVEMENT SCHOOL

the original of which was filed in this office on the 9th day of March, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of March, 2012.

Elaine F. Marshall

Secretary of State

ARTICLES
OF
INCORPORATION
OF
THE ACHIEVEMENT SCHOOL

I, the undersigned natural person of the age of 18 years or more, for the purpose of forming a non-profit corporation under the laws of the State of North Carolina, as contained in Chapter §55-A of the General Statutes of North Carolina, entitled "Non-Profit Business Corporation Act" and the several amendments thereto, hereby set forth Articles of Incorporation as follows:

ARTICLE I

The name of the corporation is: THE ACHIEVEMENT SCHOOL

ARTICLE II

The period of duration of the corporation shall be perpetual.

ARTICLE III

The corporation is a charitable or religious corporation as defined in North Carolina Gen. Stat. §55A-1-40(4).

The corporation is organized with the following purposes and powers:

This corporation does not contemplate pecuniary gain or profit and the specific purposes for which it is formed is to organize a Charter School pursuant to the laws of the state of North Carolina and thus give parents an alternative to the traditional public school model. The Achievement School's mission is to create a challenging learning environment that encourages and supports the pursuit of high academics, responsible citizenship and personal integrity. Students, teachers, parents and staff will work together to encourage students to meet academic challenges with openness, enthusiasm and a willingness to solve problems.

Notwithstanding anything herein to the contrary, the corporation shall exercise only such powers as are in furtherance of exempt purposes of organizations set forth in Section

501(c)(3) of the Internal Revenue Code of 1986 or any successor section, and its regulations as the same now exist, or as it may hereafter be amended from time to time.

ARTICLE IV

The corporation shall have no power to declare dividends, and no part of its net earnings shall inure to the benefit of any officer, or director of the corporation or to any other private individual except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set for in Article III.

No substantial part of the activities of the corporation be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall no participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provisions of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE V

The corporation shall have no capital stocks.

ARTICLE VI

The corporation shall have no members.

ARTICLE VII

The address of the initial registered office of the corporation in the State of North Carolina is: 8450 US Hwy 401 North, Fuquay-Varina, NC 27526, located in Harnett County, North Carolina, and the name of its initial registered agent at such address is: Brenda G. Harnack.

ARTICLE VIII

The street address and county of the principal office of the corporation is: 25 Buttonwood Court, Fuquay-Varina, NC 27526, Harnett County.

The mailing address of the principal office of the corporation is: Post Office Box 1685, Fuquay-Varina, NC 27526, Wake County.

ARTICLE IX

The affairs of the corporation shall be managed by a Board of Directors consisting of not fewer than seven (7) directors, unless as amended pursuant to the By-Laws of the Organization. The qualifications of the directors, together with their terms of office, manner of election, removal, change of number, filling of vacancies, and of newly created directorships, powers, duties, and liabilities shall, except as otherwise provided in these Articles of Incorporation or by the laws of the State of North Carolina, be as prescribed in the By-Laws.

ARTICLE X

The name and address of the incorporator is:

William M. Pope
4590 Old Buies Road
Post Office Box 790
Angier, North Carolina 27501

ARTICLE XI

This corporation reserves the right to amend, alter, change, or repeal any provision contained in these Articles of Incorporation in the manner now or hereafter prescribed by Statute provided, however, that under no circumstances shall these Articles of Incorporation amended so that any private individuals may participate in the distribution of earnings, funds, or properties of this corporation. The initial By-Laws of the corporation shall be adopted by its Board of Directors. The power to alter, amend, or repeal the By-Laws, or adopt new By-Laws shall be vested in the Board of Directors.

ARTICLE XII

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of

section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

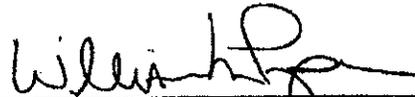
ARTICLE XIII

To the fullest extent permitted by the North Carolina Non-Profit Corporation Act as it exists or may hereafter be amended, no person who is serving or who has served as a director of the corporation shall be personally liable for monetary damages for breach of any duty as a director. No amendment or repeal of this article, nor adoption of any other amendment of these Articles of Incorporation inconsistent with this article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption.

ARTICLE XIV

These Articles will be effective upon filing.

IN WITNESS WHEREOF, I have executed these Articles of Incorporation on this 23rd day of February, 2012.

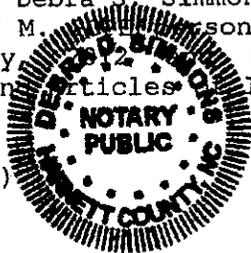


William M. Pope, Incorporator (SEAL)

STATE OF NORTH CAROLINA
COUNTY OF HARNETT

I, Debra S. Simmons, a Notary Public, do hereby certify that WILLIAM M. Pope personally appeared before me this 23rd day of February, 2012, and acknowledged the due execution of the foregoing Articles of Incorporation.

(SEAL)





NOTARY PUBLIC

My Commission Expires: 8/11/14

proposed EMO/CMO as the best fit for this proposed school.

- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students
-
- 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. An organizational chart showing the lines of authority should be included.
-
- 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.
-

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.)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download
 - Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads
 - 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)
See Proposed By-laws Download
 - A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of Incorporation Download
 - A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.
-

The governing board of The Achievement School is the entity responsible for all policy making decisions as they relate to the daily operation of the school, upholding of the school's mission, fiscal soundness, adherence to all local, state, and federal regulations, academic accountability, and implementation of the "Quality School" model. The board will select a Director of Education, who will recruit and interview prospective teachers, assistant teachers, custodial staff, administrative staff and any other employees needed by the School. The Director of Education is a full-time position. He/she reports directly to the board and makes personnel recommendations. It is the role of the board to discuss and vote on these recommendations, following the mandates of its bylaws. The board will select a Director of Quality, which will be a part-time position reporting directly to the board, to ensure the mission and educational focus are upheld and to provide professional development to the

staff and students. The board will select a Director of Finance, which will be a part-time position reporting directly to the board, who will ensure the School's fiscal soundness, preparing an annual budget and presenting updates to the board as requested. The various committees of the board will meet on a regular basis and present updated information related to their areas of concern at each board meeting. The board president and the Director of Education will be members of the Parent/Teacher liaison committee, which will discuss parent/teacher concerns or suggestions which have been brought to the committee by the director of education via a designated "teacher team leader" and designated "parent team leader." The board will ensure that the Open Meetings Law is adhered to and will expect the Director of Education to encourage teachers, parents, students, and community members to attend. The board will provide training related to Conflict of Interest issues to all board members and information regarding individual member's conflict(s) of interest will be posted at each meeting. It is the responsibility of the governing board to ensure that the best interests of The Achievement School are always first and foremost in any decision making issue. The board will set and monitor goals for the organization and will update on the progress annually. The board will ensure that the school meets all requirements of the state regarding academic and financial accountability. The initial board is comprised of a diverse group of local community members who have expertise in the areas of education, business, psychology, and law. These board members will be available to share their knowledge and offer assistance to the directors of the school as they require it. As these board members rotate off the board, others will be appointed who have similar knowledge bases in an effort to continue a board with a broad base of knowledge applicable to running an educational business. Finally, all board members will take seriously the role they play as community advocates for The Achievement School.

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

Initially, the founding board makes policy decisions based on state guidelines for charter schools and the school's educational model, the "Quality School." Policies must not only meet state regulations and requirements for accountability, but must also meet the criteria for designation as a "Quality School." For example, in a Quality School, input from students is important, therefore, the school will develop a policy that includes a student body government for all grades, even elementary; a Quality School ensures that all teachers are given the professional development opportunities they need; therefore, the board will approve a budget including monies to accommodate this. A Quality School wants parents to be a part of the educational community; therefore, parent volunteerism will be strongly encouraged. The board will also be responsible for ensuring that the mission of the school is achieved, therefore, policies will be put in place that give every student the opportunity to succeed. The board will make on-going policy decisions during regular board meetings with input from the committees and any board members who wish to bring up suggestions. The designated leader of the Parent Team will meet with the Director of Education to discuss any parent concerns that have come up at the parent meetings; the leader of the Teaching Team will also meet with the Director of Education to discuss concerns and training requests of the teachers; the Director of Education will share these suggestions, concerns, and requests as chief of the Parent/Teacher Liaison Committee with the board at regular meetings. Motions may be made and voted on by the board in accordance with the bylaws. The board will listen to any presentation of information at the regular board meetings, will discuss the issues brought up, and if a motion is made and seconded, will vote on the issue. Any board members who has a conflict of interest with a particular issue may present information, but may not participate in the discussion and must abstain from voting on that issue.

- *Portray how the board will involve parents and community members in governing the school.*
-

Meetings will be advertised and parents and community members will be encouraged to attend. A

parent team leader will be designated at a parent team meeting and that person will share with the Director of Education any concerns or suggestions the parents have. The Director of Education will then share that information with the board at regular or meetings. The Director of Education may at any time share with the board at a regular or special board meeting any information he/she may have regarding parental concerns. Community members who wish to make presentations to the board will be given the opportunity to do so and may make such a request to the board president prior to the meeting so they can be placed on the agenda (time constraints will be honored). The Director of Educaiton may at any time share with the board at a regular or special meeting any information he/she may have regarding concerns brought forth by a community member.

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

1. The school will achieve its mission of inspiring all students to achieve academic success each year. This goal will be measured by results of assessments and final report cards in grades K-2 and assessments, final report cards and EOG/ EOC's in grades 3-8.

2. The school will achieve its mission of inspiring all students to achieve responsible citizenship. This goal will be measured by student narratives and written parent reports prior to the end of the year.

3. The school will achieve its mission of inspiring all students to achieve personal integrity. This goal will be measured by student narratives and reports from community members involved in this process prior to the end of the year.

4. The school will ensure that all staff have the opportunity for professional development by: 1) The Director of Education will at a minimum complete a Basic Week training in Choice Theory/Quality Schools prior to the school's opening; at least two lead teachers will complete a Basic Week training in Choice Theory/Quality Schools during their first year of employment; all other teachers and teacher assistants will receive formal on-site training from the Director of Education or the Director of Quality (who is a person who has completed the Basic Week training prior to employment as a condition of employment) on a regular basis to be a minimum of once per month. This goal will be measured by documentation to the board that these trainings have been completed. 2) All teaching staff will attend, in addition to mandatory trainings, at least one professional development other than Choice Theory/Quality Schools each year and will present a report at the Friday teaching team meeting. This goal will be measured by documentation from the Director of Education to the board at board meetings.

5. The Director of Education will ensure that the school is making progress on the implementation of a school newspaper or newsletter with student involvement during the first semester of the opening year and will report this progress to the board at each board meeting. The newsletter will be ready to be made available to parents and interested community members no later than January, 2014 and will continue to be sent out via e-mail or copies to be picked up by parents at a minimum of once per quarter. This goal will be measured by the Director of Education supplying copies to board members at the requested time.

6. The school will involve parents in the daily operations of the school. A parent log-in system will be developed prior to the beginning of the school's opening to document parent volunteerism. Each year a specific goal to increase the number of hours will be set and measured by volunteer log documentation.

7. The school will involve the community in the daily operation of the school. A log will be kept by the Director of Education that specifies what outreach attempts have been made by the school to involve community members. The Director of Education will make an attempt to bring in a community member who has expertise to assist students with a particular instructional thematic unit. A community volunteer log will be kept to document volunteer hours and whether or not it relates to an instructional unit. This information will be presented to the board as requested and evaluated at the end of the school year to set specific goals for the following year.

8. The Director of Quality will develop a self-evaluation assessment prior to the end of the first school year which will be used by staff to evaluate the effectiveness of their teaching strategies and serve as a tool for making improvements or changes for the following year; he/she will also develop a similar evaluation tool by which parents can rate the school in specific areas and list any suggestions. These reports will be compiled by the Director of Education and presented to the board.

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

A board meeting will be held in the summer of 2012 immediately after the school's receiving notice of temporary approval as a charter. During this meeting, board members will address the issue of conflict of interest and a discussion will ensue regarding any present or potential conflict(s) of interest they have or may have in the future. The minutes of that meeting will reflect each board member's name and will list any and all present or potential conflict(s) of interest. In September 2012, after final approval of charter has been granted, the board will meet for board training and orientation. At that training, board members will review the bylaws and the conflict of interest policy. A list of board members' current conflict of interest area(s) as documented in the minutes of the previous meeting will be reviewed. All members will receive training in meeting protocol regarding the conflict of interest issue as it relates to presentation, discussion, and voting. At all subsequent board meetings, conflicts of interest will be posted in the meeting room in a location where they are visible to all members and any attending public. Future board members will receive board training prior to their first board meeting so that they will understand the protocol regarding conflicts of interest and all other meeting protocol before voting. Prior to or during their board training, all new members will be given the opportunity to discuss any present or potential conflicts of interest they may have. The nominating committee chair or any board member present at any board meeting may bring up for discussion a nominee's possible conflict(s) of interest for board discussion prior to a nominee's final approval as a new board member.

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, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Admissions Policy:

The Achievement School will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The Achievement School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry.

Admission to The Achievement School, in accordance with NC Charter School Laws, is open to any student who is qualified under the laws of NC for admission to a public school.

Enrollment priority will be given to siblings of currently enrolled students who were admitted in a previous year and to children of the schools principal, teachers, teacher assistants, and staff. During the first year of operation priority will be given to children of the initial members of the charter schools board of directors, so long as no more than 10% of total enrollment or 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed, the school will enter one surname into the lottery to represents all of the multiple birth siblings. If that surname is selected, then all of the multiple birth siblings will be admitted.

The Achievement School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Each applicant must provide a completed application packet by the close of business on the deadline date or post marked by 5:00 p.m. on the deadline date.

Open enrollment will be held from January 1 through January 31, 2013. If the available seats are not filled The Achievement School may hold additional enrollment periods. During each enrollment period, The Achievement School will enroll all eligible students who submit an application by the enrollment period deadline. If openings remain after the close of open enrollment or become available, registrations will be accepted on a first come first serve basis until all the spaces are filled. If the number of applications exceeds the number of available openings in a grade, The Achievement School will conduct a lottery for that grade.

Lottery:

The lottery is used to ensure that each applicant has an equal opportunity of being admitted to The Achievement School in the event that more applicants than openings exist for a given grade.

The drawing of names will take place in a public forum at a predetermined time/place and notice will be provided to all applicants that they have been placed in the lottery for enrollment. Applicants are encouraged to attend the lottery proceedings.

A neutral third-party not affiliated with The Achievement School will draw the names. The lottery will be videotaped to provide a record of the proceedings.

The person drawing the names will randomly draw each card, one at a time, and read it aloud. An impartial person will confirm and record the names in the order drawn. This will become the priority list to determine the order in which the openings will be filled in each grade.

When the openings for a grade level are filled, all remaining cards will be drawn and placed on a waiting list in the order in which they are drawn.

Families who are present at the lottery whose child's names are drawn for positions will be given enrollment packets at that time. Offer letters will be mailed to families who were not present at the time of the lottery. All families will be asked to accept or decline by written notification or by coming directly to the school within two weeks.

Appeals: Parents who wish to appeal the random selection process may do so in writing to The Achievement School Board of Directors in writing. A representative of the board will contact the parent to discuss the concern. A final decision will be made by the board or its designee.

Exit: In 12/2012 the DOE will develop a plan for exiting students.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, *do not include as an appendixes*. 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:

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

The Achievement School's educational philosophy is based on William Glasser's "Quality School" model, in which students come to understand that learning adds value to their lives and becomes part of their own Quality World. According to Glasser, a Quality School should have the following characteristics: achievement on state assessments is at the eightieth percentile or higher, students achieve competence in all subject areas in order to get credit for that skill (80% or higher), and mastery (90% or higher) in at least one area, rote learning is replaced by useful education, and students and teachers learn Choice Theory and how to apply it to their lives as well as their work at school. Attending school satisfies individual student's needs and therefore is a joyful place to be. (Ludwig, Sally A., and Kaye W. Mentley. Quality is the Key. Wyoming, MI: KWM Educational Services, 1997. Print.)

The Achievement School will meet these criteria by applying Glasser's Choice Theory. Through Choice Theory, staff can create the conditions for quality learning to occur. Choice Theory is based on four main ideas: 1) behavior is chosen and purposeful, 2) there are basic needs of humans: survival, the need to belong, the need for power and worth, the need for freedom and the need for fun, 3) the pictures in our heads create our Quality World or how we would like the world to be, and 4) the concept of total behavior which includes: doing, thinking, feeling and physiology.

Through an understanding of Choice Theory, an individual can improve his/her Quality World and consequently, his/her quality learning. Using self-evaluation, an individual reviews a behavior, analyzes how well its working to fulfill a need and then finds more effective choices to meet that need.

Glasser's Choice Theory postulates that people are motivated internally; therefore when a warm, nurturing environment is created, free of coercion, and designed to meet individual needs, students are more likely to achieve success. In this model, students, parents and staff develop caring relationships, provide opportunities for relevant learning, and foster reflection for academic excellence.

Some of the proposed innovative offerings of The Achievement School are:

The Glasser Quality School model will be followed and designation as the first North Carolina Glasser Quality School will be sought.

The Director of Education and teachers will implement Choice Theory's Lead Management which is a team style of supervision rather than boss style.

Multi-age inclusive classrooms and team teaching will allow teachers to strengthen relationships and meet individual learning needs.

Teachers will be given the freedom to design lessons in order to meet individual learning needs.

Parents and students will be involved in the development of the student's Individual Achievement Plan. Home visits will be conducted whenever possible at the beginning of the school year.

Self-evaluation will be an integral part of the learning program.

At the conclusion of the school year, each student will lead a conference with his/her parent(s) and homeroom teacher, to present a portfolio which includes a narrative of the year along with samples of the quality work they have achieved.

Students will be released early on Fridays to allow time for teacher collaboration and professional development.

Professional development in Choice Theory will be provided for all staff.

A grandparents group will be established to provide information and involvement opportunities at the school.

Community involvement will be integrated into the curriculum.

- *Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.*
-

Teachers will be lead managers in their classrooms. Through lead management trusting relationships are formed and non-coercive methods are used to inspire all students to achieve academic excellence. Teachers will facilitate learning and design the focus of the lessons following the NC Core Curriculum.

Teachers will support students in their pursuit of knowledge by providing a caring and student-oriented educational community. Individual student needs will be met through the establishment of a warm, safe and caring learning environment. Empowerment of students will be offered through leadership opportunities, choices for learning and discovery, and guidance and support to develop and present quality work. At The Achievement School teachers will work to connect with each student so that there is trust and respect for all individuals of the classroom and continuously encourage students to be knowledge seekers.

Class structure offers multi-age communities of learning where children will be provided the most appropriate social and academic challenge. Establishing strong relationships with each student and their parents will allow for a collaborative classroom. Multi-age inclusive classrooms will address the uniqueness of each student allowing for special needs (at-risk, students with disabilities, gifted/ talented, English language learners) to be accommodated in a least restrictive learning community.

The Achievement Schools curriculum is driven by teaching the whole child, academically, socially, and personally. At each grade level, students will be taught according to the NC Common Core. Integrated into the curriculum will be character education, values clarification, mediation, restorative justice, student directed learning and community involvement for additional understanding and applications of the learning. Cooperative learning, centers for investigation, community inquiry, thematic project development, and technology will be used in designing the lessons.

In addition, teachers will formatively assess to determine how well students are mastering these

standards. This data will be used to reflect on teaching practices as well as drive instruction and design in order to meet a students individual learning needs. Teachers will communicate regularly with parents with progress reports and quarterly report cards, conferences at least twice a year and informal communications whenever needed. Students will also communicate with their parents a self-reflection about his/her progress. Learning will take place through integrated thematic units and project based learning. Curriculum Mapping will provide real-time data that can be analyzed to improve teacher effectiveness and content delivery, as well as a guide to find connections for integration.

At each grade level, students will be taught according to the NC Common Core along with all required courses. In addition, we will offer enrichment courses such as Spanish, Music and Art as well as a variety of Choice Time learning opportunities such as gardening, science and technology, drama and cooking. Because this is a primary school initially, the curriculum will focus on communication skills, computation, social skills, investigation, and production of quality work.

Sample Daily Schedule: See Attachment Sample Daily Schedule in Appendices

Pillars of the School Culture: See Attachment Pillars in Appendices

Instructional Methodology: See Attachment Instructional Methodology in Appendices

- *Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.*
-

Achievement Goals: Students will demonstrate at least 80% mastery of the Common Core by communicating in a variety of ways their ability to understand, apply, analyze, evaluate and know when to utilize such learning in order to create quality work. Additionally students will demonstrate level of mastery through standardized assessments (including EOGs/EOCs for grades 3-8), ongoing formative and summative assessments, and portfolios. In addition, they will demonstrate complete mastery of 90% or above in one or more areas.

Work Habits: Students will continue to improve their work until it is satisfactory and demonstrates at least 80% mastery. As well as being evaluated by the teacher, students will use rubrics and self-evaluation to assess their own learning that occurred from doing the assignment, the quality of work based on the criteria established, and find ways to improve.

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

Not applicable

- *The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.*
-

CALENDAR: In support of families with children in different schools, our LEA traditional calendar (185 instructional days) will be followed. As our budget allows, learning camps will be offered during the summer for those students requiring additional time for academic review before the fall semester begins. Following our mission, this model supports students who may need more time to accomplish mastery as outlined in Glasser's "Quality School" model.

Dates Description

August 19-23, 2013 Mandatory Workdays
 August 26, 2013 First Day of School
 September 2, 2013 Labor Day Holiday
 October 17, 2013 Early Release Day - 12:30 p.m.
 November 11, 2013 Veterans Day Holiday
 November 20, 2013 Early Release Day - 12:30 p.m.
 November 21 & 22, 2013 Thanksgiving Holidays
 December 20, 2013 Early Release Day - 12:30 p.m.
 December 23-25, 2013 Christmas Holiday
 December 26 & 27, 2013 Scheduled Annual Leave/Inclement Weather Days
 December 30 & 31, 2013 Scheduled Annual Leave/Inclement Weather Days
 January 1, 2014 New Years Holiday
 January 17, 2014 Early Release Day - 12:30 p.m.
 January 20, 2014 Martin Luther King Holiday
 January 21, 2014 Mandatory Workday/ Inclement Weather Day
 February 17, 2014 Early Release Day - 12:30 p.m.
 March 31, 2014 Easter Holiday
 April 1-4, 2014 Scheduled Annual Leave/Inclement Weather Days
 May 26, 2014 Memorial Day Holiday
 June 5, 2014 Last Day of School
 June 6, 2014 Mandatory Work Day
 June 9, 2014 Teacher Workday/Inclement Weather Day

- *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 and improve the curriculum over time for the benefit of students.*

The Achievement School will fulfill all North Carolina statewide obligations as any other public school in regards to the ABCs Accountability model and conduct state assessments in the same manner. The results will be used as a guide to target individual learning needs and as an assessment tool to communicate progress to parents. The school will analyze the data to evaluate its own progress to guide instructional methodology. In conjunction with state test results, teachers will implement Curriculum Mapping (Heidi Hayes Jacob) as a source of real-time data that can be analyzed to improve teacher effectiveness and content delivery.

The Achievement School will also use programs such as Study Island to provide practice for standardized testing, Dibels as a diagnostic tool for reading/literacy, and formative assessments to provide benchmark data.

- *Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.*

In order for a school to be recognized by the Glasser Institute as a Quality School, at least a core group of teachers must attend the following Choice Theory trainings: a Basic Intensive Week (3-4 days all day), a Basic Practicum (3-4 separate day long practice sessions), an Advanced Intensive Week (3-4 days all day) and an Advanced Practicum (3-4 separate day long practice sessions). In the first year, we would want to send our Director of Education and at least half of our teaching staff through the first half of this program. Nancy Herrick, who is a senior Glasser Institute faculty member living in Winston-Salem has been collaborating with us in the application process and would be our instructor of choice. She has offered to do some of the trainings on-site to help us keep the cost down. In the

second year, these same teachers would need to complete the last half of this instructional process, while a second set of teachers begin the process.

In addition to Choice Theory, training will be provided in:

The Common Core

Blooms Revised Taxonomy

Curriculum Mapping

NCWise Attendance and any other state mandated programs.

Our professional development budget is based on \$1,000 per year times the Director of Education and number of teachers, but may be used as the board approves for training of other staff. This amount should allow us to provide the training needed to support our mission.

- *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.*
-

Expected levels of performance are at least 80% mastery on all Common Core objectives, and at least one area that is 90% or higher to demonstrate a student's strength.

Since The Achievement School is dedicated to meeting all individual learning needs, students and teachers will use any and all available resources to ensure quality learning for each student. This will include team teaching and teacher collaboration as well as tutorial services, remediation, modified instruction or any other resource deemed needed to achieve those goals within the school day. Staggered dismissal across grade levels allows teachers to work as intervention specialists and assist with individual tutoring, small group projects, or co-teach where needed after their class dismisses.

Any student, including at-risk, gifted/talented or English language learner who has not yet achieved his/her academic goals as specified in the individual achievement plan, would self-evaluate and collaborate with the teacher. Together they would develop a plan to assist the student to reach his/her goals to ensure academic growth.

- *Details in how the proposed charter plans to involve parents and community members within the school.*
-

The importance of parent and community involvement at The Achievement School cannot be understated. We will ask that parents volunteer a minimum of 4 hours each semester. We are able to offer many volunteer opportunities, including on Saturdays, to help support both students and staff at The Achievement School. Parents will be asked to log their volunteer hours in the Volunteer Log, so that the school can measure parent participation for accountability purposes.

Examples of some parent involvement opportunities include: Classroom Assistance; Holiday/Special Events; Fundraising Events; School Beautification; Assistance with student-led clubs; Field Trips; Parent Teacher Organization (PTO); Supervising choice-time activities.

A parent team would be organized with a parent leader who meets regularly with the Director of Education to discuss the ideas or concerns from parents. Additionally, a grandparent team would be offered for any grandparent who wishes to be involved in their grandchild's school.

The Director of Education will seek one or more community members to be involved with each thematic instructional unit. Community members will also be involved through opportunities such as

community involvement projects, as guest speakers/teachers, Choice Time, and through field trips and outreach opportunities.

The Achievement School will meet with local university administrators to discuss their students' involvement in our program, which may include student teaching, volunteering, practicums, mentoring students and tutoring.

- *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*
-

The Achievement School is dedicated to meeting needs of all learners; however, if a student demonstrates a need requiring a specific identification, the school will first obtain the necessary information from parents about the students academic, emotional, behavioral and physical history. Parents will be able to indicate on the enrollment application, if desired, and at any time if they believe their child has a special need. The Achievement School will review parent information, student records, assessment data, teacher observations and student interviews to determine what assessments, if any, should be given to obtain further information. Once a need is identified, the Intervention Team will collaborate with the student's parents and teacher(s) to develop and implement an education plan that follows state guidelines to ensure the student will receive a quality education.

- *Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.*
-

At The Achievement School, students will be offered the opportunity to participate in a variety of interest clubs, such as: Music, Math, Science, Technology, Gardening, Sports Intramurals, Drama, Literary and Cooking, to name a few. The School will offer a publishing center that will be available at Choice Time and after school for students who wish to write and/or illustrate their literary work. Students who wish to start a club of their interest may bring forth their ideas to their teacher or the Director of Education for assistance. Various types of fundraisers in which students will be held to provide finances for field trips and community outreach activities.

These extra-curricular activities fulfill our mission by ensuring that students have a variety of learning opportunities outside the classroom that allow them to develop their individual talents and interests. Such activities reinforce their love of learning and help make school a joyful place.

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.). 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.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

The Achievement School welcomes the opportunity to serve at-risk students, students with disabilities,

gifted/talented students and English language learners. We believe that our educational model can accommodate the needs of these students within an inclusive classroom.

The school will not discriminate against any student, including students who are at-risk, students with disabilities, gifted/talented students, or English language learners. The Achievement School will openly accept children with special needs and will ensure a students needs are met according to all required federal and state laws, including the Individuals with Disabilities Education Act (IDEA) (20 U.S.C 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Within the first two weeks of the school year each student collaborates with his/her parent and teacher to develop the Individual Achievement Plan. If the teacher notes any concerns regarding the student, the Exceptional Children teacher will be consulted. The EC teacher will review the teachers concerns and contact the parent to ask for permission to investigate the concerns. If permission is granted the EC teacher will continue the assessment process. If deemed appropriate an education plan will be developed and appropriate resources will be made available. The EC teacher will follow up with observations, conferences and review of the educational plan as required.

Newly enrolled students who have been previously identified will have their IEP and cumulative folder reviewed by the Director of Education and EC teacher upon entry to determine the intervention(s) or related services that would be needed. The EC teacher will take the lead to make sure the child is served according to his/her IEP.

The Achievement School's mission is to ensure that every student achieves academic success and has the opportunity to reach his/her full potential. With this mission in mind our instructional approach will be so designed to align with the needs of all exceptional children. Our teachers will have the flexibility to create methods of instruction that will be geared toward adequately serving the educational needs of all students.

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

See Student handbooks and other policies governing student conduct and discipline Download

TIMELINES

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

See Time Line Download

DISCIPLINE

Effective discipline has 2 major goals:

- 1) To establish an atmosphere conducive to learning.
- 2) To help the student replace poor behavioral choices with more socially acceptable ones.

We believe that in order to have good classroom management, teachers should have the “Seven Caring Habits” in a classroom: Supporting; Encouraging; Listening; Accepting; Trusting; Respecting; Negotiating Differences. When behavior interferes with the normal operation of the school, as a result of making poor behavioral choices, students will first have an opportunity to make a plan that will hopefully correct their behavior. It is our goal to help students develop their abilities to make successful choices and to learn to think through the possible consequences of their actions before they act. By putting the responsibility on the student, it avoids the negative teacher reactions defined in the “Seven Deadly Habits”: Criticizing; Blaming; Complaining; Nagging; Threatening; Punishing; Bribing to control. With the use of Glasser’s Choice Theory, the teacher will ask the student to identify the behavior, accept responsibility for the behavior, evaluate the behavior to determine whether it was helpful or hurtful, then develop a plan and commit to that plan with the intention of not letting it happen again.

Teachers will also use Class Meetings as a means of resolving student’s poor choices and asking them to self-evaluate. During these meetings, students and teacher sit in a circle facing each other to talk through problems. At the end of the meeting, the teacher and students should have a plan that is agreed upon by all just like the contract created in the teacher-student situation.

Our beliefs about discipline are as follows:

- 1) Students who are in highly productive classrooms are seldom discipline problems.
- 2) Good classroom management techniques will keep disruptive behavior to a minimum.
- 3) Students whose behavior continues to be disruptive to the learning of others will not be permitted to remain in class.
- 4) Desirable behavior can be and needs to be taught like any other skill in school.
- 5) The parent(s) of a student with serious and/or chronic behavior problems will be required to deal with their child’s problems as early as possible and as often as necessary. Parents will be kept informed of their child’s poor behavioral choices and if necessary, the parent may also be required to pick their child up from school.

When the student demonstrates behavior that is extremely disruptive to the class or is aggressive, the student will then be subjected to further disciplinary actions, per the Education Director, depending upon the frequency and/or severity of the behavior. Upon thorough investigation of the behavior(s), such disciplinary actions may include Suspension or Expulsion from the school. Corporal punishment is prohibited as a means of discipline.

In the event that a decision is made to suspend a student, the length of time would be determined by the Education Director. Prior to the student’s return, the Education Director will meet with the student and parent(s) to establish a behavioral plan designed to improve the student’s behavior so that more appropriate choices are made. This plan would include counseling and follow-up. During the time the student is suspended, a connect/resource teacher would be sent to the home (provided the home environment does not compromise the safety of our staff) with classroom assignments from the teacher(s). The frequency of these visits would be determined by the Education Director.

In the event it became necessary to expel a student, the Education Director would meet with the parent(s) and teacher to discuss resources available for an alternate educational setting.

In accordance with G.S. 115C-288(g), when the Education Director has personal knowledge, a reasonable belief, or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the Education Director shall immediately report the act to the appropriate local law enforcement agency.

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

EXCEPTIONAL CHILDREN:

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

According to N.C. guidelines, we will conform to Procedures Governing Programs and Services for Children with Special Needs as adopted by the State Board of Education.

THE ACHIEVEMENT SCHOOL

TIMELINE FOR START-UP

<u>Target Date</u>	<u>Task</u>	<u>Responsible Party</u>
June/July, 2012	Temporary approval for charter received	Public Charter School Advisory Committee
July, 2012	Interview	Public Charter School Advisory Committee
August 8, 2012	Board orientation meeting	Board of Directors
September, 2012	Preliminary approval for charter received	NC Board of Education
September 26, 2012	Board Training	Board of Directors
September 28, 2012	Apply for Tax Exempt Status	Board of Directors
October 8, 2012	Implement marketing plan	Board of Directors
	Advertise for Director of Education	Board of Directors
November 5, 2012	Begin interviews for Director of Education	Board of Directors
November 10, 2012	Community Open House at site	Board of Directors
December 3, 2012	Develop the student application	Board of Directors
December 10, 2012	Advertise for Open Enrollment	Board of Directors
	Advertise for teaching staff	Board of Directors
January 1-31, 2013	Open Enrollment	Board of Directors
January 7, 2013	Hire Director of Education	Board of Directors
January 14, 2013	Begin interviews for teaching staff	Board of Directors Director of Education
February 1, 2013	Conduct lottery, if needed	CPA Firm
	Create waiting list, if needed	Board of Directors
February 4, 2013	Notify all parents of child/children who are enrolled	Board of Directors
February 15, 2013	Receive documentation from parents that their child(ren) will attend	Board of Directors
February 18-28, 2013	Hold second open enrollment, if needed, or begin contacting waiting list	Board of Directors
February 25, 2013	Begin hiring teaching staff	Board of Directors
March 9, 2013	Begin monthly team meetings with prospective teaching staff; continue through August	Director of Education
March, 2013	Final approval for charter received	NC Board of Education
April 12, 2013	List of all necessary equipment, supplies, curriculum materials, etc. ready	Director of Education Teaching staff
May 10, 2013	Begin advertising for non-teaching staff	Board of Directors
May 21, 2013	Begin interviewing non-teaching staff	Board of Directors Director of Education
June 22, 2013	Begin hiring non-teaching staff	Board of Directors
July 9, 2013	Finalize budget and present to board	Director of Finance
July 12, 2013	Acquire all software and set up for business and financial systems	Director of Finance
July 16, 2013	Order list of items from April 12 th .	Director of Finance
July 21, 2013	Provide Quality School/Choice Theory training to all staff	Director of Quality

August 1, 2013
August 17, 2013
August 26, 2013

Begin facility readiness
Open House for students/parent
First Day of School

Board of Directors
All Staff
All Staff

PRIVATE SCHOOL CONVERSIONS: complete ONLY if the proposed charter is a private school conversion.

- Provide a detailed description of the existing private school's financial status.

Not Applicable

- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Not Applicable

- Depict and analyze the current enrollment trends of the school over the past three academic years.

Not Applicable

- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.

Not Applicable

- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.

Not Applicable

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.).

Position Name	Job Description
--Administrator(S)	Develop and implement programs that benefit all students; uphold the mission statement; be responsible for supervision of staff; recruiting, interviewing and recommending job applicants to the board; promote the educational development of each student and professional development of staff; ensure the smooth operation of the school at all times
--Clerical	Provide secretarial and administrative support to the Director of Education, Director of Quality and Director of Finance; communicate information to students, parents and staff; ensure compliance with financial, legal and administrative requirements; assist with delivery and pick up of students; uphold the mission of the school
--Teachers	Responsible for the education of students so they reach their full potential; create a flexible, warm, safe and caring environment; facilitate learning activities; develop Individual Achievement Plans; conference and collaborate with parents and staff; supervise students and teacher assistants; create and carry out lesson plans according to Common Core curriculum; provide ongoing assessments and adjust lessons accordingly to meet individual needs; uphold the mission statement
--Librarians	Not applicable
--Guidance	Not applicable
--Teacher Assistants	Assist teacher in creating a flexible, warm, safe and caring learning environment; assist with record keeping; facilitate learning of students in a variety of settings; uphold the mission of the school
--Custodian	Assist in maintaining the building and outdoor areas; perform general cleaning duties; replenish disposable items; maintain inventory logs; order; supplies; maintain required documentation; inspect equipment indoors and outdoors to maintain safety; uphold the mission of the school
--Maintenance	Not applicable
--Food Service	Not applicable
--Bus Driver	Not applicable
--Other	Not applicable
Director Of Finance	Prepare, maintain and administer budget for the day to day operation of the school; prepare and maintain accurate records for required audits and reviews; recruit, supervise and pay all contract labor
Ec Teacher	Serves as the head of the Intervention Team; assists in developing and implementing educational plans for students with special needs; consults with teachers as needed for student assessment; provides necessary interventions in the inclusive classroom setting; communicates with parents; leads all required IEP and other meetings of students with special needs; uphold the mission of the school
Director Of Quality	Chief of quality assurance; provide training to staff and students in Choice Theory and Lead Management; implement the guidance program for students; uphold the mission of the school; serve as interim chief in Director of

Position Name	Job Description
	Educaiton's absence
See Attachment Job Descriptions	See Attachment Job Descriptions
Connect Teacher	Provides resources in subject areas not addresssed in regular curriculum, such as music, art, Spanish, etc., teaches students in area of expertise on a once per week basis
Substitute Teacher	Fills in for teachers when they are absent; fulfills all roles and responsibilities of the teacher on a temporary basis

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

All staff will receive professional development in the Quality School/Choice Theory philosophy. Nancy Herrick, who is a senior faculty member of the Glasser Institute and has recently opened a Quality School in Kenya, has agreed to provide formal training for our Director of Education, Director of Quality, and teachers that would lead to certification. Ms. Herrick has agreed to do this training on-site which would save us the expense of travel and accomodations. Staff who receive this training would then provide informal training to others. We have one board member, Brenda Harnack, who is qualified to provide Choice Theory practicum training after the Basic Week of Instruction at no cost. Once our Director of Quality is certified as an instructor by the Glasser Institute, she will be able to provide advanced training as well. The Director of Quality will mentor all staff as they learn to put this theory into practice in the workplace and will be assisting them with specific techniques to teach it to the students. We believe that we can retain staff best by providing a supportive work environment where people are happy to come to work because they are treated with respect, valued, and allowed to be creative in the performance of their work. Our staff would be taught to "self-evaluate" which is one of the basic tenents of Choice Theory, presenting their evaluations to their direct supervisor for discussion. They would then be given the opportunity to set goals for improvement in any area in which they assess their work as not being "quality." We would also expect our Director of Education to have an "open door" policy in which staff can feel comfortable in going to his/her office and discussing problems, issues, or concerns. The staff of The Achievement Center will be treated a work "family" in which every staff is a valued member and whose individual basic psychological needs (love and belonging, freedom, power and importance, and fun) are being met. We believe this type of non-coercive work environment inspires all parties to do quality work because they enjoy coming to work every day.

Also include the following information for the proposed charter school:

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

Some of the advertising methods we will use are placing ads in online newspapers and other onlines services, posting position offerings at our local colleges, word of mouth, and posting signs at the front of the school site.

The Director of Education will interview all qualified applicants and make recommendations to the Board of Directors. The board will discuss and select applicants for all positions. The Director of Education will serve in the role of school leader and supervisor of all instructional staff, administrative staff and custodian.

- *Procedures for grievance and/or termination*

Because of the Director of Education's "open door" policy and our focus on each staff member being able to self-evaluate on a regular basis, continuously striving for improvement, the incidences of behaviors which would lead to termination will be low. However, when an employee refuses to follow a school policy or behaves in a fashion that impact the school negatively, the Director of Education will first discuss the matter privately with the employee and document the results. If the offense is serious, the Director of Education may, at her discretion, suspend the employee until the matter can be investigated thoroughly. In this case, the Director of Education would talk with any and all other employees who might have information regarding the incident and then present a summary of the information to the Board for a decision. If the offense is less serious, the Director of Education would discuss with the employee how to improve his/her behavior in that regard, document the conversation, and allow the employee to continue working, observing to monitor if a positive change has been made. If an employee continues to choose the negative behavior or conduct against policy, the Director of Education would talk with the employee again and let him/her know that if a change is not made, he/she will be terminated. This discussion would be documented and the employee would continue to be observed. If termination is deemed the most appropriate action, the Director of Education would present this information to the board for discussion and a decision. A special meeting of the board can be called for such matters when it is imperative, or the employee can be suspended until action can be taken. If termination is necessary, the Director of Education would hold a discharge meeting, following the guidelines of "Effective Employment Practices.." If the employee wishes, they may "present their case" to the board at the next board meeting following termination.

- *Sample employment policies to be implemented by the proposed charter school*

SAMPLES(Personnel Policy Handbook will be completed by 10-15-12) ATTENDANCE: In the school environment, good attendance by all staff is important. TAS expects staff to strive for 95% attendance or above. If attendance in any given month falls below 95%, The Director of Education (DOE) will meet with the employee so that a goal can be set to improve attendance behavior. If attendance falls below 90%, the DOE will meet with the employee to discuss the possibility of termination if attendance behavior is not improved. The Employee Handbook will include a section on excused vs. unexcused absences and the procedures staff need to follow to comply with the policies. A similar section will be included dealing with tardiness. ATTIRE: Staff are expected to dress professionally. Appropriate attire will be discussed with each staff member during their initial job orientation. Blue jeans and flipflops are not considered professional. The DOE has the authority to lessen the dress code for staff for field trips or Saturday functions. PROFESSIONAL DEMEANOR: Staff will conduct themselves in a professional manner at all times. Staff will be respectful of students, parents, community members, or any person visiting the school. The behavior of staff should reflect the same character values we are teaching the students. TEACHER OBSERVATIONS: The DOE will conduct formal classroom observations on a monthly basis and informal observations on-going. Each teacher will meet with the DOE at least a quarterly basis to evaluate the effectiveness of his/her teaching methods.

- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*

The Achievement School will not contract with an Educational Management Organization at this time but reserves the right to do so at a future date if deemed appropriate by the Board of Directors.

See Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc Download

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.

The Achievement School will comply with all state and federal laws, including licensure requirements, to hire and maintain Highly Qualified teachers. No Child Left Behind (NCLB) requires teachers to have at least a bachelors degree and to be certified and/or licensed by the state. The school will uphold this requirement by ensuring a minimum of 75% of employed K/5 teachers have the required license/certificate and at least 50% of the 6/8 core teachers as well. Our goal will be to have 100% fulfill this obligation and we will work to assist them in achieving and maintaining it.

If there is a shortage of Highly Qualified teachers or as the board deems appropriate, the Director of Education will expand advertisements for the position(s). In the event a Highly Qualified teacher cannot be found, all efforts will be made to hire the most qualified person on a provisional basis until either they become Highly Qualified, or another appropriate candidate that fulfills this obligation is found.

Paraprofessionals are an important part of The Achievement School educational community. We will target qualified paraprofessionals and offer training to assist in fulfilling these requirements. Although teacher assistants are not required in NC to have a professional license, The Achievement School will require them to have a minimum of an Associates degree, two years of study or be pursuing this. As appropriate teacher assistants will be included in ongoing Choice Theory, instructional trainings and weekly school meetings.

In order to assist teachers and/or paraprofessionals with maintaining or obtaining their highly qualified status, The Achievement School will provide training or resources as needed. We are developing a relationship with local universities and will have information for training and education available and posted in staff work room. The Director of Education will be a resource and lead mentor to assist staff in meeting and maintaining qualifications.

See Qualification Required for Individual Positions Download

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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)).

Statistics from the 2010 census indicate that the 114,678 population of Harnett County is: 68% white, 21% black, and 11 % Hispanic. Our marketing plan is designed to reach out to all parts of our county in order to reflect these demographics. We will initially advertise using a variety of methods to ensure that parents in all parts of the county are aware of our opening. Our goal would be that we would have one teacher or teacher assistant fluent in Spanish to help with the enrollment of students from the Hispanic population. If that is not possible, we will enlist the assistance of a parent volunteer who speaks Spanish. One of our connect teachers will be a Spanish teacher, who will work with our English language learners on a weekly basis. Our Director of Education will assign a parent volunteer, with the help of the administrative assistant, to head up a transportation committee which will help parents organize a carpooling system. Our goal would be that parents would be willing not only to carpool as a means of assisting each other, but that some parents would be willing to pick up students from homes where a vehicle is not available. A transportation needs assessment will be conducted at the initial parent/school contact. Once funding permits, we would like to purchase a vehicle that would, at a minimum, pick up students at strategic locations throughout the county.

The Achievement School, Harnett County, NC
Position Descriptions

Position Title: Director of Education (Principal)

Reports To: TAS Board

Approved By:

Date:

Summary:

Serve as chief administrator of the school by developing & implementing programs that benefit all students, and work tirelessly on student achievement and character development. Uphold the mission statement of The Achievement School and be responsible for the supervision of teachers, teacher assistants, and other school personnel (with the exception of the Director of Quality and the Director of Finance), facilities, and curricular activities. Promote the educational development of each student and the professional development of staff.

Responsibilities of the principal will include, but are not limited to, the following:

Student Achievement:

- Oversee the school's instructional program to ensure proper milestones are being reached at appropriate grade level.
- Analysis of student performance with teachers and other educators to make certain school goals, procedures and schedules implemented are successful.
- Work to build positive relationships between staff, students, and parents to ensure that all students develop a life-long love of learning.

Staff Development:

- Supervise, observe and establish goals & objectives for school personnel.
- Assist with the planning of the professional development of all teachers.
- Guide staff in the use of self-evaluation to determine if performance goals are being met
- Orientation of new staff members to The Achievement School's mission statement and philosophy.

School Leadership:

- Cultivate positive relationships with parents & the public by interpreting school programs and encouraging the use of community resources.
- Communicate regularly, both formally and informally, with students, parents and teachers, using such methods as email, weekly memos, and website.
- Be available to parents, teachers & community to answer questions and provide feedback with regards to The Achievement School philosophy, and upcoming community events.

Skills and Characteristics:

- Belief in The Achievement School philosophy.
- Strong lead management skills.
- Excellent communication skills, to maintain positive relationships with teachers, parents, students, TAS board, and community.
- Ability to extend positive outlook, sense of humor & love of learning to others.

- Willingness to grow professionally by attending conferences, workshops and other opportunities designed to keep current on educational trends.

Qualifications:

- Must have a minimum of five (5) years cumulative experience, within the classroom environment and / or school administration.
- Bachelors Degree in Education or related field and current teaching license or its equivalent
- Basic week training in Choice Theory prior to first day of the current school year.

Position Title: Director of Quality

Reports To: TAS Board

Approved By:

Date:

Summary:

Serve as chief of quality assurance of the school by developing & implementing programs that teach staff and students to use Choice Theory and Lead Management. Leads the school effort to ensure all students have the emotional support they need to succeed. Consults with teachers, staff and parents to develop plans which guide students to improve learning. Work in conjunction with other staff, parents & students to help achieve a love for life-long learning. Uphold the mission statement of The Achievement School and be responsible for training students, teachers, teacher assistants, and other school personnel as the school develops toward designation as a Glasser "Quality School."

Responsibilities of the vice principal will include, but are not limited to, the following:

Student Development:

- Guide and counsel small groups and / or individual students with concerns.
- Refer students with severe concerns to appropriate community resources in consultation with their parents.
- Oversee standardized testing and reports as needed.
- Oversee the school's instructional program to ensure proper Quality School methods are being utilized.
- Analysis of student performance with teachers and other educators to make certain school goals and procedures are implemented are successful as they pertain to the Quality School Model.
- Work to build a positive relationship between the student and school, so that each child develops a life-long love of learning.
- Collaborate to develop and implement Individual Education Programs (IEPs) and monitor student progress towards achieving instructional objectives and goals on the IEPs in the Director of Education's absence.

Staff Development:

- Collaborate with Director of Education to supervise, observe and establish goals & objectives for school personnel to encourage continued growth in the understanding and utilization of Choice Theory and Lead Management.
- Collaborate with the Director of Education to evaluate knowledge and use of choice theory, reality therapy and lead management of staff.
- Provide training in Choice Theory and to staff and students.

School Leadership:

- Work to provide a warm and inviting atmosphere within the school so that parents and members of the community feel welcome to volunteer.
- Communicate with parents and the community to ensure that the mission of The Achievement School is met.
- Be available to parents, teachers & community to answer questions and provide feedback with regards to The Achievement School philosophy, upcoming community events and encourage community use of the school facilities.

Skills and Characteristics:

- Belief in The Achievement School philosophy.
- Strong knowledge of Choice Theory and Lead Management.
- Excellent communication skills, to maintain positive relationships with teachers, parents, students, TAS board, and community.
- Ability to extend positive outlook, sense of humor & love of learning to others.
- Willingness to grow professionally by attending conferences, workshops and other opportunities designed to keep current on educational trends.

Qualifications:

- Must have a minimum of five (5) years cumulative experience, within the classroom environment and / or administration.
- Education or experience in psychology, counseling, or a related field.
- Must be working toward certification by The Glasser Institute in Choice Theory

Position Title: Director of Finance

Reports To: TAS Board

Approved By:

Date:

Summary:

Serve as chief of finance for the school. Prepare, maintain and administer budget for the day to day operation of the school. Keep accurate records; prepare and maintain all records for required audits and reviews. Recruit, supervise, and pay all contract employees.

Responsibilities of the director of finance will include, but are not limited to, the following:

- Prepare, maintain and administer budget for the day to day operation of the school.
- Prepare and maintain all records for required audits and reviews.
- Recruit, supervise, and pay all contract employees.

Skills and Characteristics:

- Belief in The Achievement School philosophy.

- Excellent communication skills, to maintain positive relationships with teachers, parents, students, TAS board, and community.
- Ability to extend positive outlook, sense of humor & love of learning to others.
- Excellent budgeting, organization, and record keeping skills.

Qualifications:

- Must have a minimum of five (5) years experience in operating a business, budgeting, and finance.
- Bachelor's Degree.

Position Title: Elementary School Teacher

Reports To: Principal

Approved By:

Date:

Summary:

To create a flexible & interesting class environment that is favourable to learning and personal growth. Motivate students to develop skills, attitudes and knowledge needed to provide an excellent foundation for elementary education. Work in conjunction with other staff, parents & students to help achieve a love for life-long learning.

Responsibilities of the teacher will include, but are not limited to, the following:

Student Achievement:

- Develop lesson plans & instructional materials and provide individualized or small group instruction to ensure the needs of all pupils are being met through the curriculum.
- Create developmentally appropriate learning experiences, using many different types of methods to challenge and inspire students.
- Evaluate students' academic and social growth, keeping appropriate records and prepare progress reports. Identify student needs, make referrals and develop strategies for individualized education plans.

Relationship Development:

- Create an atmosphere for learning through functional and attractive displays that exhibits students' work.
- Build rapport with other staff members, to facilitate cooperation & the ability to leverage off each other.
- Be available to students and parents for education-related purposes outside the classroom, to communicate by means of newsletters, notes, phone calls, in person, or through school website or email.
- Plan and coordinate the work of assistants, volunteers, and parents within the classroom and on field trips.

School Leadership:

- Work to provide an attractive and inviting atmosphere within the school, so that parents and members of the community feel welcome to volunteer.

- Attend and / or participate in school events, such as open houses, parent/teacher conferences, concerts and field trips.
- Communicate with parents and the community to ensure that the philosophy of The Achievement School is met.

Skills and Characteristics:

- Belief in The Achievement School philosophy.
- Strong instructional skills and classroom management.
- Excellent communication skills, to maintain positive relationships with teachers, parents, students, TAS board, and community.
- Ability to extend positive outlook, sense of humor & love of learning to others.
- Willingness to grow professionally by attending conferences, workshops and other opportunities designed to keep current on educational trends.
- Commitment to students' and schools success by promoting core values, ideas and philosophy.

Qualifications:

- Must hold a current K-6 North Carolina Teaching Certificate License
- Must have a Bachelor degree in education or a related field

Position Title: Elementary School Teacher's Assistant

Reports To: Supervising Teacher and Principal

Approved By:

Date:

Summary:

To assist teacher in creating a flexible & interesting class environment that is favourable to learning and personal growth. Help motivate students to develop skills, attitudes and knowledge needed to provide an excellent foundation for elementary education. Work in conjunction with other staff, parents & students to help achieve a love for life-long learning.

Responsibilities of the teacher assistant will include, but are not limited to, the following:

Student Achievement:

- Assist with classroom operations and follows teacher's instructions of procedures.
- Demonstrates understanding of students' problems, and makes appropriate referrals when difficulties arise and teacher is not readily available.
- Supervises students involved in non-classroom activities, such as recess & lunch.
- Tutoring of students in small groups to reinforce activities and instruction.
- Operate classroom equipment and prepare teaching aides, write lessons on board, and correct student's work as required.

Relationship Development:

- Help maintain a cheerful, inviting, neat and orderly learning environment.
- Build rapport with other staff members, to facilitate cooperation & the ability to leverage off each other.
- Assist with clerical duties, classroom inventories, bulletin boards & record keeping.

- Help in other areas, such as library, computer lab, and offices if trained.

Skills and Characteristics:

- Belief in The Achievement School philosophy.
- Ability to extend positive outlook, sense of humor & love of learning to others.
- Commitment to students' and schools success by promoting core values, ideas and philosophy.

Qualifications:

- Associate's degree or two years higher education.
- Must pass criminal background check.

Position Title: Administrative Assistant

Reports To: Director of Education

Approved By:

Date:

Summary:

To provide secretarial and administrative support to the Director of Education and the Directors of Quality and Finance as needed. Communicate information to students, parents, and staff. Ensure compliance with financial, legal and administrative requirements, and support the broad array of services provided to students, parents, instructional and support employees. Work in conjunction with other staff, parents & students to help achieve a love for life-long learning.

Responsibilities of the administrative assistant will include, but are not limited to, the following:

- Maintains school records and files for building, principal and related requirements.
- Answers telephone, routes calls to appropriate personnel, takes, distributes and records messages.
- Types, prepares, distributes, files records/reports, correspondence, mailings, etc. related to building functions and principal needs.
- Greets visitors, orientates substitute teachers when required, and assists with enrollment of all incoming students.
- Processes daily attendance for the student population and building staff.
- Maintains variety of computerized and manual records, files and department databases (e.g. information packets, rosters/listing, calendars, clipping book, outstanding supply orders, etc.) for the purpose of documenting activities, providing reliable information and complying with district, state and federal requirements.
- Coordinates a variety of programs and/or activities for the purpose of ensuring availability of facilities and equipment.
- Help maintain a cheerful, inviting, neat and orderly learning environment.
- Build rapport with other staff members, to facilitate cooperation & the ability to leverage off each other.
- Use email and school website to provide updates & information to students, parents, and staff.
- Attend meetings and take notes as assigned for the purpose of conveying and/or gathering information required to perform functions.

- Brenda Harnack – Preschool Director
- Leaja Horne – Assistant Preschool Director
- Amy Derby – Elementary School Teacher
- Amy Simon – Middle School Teacher
- Amy LeMaster – Elementary School Teacher
- Robert Frey – Attorney
- Andres Lopez – Local Business Owner

II. BUSINESS

A. ADMISSIONS POLICY

The Achievement School will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. The Achievement School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry.

Admission to The Achievement School, in accordance with NC Charter School Laws, is open to any student who is qualified under the laws of NC for admission to a public school.

Enrollment priority will be given to siblings of currently enrolled students who were admitted in a previous year and to children of the school's principal, teachers, teacher assistants, and staff. During the first year of operation priority will be given to children of the initial members of the charter school's board of directors, so long as no more than 10% of total enrollment or 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed, the school will enter one surname into the lottery to represent all of the multiple birth siblings. If that surname is selected, then all of the multiple birth siblings will be admitted.

The Achievement School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired.

Each applicant must provide a completed application packet by the close of business on the deadline date or post marked by 5:00 p.m. on the deadline date.

Open enrollment will be held from January 1 through January 31, 2013. If the available seats are not filled The Achievement School may hold additional enrollment periods. During each enrollment period, The Achievement School will enroll all eligible students who submit an application by the enrollment period deadline. If the number of applications exceeds the number of available openings in a grade, The Achievement School will conduct a lottery for that grade.

Lottery

The lottery is used to ensure that each applicant has an equal opportunity of being admitted to The Achievement School in the event that more applicants than openings exist for a given grade.

- Priority will be given to children of staff, siblings, and children of members of the initial Board of Directors.
- The drawing of names will take place in a public forum at a predetermined time/place and notice will be provided to all applicants that they have been placed in the lottery for enrollment. Applicants are encouraged to attend the lottery proceedings.
- A neutral third-party not affiliated with The Achievement School will draw the names. The lottery will be videotaped to provide a record of the proceedings.
- The person drawing the names will randomly draw each card, one at a time, and read it aloud. An impartial person will confirm and record the names in the order drawn. This will become the priority list to determine the order in which the openings will be filled in each grade.
- When the openings for a grade level are filled, all remaining cards will be drawn and placed on a waiting list in the order in which they are drawn.
- Parents/guardians will be notified in writing that their child's name was drawn in the lottery. They will be asked to commit or decline within seven calendar days of notification.
- If openings remain after the close of open enrollment or become available, registrations will be accepted on a first come first serve basis until all the spaces are filled.

Appeals

Parents who wish to appeal the random selection process may do so in writing to The Achievement School's Board of Directors in writing. A representative of the Board will contact the parent to discuss the concern. A final decision will be made by the Board or its designee.

B. SCHOOL CALENDAR

The staff at The Achievement School has designed a school calendar that lengthens the school day to provide more uninterrupted learning time on Monday through Thursday. On Fridays, students will have early staggered dismissals, beginning at 1:00pm. Staggered dismissal across grade levels allows teachers to work as intervention specialists and assist with individual tutoring, small group projects, or co-teach where needed after their class dismisses.

Kindergarten:

8:00am–1:30pm (Monday-Thursday)

8:00am – 1:00pm (Friday)

1st Grade:

8:00am – 2:00pm (Monday-Thursday)

8:00am – 1:30pm (Friday)

2nd Grade:

8:00am – 2:30pm (Monday-Thursday)

8:00am – 2:00pm (Friday)

In support of families with children in different schools, our LEA traditional calendar will be followed. As our budget allows, "learning camps" will be offered during the summer for those students requiring

additional time for academic review before the fall semester begins. Following our mission, this model supports students who may need more time to accomplish mastery as outlined in Glasser's "Quality Schools."

Dates	Description
August 19-23, 2013	Mandatory Workdays
August 26, 2013	First Day of School
September 2, 2013	Labor Day Holiday
October 17, 2013	Early Release Day - 12:30 p.m.
November 11, 2013	Veterans Day Holiday
November 20, 2013	Early Release Day - 12:30 p.m.
November 21 & 22, 2013	Thanksgiving Holidays
December 20, 2013	Early Release Day - 12:30 p.m.
December 23-25, 2013	Christmas Holiday
December 26 & 27, 2013	Scheduled Annual Leave/Inclement Weather Days
December 30 & 31, 2013	Scheduled Annual Leave/Inclement Weather Days
January 1, 2014	New Years Holiday
January 17, 2014	Early Release Day - 12:30 p.m.
January 20, 2014	Martin Luther King Holiday
January 21, 2014	Mandatory Workday/ Inclement Weather Day
February 17, 2014	Early Release Day - 12:30 p.m.
March 31, 2014	Easter Holiday
April 1-4, 2014	Scheduled Annual Leave/Inclement Weather Days
May 26, 2014	Memorial Day Holiday
June 5, 2014	Last Day of School
June 6, 2014	Mandatory Work Day
June 9, 2014	Teacher Workday/Inclement Weather Day

C. BEFORE AND AFTER SCHOOL CARE

Doors will open at 7:00am for students that need to be dropped off prior to the commencement of the school day. Parents will escort their student(s) into the building and sign them in.

For students needing After School Care, please inquire with the Education Director for information and fees on services available in our area.

** Prior to 7:00am and after completion of the school day, we cannot assume responsibility for the students, unless they are participating in a school sponsored program or activity. **

III. GOALS AND OBJECTIVES

A. CURRICULUM OVERVIEW

The Achievement School's curriculum is driven by teaching the whole child, academically, socially, and personally. At each grade level, students will be taught according to the North Carolina Common Core. In addition, teachers will formatively assess to determine how well students are mastering these standards. This data will be used to reflect on teaching practices as well as drive instruction in order to meet a student's individual learning needs. Learning will take place through integrated thematic units and project based learning. Curriculum Mapping will provide real-time data that can be analyzed to improve teacher effectiveness and content delivery, as well as a guide to find connections for integration.

Courses of Study: At each grade level, students will be taught according to the North Carolina Common Core along with all required courses. In addition, we will offer enrichment courses such as Spanish, Music and Art as well as a variety of Choice Time learning opportunities.

Teaching Approach: Teachers facilitate trusting relationships and use non-coercive methods to inspire all students to achieve academic excellence. Teachers will meet individual needs and empower students by providing leadership opportunities, choices for learning and discovery, and guidance and support to develop and present quality work.

Class Structure: The classroom is based upon collaboration between teachers and students in order to create meaningful learning opportunities. Multi-age classrooms inclusive and team teaching will allow teachers to strengthen relationships, meet individual learning needs, and be able to work with students as a class, small group and one-on-one. Instead of direct instruction, teachers will take a facilitative role in student learning.

B. HOMEWORK

Homework is seen as an extension of in-class learning and serves three purposes:

1. To reinforce skills taught during the day or to explore something new.
2. To provide practice in developing responsibility by completing and returning assignments.
3. To create home to school connections.

Homework will have positive outcomes when it meets the above purpose statements. Based on each student's grade level, the amount and type of homework is designed to be developmentally appropriate and help develop strong study habits, personal responsibility and organization. At a minimum we would encourage all parents to see that their children are doing some reading outside of school. All of our grade levels encourage reading outside of school and some require it.

C. STUDENT ASSESSMENT

Teachers will communicate regularly with parents with progress reports and quarterly report cards, conferences at least twice a year and informal communications whenever needed. In addition, students will also communicate with their parents a self-reflection about his/her progress.

Students will demonstrate at least 80% mastery of the Common Core by communicating in a variety of ways their ability to understand, apply, analyze, evaluate and know when to utilize such learning in order to create quality work. Additionally students will demonstrate level of mastery through standardized assessments (including EOGs/EOCs for grades 3-8), ongoing formative and summative assessments, and portfolios. In addition, they will demonstrate complete mastery of 90% or above in one or more areas.

Students will continue to improve their work until it is satisfactory and demonstrates at least 80% mastery. As well as being evaluated by the teacher, students will use rubrics and self-evaluation to assess their own learning that occurred from doing the assignment, the quality of work based on the criteria established, and finds ways to improve.

D. FIELD TRIPS

Field trips are a valuable extension of your child's educational experience serving to enhance not only the curriculum, but also your child's ability to act independently, responsibly, and respectfully in new situations. Field trips are a privilege, not a right. Students are expected to follow the same rules and regulations as when they are on school property. As representatives of The Achievement School, they will demonstrate the highest possible standards of conduct.

Permission slips are required for every child for every field trip, signed by a parent/guardian. Students may be denied the opportunity to attend field trips based on lack of permission slip or for disciplinary reasons, as determined by the teacher. Students who are unable to attend a field trip will be expected to attend school and complete all assigned work.

Parents may be asked to serve as chaperones on field trips. If parents attend, they must also demonstrate appropriate conduct and recognize that they are there to supervise students, not for their own enjoyment. Siblings of students are not permitted to attend field trips.

E. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important part of our children's school experience. However, it is important to understand that a student's academic excellence takes priority over participation in extracurricular activities.

At The Achievement School, students will be offered the opportunity to participate in a variety of Student-Led clubs, such as: Music, Science, Gardening, Sports Intramurals, etc. Students, who wish to start a club of their interest, may bring forth their idea to their teacher or the Education Director for assistance.

IV. STUDENT EXPECTATIONS

A. ATTENDANCE

Consistent attendance is one of the greatest predictors of a student's ability to be successful in school. Many important components of an adult's work ethic are developed based on their childhood school attendance habits. In addition, frequent absences will have a negative impact on a student's ability to master the Standard Course of Study for that school year.

The North Carolina G. S. 115C-378 states that every child in the State between the ages of 7 and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina. To be counted present for the school day, a student must be in attendance for at least one-half of the school day. This includes attendance at official school activities at other places other than school.

Students may be absent for the following EXCUSED reasons:

1. Illness or injury, which makes the student physically unable to attend school. The school may request a signed doctor's note from the parent. If a note is unable to be produced within 3 days, then the absence will be considered unexcused.
2. Quarantine, ordered by the State Board of Health
3. Death in the immediate family
4. Religious observances
5. Medical or dental appointment (with a note from the doctor)
6. Court or administrative proceeding if the child is a party or subpoenaed witness
7. Absence related to deployment activities. A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian.

Unexcused absences are absences for any reason other than those listed as excused.

- After three accumulated unexcused absences in a school year, the Education Director shall notify the parent/guardian/custodian of the child's absence.
- After not more than six unexcused absences, the principal or the principal's designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school attendance counselor shall work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. The attendance counselor may request that a law enforcement officer accompany him or her if the attendance counselor believes that a home visit is necessary.
- After ten or more accumulated unexcused absences in a school year, the Education Director shall review any report or investigation as prepared under the G.S. 115C-381 and shall confer with the student and his/her parent, guardian, or custodian if possible, to determine whether the parent, guardian, or custodian has received previous notification and made a good faith effort to comply with the law.

The student may then be asked to withdraw from The Achievement School due to violation of the Student/Parent Agreement to attend school, in lieu of legal action. The student/parent may appeal this decision in writing to the board within three days of said decision.

If the Administration determines that the parent, guardian or custodian has not made a good faith effort to comply with the law, the Administration may file a complaint with the juvenile intake counselor under Chapter 7B of the General Statutes that the student is habitually absent from school. Evidence showing that the parent, guardian or custodian of the student was notified of ten accumulated absences which cannot be justified by established policies of The Achievement School shall constitute a prima facie case that student's parent, guardian or custodian is responsible for the absences. Any parent, guardian or other person violating the provisions of the Compulsory Attendance Law may be found guilty of a Class 3 Misdemeanor.

A K-5 student is expected to attend school 185 days, unless absent for excused reasons, as stated above. Any student who accumulates and exceeds fifteen (15) unexcused absences is in jeopardy of receiving no credit for work done during a given school year.

B. TARDINESS

Students are tardy if they arrive after 8:00am. Tardy students must be signed in at the front office by a parent/guardian and obtain a tardy slip before going to class. Three unexcused tardy's to the student's classroom will constitute one day unexcused absence.

C. EARLY DISMISSAL

Students leaving school before the end of the school day must be signed out by a parent/guardian at the front office. Written permission by the parent/guardian is required for a student to leave the school with anyone other than a parent/guardian, and this individual will be required to show picture identification.

D. DRESS CODE

The staff at The Achievement School wishes to foster a productive and safe learning environment. By implementing dress codes, it eliminates possible distractions, reduces discipline problems and promotes school unity.

The following school dress code will be required at The Achievement School:

Bottoms:

- Pants, shorts, skirts, capris must be solid in color. No designs or patterns.
- No blue jeans or holes in pants.
- Skirts and shorts must be knee length.
- Belts should be worn, when needed, to prevent "sagging" pants.
- Undergarments (camisoles, boxers, etc) must not be visible when students are at school or school-related functions.

Tops:

- Shirts must be collared and solid in color. No logos or designs, other than our school logo.
- Sweaters solid in color, are acceptable during the winter months.
- The Achievement School shirts are also acceptable wear.
- Shirts must be properly buttoned at all times.
- Shirts should not be sheer, low cut, or in other ways revealing.

Shoes:

- Proper footwear is required.
- Shoes that have laces must be laced, tied and fit.
- It is highly recommended that students wear tennis shoes or closed-toe shoes with rubber soles. A student wearing any other type of shoe will be denied access to the climbing equipment, located in the mulch areas on the playground.
- No high heels are allowed.
- No Crocs, flip flops, "beach sandals", or bedroom slippers are allowed. Students are discouraged from wearing sandals without straps in the back for safety reasons.

Miscellaneous:

- No hats, sweatbands, bandanas, or sunglasses will be worn inside the school buildings.
- There shall be no jewelry affixed to a student's nose, tongue, lips, cheek or eyebrow. (No facial piercings)

E. ELECTRONIC DEVICES / PERSONAL POSSESSIONS

The use of cell phones and other electronic devices in school can be disruptive to the educational environment and is not acceptable. Cell phones, portable music devices and other electronics are will be confiscated if found in a student's possession.

Students should not bring personal possessions, valuables or expensive jewelry to school. The Achievement School cannot be responsible for items lost or broken while at school.

F. CODE OF CONDUCT

The discipline policy will be based on William Glasser's Choice Theory/Reality Therapy model of classroom management. This approach encourages children to take personal responsibility for their own choices. This model also makes provisions for involving teachers, parents, and support staff in an effort to manage students without coercion. The school will use a variety of strategies to help students identify effective and responsible behaviors. The Achievement School believes in implementing proactive measures intended to diminish the number of behavior incidents.

We expect students to be people of good character. Student conduct must not interfere with the health, safety and well-being of other students and should positively contribute to the learning environment. Students of character follow these principles:

- ✓ Respect
- ✓ Responsibility
- ✓ Tolerance and caring
- ✓ Fairness and justice
- ✓ Trustworthiness
- ✓ Good citizenship

We believe that people make poor choices, and students, staff and parents can take responsibility for them by choosing effective behaviors and creating positive solutions. We focus on assisting everyone to be the kind of person he/she wants to be and making a wrong a right, rather than focusing on negative consequences and punishments.

G. DISCIPLINE

Effective discipline has 2 major goals:

- 1) To establish an atmosphere conducive to learning.
- 2) To help the student replace poor behavioral choices with more socially acceptable ones.

We believe that in order to have good classroom management, teachers should have the "Seven Caring Habits" in a classroom: Supporting; Encouraging; Listening; Accepting; Trusting; Respecting; Negotiating Differences. When behavior interferes with the normal operation of the school, as a result of making poor behavioral choices, students will first have an opportunity to make a plan that will hopefully correct their behavior. It is our goal to help students develop their abilities to make successful choices and to learn to think through the possible consequences of their actions before they act. By putting the responsibility on the student, it avoids the negative teacher reactions defined in the "Seven Deadly Habits": Criticizing; Blaming; Complaining; Nagging; Threatening; Punishing; Bribing to control. With the use of Glasser's Choice Theory, the teacher will ask the student to identify the behavior, accept responsibility for the behavior, evaluate the behavior to determine whether it was helpful or hurtful, then develop a plan and commit to that plan with the intention of not letting it happen again.

Teachers will also use Class Meetings as a means of resolving student's poor choices and asking them to self-evaluate. During these meetings, students and teacher sit in a circle facing each other to talk through problems. At the end of the meeting, the teacher and students should have a plan that is agreed upon by all just like the contract created in the teacher-student situation.

Our beliefs about discipline are as follows:

- 1) Students who are in highly productive classrooms are seldom discipline problems.
- 2) Good classroom management techniques will keep disruptive behavior to a minimum.

- 3) Students whose behavior continues to be disruptive to the learning of others will not be permitted to remain in class.
- 4) Desirable behavior can be and needs to be taught like any other skill in school.
- 5) The parent(s) of a student with serious and/or chronic behavior problems will be required to deal with their child's problems as early as possible and as often as necessary. Parents will be kept informed of their child's poor behavioral choices and if necessary, the parent may also be required to pick their child up from school.

When the student demonstrates behavior that is extremely disruptive to the class or is aggressive, the student will then be subjected to further disciplinary actions, per the Education Director, depending upon the frequency and/or severity of the behavior. Upon thorough investigation of the behavior(s), such disciplinary actions may include Suspension or Expulsion from the school. Corporal punishment is prohibited as a means of discipline.

In the event that a decision is made to suspend a student, the length of time would be determined by the Education Director. Prior to the student's return, the Education Director will meet with the student and parent(s) to establish a behavioral plan designed to improve the student's behavior so that more appropriate choices are made. This plan would include counseling and follow-up. During the time the student is suspended, a connect/resource teacher would be sent to the home (provided the home environment does not compromise the safety of our staff) with classroom assignments from the teacher(s). The frequency of these visits would be determined by the Education Director.

In the event it became necessary to expel a student, the Education Director would meet with the parent(s) and teacher to discuss resources available for an alternate educational setting.

In accordance with G.S. 115C-288(g), when the Education Director has personal knowledge, a reasonable belief, or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the Education Director shall immediately report the act to the appropriate local law enforcement agency.

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

EXCEPTIONAL CHILDREN:

When considering discipline for special needs children, the Education Director will review and consider any accommodations made as a result of the student's IEP or 504 status and if the behaviors are a

manifestation of the student's disability. If a student with an IEP or 504 plan exhibits continuous or extremely bad disruptive behavior, a functional behavioral assessment and/or behavioral intervention plan may be put in place.

According to N.C. guidelines, we will conform to Procedures Governing Programs and Services for Children with Special Needs as adopted by the State Board of Education.

V. PARENT & COMMUNITY INVOLVEMENT

A. PARENT INVOLVEMENT

The importance of parent and community involvement at The Achievement School cannot be understated. We will ask that parents volunteer a minimum of 4 hours each semester. As we understand that many of our parents work full-time jobs and are not able to come to campus due to scheduling, location, etc., we are able to offer many volunteer opportunities to help support both students and staff at The Achievement School. Parents will be asked to log their volunteer hours in the Volunteer Log book in the office, so that the school can measure parent participation for accountability purposes.

Examples of some parent involvement opportunities include: Classroom Assistance; Holiday/Special Events; Fundraising Events; School Beautification; Assistance with student-led clubs; Field Trips; Parent Teacher Organization (PTO); Supervising choice-time activities.

B. PARENT TEACHER CONFERENCES

Communication between parents and teachers is essential and vital for student success. The primary purpose of this communication is to give the teacher and the parent the opportunity to discuss academic and behavioral goals and expectations, review student performance, identify any problems that may arise, brainstorm strategies for problem resolution and assist with student success.

At The Achievement School, Parent / Teacher conferences are required at the beginning of the school year to help write each student's individual education achievement plan. Following the initial conference, parents and teachers will meet at least twice annually. These conferences will typically be held mid-year and at the completion of the school year. If a Parent / Guardian wish to meet with their child's teacher at any other given time throughout the school year, please contact your child's teacher or the office to set up a meeting.

C. FUNDRAISERS

Throughout the year, The Achievement School will be holding fundraisers to assist the funding of special programs at the school. Participation in fundraising activities is voluntary. No student will be excluded from an event or program because of non-participation by the student or their parent / guardian.

D. COMMUNITY INVOLVEMENT

In addition to welcoming parent volunteers into The Achievement School, we also encourage members of the community to share their time, knowledge, and abilities with our students. Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses and public agencies.

Community volunteers will also help the children choose and organize volunteer projects that they can complete, as they learn to "give back" to their community. They will look around their neighborhoods and communities to find a need. The student's will develop a plan on how to meet that need and they work through the steps necessary to make a difference. Examples of such needs may be: helping clean up a neighborhood playground (with proper supervision and safety consideration), collect food for emergency relief, plant flowers to help beautify a local community, etc. The simplest service projects can make a huge difference in someone's life and teach our students invaluable life lessons along the way.

VI. GENERAL POLICIES AND PROCEDURES

A. TRANSPORTATION

Parents / guardians are responsible for providing transportation to and from school. Transportation for field trips may be provided by parents or through other means of private transportation.

B. DROP OFF / PICK UP PROCEDURES

For students that arrive prior to 8:00am, please refer to the above stated policy regarding Before Care and those drop-off instructions.

For students arriving at 8:00am, parents/guardians are asked not to park and walk their child into school. Students must be dropped off from the Drop-Off Lane only, along the school sidewalk. Students should be prepared to exit from the right side of the car. An Achievement School staff member will be present each morning to assist with drop-off and will open the car's door for the child to exit properly. If your student uses child-safety restraints (car seat or booster seat), please make sure it is located on the right side of the car. Never leave your car running or unattended in the Drop-Off area along the sidewalk.

At the end of the school day, please line your car up in the Drop-Off Lane, along the school sidewalk. Children should enter their vehicle from the sidewalk only. After your student is seated and belted in your car, parents may then carefully exit.

As cars ahead of you leave, move your car forward in the Drop-Off Lane. Please keep the lane moving at all times.

C. LUNCH AND SNACKS

Lunch at The Achievement School will be eaten in the lunchroom. If lunch is brought from home, students are encouraged to bring a healthy lunch and use good food safety guidelines. It is recommended that packed lunches include an ice pack, and hot foods are stored in a Thermos-like container. Refrigerators and microwaves will not be available to students.

Depending on what time each classroom goes to lunch, students in all grade levels will also have a morning or afternoon snack break. All students may bring an extra water bottle and healthy snack for their break.

Students may not bring soft drinks (soda), candy or gum to school for lunch or snack time.

Students may also purchase lunch for a fee. We will be offering well balanced meals, with a choice of meat, vegetable, fruit and grain each day. Any family who feels they qualify for free or reduced lunch should call the office for further information.

D. ILLNESS AND EMERGENCIES

The Achievement School wants to keep our community healthy; therefore if a student is ill, they should not attend school.

Please keep a student home from school if any of the following symptoms are present, and follow these guidelines for returning to school after illness:

- **Bronchitis:** on antibiotics for 24 hours or more
- **Chicken Pox:** when all lesions are crusted over (approximately one week)
- **Diarrhea:** free of symptom for 24 hours
- **Fever of 100* or higher:** free of fever for 24 hours without medication
- **Head Lice:** when completely lice and nit-free following prescribed treatment (minimum of 24 hours)
- **Pink Eye:** when discharge from eyes has stopped (usually 24 hours after starting antibiotic eye drops)
- **Vomiting:** free from symptom for 24 hours

If a sick child is dropped off at school in the morning, the school will contact the parent / guardian to come pick the student up immediately.

If an emergency arises or a student becomes ill while at school, the parent / guardian will be contacted and are expected to pick the student up within one (1) hour. All students should have at least 2 emergency contacts listed in their student file in the main office. If a serious illness or emergency occurs and we are unable to reach the parent / guardian or the emergency contacts provided, we will contact the student's personal physician or ambulance, if the situation warrants such.

E. MEDICATION AND STUDENT HEALTH PLANS

All medication, prescribed and non-prescribed, will be administered by school personnel only. Under no circumstances should any medication be sent with students in pockets, backpacks or lunch boxes. This presents a serious health and safety hazard for other students, and they will be confiscated.

Medication for all students will be kept in a locked file cabinet at the designated First Aid Station. All medication bottles shall be properly labeled with the student's name, name of medication, dosage, how it's to be administered and the physician's name who prescribe the medication. All medication must remain in the original container. For any medication that is to be administered three (3) times a day (i.e. Morning, Mid-Day, Evening), we will only administer the Mid-Day dose. Please make sure your student receives the Morning and Evening dose at home.

Parents of students with diagnosed, ongoing, or chronic health concerns requiring medication to be available and/or administered during school hours for more than fourteen (14) days, or potentially life-threatening condition, such as severe food allergies, diabetes, asthma or history of anaphylaxis, shall work with the Education Director to develop a Student Health Plan. The Student Health plan shall outline specific procedures to address the student's ongoing health needs and guide The Achievement School staff in providing for those needs.

F. IMMUNIZATIONS

North Carolina law requires all students to have proper immunizations. Parents have 30 calendar days after the child's first day of attendance at school to present proof of immunization. After 30 days, students will be suspended until proof is presented. Each incoming student should have the following immunizations: DTP; Polio; Measles; Mumps; Rubella; Hib; Hepatitis B; Varicella.

G. EMERGENCY PROCEDURES AND SCHOOL CLOSINGS

The Achievement School will follow the Harnett County Public Schools decision during inclement weather. In the event of severe weather, please watch WRAL-TV (channel 5), WTVD (channel 11) or tune in to WRAL-FM 101.5, for any information regarding the decision to close school or delay its opening.

Weather conditions sometimes worsen during the day after students have arrived at school. If early dismissal of school is necessary, the radio and television stations previously noted will make the proper announcement.

Fire drills are performed on a monthly basis as a safety precaution for all individuals in the school. They will be taken seriously and everyone should exit the building promptly, orderly and quietly. Tornado drills take place each semester and will be scheduled by the Education Director. During a Tornado Drill, students will be moved to a safe location away from windows. Each student will practice crouching down on the floor and covering their head to reduce injury.

H. SAFETY AND RECESS

Safety and constructive cooperative play are the primary goals of supervised play. Playground behavior expectations mirror classroom expectations, in that students will be expected to play in an appropriate and safe manner. In an effort to support this, no personal toys are permitted on the school grounds. We are sure that each student will have ample opportunity to explore and expand their physical abilities during recess through a variety of individual and group activities that will promote fun, creativity, strength, agility and endurance.

In the event of poor weather or severe conditions, student will have indoor recess supervised by staff members. On sunny days, parents/guardians are asked to apply sunscreen on their child prior to the arrival of school. Staff is not permitted to apply sunscreen to the students.

I. SPECIAL EVENTS AND PARTIES

The Achievement School feels it's important to recognize and celebrate life's milestones with each student and we welcome the birthday and special event celebrations. Each class will celebrate each month's birthdays on a designated day, for those that have a birthday in that given month. Parents/guardians who wish to participate are asked to consult with their child's teacher.

The Achievement School of Harnett County

I have received a copy of The Achievement School Parent/Guardian-Student Handbook.

I have read the handbook and discussed the rules and procedures with my child(ren).

We the undersigned, agree to abide by the guidelines therein.

Student's Name _____

Parent/Guardian(s) Name _____

Address _____

City _____ State _____ Zip Code _____

Phone (home) _____ (work) _____ (cell) _____

Signature _____ Date _____

School Year

Grade	2013-14		2014 - 15		2015-16		2116-17		2017-18	
	LEA 1	LEA2								
K	28	8	19	5	20	5	24	6	24	6
1	28	8	28	8	20	5	20	5	24	6
2	28	8	28	8	28	8	21	5	21	5
3			28	8	28	8	28	8	26	6
4					28	8	28	8	28	8
5					28	8	28	8	28	8
6									28	8
7										
8										
LEA Totals	84	24	103	29	124	34	149	40	179	47
Overall Total Enrollment	108		132		158		189		226	

School Year

Grade	2018-19		2019-20		2020-21		2021-22		2022-23	
	LEA 1	LEA2								
K	26	7	28	8	43	11	58	14	58	14
1	26	6	28	8	43	11	43	11	58	14
2	27	7	28	8	28	8	43	11	58	14
3	26	6	28	8	43	11	58	14	58	14
4	26	6	28	8	28	8	43	11	58	14
5	28	8	26	6	30	8	30	8	45	11
6	28	8	32	8	32	8	32	8	48	12
7	28	8	28	8	32	8	32	8	32	8
8			28	8	28	8	32	8	32	8
LEA Totals	215	56	254	70	307	81	371	93	447	109
Overall Total Enrollment	271		324		388		464		556	

Exhibit "B"
**LEASE
FACE PAGE**

LEASE DATE: April 11, 2012

LANDLORD: H-4 Investments, LLC

LANDLORD'S NOTICE ADDRESS: PO Box 1685
Fuquay-Varina, NC 27526
Attn: H-4 Investments, LLC
Phone: 919-753-6395

ALL PAYMENTS SHOULD BE MAILED TO:

H-4 Investments, LLC
PO Box 1685
Fuquay-Varina, NC 27526

TENANT: The Achievement School

TENANT'S NOTICE ADDRESS: 25 Buttonwood Court
Fuquay-Varina, NC 27526
Attn: Leaja H. Horne

PROJECT: That certain building designated on the attached arial image as "Lt 18 Spence Mill Industrial Park" ("Premises"), with an address of 25 Buttonwood Court, Fuquay-Varina, NC 27526, more particularly described in Exhibit "A".

PREMISES: 6,492 square feet ("SF") (more or less) which consisting of a: (1) 5 classrooms, 9 restroom facilities, 2 private offices; 1 reception area;; one kitchen area; one cafeteria; 4 playground facilities and two storage buildings for sole use of Tenant located at 25 Buttonwood Court, Fuquay-Varina, NC 27526, more particularly described in Exhibit "A" ("Premises").

LEASE TERM: A period of Thirty Six (36) months, beginning on the Commencement Date and ending as set forth in Section 1.3 of this Lease.

ANNUAL BASE RENT: \$84,396.00 (subject to adjustment per Section 1.5)

MONTHLY BASE RENT: \$7,033.00 (subject to adjustment per Section 1.5)

SECURITY DEPOSIT: \$7,033.00 ("Security Deposit")

RENT COMMENCEMENT DATE: August 1, ~~2013~~ ²⁰¹²
2013

PURSUANT TO NORTH CAROLINA GENERAL STATUTE § 115C-238.29H, "No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."

LEASE

This Lease including the Face Page and all exhibits and attachments hereto ("Lease") is made and entered into as of the date set forth on the Face Page, by and between H-4 Investments, LLC, (hereinafter referred to as "Landlord"), and The Achievement School (hereinafter referred to as "Tenant").

SECTION 1 PREMISES, POSSESSION AND TERM

1.1. Premises. Landlord hereby demises and leases to Tenant, and Tenant hereby accepts and leases from Landlord the Premises "as-is", together with all rights, privileges, easements, appurtenances, and amenities belonging to or in any way pertaining to the Premises.

1.2. Term. The term of this Lease ("Term") shall begin on the Commencement Date (as hereinafter defined) and end at midnight on the day that is Thirty Six (36) months thereafter. For the purposes of this Lease any reference to "days" shall be deemed to refer to calendar days unless specifically noted as "business days".

1.3. Commencement Date. The commencement date ("Commencement Date") of this Lease shall be August 1, 2012.

1.4. Possession. Taking of possession by Tenant shall be deemed conclusively to establish that the Premises are in good and satisfactory condition, as of such date of possession. Tenant acknowledges that no representations or warranties as to the condition or repair of the Premises have been made by Landlord.

1.5. Option To Renew: During the initial Term hereof and in the event that Tenant: (i) has not committed an event of default hereunder at any time during the Term beyond any applicable notice and cure period, (ii) has not assigned or sublet the Premises, (iii) is in compliance with the terms of this Lease, and (iv) provides written notice to Landlord of its intent to exercise the renewal option at any time prior to the date that is ninety (90) days prior to the expiration of the Term (the "Renewal Notice Date"), Landlord hereby grants to Tenant and Tenant shall have an option to renew this Lease for one (1) additional periods of three (3) years each period, (the "Renewal Option"), under the following terms and conditions:

- a. Landlord and Tenant shall execute an amendment to this Lease which shall provide that all of the terms, conditions, rights, obligations and covenants under this Lease shall exist in full force and effect with regard to the Renewal Option, except that: (i) the Term shall be extended as applicable, (ii) Monthly Base Rent during the Renewal Option Term shall be equal to the then-escalated Monthly Base Rent of one hundred five percent (105.0%) of the previous rent rate in the prior rent period ; and
- b. Tenant shall execute such amendment within ten (10) days from the date Landlord delivers to Tenant execution copies thereof, or this Renewal Option shall automatically terminate; and
- c. Should Tenant not provide Landlord with written notice of its desire to exercise the Renewal Option by the Renewal Notice Date, the Renewal Options shall automatically terminate.

SECTION 2 MONTHLY BASE RENT AND ADDITIONAL RENT

2.1. Monthly Base Rent. Tenant agrees to pay to Landlord Monthly Base Rent (as defined on the Face Page of this Lease) for the Premises, in advance, without demand, deduction or set off, for the entire Term, commencing as of the Commencement Date of the Lease hereinafter the Rent Commencement Date. One (1) such monthly installment shall be due and payable on the date hereof, and this payment shall be applied to the first payment due on the Rent Commencement Date. Each installment of Monthly Base Rent shall be due and payable on or before the first day of each calendar month during the Term. The payment for any fractional calendar month at the commencement or end of the Term shall be prorated.

2.2. MONTHLY BASE RENT ESCALATIONS: Monthly Base Rent, as described in Section 2.1 of this Lease, shall increase periodically and be due and payable during the Term in accordance with the following schedule (except as otherwise prepaid pursuant to Section 2.1):

<u>Period</u>	<u>Monthly Base Rent</u>	<u>Rate per Square Foot</u>
Lease Year 2	\$7,303.50	13.50
Lease Year 3	\$7,574.00	14.00

The first full "Lease Year" shall consist of the twelve (12) calendar months following the Rent Commencement Date. Subsequent Lease Years shall commence on the anniversary of the Rent Commencement Date and shall include the twelve (12) month period thereafter.

Notwithstanding the foregoing, should the Rent Commencement Date fall on any day other than the first day of a calendar month, Lease Year 1 shall include the remainder of the calendar month from the Rent Commencement Date and the next twelve (12) calendar months. In such event, subsequent Lease Years shall commence on the anniversary of the first day of the calendar month following the Rent Commencement Date.

2.3. Taxes and Assessments. Landlord shall to pay all real property taxes, assessments or other imponds which may be assessed against the Premises by any taxing authority during the term of this Lease.

2.4. Payment Address. All Monthly Rent and other payments required to be made by Tenant to Landlord hereunder shall be payable to Landlord at the address set forth on the Face Page of this Lease or at such other address as Landlord may specify from time to time by written notice. Tenant's obligation to pay Monthly Rent and other amounts to Landlord under the terms of this Lease shall not be deemed satisfied until such payments have been actually received by Landlord.

SECTION 3 LATE PAYMENT CHARGE AND SECURITY DEPOSIT

3.1. Late Payment. In the event that any installment of Monthly Base Rent or Additional Rent or any other payment or reimbursement due hereunder is not received by Landlord within seven (7) days of the date when such payment or reimbursement is due, Tenant shall pay to Landlord on demand a late charge ("Late Payment Charge") in an amount equal to one and one-half percent (1.5%) of such payment or reimbursement. The provision for such Late Payment Charge shall be in addition to all of Landlord's other rights and remedies hereunder or at law and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

3.2. Security Deposit. Tenant agrees to deposit with Landlord on the date hereof the Security Deposit (as defined on the Face Page of this Lease). Landlord will hold the Security Deposit, without obligation for interest, as security for the performance of Tenant's covenants and obligations under this Lease. The Security Deposit will not be deemed an advance payment of Monthly Base Rent or other amounts due under this Lease nor will the Security Deposit be deemed a measure of Landlord's damages for any Tenant default. Upon the occurrence of any event of default by Tenant, Landlord may, from time to time, without prejudice to any other remedy provided herein or provided by law, use the Security Deposit to the extent necessary to make good any arrearages of Monthly Base Rent, Additional Rent or other payments due Landlord hereunder, and any other damage, injury, expense (including, without limitation, court costs and reasonable attorneys fees) or liability caused by such event of default; and Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. Any remaining balance of such Security Deposit shall be returned to Tenant at such time after termination of this Lease that all of Tenant's obligations under this Lease have been fulfilled.

SECTION 4 SURRENDER OF PREMISES AND HOLDOVER

4.1. Surrender of Premises. Upon the expiration or termination of this Lease or the termination of Tenant's right of possession of the Premises, Tenant shall surrender and vacate the Premises immediately and deliver possession thereof to Landlord in a clean, good and tenantable condition, ordinary wear excepted. If the Premises are not surrendered in such condition, Landlord may undertake all necessary cleaning, trash removal and repair work, including, without limitation, removal of Tenant's equipment (including telecommunications equipment and wiring) and fixtures, all at the

expense of Tenant, which expense Tenant shall pay on demand by Landlord. Without limiting its remedies, Landlord may apply any Security Deposit of Tenant against the cost of such work. Upon any termination which occurs other than by reasons of Tenant's default, prior to such termination Tenant shall be entitled to remove from the Premises all unattached and movable trade fixtures and personal property of Tenant without credit or compensation from Landlord, provided Tenant immediately shall repair all damage resulting from such removal and shall restore the Premises to a good and tenantable condition. If Tenant shall fail to remove any unattached and movable trade fixtures and personal property which Tenant is entitled to remove prior to any termination, Landlord may remove the same without any liability to Tenant. Any fixtures and personal property not so removed upon the vacancy of the Premises by Tenant shall be conclusively presumed to have been abandoned by Tenant, and to the extent Landlord elects to accept the same, title to such property shall pass to Landlord without any payment or credit. Landlord may, at its option and at Tenant's expense, store and/or dispose of any such property remaining in the Premises.

4.2. Holdover. Tenant will, at the termination of this Lease by lapse of time or otherwise, yield up immediate possession of the Premises to Landlord with all repairs and maintenance required herein to be performed by Tenant completed. If Tenant remains in possession after such termination without Landlord's written consent, such holdover shall not be deemed to be a renewal of this Lease but shall be deemed to create a month-to-month term which may be terminated by either party on the seventh (7th) day after written notice is delivered to the other party. In the event that any such holdover exists, all of the terms and provisions of this Lease shall be applicable during such holdover period, except that Tenant shall pay Landlord from time to time upon demand, as rent for the period of any holdover, an amount equal to one hundred twenty percent (120%) of the Monthly Base Rent and those addition taxes, insurance and other assessments, as set forth in paragraph 2.2 above, in effect on the termination date, computed on a daily basis for each day of the holdover period. Tenant agrees to indemnify, defend and hold Landlord harmless from any and all claims, loss or damage arising from Tenant's holdover.

SECTION 5 USE AND COMPLIANCE

The Premises shall be used only in conjunction with the Tenant's Charter School and for no other purpose without the prior written consent of Landlord. Tenant covenants that it (i) shall comply with all governmental laws, ordinances and regulations (including specifically all zoning, access, and safety regulations) applicable to the operation of Tenant's business or use of the Premises, provided however that Tenant shall not be required to make any structural changes or modifications to the Premises, (ii) shall promptly comply with all governmental orders and directives for the correction, prevention and abatement of any violations and any nuisances in, upon or connected with the Premises, all at Tenant's sole expense, provided however that Tenant shall not be required to make any structural changes or modifications to the Premises, (iii) shall not permit nor take any action, which would constitute a nuisance .

SECTION 6 HAZARDOUS SUBSTANCES

6.1. Definitions. As used in this Section, "Hazardous Substance" means any pollutant, contaminant, toxic or hazardous substance, hazardous waste, dangerous substance, potentially dangerous substance, noxious substance, hazardous, ignitable, explosive, toxic or radioactive material, urea formaldehyde foam insulation, asbestos, PCBs, petroleum products or any other substances the removal of which is required, or the manufacture, production, generation, use, maintenance, disposal, treatment, storage, transfer, handling or ownership of which is restricted, prohibited, regulated or penalized, by any federal, state or local statute, law, regulation or other legal requirement now or at any time hereafter in effect, including but not limited to, the Comprehensive Environmental Response, Compensation, and Liability Act (U.S.C. 9601 *et seq.*), the Hazardous Materials Transportation Act (49 U.S.C. 1801 *et seq.*), the Resource Conservation and Recovery Act (42 U.S.C. 6901 *et seq.*), the Federal Water Pollution Control Act (33 U.S.C. 1251 *et seq.*), the Clean Air Act (42 U.S.C. 7401 *et seq.*), the Toxic Substances Control Act, as amended (15 U.S.C. 2601 *et seq.*), and the Occupational Safety and Health Act (29 U.S.C. 651 *et seq.*), as these laws and legal requirements have been or are in the future amended or supplemented.

6.2. Covenants. Tenant shall not use or permit others to use, the Premises or any other part of the Premises for the production, generation, manufacture, treatment, transportation, storage or disposal of any Hazardous Substance, except with the prior written consent of Landlord and in compliance with any and all applicable legal requirements. Tenant covenants with Landlord that it will: (i) deliver

promptly to Landlord true and complete copies of all notices received by Tenant from any governmental authority with respect to the generation, storage or use by Tenant of any Hazardous Substance (whether or not on or in the Premises); (ii) upon reasonable prior notice permit entry onto the Premises by Landlord or Landlord's representatives at any reasonable time to verify Tenant's compliance with the provisions of this Section 7 and to monitor Tenant's generation, storage or use of any Hazardous Substance, including, but not limited to the performance of testing required by Landlord, any governmental agency or lender to determine the status of any Hazardous Substance on or in the Premises; (iii) complete fully, truthfully and promptly any questionnaires sent by Landlord with respect to Tenant's generation, storage or use of any Hazardous Substance and any affidavits, representations and the like from time to time at Landlord's request with respect to Tenant's generation, storage or use of any Hazardous Substance.

6.3. Indemnity. From the date of occupancy until the date of termination of this leasehold, Tenant shall indemnify, defend and hold harmless Landlord from and against any and all liabilities, expenses (including, without limitation, court costs and reasonable attorney fees), demands, damages, costs, losses, clean-up costs, actions, causes of action, claims for relief, penalties, fines and charges incurred, assessed, resulting from or arising out of the presence of any Hazardous Substance on, in or under the Premises (and any off-site property when such Hazardous Substance emanated from the Premises) resulting from the activities, operations or occupancy of Tenant or any act or omission of Tenant or Tenant's employees, agents, visitors or invitees, regardless of whether Landlord shall have consented to, approved of, participated in or had notice of such act or omission or the presence of such Hazardous Substance. The provisions of this Section 7.3 shall survive the expiration or earlier termination of this Lease.

6.4. Landlord Representation. Landlord represents and warrants to Tenant that Landlord has not, to the best of its actual knowledge as of the execution date of this Lease, received a notice of violation from any governmental authority with respect to the generation, storage or use of Hazardous Substance on the Premises. Landlord shall have performed a Phase I environmental test performed by an environmental engineer who shall inspect the premises and provide a report of findings. Landlord shall be responsible for all remediation costs associated with such contamination and Tenant shall have no responsibility for such clean up costs.

SECTION 7 LANDLORD'S REPAIRS AND MAINTENANCE

Landlord shall at its expense maintain the roof, the foundation and the structural soundness of the exterior walls of the Premises. Tenant shall repair and pay for any damage caused by the negligence of Tenant or Tenant's employees, agents, visitors, students, parents or invitees, or caused by Tenant's default hereunder. The term "walls" as used herein shall not include windows, glass or plate glass, doors, store fronts or office entries. Tenant shall promptly give Landlord written notice of any defect or need for repairs, after which Landlord shall have a reasonable opportunity to cure such defect or make such repairs.

SECTION 8 TENANT'S REPAIRS AND MAINTENANCE

8.1. Tenant's Responsibility. Tenant shall, at its sole cost and expense keep and maintain all parts of the Premises (except those for which Landlord is expressly responsible under the terms of this Lease) in good condition, promptly making all necessary repairs (including any cleaning or required maintenance), including but not limited to: windows, glass and plate glass, doors and door frames and hardware, any office entries, demising walls, interior walls and finish work, ceilings, floors and floor coverings, light bulbs and tubes, heating and air conditioning systems, grease traps, septic systems, plumbing work and fixtures, fencing, pipes, alarm panels, fire extinguishers, electrical wiring and devices.

Notwithstanding the foregoing, Landlord shall be responsible for the modification, replacement or repair of the plumbing, heating and air conditioning systems located on the Premises, where the cost of such modification, replacement or repair exceeds five hundred dollars. (\$500.00). No modifications, replacements or repairs shall be made by Tenant wherein the cost or estimated costs exceed five hundred dollars (\$500.00). Landlord, not Tenant shall contract for such services.

8.2. Maintenance Program. Tenant shall, at its own cost and expense, enter into a regularly scheduled quarterly preventive maintenance/service contract for servicing all hot water, heating and air conditioning systems and equipment serving the Premises.

Tenant shall, at its own cost and expense, shall at least annually have preventive servicing and/or maintenance and cleanouts for all grease traps and septic systems serving the Premises.

SECTION 9 INSPECTION

Upon reasonable prior notice, Landlord and Landlord's agents and representatives shall have the right to enter and inspect the Premises at any reasonable time during normal business hours (unless in the opinion of Landlord an emergency exists, in which event Landlord shall have immediate access), for the purpose of inspecting same or for the purpose of making any repairs Landlord considers necessary or desirable. During the period that is ninety days (90) prior to the end of the Term and upon reasonable prior notice, Landlord and Landlord's agents and representatives shall have the right to enter the Premises at any reasonable time during business hours for the purpose of showing the Premises and shall have the right to erect on or in front of the Premises, a suitable sign indicating the Premises are available.

SECTION 10 UTILITIES

Tenant shall pay for all water, sewer, electricity, gas and telephone charges and any other utilities and services used on or from the Premises, together with any maintenance charges and taxes, penalties, surcharges or the like pertaining thereto. In no event shall Landlord be liable for any interruption or failure of utility services on the Premises and no such failure shall be deemed to be an eviction or disturbance of Tenant's use of the Premises.

SECTION 11 ALTERATIONS

11.1. Alterations to Premises. Tenant shall not make any alterations, additions or improvements ("Alterations") to the Premises without the prior written consent of Landlord which consent shall not be unreasonably withheld. All such Alterations must be made at Tenant's sole cost and expense by a contractor approved in writing by Landlord and in accordance with any and all applicable laws, ordinances, regulations and insurance policy provisions. Any Tenant request to make Alterations to the Premises shall be in writing accompanied with all construction drawings (and any additional materials reasonably requested by Landlord). Upon completion of any such Alterations, Tenant will provide Landlord with a copy of the Certificate of Occupancy issued by the applicable governmental authority and final lien waivers and contractors' affidavits from all contractors and subcontractors providing work or materials to the Premises.

11.2. Ownership of Alterations; Indemnity. All Alterations erected by Tenant shall be and remain the property of Tenant during the Term, and Tenant shall, unless Landlord otherwise elects as hereinafter provided, remove all such Alterations erected by Tenant and restore the Premises to its original condition, reasonable wear and tear excepted, by the expiration or earlier termination of this Lease; provided however, that if Landlord so elects, such Alterations shall become the property of Landlord as of the expiration or earlier termination of this Lease and shall be delivered up to the Landlord with the Premises. Notwithstanding the foregoing sentence, all shelves, bins, machinery (including telecommunications equipment and wiring) and trade fixtures installed by Tenant shall be removed by Tenant prior to the termination of this Lease unless Tenant notifies Landlord in writing that such items will remain in the Premises, and Landlord consents in writing, in which event all such items shall become the property of the Landlord. Upon any such removal, Tenant shall restore the Premises to its original condition, reasonable wear and tear excepted and shall repair any damage to the Premises and Premises caused by such removal. Tenant agrees to indemnify, defend and hold Landlord, and its agents and employees forever harmless against all claims, liabilities and expenses (including reasonable attorney fees) of every kind, nature and description which may arise out of or in any way be connected with any of the work described in this Section 11.

SECTION 12 SIGNS

Tenant may install standard signs upon the Premises only when first approved in writing by Landlord and subject to Landlord's signage requirements for the Premises, any applicable governmental laws, ordinances, regulations and other requirements. Tenant shall remove all such signs by the termination of this Lease. Any such installations or removals shall be made at Tenant's sole expense and in such manner as to avoid injury to or defacement of the Premises or the Project and other improvements, and Tenant shall repair any injury or defacement, including without limitation discoloration, caused by any such installations or removals.

SECTION 13 PROPERTY AND CASUALTY DAMAGE

13.1. Insurance. Landlord shall to maintain insurance covering the Premises, as required by its mortgage lender insuring against the perils of Fire, Lightning and Extended Coverage, Vandalism and Malicious Mischief, extended by Special Extended Coverage Endorsement to insure against all other Risks of Direct Physical Loss, casualty and business income and such additional reasonable coverage as the Landlord may elect to further protect its interest in the Premises; such coverage and endorsements to be as defined, provided and limited in the standard bureau forms prescribed by the insurance regulatory authority for the state of North Carolina for use by insurance companies admitted in North Carolina for the writing of such insurance on risks located within North Carolina. Subject to the provisions of Sections 13.3, 13.4 and 13.5 below, such insurance shall be for the sole benefit of Landlord and under its sole control. Under no circumstances shall such insurance include nor shall Landlord have any responsibility to insure, repair, or replace Tenant's personal property, Tenant's fixtures or any Alterations or improvements made by Tenant to the Premises.

13.2. Notice of Casualty. If the Project or Premises should be damaged or destroyed by any peril covered by the insurance as provided under Section 13.1 above, then Tenant shall give immediate written notice thereof to Landlord.

13.3. Substantial Damage. If the Premises should be totally destroyed by any peril covered by the insurance provided under Section 13.1 above or if the Premises should be so damaged thereby that rebuilding or repairs cannot in Landlord's reasonable estimation be completed within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, this Lease shall terminate, and the Monthly Base Rent and Additional Rent shall be abated during the unexpired portion of this Lease, effective upon the date of the occurrence of such damage.

13.4. Minor Damage. If the Premises should be damaged by any peril covered by the insurance to be provided under Section 13.1 above, but only to such extent that rebuilding or repairs can in Landlord's reasonable estimation be completed within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, this Lease shall not terminate, and Landlord shall at its sole cost and expense (but only to the extent insurance proceeds are available) thereupon proceed with reasonable diligence to rebuild and repair the Premises to substantially the condition in which the Premises existed prior to such damage, except that Landlord shall not be required to rebuild, repair or replace any part of Tenant's personal property, Tenant's fixtures or any Alterations or improvements made by Tenant to the Premises. If the Premises are untenable in whole or in part following such damage, the Monthly Base Rent and Additional Rent payable hereunder during the period in which they are untenable shall be reduced to such extent as may be fair and reasonable under all of the circumstances. In the event that Landlord should fail to complete such repairs and rebuilding within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, Tenant may at its option terminate this Lease by delivering written notice of termination to Landlord as Tenant's exclusive remedy, whereupon all rights and obligations hereunder shall cease and terminate.

13.5. Proceeds to Mortgagee. Notwithstanding anything herein to the contrary, in the event the holder of any indebtedness secured by a mortgage or deed of trust covering the Premises or the Project requires that the insurance proceeds paid as a result of a loss covered under the insurance to be provided under the terms of Section 13.1 above be applied to such indebtedness, then Landlord shall have the right to terminate this Lease by delivering written notice of termination to Tenant within fifteen (15) days after such requirement is made by any such holder, whereupon all rights and obligations hereunder shall cease and terminate.

SECTION 14 LIABILITY

14.1. Injury to Persons or Property. Landlord shall not be liable to Tenant or Tenant's employees, agents, students, parents, patrons or visitors, or to any other person whomsoever, for any injury to person or damage to property on or about the Premises except for such injury or damage which results from the negligence or willful misconduct of Landlord or Landlord's employees or agents and Tenant hereby covenants and agrees that it will at all times indemnify, defend and hold safe and harmless the Landlord, Landlord's employees, agents and lender(s) from any loss, liability, claim, suit, or expense, including without limitation attorney fees, both actual and alleged, arising out of or relating to any such damage or injury to the extent such damage or injury is caused by Lessees or Lessee's employees or agents; except injury to persons or damage to property which results from the negligence or willful misconduct of Landlord or Landlord's employees, agents or lenders, or from the breach by Landlord of any of its obligations under this Lease.

14.2. Tenant Insurance. Tenant shall, at Tenant's sole expense, procure and maintain throughout the Term a policy or policies of (i) commercial general liability insurance, insuring against all claims, demands or actions arising out of or in connection with Tenant's liability assumed under this Lease, covering injury to persons (including death), and property damage (including loss of use thereof) in the amount of at least \$1,000,000 per occurrence with an aggregate limit of at least \$2,000,000.00, and (ii) all risk (special form) property insurance in an amount equal to the full replacement cost of all Alterations or improvements made by, for or on behalf of Tenant to the Premises, and all furniture, fixtures, equipment and other personal property of Tenant located in the Premises. All such policies procured by Tenant shall be issued by an insurance company authorized to transact business in North Carolina with a rating of not less than A: Class VIII by A.M. Best Company. Certified copies of such policies or valid certificates of insurance evidencing same, naming Landlord, and (at Landlord's sole discretion) Landlord's lender(s) as additional insureds, together with a receipt evidencing payment of premiums therefor, shall be delivered to Landlord prior to the Commencement Date of this Lease. Not less than thirty (30) days prior to the expiration date of any such policies, certified copies of the renewal policies or valid certificates of insurance evidencing such renewal (bearing notations evidencing the payment of renewal premiums) shall be delivered to Landlord. Such policies shall further provide that not less than thirty (30) days written notice shall be given to Landlord before such policy may be canceled or changed to reduce insurance provided thereby. If Tenant shall not comply with this covenant, Landlord may at its option, cause insurance as aforesaid to be issued, and in such event Tenant agrees to pay the premium for such insurance promptly upon Landlord's demand.

SECTION 15 WAIVER OF SUBROGATION

15.1. Landlord Waiver. Tenant shall not be responsible or liable to Landlord for any loss from any event, act or omission to the extent actually paid by the proceeds of insurance obtained and maintained by Landlord in connection with the Project. To the extent available, Landlord shall cause its policy or policies of insurance to contain effective waivers of subrogation for the benefit of Tenant.

15.2. Tenant Waiver. Landlord and the Project property manager shall not be responsible or liable to Tenant for any loss, event, act or omission to the extent covered by insurance required to be obtained and maintained by Tenant with respect to the Premises and its use and occupancy thereof (whether or not such insurance is actually obtained or maintained) or otherwise covered by the proceeds of such other insurance as is obtained and maintained by Tenant. Tenant shall from time to time provide Landlord with effective waivers of subrogation by its insurers for the benefit of Landlord and the Project property manager in a form reasonably satisfactory to Landlord.

15.3. Survival. The terms and provisions of this Section 16 shall supersede any provisions to the contrary contained in this Lease and shall survive the expiration or earlier termination of this Lease with respect to any occurrences before the effective date of such termination or expiration.

SECTION 16 CONDEMNATION

16.1. Complete Taking. If the whole or any substantial part of the Premises should be taken for any public or quasi-public use under governmental law, ordinance or regulation, or by right of eminent domain, or by private purchase in lieu thereof and the taking would prevent or materially interfere with the use of the Premises for the purpose for which it is being used, this Lease shall terminate, and the

Monthly Base Rent and Additional Rent payable hereunder shall be abated during the unexpired portion of the Term, effective when the physical taking of the Premises shall occur.

16.2. Partial Taking. If part of the Premises shall be taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain, or by private purchase in lieu thereof, and this Lease is not terminated as provided in Section 16.1 above, this Lease shall not terminate, but the Monthly Base Rent and Additional Rent payable hereunder during the unexpired portion of the Term shall be reduced to such extent as may be fair and reasonable under all of the circumstances.

16.3. Proceeds. In the event of any such taking or private purchase in lieu thereof, Landlord shall be entitled to the proceeds arising out of any such acquisition of the Premises, or portion thereof, under the power of eminent domain; provided, however, that nothing herein contained shall be construed so as to prevent Tenant from making a claim for a separate award for any relocation expense, or for such losses as it may sustain in connection with any items belonging to Tenant and not a part of the Premises, but Tenant shall in no event be entitled to compensation for the loss of its leasehold interest in the Premises.

SECTION 17 EVENTS OF DEFAULT

The following events shall be deemed to be events of default by Tenant under this Lease:

17.1. Tenant shall fail to pay any installment of Monthly Base Rent or Additional Rent herein reserved when due, or any other reimbursement, Late Payment Charge or payment to Landlord required herein when due, and such failure shall continue for a period of seven (7) days from the date such payment was due.

17.2. Tenant shall abandon or vacate all or any substantial portion of the Premises.

17.3. Tenant shall fail to comply with any term, provision or covenant of this Lease (other than as provided in this Section 18), and shall not cure such failure within thirty (30) days after written notice thereof to Tenant.

17.4. Any Guarantor of this Lease shall default in the terms of his, her or its Guaranty or shall declare bankruptcy or insolvency or shall make assignment for the benefit of creditors.

17.5. Tenant shall become insolvent or shall make a transfer in fraud of creditors or shall make an assignment for the benefit of creditors.

17.6. Tenant shall file a petition or have an involuntary petition filed against it, under any section or chapter of the United States Bankruptcy Code, as amended or under any similar law or statute of the United States or any State thereof and such petition is not dismissed within sixty (60) days of its filing; or Tenant shall be adjudged bankrupt or insolvent in proceedings filed against Tenant thereunder.

17.7 A receiver or trustee shall be appointed for all or substantially all of the assets of Tenant.

17.8 Tenant allows any vehicle to be driven on the asphalt or concrete located on the premises which does not have pneumatic or rubberized tires.

SECTION 18 REMEDIES

Upon the occurrence of any of such events of default described in Section 17 of this Lease, Landlord shall have the option to pursue any one or more of the following remedies without any notice or demand whatsoever:

18.1. Termination of Lease. Terminate this Lease, in which event Tenant shall immediately surrender the Premises to Landlord, and if Tenant fails to do so, Landlord may, without prejudice to any other remedy which it may have for possession or arrearages in Monthly Base Rent or Additional Rent, enter upon and take possession of the Premises and expel or remove Tenant and any other person who may be occupying such Premises or any part thereof, without being liable for prosecution or any claim of damages therefor; and Tenant agrees to pay to Landlord on demand the amount of all loss and damage

which Landlord may suffer by reason of such termination, whether resulting from Landlord's inability to relet the Premises on satisfactory terms, any reasonable costs incurred to upfit, modify, repair and/or relet the Premises, or otherwise. Additionally, Landlord will use reasonable efforts and discretion in reletting the premises upon default of the tenant so as to mitigate the damages owed by Tenant.

18.2 Termination of Possession. Without terminating the Lease or releasing Tenant in whole or in part, from any obligation, including without limitation, Tenant's obligation to pay Monthly Base Rent and Additional Rent, Landlord may terminate Tenant's right to possession by entering upon and taking possession of the Premises and expelling or removing Tenant and any other person(s) who may be occupying such Premises or any part thereof, without being liable for prosecution or any claim for damages therefor. Landlord may relet the Premises and receive the rent therefor; and Tenant agrees to pay to Landlord on demand any deficiency that may arise by any reason of such reletting, together with all reasonable costs incurred by Landlord to upfit, modify or repair the Premises for reletting. In the event Landlord is successful in reletting the Premises at a rent in excess of that agreed to be paid by Tenant pursuant to the terms of this Lease, Landlord and Tenant each mutually agree that Tenant shall not be entitled, under any circumstances, to such excess rent, and Tenant does hereby specifically waive any claim to such excess rent.

18.3. Performance of Tenant's Obligations. Enter upon the Premises without being liable for prosecution or any claim for damages therefor, and do whatever Tenant is obligated to do under the terms of this Lease; and Tenant agrees to reimburse Landlord, on demand, for any expenses which Landlord may incur in this effecting compliance with Tenant's obligations under this Lease, and Tenant further agrees that Landlord shall not be liable for any damages resulting to Tenant from such action, whether caused by the negligence of Landlord or otherwise.

18.4. Miscellaneous Provisions. Pursuit of any remedies defined in this Lease shall not preclude pursuit of any of the other remedies herein provided or any other remedies provided by law, nor shall pursuit of any remedy herein provided constitute a forfeiture or waiver of any payment due to Landlord hereunder or of any damages accruing to Landlord by reason of the violation of any of the terms, provisions and covenants herein contained. No act or thing done by the Landlord or its agents during the Term shall be deemed an acceptance of the surrender of the Premises, and no agreement to terminate this Lease or accept a surrender of the Premises shall be valid unless in writing signed by Landlord. No waiver by Landlord of any violation or breach of any of the terms, provisions and covenants herein contained shall be deemed or construed to constitute a waiver of any other violation or breach of any of the terms, provisions and covenants herein contained. Landlord's acceptance of the payment of Monthly Base Rent, Additional Rent or other payments hereunder after the occurrence of any event of default shall not be construed as a waiver of such default, unless Landlord so notifies Tenant in writing. Forbearance by Landlord to enforce one or more of the remedies herein provided upon an event of default shall not be deemed or construed to constitute a waiver of such default or of Landlord's right to enforce any such remedies with respect to such default or any subsequent default. Tenant agrees that in the event Landlord must bring an action to enforce any provision of this Lease or otherwise engages legal counsel to assist with the enforcement of any provision of this Lease or the collection of any amounts due hereunder, Tenant shall pay all reasonable costs associated with any such action or effort to enforce, including, without limitation, reasonable attorney fees, provided that Landlord is a prevailing party in any action or effort to enforce any of the terms of this agreement.

SECTION 19 MECHANIC'S LIENS AND OTHER TAXES

Tenant shall have no authority, express or implied, to create or place any lien or encumbrance of any kind or nature whatsoever upon the Premises or the Project, or in any manner to bind the interests of Landlord in the Premises or the Project or to charge the rents payable hereunder for any claim in favor of any person dealing with Tenant, including those who may furnish materials or perform labor for any construction or repairs, and each such claim shall affect and each such lien shall attach to, if at all, only the leasehold interest granted to Tenant by this instrument. Tenant covenants and agrees that it will pay or cause to be paid all sums due and payable by it on account of any labor performed or materials furnished in connection with any work performed on the Premises on which any lien is or can be validly and legally asserted against its leasehold interest in the Premises or the improvements thereon and that it will save and hold Landlord harmless from any and all loss, cost or expense based on or arising out of asserted claims or liens against the leasehold estate or against the right, title and interest of the Landlord in the Premises or under the terms of this Lease. Tenant agrees to give Landlord immediate written notice if any lien or encumbrance is placed on the Premises.

**SECTION 20
ASSIGNMENT AND SUBLETTING**

20.1. Landlord's Consent. Tenant shall not, voluntarily, by operation of law, or otherwise, assign, transfer, mortgage, pledge or encumber this Lease, or sublease the Premises or any part thereof, or allow any person other than Tenant, its employees, agents, patrons and invitees to occupy or use the Premises or any portion thereof, without the express written consent of Landlord, such consent not to be unreasonably withheld, and any attempt to do any of the foregoing without such written consent shall be null and void and shall constitute an event of default under this Lease. Landlord's consent to any assignment or sublease hereunder does not constitute a waiver of its right to consent to any further assignment or sublease. Notwithstanding the foregoing, provided that the use of the Premises does not change from that described in Section 5 of this Lease, Tenant shall have the right to assign this Lease, or to sublet all or any portion of the Premises to any party controlling, controlled by or under common control with Tenant (a "Permitted Transfer"), provided that subsequent to such Permitted Transfer, Tenant shall remain liable for the payment and performance of Tenant's obligations under this Lease. Provided however, that in the event of a Permitted Transfer, Tenant shall provide Landlord with proper documentation of such assignment or sublease within thirty (30) days of said assignment or sublease.

20.2. Tenant Liability. Tenant agrees to use Landlord's standard assignment or sublease forms and to pay Landlord's actual attorney fees associated with Landlord's review and documentation of any requested assignment or sublease hereunder regardless of whether Landlord consents to any such assignment or sublease. No assignment or sublease by Tenant shall relieve Tenant of any obligations under this Lease, and Tenant shall remain primarily liable for the payment of all amounts due and for the performance of all obligations of Tenant under this Lease. Any transfer of this Lease by merger, consolidation or liquidation or any change in a majority of the voting rights or other controlling rights or interests of Tenant shall be deemed an assignment for the purposes of this Lease.

**SECTION 21
SALE, ASSIGNMENT OR TRANSFER OF LANDLORD'S INTEREST**

Landlord may freely sell, assign and transfer its rights under this Lease or its interest in the Project and/or Premises. In the event of the sale, assignment or transfer by Landlord of its interest in the Project and/or Premises or of its rights in this Lease (other than a collateral assignment to secure debt) to an assignee or successor in interest who shall expressly assume the obligations of Landlord hereunder, said purchaser or assignee shall become the Landlord under this Lease and Landlord shall be released from all of its covenants, liabilities and obligations under this Lease, except such obligations which have accrued prior to any such sale, assignment or transfer, and Tenant agrees to look solely to such assignee or successor in interest of Landlord for performance of such obligations.

**SECTION 22
QUIET ENJOYMENT**

Landlord represents and warrants that it has full right and authority to enter into this Lease and that Tenant, upon paying the Monthly Base Rent, Additional Rent and other payments herein set forth and performing its other covenants and agreements herein set forth, shall peaceably and quietly have, hold and enjoy the Premises for the Term without hindrance or molestation from Landlord, subject to the terms and provisions of this Lease.

**SECTION 23
SUBORDINATIONS AND ESTOPPELS**

23.1. Subordination and Attornment. Tenant accepts this Lease subject and subordinate to any mortgages and/or deeds of trust now or at any time hereafter constituting a lien or charge upon the Premises or the improvements situated thereon, provided, however, that if the mortgagee, trustee, or holder of any such mortgage or deed of trust elects to have Tenant's interest in this Lease superior to any such instrument, then by notice to Tenant from such mortgagee, trustee or holder, this Lease shall be deemed superior to such lien, whether this Lease was executed before or after said mortgage or deed of trust. In the event of the foreclosure of any such mortgage by voluntary agreement or otherwise, or the commencement of any judicial action seeking such foreclosure, Tenant, at the request of the then Landlord, shall attorn to and recognize such mortgagee or purchaser in foreclosure as Tenant's Landlord under this Lease. Upon the request of Landlord, Tenant agrees to execute any instruments, releases, subordinations or other documents which may be required by any mortgagee for the purpose of subjecting and subordinating this Lease to the lien of any such mortgage. Tenant also agrees to execute

a commercially reasonable subordination non-disturbance and attornment agreement with Landlord's lender(s) if requested by Landlord.

23.2. Estoppel Certificate. Tenant agrees that within ten (10) days after request of Landlord, it will deliver to Landlord or Landlord's designee, an estoppel certificate stating that this Lease is in full force and effect, the date to which rent has been paid, the unexpired Term and such other matters pertaining to this Lease as may be requested by Landlord. It is understood and agreed that Tenant's obligation to furnish such estoppel certificates in a timely fashion is a material inducement for Landlord's execution of this Lease.

SECTION 24 MISCELLANEOUS PROVISIONS

24.1. Notices. Any notice or document required or permitted to be delivered hereunder shall be deemed to be delivered (i) if and when personally delivered or (ii) on the day (not including Saturdays, Sundays, or federal holidays) after such notice is deposited with Federal Express or a comparable bona fide overnight courier, for delivery on the next business day with all postage and/or charges paid by sender, addressed to the parties hereto at the respective addresses set out on the Face Page of this Lease, or at such other address as the parties may specify by written notice delivered in accordance herewith. Prior notice shall be deemed reasonable if given at least twenty four hours prior to the date of meeting, inspection or showing.

ALL PAYMENTS SHALL BE DELIVERED TO THE ADDRESS SET FORTH IN THE FACE PAGE OF THIS LEASE.

24.2. Processing and Review Fees. In the event Tenant requests Landlord to process, review and/or execute any third party documents, including, but not limited to, lien waivers, telecommunication access agreements, or other service provider agreements, then Tenant shall submit such documentation to Landlord. Tenant agrees to pay as Additional Rent all reasonable legal costs and professional costs incurred by Landlord in connection with Landlord's review of such documents.

24.3. Survival. All obligations of Tenant hereunder not fully performed as of the expiration or earlier termination of this Lease shall survive the expiration or earlier termination hereof, including without limitation all obligations with respect to ADDITIONAL RENT payments and any other payments due Landlord hereunder and all obligations concerning the condition of the Premises.

24.4. Captions. Words of any gender used in this Lease shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural, unless the context otherwise requires. The captions inserted in this Lease are for convenience only and in no way define, limit or otherwise describe the scope or intent of this Lease, or any provision hereof, or in any way affect the interpretation of this Lease.

24.5. Enforceability. If any clause or provision of this Lease is illegal, invalid or unenforceable under present or future laws effective during the Term, then and in that event, it is the intention of the parties hereto that the remainder of this Lease shall not be affected thereby.

24.6. Authority. Each party agrees to furnish to the other, promptly upon demand, a resolution, proof of due authorization by partners, or other appropriate documentation evidencing the due authorization of such party to enter into this Lease.

24.7. Lease Amendment. Any amendment or agreement of this Lease shall be ineffective to change, waive, amend, modify, supplement, discharge or terminate this Lease in whole or in part unless such amendment or agreement is in writing and signed by Landlord and Tenant.

24.8. Time is of the Essence. Time is of the essence with regard to all of the terms, covenants and conditions of this Lease.

24.9. Governing Law. This Lease and the rights of parties hereunder shall be construed and enforced in accordance with the laws and judicial decisions of the State of North Carolina.

24.10. Entire Agreement. This Lease, including the Face Page and all exhibits and attachments hereto contains the entire agreement between Landlord and Tenant concerning the Premises, and there are no other agreements, either oral or written, regarding the lease of the Premises by Tenant (any prior

24.10. Entire Agreement. This Lease, including the Face Page and all exhibits and attachments hereto contains the entire agreement between Landlord and Tenant concerning the Premises, and there are no other agreements, either oral or written, regarding the lease of the Premises by Tenant (any prior agreements being merged into this Lease). Neither Landlord nor any agent of Landlord has made any representations, warranties or promises with respect to the Premises, the Project or the existence or use of any amenities or facilities, except as expressly set forth in this Lease.

24.11. Brokers. Tenant represents that it has not dealt with any real estate broker, salesperson, or finder in connection with this Lease, and no such person initiated or participated in the negotiation of this Lease or showed the Premises to Tenant. Tenant agrees to indemnify, defend and hold harmless Landlord from and against any and all liabilities, claims, commissions, fees and other costs (including without limitation reasonable attorney fees) arising out of a breach of the foregoing representation. Landlord shall only be responsible for the payment of commissions to the broker, if any, specified in this Section 24.11, if Landlord has entered into a separate written agreement with such broker, and then only as provided in such agreement.

24.12. Successors and Assigns. The terms, provisions and covenants and conditions contained in this Lease shall apply to, inure to the benefit of, and be binding upon the Landlord and Tenant and upon their respective heirs, legal representatives, successors and permitted assigns, except as otherwise expressly provided in this Lease.

24.13. Incorporation of Face Page and Exhibits. The Face Page, the Premises set forth in Exhibit "A" and the Special Provisions set forth in Exhibit "B" attached hereto are incorporated herein by reference

24.14 PURSUANT TO NORTH CAROLINA GENERAL STATUTE § 115C-238.29H, "No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."

IN WITNESS WHEREOF, each party hereto has executed this Lease under seal, acknowledging and signifying its authority to enter into this Lease, by its duly authorized officer, manager, or representative, in two or more counterparts on the day and year first written above.

LANDLORD: **H-4 Investments, LLC**

By: Robert D. Harnack 4-11-12

Print Name: ROBERT D. HARNACK

Its: member

Witness: Amy Derby

TENANT: **The Achievement School**

By: Brenda Harnack 4-11-12

Print Name: Brenda Harnack

Its: Board President

Witness: Amy Derby

**EXHIBIT A
PREMISES**

6,492 square feet ("SF") (more or less) which consisting of a: (1) 5 classrooms, 9 restroom facilities, 2 private offices; 1 reception area;; one kitchen area; one cafeteria; 4 playground facilities and two storage buildings for sole use of Tenant located at 25 Buttonwood Court, Fuquay-Varina, NC 27526, is indicated by area marked below.

- (i) Aerial of leasehold premises which is bounded in red or bounded by darkened boundary line.



- Help in other areas, such as library and computer lab if trained.

Skills and Characteristics:

- Belief in The Achievement School philosophy.
- Ability to extend positive outlook, sense of humor & love of learning to others.
- Commitment to students' and schools success by promoting core values, ideas and philosophy.

Qualifications:

- High school diploma or general education degree (GED) required; or combination of related training and experience equivalent to the completion of a high school diploma.
- Additional preparation and/or college work related to secretarial training preferred.
- Good computer skills required; working knowledge of databases, spreadsheets and scheduling programs preferred.
- At least two years of effective and relevant work experience.
- Certification in First Aid and CPR desired.
- **Must pass criminal background check.**

Position Title: Custodian

Reports To: Director of Education

Approved By:

Date:

Summary:

Keeps school buildings and grounds clean and clear of debris.

Responsibilities of the custodian will include, but are not limited to, the following:

- Assist in maintaining building and outdoor areas, as safety is paramount.
- Perform general cleaning duties within the school, replenish disposable items and maintain inventory logs, and oversee reorders of supplies.
- Secure buildings at the start end of the workday, adjust lighting, heating and air conditioning as appropriate.
- Inspect equipment routinely to maintain in clean condition and good repair, report any damages or needed repairs to director of finance.
- Use and maintain assigned power equipment and hand tools, buffers, vacuums; and follow instructions regarding the use of chemicals and supplies.
- May arrange furniture & facilities for meetings, special events, and conferences.

Qualifications:

- High school diploma, general education degree (GED,) technical or trade school.
- One year successful custodial experience preferred.
- Ability to establish and maintain effective working relationships with students, staff and the community.
- Experience in completing tasks with limited supervision.

Position Title: Special Education Teacher

Reports To: Principal

Approved By:

Date:

Summary:

To create a flexible & interesting class environment that is favorable to learning and personal growth. Motivate students to develop skills, attitudes and knowledge needed to provide an excellent foundation for elementary education. Work in conjunction with other staff, parents & students to help achieve a love for life-long learning.

Responsibilities of the special education teacher will include, but are not limited to, the following:

Student Achievement:

- Develop lesson plans & instructional materials and provide individualized or small group instruction to ensure the needs of all pupils are being met through the curriculum.
- Create developmentally appropriate learning experiences, using many different types of methods to challenge and inspire students.
- Evaluate students' academic and social growth, keeping appropriate records and prepare progress reports. Identify student needs, make referrals and develop strategies for individualized education plans.
- Utilize instructional management systems that increase student learning and maximize time on task.
- Develop and implement Individual Education Programs (IEPs) and monitor student progress towards achieving instructional objectives and goals on the IEPs.

Relationship Development:

- Create an atmosphere for learning through functional and attractive displays that exhibits students' work.
- Build rapport with other staff members, to facilitate cooperation & the ability to leverage off each other.
- Be available to students and parents for education-related purposes outside the classroom, to communicate by means of newsletters, notes, phone calls, in person, or through school website or email.

School Leadership:

- Attend and / or participate in school events, such as open houses, parent/teacher conferences, concerts and field trips.
- Communicate with parents and the community to ensure that the philosophy of The Achievement School is met.

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.

In an effort to mirror the diversity of Harnett County, we will develop a marketing plan that reaches out to all potential students. Some of the strategies we would use are: (1) Distribute flyers and brochures at various locations throughout the entire county; (2) Display a banner in front of the school site to attract people driving by from both directions, especially from the south because Hwy 401 which runs along our site is a major artery for parents residing farther south and west who commute to Wake County to work; (3) hold community meetings in locations around the county to build awareness of our opening; (4) visit the major child care centers in the county and distribute information; mail brochures to any child care centers and family child care homes that are not visited; (5) we will purchase a direct mail list of families within our area and mail postcards notifying families of our open enrollment dates; (6) we will have our name, location and phone number painted on a van (use will be donated by a board member) and drive it around and throughout the entire county; we will park in grocery store lots around the county, passing out brochures to passersby and placing brochures on vehicles (with manager's permission); (7) we will mail out information to all churches in the county; (8) we will develop a website and provide information on our website; (9) we will attend community gatherings, providing information and handing out brochures; (10) we will attend speaking engagements whenever possible; (11) we will contact all the county newspapers for community service announcements and seek to have articles written about our school's opening; (12) we will visit with the chief administrator of the Migrant Head Start program to enlist her support in getting our information out to the Hispanic community; (13) and we will ask to present at a Harnett County Partnership for Children board meeting to hear suggestions on how we can further reach out to families with at-risk students.

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 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).

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 over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Year 1: We have identified and signed a lease (See Attachment Lease in Appendices) that will house 108 students, given our program emphasis on low teacher to student ratios. 36 students at each grade level in the first year will allow for an average teacher to student ratio of 18. Year 2: By adding only 24 students

the second year, we can control our growth at a rate that would ensure quality services being delivered. At this point, we would be able to lease additional space (as outlined in the Facility Section), and by adding two additional teachers, our teacher to student ratio would still remain low and allow us more flexibility to increase the number of multi-age inclusive classrooms as we add one grade per year. Year 3: Within the confines of the additional space that was leased in Year 2, we would be able to add 25 students comfortably and stay within the 20% or less growth limit as well. This continued amount of growth is slow enough to allow us to continue quality service as well. Years 4: and 5: By this time, we will need additional space, (as outlined in the Facility Section), and will plan on growing at a rate allowed by the state. The school's operation should be well streamlined by this time and an approximately 20% growth rate should be very manageable. Years 6-10: By this time, we will have previously identified or moved into a much larger facility and will be able to grow at a 20% rate, continuing to add a grade each year until we reach Grade 8 and still maintaining a low student to teacher ratio and delivery a high quality service. Because of the overwhelmingly positive community response we have received so far, we do not anticipate and difficulty keeping our enrollment figures at the projected maximum each year. However, should this occur, the number of staff would need to be reduced, possibly taking away a lead teacher position and increasing a part-time assistant to full-time. We could manage the first year or two without a custodian as one of our community members has volunteered to perform this function if needed. The budget for materials and supplies and educational testing and other materials would be re-calculated by the actual number of students; the professional development budget would be adjusted accordingly; our budget projections include a 3% staff increase in pay each year and, if necessary, this could be reduced; if necessary, the contingency fund could be reduced; fundraisers would be even more necessary for monies for special projects. We had already planned to reach out to local universities to establish agreements to serve as a site for student teaching and volunteers and would make this an early priority; we would expect our Director of Finance to discuss these issues with the board and our accountant for additional suggestions as well as discuss this with our parent and teacher teams for input so that our educational community could come up with solutions. The first year our break even point appears to be 90-95% of projected enrollment. After the first year, the break even point would be roughly 85-90%. If our economy continues to stabilize and our funding sources at least remain the same, we should be able to maintain fiscal soundness throughout the first five years of operation. Since the above chart only allows projections for five years, we are including in the Appendices information on enrollment for years six through ten, indicating the continuation of the grades up to eighth and a total enrollment of 556. See Attachment Projected Enrollment 2013-14 - 2022-23.

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

With our mission in mind, we will include in our budget a teaching staff number that would allow for a low teacher to student ratio and will hire both full-time and part-time teaching assistants (increasing the number each year) to work with students in groups and one-on-one. We will also include "connect" teachers that work four to six hours per week and serve as resource teachers in areas such as music, art, Spanish, etc. Our initial budget allows for a Special Education teacher, beginning half-time and working up to a full-time position in the third year, which is crucial to being able to serve the needs of all our EC students; we see this teacher as being able to work in the inclusive classroom to model interventions for the teacher and teaching assistant. Our budget reflects an emphasis on technology to provide students with current technology to enhance the learning experience. Our professional contract budgeted figure is high to ensure that we can afford speech therapists, occupational therapists, psychologists, and other outside resources as our students require them. We will be using the Common Core curriculum and have

budgeted monies into the professional development category to allow for teacher training. In addition, teachers and other staff will have the funding required to receive training in Quality Schools/Choice Theory, which is our educational model. Professional development is one of the most important ways we spend our monies so that our staff are trained and are consistent in their approach to the students and parents. As our staff becomes trained in this model, The Achievement School will be able to move in the direction of designation as a "Quality School" by the Glasser Institute. Initially, we will not have the funding for transportation being provided by the school. However, we have included in the staffing budget monies for a teaching assistant(s) and administrative assistant to help with the car rider line to ensure the safety of the students. We also have a small contingency fund set aside that can be used for field trip transportation (leasing a vehicle or helping parents pay for gas) if fundraising money is not sufficient. We will make the effort to enlist parent involvement in a carpooling plan and as our funding increases or the budget allows, we would like to consider purchasing a vehicle for transportations options to and from school. Our five year budget chart includes an amount set aside each year as "contingency fund." If unexpected expenses occur, there would be an amount to draw from; if not, or if all of the contingency fund were not used, that money would be allowed to roll-over into the following year. If we can manage successfully without using the contingency funds, then we would be able to purchase a vehicle. As a new non-profit, we have no cash on hand or assets at this time. A board member has agreed to donate an amount equal to the marketing expenses we will need up front. We will be cautious regarding spending for start-up such as instructional equipment, technology, educational materials, etc. However, should we find that we need additional funding, our board would ask the bank to loan us a modest amount to assist in these purchases.. If this happens, the budget would be adjusted accordingly to reflect the bank loan. Our lease includes a graduating \$/square foot amount to allow for a lower lease amount in the first two years. Our school will actively pursue fundraising events and grant opportunities to provide additional funding.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 - 430

List LEA #2 - 920

List LEA #3 - 000

Grade	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	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	28	8	0	19	5	0	20	5	0	24	6	0	24	6	0
Grade 01	28	8	0	28	8	0	20	5	0	20	5	0	24	6	0
Grade 02	28	8	0	28	8	0	28	8	0	21	5	0	21	5	0
Grade 03	0	0	0	28	8	0	28	8	0	28	8	0	26	6	0
Grade 04	0	0	0	0	0	0	28	8	0	28	8	0	28	8	0
Grade 05	0	0	0	0	0	0	0	0	0	28	8	0	28	8	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	28	8	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEA Totals	84	24	0	103	29	0	124	34	0	149	40	0	179	47	0
Overall Total Enrollment	108			132			158			189			226		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
-State ADM Funds	\$529,997	\$659,604	\$789,636	\$946,921	\$1,132,529
-Local Per Pupil Funds	\$133,600	\$162,368	\$195,260	\$233,282	\$278,496
-Federal Funds	\$0	\$0	\$0	\$0	\$0
-Grants*	\$0	\$0	\$0	\$0	\$0
-Foundations*	\$0	\$0	\$0	\$0	\$0
-Private Funds*	\$0	\$0	\$0	\$0	\$0
-Other Funds*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$663,597	\$821,972	\$984,896	\$1,180,203	\$1,411,025

*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

Budget (continued): Revenue Projections 2013-14 through 2017-2018

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

See <http://www.ncpublicschools.org/bs/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.

Year 1: Enrollment: 108 Harnett (80%) = 86 Wake (20%) = 22
 STATE \$/ADM Harnett: 86 @ 4720.56 = \$405,968 + \$/ADM Wake: 22 @ 4310.77 = \$94,837 = \$500,805
 EC Headcount (8%) 8 @ 3649.02 = 29,192 = Total \$ 529,997

HARNETT COUNTY \$/ADM 86 @ 1026 = \$88,236 WAKE COUNTY \$/ADM 22 @ 2062 = 45,364 = Total = \$133,600 GRAND TOTAL YEAR 1 = \$663,597

Year 2: Enrollment: 132 Harnett (80%) = 106 Wake (20%) = 26
 STATE \$/ADM 132 @ 4720.56 = \$623,114 EC Headcount (8%) 10 @ 3649.02 = 36,490 = Total = \$659,604

HARNETT COUNTY \$/ADM 106 @ 1026 = \$108,756 WAKE COUNTY \$/ADM 26 @ 2062 = 53,612 = Total = \$162,368 GRAND TOTAL YEAR 2 = \$821,972

Year 3: Enrollment: 158 Harnett (80%) = 126 Wake (20%) = 32
 STATE \$/ADM 158 @ 4720.56 = \$745,848 EC Headcount (8%) 12 @ 3649.02 = 43,788
 Total = \$789,636

HARNETT COUNTY \$/ADM 126 @ 1026 = \$129,276 WAKE COUNTY \$/ADM 32 @ 2062 = 65,984 = Total = \$195,260 GRAND TOTAL YEAR 3 = \$984,896

Year 4: Enrollment: 189 Harnett (80%) = 151 Wake (20%) = 38
 STATE \$/ADM 189 @ 4720.56 = \$892,186 EC Headcount (8%) 15 @ 3649.02 = 54,735 = Total = \$946,921

HARNETT COUNTY \$/ADM 151 @ 1026 = \$154,926 WAKE COUNTY \$/ADM 38 @ 2062 = 78,356
 = Total = \$233,282 GRAND TOTAL YEAR 4 = \$1,180,203

	<p>Year 5: Enrollment: 226 Harnett (80%) = 181 Wake (20%) = 45 STATE \$/ADM 226 @ 4720.56 = 1,066,847 EC Headcount (8%) 18 @ 3649.02 = 65,682 = Total = \$1,132,529</p> <p>HARNETT COUNTY \$/ADM 181 @ 1026 = \$185,706 WAKE COUNTY \$/ADM 45 @ 2062 = 92,790 = Total = \$278,496 GRAND TOTAL YEAR 5 = \$1,411,025</p>
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Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Personnel Total # Of Staff	18	23	25	31	36
And Projected Costs	\$375,574	\$485,047	\$596,153	\$724,388	\$875,920
--Administrator(S)	1	1	1	1	1
	\$39,492	\$40,677	\$41,897	\$43,154	\$44,449
--Clerical	1	2	1	2	3
	\$20,784	\$32,112	\$44,100	\$45,424	\$70,179
--Teachers	6	8	9	11	13
	\$205,764	\$282,584	\$327,447	\$412,214	\$501,774
--Teacher Assistants	3	4	5	7	8
	\$51,960	\$64,224	\$88,200	\$122,756	\$152,056
--Custodian	1	1	1	1	1
	\$8,660	\$11,774	\$18,375	\$18,926	\$19,494
--Other	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
Director Of Finance	1	1	1	1	1
	\$13,032	\$13,423	\$13,826	\$14,241	\$14,668
Director Of Quality	1	1	1	1	1
	\$13,032	\$13,423	\$13,826	\$14,241	\$14,668
Connect Teacher	2	3	4	5	6
	\$5,196	\$8,028	\$11,024	\$14,195	\$17,544
Substitute Teacher	1	1	1	1	1
	\$1,200	\$1,854	\$2,546	\$3,278	\$4,050
Ec Teacher	1	1	1	1	1
	\$16,454	\$16,948	\$34,912	\$35,959	\$37,038
Employee Benefits	0	0	0	0	0
	\$70,035	\$90,569	\$114,578	\$139,258	\$170,227
Staff Development	0	0	0	0	0
	\$7,000	\$9,000	\$10,000	\$12,000	\$14,000
Materials And Supplies	0	0	0	0	0
	\$10,800	\$13,596	\$16,748	\$20,601	\$25,373
Office Supplies	0	0	0	0	0
	\$3,996	\$5,031	\$6,202	\$7,641	\$9,411
Instructional Equipment	0	0	0	0	0
	\$27,500	\$10,000	\$10,000	\$10,000	\$10,000
Office Equipment	0	0	0	0	0
	\$6,000	\$2,000	\$2,000	\$2,000	\$2,000
Testing Materials	0	0	0	0	0
	\$2,160	\$3,456	\$4,600	\$5,700	\$7,320
Insurance	0	0	0	0	0
	\$9,150	\$10,288	\$11,466	\$12,925	\$14,320
Utilities	0	0	0	0	0
	\$7,800	\$10,140	\$10,444	\$12,077	\$13,799
Rent	0	0	0	0	0
	\$84,396	\$108,262	\$111,508	\$122,740	\$133,972
Maintenance & Repair	0	0	0	0	0
	\$5,264	\$7,600	\$7,828	\$9,064	\$10,528
Transportation	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
Marketing	0	0	0	0	0
	\$2,000	\$2,060	\$4,244	\$4,371	\$4,502
Food/Cafeteria Supplies	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
Contingency Fund	0	0	0	0	0
	\$6,882	\$8,015	\$12,064	\$12,931	\$17,010

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018					
Technology	0	\$16,200	0	\$21,120	0	\$26,860	0	\$34,020	0	\$42,940
Educational Materials	0	\$5,400	0	\$6,798	0	\$8,374	0	\$10,318	0	\$12,708
Telephone	0	\$3,000	0	\$4,200	0	\$4,326	0	\$5,056	0	\$5,189
Misc. Office Expense	0	\$1,000	0	\$1,030	0	\$1,061	0	\$1,093	0	\$1,126
Professional Contractors	0	\$19,440	0	\$23,760	0	\$28,440	0	\$34,020	0	\$40,680
TOTALS	18.00	\$663,597	23.00	\$821,972	25.00	\$986,896	31.00	\$1,180,203	36.00	\$1,411,025

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET NARRATIVE:

Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

ADMINISTRATION: Year 2, add a PT admin.asst due to increase in enrollment; Year 3, increase this position to FT due to enrollment increase; Year 5, increase this position to 3 due to increased enrollment and personnel paperwork. **FULL TIME TEACHERS:** Years 1-5, number of teachers needed found by dividing student enrollment by an average of 18 students per teacher. **TEACHING ASSISTANTS:** Years 2-5, increase either a PT or FT position by one each year, with a goal of having a minimum of 50% as many assts as teachers; teaching assistants may be used as substitutes during teacher absences when qualified. **SPECIAL EDUCATION:** After year 2, increase from 1/2 a position to 1 FT position. **SUBSTITUTE TEACHER:** Increase in years 2-5 from 1 day per month to 3 times per month as number of teachers increases and it is more likely that a substitute will be needed. **CONNECT TEACHERS:** Year 2-5, increase by one each year, starting with Music, then adding Spanish, Art, etc. each year. **CUSTODIAN:** increase hours of custodian in year 2, make FT year 3-5. **DIRECTORS OF QUALITY & FINANCE** are PT all years. **CONTRACT LABOR/MAINTENANCE** is increased in Yr.2 due to adding classroom space (see Facility section); Yrs 4&5, increase due to addition of a modular unit each year (a cost of living increase of 3% is added in each year. **CONTRACT LABOR/PROFESSIONAL:** Includes nurse, psychologist, speech & OT therapists, etc.& cost is based on \$100/student/year; legal & accounting based on \$80/student/year with 3% cost of living increases every year on both added to increases correlating with enrollment increase. **OTHER EXPENSES:** Staff Development all years is based on \$1000 per teacher and education director, but can be spent on other staff as well; General Supplies is based in all years on \$100 per student/yr. Educational materials in all years is based on \$50 per student per year. Office Supplies is based every year on \$37 per student per year. Instructional equipment is based on \$5000 per classroom per year and \$7500 in the first year for the largest classroom; increases in years 2-5 due to added classrooms that must be equipped. Office equipment budget decreases after yr. 1 to \$2000 to add needed equipment as the enrollment and number of personnel and classrooms increase. Testing materials years 2-5 based on \$20/student/year for K-2 and \$40/sstudent/year for grades 3, 4, 5, & 6 as they are added to

budget in EOG and additional assessment tools. Insurance increases years 2-5 based on increase in payroll to cover WC expense. Utilities increases in year 2 to account for additional classroom space & again in years 4 & 5 for same. Rent increases in year 2 due to two factors: an escalated lease payment & the addition of classroom space; in yrs. 4 & 5 again due to additional space needed. Telephone increases in yr 2 and again in yr 4 due to adding cell phone for additional classrooms for communication to main building. Marketing increases in year 3 due to expectancy of identifying property for expansion and importance of increasing enrollment. Technology is based on \$150/student/yr in yr 1 and increases \$10/student/yr in yrs 2-5. In addition, general supplies, educational materials, office supplies, instructional equipment, testing materials, insurance, utilities, telephone, and marketing all show increases in yrs. 2-5 based on a 3% cost of living increase.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	<u>\$\$</u> .00
Certificates of Deposit	<u>\$\$</u> .00
Bonds	<u>\$\$</u> .00
Real Estate	<u>\$\$</u> .00
Capital Equipment	<u>\$\$</u> .00
Motor Vehicles	<u>\$\$</u> .00
Other Assets	<u>\$\$</u> .00
TOTAL	<u>\$\$</u> .00

ADDITIONAL NOTES:

Although there are no assets to the non-profit at this time, one of our board members has agreed to donate an amount equal to expenditures for advertising, printing, travel throughout the county, and any other miscellaneous expenses that are needed to market our school to the community. Other board members are willing to donate their time for marketing, open enrollment, or other tasks as needed.

See Financial Statements Download

SCHOOL AUDITS:

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

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

The Achievement School understands the need for on-going program accountability. We will use the North Carolina ABC Accountability Model to evaluate the effectiveness of our program. In addition we will apply the Quality School standard of on-going self-evaluation by students, teachers and parents to ensure the full potential of each individual student is achieved throughout the year.

See Program Audit Download

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.

The Achievement School will comply with all financial audit requirements adopted by the State Board of Education for Charter Schools. Our board has contacted the following company for this purpose: Christopher Abbot, CPA, P.A. (Certificate # 20371) 7621 Purfoy Road, Ste 101, Fuquay-Varina, NC 27526 919-552-3551.

The Achievement School will also contract with a fiscal management provider to comply with state government reporting requirements. Our board plans to retain: Acadia NorthStar, LLC. PO Box 110 190 North Main Street Rutherford, NC 28139 828-287-7897.

See Letter from Auditor Download

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

State the proposed coverage for:

Comprehensive General Liability \$2,000,000

Officers and Directors/Errors and Omissions \$2,000,000

Property Insurance \$0

Motor Vehicle Liability \$0

Bonding \$250,000

Minimum amount: \$250,000

Maximum amount: \$250,000

Other

Hired & Non-Owned Automobility: \$1,000,000

Employment Practices Liability: \$2,000,000

Group Accident: \$10,000

Business Personal Property: \$60,000

Umbrella: \$1,000,000

Worker's Compensation insurance as governed by Chapter 97 of the General Statutes.

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.



JONES INSURANCE

Insurance, Bonds and Benefits Since 1956

April 11, 2012

Brenda Harnack
The Achievement School
PO Box 1685
Fuquay Varina, NC 27526

Dear Brenda:

Hal Averette, CIC, and I enjoyed meeting with you and Bob on February 23 to discuss insurance coverages and options for the new charter school. Per your request, we have estimated premiums for business and workers compensation insurance as follows:

Business Insurance premium estimate \$5,000 to \$6,500

- General Liability \$1,000,000 per occurrence/\$2,000,000 aggregate
- Hired & Non-Owned Automobile Liability \$1,000,000 limit
- Directors & Officers Professional Liability \$2,000,000 limit
- Employment Practices Liability \$2,000,000 limit
- Employee Dishonesty Bond \$250,000 limit
- Group Accident \$10,000 limit
- Business Personal Property \$60,000 limit
- Umbrella \$1,000,000 limit

Workers Compensation premium estimate \$2,900 to \$3,900

- Employers Liability limits \$500,000/\$500,000/\$500,000

Please contact us when you are ready to proceed with obtaining insurance for the school. We look forward to working with you on this venture.

Sincerely,

Lori M. Corona

Lori M. Corona, CISR, CWCS



Jones Insurance Agency, Inc.
820 Benson Road, P O Box 407, Garner, North Carolina 27529
Phone: 919-772-0233 Toll Free: 800-222-2043 Fax: 919-779-4025

Email: info@jones-insurance.com Web: www.jones-insurance.com



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

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

In order for transportation not to be a barrier for access by any student to The Achievement School, a staff or parent coordinator will be appointed as head of the Parent Transportation Committee. This person will be in charge of organizing parent volunteers to design a carpool pickup and dropoff plan that would best accommodate the needs of all our families. Our original enrollment application will reserve a space for parents to discuss their transportation needs so that a plan can be made prior to the first day of school. When the budget allows, our board will begin looking at the possibility of purchasing or leasing a vehicle to assist in the transportation process. The Achievement School will make every effort to ensure that all students who enroll have a way to get to school and go home.

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 structural 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.

The identified facility is located at the corner of Buttonwood Court and Hwy. 401, approximately four miles south of Fuquay-Varina and nine miles north of Lillington in northern Harnett County. Buttonwood Court is a short, private road ending in a cul-de-sac, so there is no through traffic. The area is rural with much of the land being farmed and a predominance of small businesses along the highway. The 6216 square foot building sits on 2.05 acres of land. The building is currently being used as a child care center but will be available for lease August, 2013. The building is approximately 11 years old and is in excellent condition. The construction is brick and the building was originally designed as a Montessori school. Four of the classrooms are approx. 525 square feet each and the fifth is approx. 840. There are nine restrooms in all, with all classrooms having at least one bathroom and two sinks. The largest classroom would easily accommodate a multi-age group or can be divided into two rooms. There is a full-service kitchen already in place as well as a cafeteria area. Cubbies are already present in the halls. There is a small area adjacent to the cafeteria that could serve as a library or media center. Ample office space is available, including room for parent/teacher conferences or teacher work space. The building is ready to be occupied as is, meeting all education occupancy codes and having recently been inspected by the health department and fire marshal (inspection forms included in appendix).

Adjacent to the building there are two very large playgrounds equipped with commercial climbing equipment with mulch. Each playground has a field large enough to accommodate group games and team sports. A basketball goal on concrete slab sits on the second playground. The first playground has a bricked storage shed for storing outdoor play equipment.

Occupancy of this building would be a turn-key operation. Founding board members have already met with the Harnett County Planning Department who have encouraged them to use this site for the proposed charter school. All required re-inspections for new occupancy would be conducted prior to the first day of school and no problems are foreseen as this building has been approved for educational occupancy since it was initially built.

This building would serve our initial needs, but as growth occurs we would need additional space. The board has discussed several options: In years two and three, one or two 24 x 36 modulares could be brought and placed on the vacant piece of land directly behind the large classroom (south side of the building), upon

approval of the planning department. Another option is a 1906 square foot modular building owned by the same leasing company located at the end of our short cul-de-sac which could be used as classroom space for upper grades. This building also currently meets educational occupancy codes and has recently passed all required inspections. This building will be available if needed August 2014. If our growth meets expectations, it will then be necessary to identify a larger, permanent site. We predict this process will begin during our second year. We would be looking for a six to eight acre piece of property which could accommodate 40000-50000 square feet of space for 34-36 classrooms plus media center, publishing center, library, cafeteria, and gymnasium/auditorium as well as large soccer field with running track, several playgrounds, and ample parking. A suitable tract of land should not be difficult to find in our predominantly rural county.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): LearningTime Achievement Center

Address: 25 Buttonwood Court

City/State/Zip: Fuquay-Varina NC 27526

Description of the Facility:

Total square feet: 6,492

Number of Classrooms: 6

Number of Restrooms: 9

Other Rooms: cafeteria, front reception area with two adjacent administrative offices, one of which could be used for teacher team meetings

Auditorium: cafeteria area can be used as small auditorium

Gymnasium: not available

Music Room: cafeteria area will be used during non-food times for weekly music lessons

Art Room: cafeteria area will be used during non-food times for weekly art activities

Laboratory: not available

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: 3 years with optional 3 years See Attachment Lease in Appendices

(b) Type of Lease: Commercial (Property taxes and major maintenance paid by landlord.)

(c) Rent: \$ 7033 per month

Name of Landlord: H-4 Investments, LLC

Address: 8450 US 401 North

City/State/Zip: Fuquay-Varina NC 27526

Phone: 919-753-6395

Fax: 919-567-2854

Document inspections for the following:

(a) Fire: See Fire Inspection Download

(b) Safety: See Safety Inspection Download

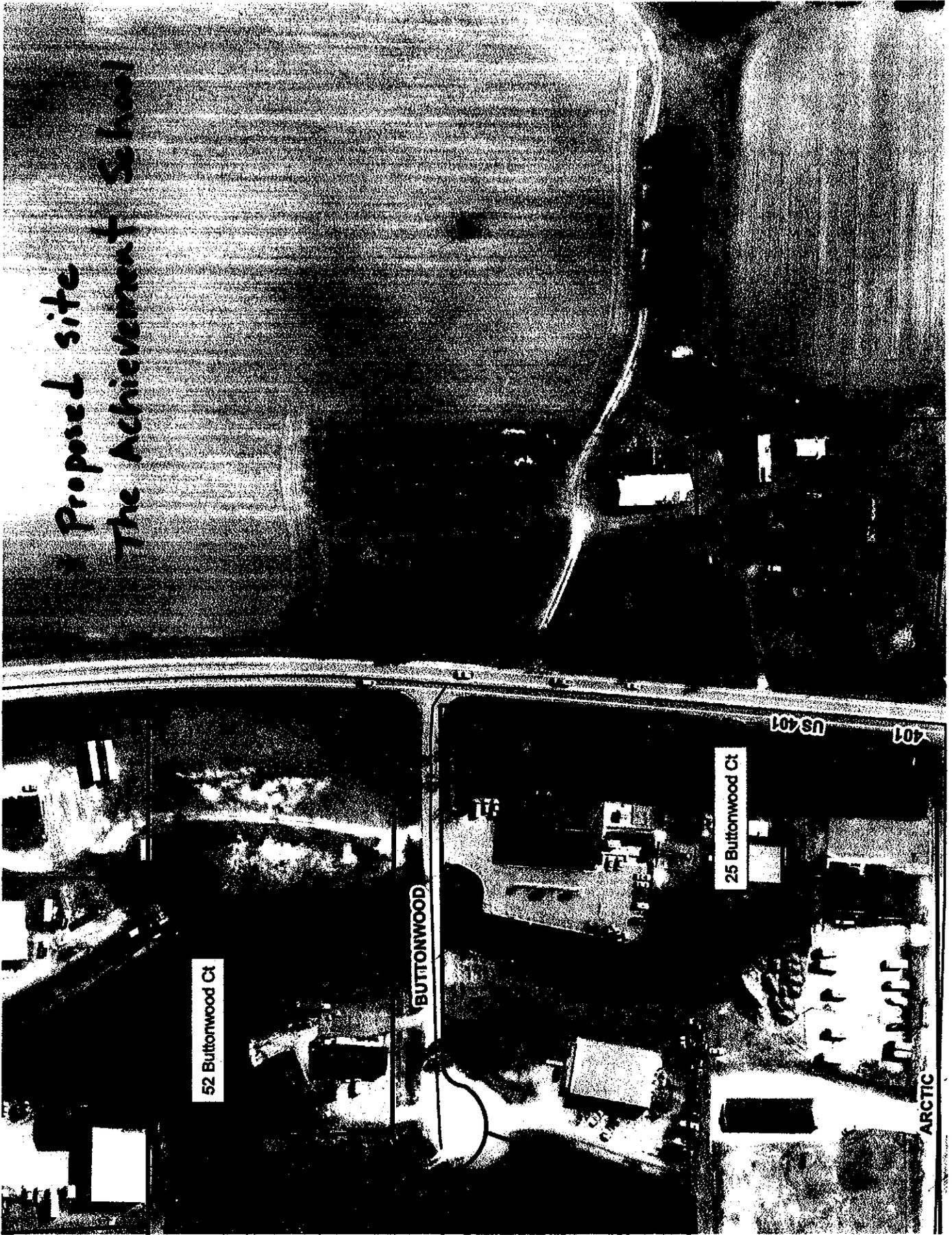
(c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

The landlord has agreed to make minor repairs as he is available to help save costs as he is very familiar with the building; major repairs (over \$500) will be paid for by the landlord; minor repairs (under \$500) that require a contract maintenance company will be paid for by The Achievement School.

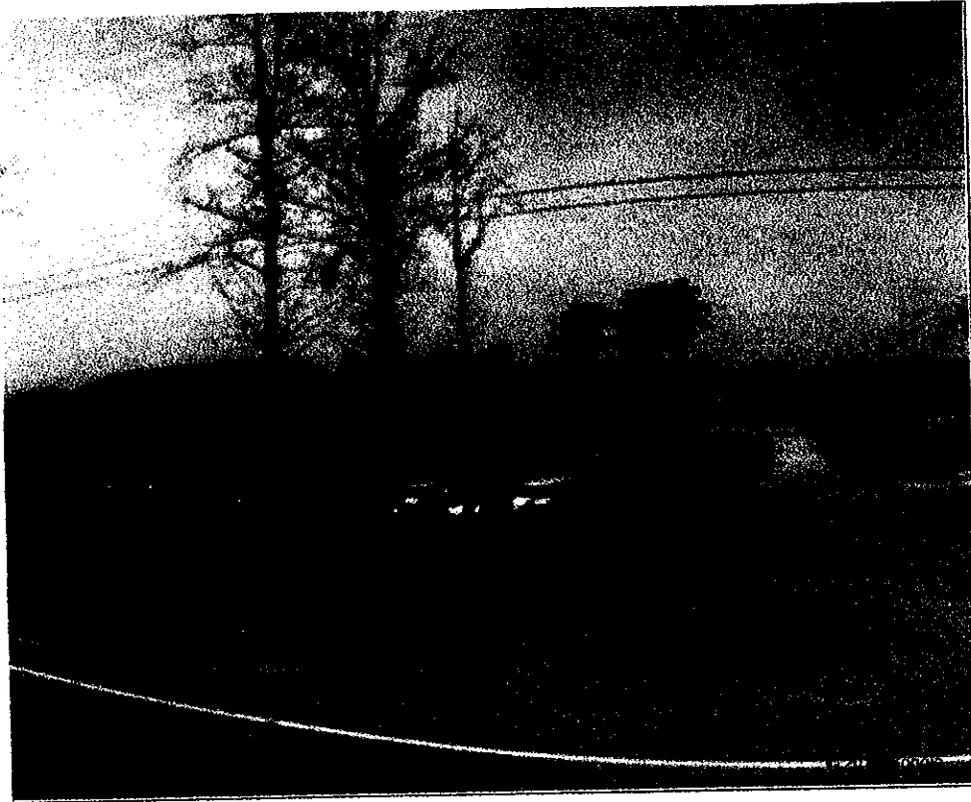
Describe the method of finding a facility if one is not readily available at this time including information about the

Proposed site
The Achievement School

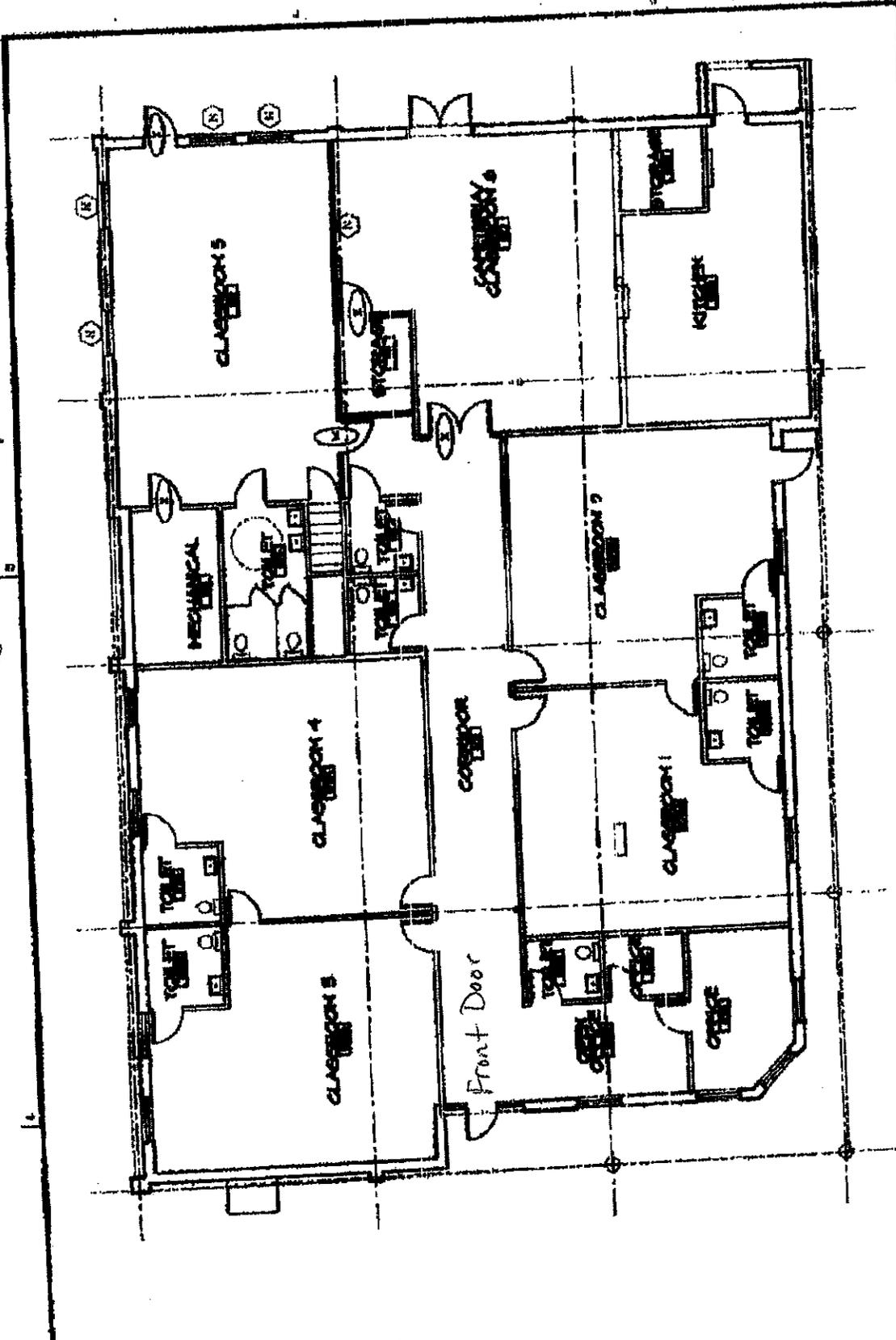


Google

Address **Buttonwood Court / U.S. 401**
Address is approximate



The Achievement School site
Building layout



SCALE: 1/8"=1'-0"

3 CONCEPT FLOOR PLAN

HCFM

Office of the Fire Marshal
P.O. Box 370
Lillington, NC 27546
(910) - 893-7580

April 2, 2012

LEARNING TIME ACHIEVEMENT CENTER
25 BUTTONWOOD
FUQUAY VARINA, NC 27526

*** COMPLIANCE STATEMENT ***

An inspection of your facility on 04/02/2012 revealed no violations of the N.C. State Fire Code. No further inspections will need to be conducted until your next regular scheduled Fire Inspection.

Thank you for your cooperation.



Flowers, Harold (30) C/Deputy Fire Marshal
Inspector

ADULT DAY CARE & CHILD CARE FIRE INSPECTION REPORT

COUNTY HARNETT DATE OF INSPECTION 04/02/2012 Facility ID# 43000309

Please complete all items below. If not applicable, check N/A in the box with a written explanation attached.

Name of Facility LEARNING TIME ACHIEVEMENT CTR. Adult Child
 Address 25 BUTTONWOOD CT. Phone 919-567-1234
 City FUQUAY-VARNIA, N.C. Zip 27526 Responsible Party MS. BRENDA HARNACK

GENERAL PRECAUTIONS:	YES	NO	N/A
1. Attic/basement/closets/garage/furnace room & heaters clear of trash & combustible materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clearance from ignition sources & combustible materials maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMERGENCY PLANNING:	YES	NO	N/A
3. Approved evacuation plan posted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evidence of monthly fire drills posted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Record of employee training in fire prevention/evacuation & annual fire safety training on site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIRE SERVICE FEATURES:	YES	NO	N/A
6. Street Number posted. (Contrasting color to building & height 4" or more.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Unobstructed fire apparatus road. (Width of 20' & vertical clearance of not less than 13'6")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Hydrants/Fire Department connections/control valves clear of obstructions by 3'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BUILDING SERVICES AND SYSTEMS:	YES	NO	N/A
9. Approved heating system, listed. (No fuel burning or portable electric space heaters.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Emergency lighting/exit lights in good operating order.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Electrical panels clear of storage. (Minimum 30")	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Wiring/fixtures in good condition. (Extension cords not suitable for permanent wiring.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Type I hood system over all domestic cooking appliances that produce grease laden vapors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIRE RESISTANCE RATED CONSTRUCTION:	YES	NO	N/A
14. Required fire resistant rating maintained. (Walls, partitions, floors)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Door-hold open devices/automatic door closures operating properly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERIOR DECORATIONS & FURNISHINGS:	YES	NO	N/A
16. No storage of clothing/personal effects in corridors & lobbies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Maximum 10% of decorative materials covering walls. Does not apply to artwork & teaching material in classroom. Nothing suspended from ceiling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 20% maximum coverage for artwork & teaching material located on corridor walls.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Exits free of obstructions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIRE PROTECTION:	YES	NO	N/A
20. Sprinkler system maintained with annual test reports provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. Smoke detector/fire alarm system maintained with annual test reports provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Approved extinguishers mounted properly & in good working order.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Cooking suppression systems & hood/exhaust properly maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Protective guards (such as screens) on fuel burning furnaces or fireplaces provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

MEANS OF EGRESS:	YES	NO	N/A
25. All exits & their access (i.e. Aisles & Corridors) free of obstructions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. All locking devices on exit doors are of an approved type.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Yards & fencing to allow unobstructed exit to exterior of site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Approved for day time care only

Approved for day time and night care

At the time of this inspection, the fire safety conditions in this facility were found to be:

Satisfactory Unsatisfactory

Inspector HAROLD C. FLOWERS, JR.

Phone 910-893-7580

Harold C. Flowers

Prepare in triplicate - one copy retained by local fire authority and two copies given to the operator.

Sanitation Standards Evaluation
 Form for Child Care Centers

Date of Insp/Chg. 02 / 14 / 12

Current Facility ID 5043420094

Status Code: A

Old Facility ID

Classification: Superior Approved Provisional Disapproved

Water sample taken today? Yes No

Water Supply: Community Non-Transient Non-Community
 Transient Non-Community Non-Public Water Supply

Inspection Name Change
 Re-inspection Verification of Closure
 Visit Status Change

Wastewater System: Community On-Site System

Comment Sheet Attached Yes No

Licensing ID No: _____ Maximum Capacity: 0

LEARNINGTIME, INC.

Name of Facility: LEARNINGTIME ACHIEVEMENT CENTER

Operator:

Street Address: 25 BUTTONWOOD COURT

City: FUQUAY

State: NC Zip: 27526

Item	Demerits	Item	Demerits
HANDWASHING: 2803, 2836			
1 Handwashing when required	05	30 Non-hazardous products properly stored	03
2 Proper handwashing procedure	05	31 Facilities provided for proper storage, used and kept clean	02
FOOD: 2804, 2806, 2807, 2808, 2836		BEDS, COTS, MATS AND LINENS: 2821, 2836	
*3 From approved sources, no spoilage, no adulteration	06	32 Individual linen provided, adequate beds, cots, or mats provided	03
*4 Potentially hazardous foods meet storage and holding temperatures, bottles, lunches refrigerated at 45° F or below	06	33 Linen, bedding, wash cloths, bibs, burping cloths laundered, and in good repair	03
5 Food properly stored, thawed, prepared, cooked, cooled, handled, served, transported, packaged and identified, only supervised children in kitchen	05	TOYS, EQUIPMENT, FURNITURE: 2822, 2836	
6 Not re-served	03	34 Clean and in good repair; water play centers cleaned, sanitized and maintained	04
7 Thermometers provided, accurate	02	35 Mouth-contact surfaces cleaned and sanitized in rooms where children who are not toilet trained are cared for	04
FOOD SERVICE EQUIPMENT & UTENSILS: 2809, 2810, 2812, 2814		PERSONNEL: 2808, 2823	
*8 Meets specifications for refrigeration, sinks, lavatories and dishwashing equipment	06	36 Approved hygienic practices, clean clothes, hair restraints where required, no evidence of tobacco use where prohibited	02
9 Meets specifications for other equipment and utensils, approved material and construction	04	FLOORS, WALLS & CEILINGS: 2824, 2825, 2832, 2836	
10 Food contact surfaces properly washed, rinsed, sanitized and air dried, single-service articles not re-used	05	37 Easily cleanable, clean, and in good repair, carpets vacuumed as required and extraction cleaned, date cleaned NA	04
11 Approved sanitizer provided, test kit available	02	LIGHTING AND THERMAL ENVIRONMENT: 2825	
12 Equipment, non-food contact surfaces clean, in good repair	04	38 Room temperature between 65° F and 86° F	03
13 Proper storage and handling of clean equipment, utensils and single-service articles	03	39 Equipment clean and in good repair, maintained as required	02
WATER SUPPLY & DRINKING WATER FACILITIES: 2815, 2836		COMMUNICABLE DISEASE CONTROL: 2827, 2836	
*14 Water supply meets 15A NCAC 18A.1700 and 15A NCAC 18C if applicable, documentation provided	06	*40 Persons with a communicable disease or condition excluded in accordance with 10A NCAC 41A.0200	06
*15 Hot water supplied and maintained in the kitchen	06	41 Persons caring for sick or mildly ill children excluded from situations in which disease transmission likely to occur	04
16 Hot water supplied and tempered water maintained as required in all other areas	04	42 Designated area for sick children, maintained as required	02
*17 Hot water in excess of 120° F not allowed in areas accessible to children	06	WASTEWATER: 2829	
18 Backflow prevention provided, no cross connections	03	*43 Approved wastewater disposal in accordance with 15A NCAC 18A.1900	06
19 Approved drinking fountains, pressure regulated, clean	02	SOLID WASTE: 2830, 2836	
LEAD POISONING HAZARDS: 2816		44 Solid waste properly handled, containers and cleaning equipment kept clean, can cleaning facilities adequate	02
*20 No identified lead poisoning hazards in accordance with NCGS 130A-131.7(f)	06	ANIMAL & VERMIN CONTROL, OUTDOOR LEARNING ENVIRONMENT & PREMISES: 2831, 2832	
TOILET AND LAVATORY FACILITIES: 2817, 2818, 2836		*45 Pesticides properly used, no new CCA pressure-treated wood	06
21 Properly sized, located, accessible, and in good repair, sinks, toilets and potty chairs cleaned and disinfected	04	46 CCA pressure-treated wood sealed, date sealed, soil covered or inaccessible	02
22 Soap, approved hand drying devices, toilet tissue available	03	47 No animals in food preparation areas and no unrestrained animals except as allowed, no prohibited animals, required veterinary records available and current	03
23 Approved storage in toilet rooms, lavatories free of storage, hand wash signs posted	02	48 Effective control of rodents, insects, and other vermin, premises free of vermin harborage and breeding areas	03
DIAPER CHANGING FACILITIES: 2817, 2818, 2819, 2820, 2836		49 Premises clean and drained, equipment in good repair, sandboxes properly constructed and clean, adherence to air quality forecast outdoor activity restrictions when applicable	02
*24 Approved facilities as needed	06	SWIMMING & WADING POOLS: 2833	
*25 Diapering surfaces cleaned and disinfected after each use	06	*50 Designed, constructed, operated and maintained in accordance with 15A NCAC 18A.2500	06
26 Approved cleaning and disinfecting solutions provided, test kit available when required	02	* Indicates critical item (6-Demerits)	
27 Free of storage and in good repair, cleaning and disinfecting solutions labeled, approved diapering methods used, diaper changing and handwash signs posted	04		
STORAGE: 2820			
*28 Medications properly stored	06		
*29 Hazardous products properly stored and locked	06		

Signed: Jay Ward EHS 1253
 Environmental Health Specialist *EHS ID

Purpose: This form is used to implement G.S. 110-53 requiring child care centers to submit evidence of meeting sanitation standards in G.S. 110-51. **Preparation:** An original and two copies of this form shall be completed by the Environmental Health Specialist during each inspection. The original is sent to the Division of Child Development, NC DHS, one copy is given to the child care operator, and the other copy is kept by the local health department. **Classification:** Superior - 0-15 demerits, no 6-point demerit; Approved - 16-30 demerits, no 6-point demerit; Provisional - 31-45 demerits, or any 6-point demerit; Disapproved - 46 or more demerits, or failure to improve. **Procedures:** **Classification:** **Disposition:** This form may be destroyed in accordance with Standard 8 B 6, Inspection Records, of the Records Retention and Disposition Schedule for County/Discrete Health Departments which is published by the Bureau of Architect and History. Additional forms may be ordered from: Division of Environmental Health, 1632 Mail Service Center, Raleigh, NC 27689-1632 (Contract 52-01-00).

Handicapped Accessibility : This building was originally build in 2000 and was approved at that time for educational occupancy. In 2003, H-4 Investments purchased the building to lease to a child care program. At that time it was re-inspected and approved for educational occupancy. This process includes approval for all state and federal regulations regarding handicapped accessibility. The original owners did not turn over their certificate of occupancy and an actual certificate was not issued in 2003. However, all inspections were done and the building has been used as educational occupancy ever since. We are including some information from the county permit department regarding inspections. Additional documentation can be requested by our board if it is needed.

DP502103

Harnett County
Inspection Inquiry - Inspection Selection

3/12/12
12:42:31

08

Property address : 25 BUTTONWOOD CT
PARCEL NUMBER : 08-0644- - -0112- -18-
Application number : 00 30000119
Application type : CP NEW SCHOOLS & EDUCATIONAL

Type options, press Enter.
I=Select

Opt	Str/Seq	Pmt/Seq	Inspection Type	Seq	Insp	Result/Date
	000 000	BCOM 00	E911 * ADDRESS CONFIRMATION	0001	CW	AP 6/26/00
-	000 000	BCOM 00	B * BLDG ROUGH IN	0001	CDH	DA 4/19/00
-	000 000	BCOM 00	B * BLDG ROUGH IN	0002	CDH	DA 4/24/00
-	000 000	BCOM 00	B * BLDG ROUGH IN	0003	CJW	AP 6/26/00
-	000 000	BCOM 00	B * BLDG ROUGH IN	0001	CDH	AP 2/04/00
-	000 000	BCOM 00	B * BLDG FOOTING	0001	CDH	AP 2/08/00
-	000 000	BCOM 00	B * BLDG FOUNDATION	0001	CDH	AP 2/21/00
-	000 000	BCOM 00	B * BLDG SLAB INSP	0001	CDH	AP 2/28/00
-	000 000	BCOM 00	B * BLDG SLAB INSP	0002	CDH	AP 2/28/00
-	000 000	BCOM 00	B * BLDG FINAL	0001	LYM	AP 6/27/00

More...

F3=Exit F11=View 2 F12=Cancel

BP502103

Harnett County
Inspection Inquiry - Inspection Selection

3/12/12
12:42:31

08

Property address : 25 BUTTWOOD CT
PARCEL NUMBER : 08-0644- - -0112- -18-
Application number : 00 30000119
Application type : CP NEW SCHOOLS & EDUCATIONAL

Type options, press Enter.
I=Select

Opt	Str/Seq	Pmt/Seq	Inspection Type	Seq	Insp	Result/Date
	000 000	BCOM 00	FM * FINAL INSPECTION	0001	WS	AP 6/23/00
	000 000	ELCO 00	B * ELEC ROUGH-IN	0001	CDH	AP 4/19/00
	000 000	ELCO 00	B * ELEC RECONNECT	0001	MS	AP 2/24/00
	000 000	ELCO 00	B * ELEC ABOVE CEILING	0001	CDH	AP 5/19/00
	000 000	ELCO 00	B * ELEC FINAL	0001	LYM	AP 6/27/00
	000 000	INCO 01	B * INSULATION INSPECTION	0001	CDH	AP 4/24/00
	000 000	MECO 01	B * MECH ROUGH-IN	0001	CDH	AP 4/19/00
	000 000	MECO 01	B * MECH FINAL	0001	LYM	AP 6/27/00
	000 000	PLCO 01	B * PLUMB ROUGH-IN	0001	CDH	AP 3/20/00

More...

F3=Exit F11=View 2 F12=Cancel

BP502103

Harnett County
Inspection Inquiry - Inspection Selection

3/12/12
12:42:31

08

Property address : 25 BUTTONWOOD CT
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Application number : 00 30000119
Application type : CP NEW SCHOOLS & EDUCATIONAL

Type options, press Enter.
1=Select

Opt	Str/Seq	Pmt/Seq	Inspection Type	Seq	Insp	Result/Date
-	000 000	PLCO 01	B * PLUMB ROUGH-IN	0002	CDH	DA 4/19/00
-	000 000	PLCO 01	B * PLUMB ROUGH-IN	0003	CDH	DA 4/24/00
-	000 000	PLCO 01	B * PLUMB ROUGH-IN	0004	CJW	AE 6/26/00
-	000 000	PLCO 01	B * PLUMB FINAL	0001	LYM	AP 6/27/00
-	000 000	TESP 01	B * ELEC TEMP SERVICE POLE	0001	CDH	AP 2/04/00
-	000 000	TPCT 00	B * ELEC TEMP POWER CERT	0001	CDH	AP 5/19/00

Bottom

F3=Exit F11=View 2 F12=Cancel

BP502103

Harnett County
Inspection Inquiry - Inspection Selection

3/12/12
12:46:13

08

Property address : 25 BUTTWOOD CT
PARCEL NUMBER : 08-0644- - -0112- -18-
Application number : 03 50007458
Application type : CP STANDALONE DAYCARE

Type options, press Enter.
1=Select

Opt	Str/Seq	Pmt/Seq	Inspection Type	Seq	Insp	Result/Date
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0001	BS	DA 7/18/03
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0002	BS	AP 8/25/03
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0003	WS	AP 8/27/03
-	000 000	CPDC 00	*ERROR*	0001	FB	

Bottom

F3=Exit F11=View 2 F12=Cancel

BP502103

Harnett County
Inspection Inquiry - Inspection Selection

3/12/12
12:46:13

08

Property address : 25 BUTTWOOD CT
PARCEL NUMBER : 08-0644- - -0112- -18-
Application number : 03 50007458
Application type : CP STANDALONE DAYCARE

Type options, press Enter.
1=Select

Opt	Str/Seq	Pnt/Seq	Inspection Type	Seq	Insp	Result/Date
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0001	BS	DA 7/18/03
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0002	BS	AP 8/25/03
-	000 000	CPDC 00	B * DAY CARE INSPECTION	0003	WS	AP 8/27/03
-	000 000	CPDC 00	*ERROR*	0001	FB	

Bottom

F3=Exit F11=View 2 F12=Cancel

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?

Not applicable

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 school will set policies to ensure that it is a safe and healthy place for staff, students, visitors, and families. All employees of the charter school will be required to submit a background check and provide a criminal record before employment. Employees, volunteers, board members and any other individual requiring access to the school or the students will be required to sign in and out of the school. They will also be issued a name tag upon arrival. Only individuals who have parental permission to remove a child from school may do so and will be required to show proper picture ID and will be properly identified. All Health and Safety policies will be incorporated into the student and staff handbooks. Any action on the part of anyone on school property that poses a real or imagined threat will not be tolerated and will be reported to local law enforcement. We will comply with all government regulations for health and safety including being handicap accessible. The school will provide a policy of strict guidelines for the administration and handling of medications, which will require signed permission by a parent or legal guardian and will be administered only by administrative staff. Indoor and outdoor areas will be inspected daily prior to the students arrival by a designated staff to determine if any hazards to safety are present and, if so, a plan to re-secure safety will be implemented. Safe drop-off, pick-up and parking policies will be given to parents and these activities will be monitored by a designated staff to ensure they are being followed.

- *Immunization of Students*

All students will be required to provide up-to date immunization documentation during the registration process. A designated staff will check the records yearly to insure it is always current and up to date. The staff member will identify and notify any parents or guardian if their child is required to complete any needed immunization mandated by federal and state laws. Any students lacking proper immunization documentation will not be able to remain enrolled beyond thirty days. Parents may request in writing a medical or religious exemption from immunization requirements as allowed by law.

- *Fire and Safety Regulations*

It will be the duty of a designated staff member to conduct fire drills and inspect for fire safety for the facility on a regular basis. A fire drill will be conducted during the first week of school and once every month thereafter. The fire drills shall include all students, staff and any one present at the school. The students will be taught basic fire safety for school and for home. Tornado and any other emergency drills required by law and/or deemed necessary by our board will be conducted on a regular basis.

- *Food Inspections*

The school will adhere to any and all food regulations set by the Department of Health and Human Services in regards to food purchases, food preparation, servings, and of food disposal. We will have random visits from the local health inspector as required by law to inspect food service processes.

- *Hazardous Chemicals*

The school will train its employees on how to adequately handle any hazardous chemicals. These chemicals will be evaluated, inventoried, properly labeled and kept under lock and key. We will follow the regulations of the state on the usage and disposal of such materials. A Material Safety Data Sheet will be on site and be made available to anyone who comes in contact with these chemicals. Protective equipment will be used if there is a possibility of any type of injury due to contact with a hazardous chemical.

- *Bloodborne Pathogens*

The school will set and implement guidelines and policies to protect the health, safety, and privacy of all persons on school property which will be consistent with the applicable law. To minimize staff exposure to blood borne pathogens in the workplace, a School Blood Borne Infectious Disease Exposure Control Plan will be developed in accordance with OSHA regulations. All staff will participate in training on safe procedures to prevent infection, updates on the most current information available, and the importance of respectful behavior toward any individual with an infectious disease, including HIV, as well as the importance of maintaining confidentiality.

- *Diabetes care plans*

Each student with diabetes will have on file a Diabetes Care Plan specific to him/her. This plan will be in the student file. Up-to-date information will be maintained by the designated staff person responsible for administering medications and documenting all required medical information. All staff will receive training in response to emergency situations which may occur with students with diabetes during their regularly scheduled first aid trainings.

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

Not Applicable as our school will only go to eighth grade

- *Providing parents and guardians with information about:*

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

The following notice will be contained in the parent/student handbook and will be distributed annually:

"Meningococcal disease is a dangerous disease that can strike children and youth and is caused by a bacteria which are spread from person to person by direct contact with an infected person's bodily secretions from the nose or throat. Initial symptoms include sudden fever, headache, stiff neck, rash, and sometimes nausea and vomiting. Within a few hours of the initial symptoms, an infected person may become very sick and medical attention should be sought immediately. This disease can result in death or permanent disability. Two immunizations are available: one for persons aged 11 to 55 years and a second for persons

who are aged 2 to 10 or over 55 years if certain medical conditions exist that place them at a higher risk of contracting the disease. Parents are encouraged to speak with their child's physician or local health department about meningococcal disease and the immunizations."

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

The following notice will be contained in the parent/student handbook and will be distributed annually:

"Human papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are transmitted sexually. Most people who become infected with not have symptoms and the infection will clear on its own. Some of these viruses are considered 'high risk' types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV. The HPV vaccine is recommended for girls ages 11-12, but can be given to girls as young as 9. The vaccine is also recommended for females aged 13 to 26 who have not yet received or completed the vaccine series, which is a series of three shots over a 6-month period. Parents are encouraged to speak with their child's physician or local health department about HPV and the immunizations. Additional information can be found at the Center for Disease Control's website at <http://www.cdc.gov/std/hpv>.

VII.

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. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

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.

See Return receipt or other documentation Download

VII APPENDICES (OPTIONAL)

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

See Appendix Download

IX. SIGNATURE PAGE

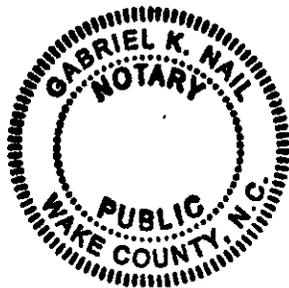
The foregoing application is submitted on behalf of The Achievement School, Inc.. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant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

Print/Type Name: Brenda Harnack

Position: Board President

Signature: Brenda Harnack

Date: 4-12-12



Sworn to and subscribed before me this

12TH day of APRIL, 2012.

Gabriel K. Nail
Notary Public Official Seal

My commission expires: FEB 27, 2016.
HARNETT COUNTY, NC

Appendix

Petitions

Sample Class Schedule

Pillars

Instructional Methodology

Handbook First Draft

Projected Enrollment

Lease Agreement

PETITION FOR THE ACHIEVEMENT SCHOOL

We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Robert Moberg	Rosebud NC 28376		
<i>[Signature]</i>	Andy White	Lumberton NC 28358	910-734-4191	
<i>[Signature]</i>	Shone Mason	Boardman NC 28428		
<i>[Signature]</i>	Howard Westman	1453 SUTHERLAND DR 28374		
<i>[Signature]</i>	Alvin T. Burk	Fayetteville NC 28306	910-551-2307	
<i>[Signature]</i>	Phillips and	Fayetteville NC		
<i>[Signature]</i>	Dustin Reason	Stedman		
<i>[Signature]</i>	William L. Rabin	Fayetteville		
<i>[Signature]</i>	Herman Dudley	Fayetteville NC	910-282-6555	
<i>[Signature]</i>	Theresa Pettit	Fayetteville	910 (484-1643)	
<i>[Signature]</i>	Norman Carter	Fayetteville	910 (670-5575)	
<i>[Signature]</i>	Edward Towler	FA	910 988-4444	
<i>[Signature]</i>	ROYN L. WRIGHT	FAYETTEVILLE	484-1909	
<i>[Signature]</i>	Kary Burns	Haze Mills		
<i>[Signature]</i>	Ed Burns	Fayetteville		
<i>[Signature]</i>	ST Paul	Fayetteville		
<i>[Signature]</i>	Ron Pierce	Fayetteville NC	910-332-5413	
<i>[Signature]</i>	Brenda Oldham	St Paul NC	910-865-6299	
<i>[Signature]</i>	Jessica Oldham	St Pauls NC	9	

Please return to Brenda Harnack at LearningTime Achievement Center

PETITION FOR THE ACHIEVEMENT SCHOOL

We, the undersigned parents and community members, support the formation of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>David Thomas</i>	David Thomas	Fayetteville	433-2737	
<i>Alicia Williams</i>	Alicia Williams	Fayetteville	297-5201	
<i>David Brown</i>	David Brown	3708 Gessiman Rd	584-4384	
<i>Mark Hill</i>	Mark Hill	FAIRVIEW	433-2757	
<i>Chad Burbank</i>	Chad Burbank	FAIRVIEW		
<i>Diana Carr</i>	Diana Carr	FAIRVIEW		
<i>Carol Raper</i>	Carol Raper	FAIRVIEW		
<i>Deborah Raper</i>	Deborah Raper	FAIRVIEW		
<i>Mammy Raper</i>	Mammy Raper	FAIRVIEW		
<i>Amy Campbell</i>	Amy Campbell	FAIRVIEW		
<i>Debra Strawn</i>	Debra Strawn	FAIRVIEW NC		
<i>Robert Truwall</i>	Robert Truwall	FAIRVIEW		
<i>Wendy Simmons</i>	Wendy Simmons	FAIRVIEW		
<i>Jasmine Lewis</i>	Jasmine Lewis	608 Paulst Bg		
<i>Robert Fox</i>	Robert Fox	FAIRVIEW		
<i>Jahmy Lewis</i>	Jahmy Lewis	FAIRVIEW		
<i>Amy Ginn</i>	Amy Ginn	FAIRVIEW		
<i>Brenda Graham</i>	Brenda Graham	FAIRVIEW		
<i>John Davis</i>	John Davis	FAIRVIEW		

Please return to Brenda Harnack at LearningTime Achievement Center

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We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>John Jones</i>	John Jones	Fayetteville, NC	910-337-4905	
<i>David Fitch</i>	DAVID FITCH	GARNER, NC		
<i>Deborah Roper</i>	Deborah Roper	Parkton, NC	910-425-6465	
<i>John Hobell</i>	John Hobell	Fayetteville	910-813-9100	
<i>John Jang</i>	John Jang	FAY, NC	910-237-6449	
<i>Sabrina Brewington</i>	Sabrina Brewington	Hope Mills	910-237-5425	
<i>Kevin Fitch</i>	Kevin Fitch	FAY, NC	910-494-5878	
<i>Diana Carr</i>	Diana Carr	FAY, NC	910-537-7416	
<i>Melissa Marshall</i>	Melissa Marshall	FAY, NC	330-730-9250	
<i>Amy Sims</i>	Amy Sims	FAY, NC	910-977-0902	
<i>Jamie Davis</i>	Jamie Davis	ROEBUCK, NC	910-904-0737	
<i>Robert Throckmorton</i>	Robert Throckmorton	Hope Mills	910-309-3974	
<i>Tracy Campbell</i>	Tracy Campbell	FAYETTEVILLE		
<i>Karen Balfour</i>	Karen Balfour	Gardwin	910-892-4625	
<i>Terrin Dadd</i>	Terrin Dadd	Fayetteville	910-485-5582	
<i>Tina Roper</i>	Tina Roper	Hope Mills, NC	910-404-9440	
<i>Harold Lee</i>	Harold Lee	FAYETTEVILLE, NC	910-237-1642	
<i>Jennifer Paul</i>	Jennifer Paul	STAMMAM, NC	910-229-8020	
<i>Tommy Blue</i>	TOMMY BLUE	GARNER, N.C.		

Please return to Brenda Harnack at Learning Time Achievement Center

PETITION FOR THE ACHIEVEMENT SCHOOL

We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Shant M Bell	254 Mistwood Dr. Fayetteville NC 28404	919-649-4715	smbell922@aol.com
<i>[Signature]</i>	Teb Hall	2544 Trog Stone Dr.	919-624-9848	tebell@ncps.net
<i>[Signature]</i>	Jennifer Morrison	135 Watkins Dr Angier NC	919-625-4184	jennmorrison@earthlink.net
<i>[Signature]</i>	Denny Morrison	135 Watkins Dr Angier NC	919-625-2504	denny.morrison@earthlink.net
<i>[Signature]</i>	Lisa Johnson	75 Supperman Rd Angier NC 28001	910-638-3454	lisa.kofbauer@gmail.com
<i>[Signature]</i>	Michael McLeod	1617 Bowling Rd FV 27826	919-422-0316	Drakeback@aol.com
<i>[Signature]</i>	Linda Beckman	41 Power Of Lighthouse	910-514-9571	linda.medley@att.net
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<i>[Signature]</i>	Nicole Lommel	120 Marie Ferguson Dr Lillington NC	910-893-2198	nicolommal@gmail.com
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<i>[Signature]</i>	Melissa Goodnight	356 Victoria Hills Dr Fayetteville	919-567-0007	melissagoodnight@att.net
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<i>[Signature]</i>	Patricia Ferguson	525 Forked Ln Angier	919-534-7554	lgreen@winnet.org
<i>[Signature]</i>	Candice Leach	280 Skorman Lakes Dr	919-567-2105	candice136@gmail.com
<i>[Signature]</i>	Alise Benschak	1107 Meadows Road Dr.	919-577-9208	alibenschak@nc.rr.com
<i>[Signature]</i>	Suzanne Wells	254 Mistwood Dr	919-413-7434	

Please return to Brenda Harnack at Learning Time Achievement Center

PETITION FOR THE ACHIEVEMENT SCHOOL

We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>Heather Burckhardt</i>	Heather Burckhardt	190 Tylerstone Dr. FV, NC	919 810 4612	heather92075@aol.com
<i>Megan Dearing</i>	Megan Dearing	1539 Lake Glen Dr. FV, NC 27526	919 762 4385	mepdearing@cdmaccount.mcu.edu
<i>Bethany Taylor</i>	Bethany Taylor	216 Clarke Corner Rd #315	919-558-7285	bethanytaylor@gmail.com
<i>Judith Stewart</i>	Judith Stewart	410 W yndham Place Drive	919-622-8995	JM.STEWART@CHARTER.NET
<i>Jennifer Carroll</i>	Jennifer Carroll	16820 Rex Rd Holly Springs	919-785-4613	jcarroll@harnett1.com
<i>Mary Buddin</i>	Mary Buddin	141 Cypress Dr. FV, NC 27506	919-557-1276	mbuddin@gmail.com
<i>Tracy Assante</i>	Tracy Assante	8128 Conella Way Williamston	919-508-6897	tgadments@hotmail.com
<i>Amy Simon</i>	Amy Simon	245 Commons Dr	919-753-3445	amysimon@duchess.com
<i>Sue Brown</i>	Sue Brown	201 Wood Deming Rd	919 427-4435	sbrown@vaoci.com
<i>Steve Brown</i>	Steve Brown	" " " "	919-427-1566	svbrown@gmail.com
<i>Jennifer Wood</i>	Jennifer Wood	100 Deer View Dr. Williamston	919 894-1145	jwoodland@gmail.com
<i>Amy Derby</i>	Amy Derby	137 Windy Creek Dr. Williamston	919-345-1638	derbyfamilync@yahoo.com
<i>Laura Horne</i>	Laura Horne	1301 Varnare Dr. Raleigh, NC	919-803-7923	laurah@gnail.com
<i>Matt Peterson</i>	Matt Peterson	8113 Mackay Way, Williamston	919-362-2412	stpeterson@gmail.com
<i>Mary Nicole Reseman</i>	Mary Nicole Reseman	117 Mead's Hollow Dr. Williamston	919-547-2525	nicolesreseman@aol.com
<i>Annelle Caldwell</i>	Annelle Caldwell	330 Big Branch Rd. Sanford	919-499-5829	annellecaldwell@harnett1.com
<i>Southwest Alenon</i>	Southwest Alenon	123 Woodbridge Dr. Durham	919-292-4096	swal@harnett1.com
<i>Crystal Peale</i>	Crystal Peale	135 Marney Dr. Fuquay	910-814-7190	crystalpeale@harnett1.com
<i>Macin Prince</i>	Macin Prince	RD Box 124 Kidding 27913	919-537-5330	svprince@harnett1.com

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PETITION FOR THE ACHIEVEMENT SCHOOL

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We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Aaron L Embark	7320 W. Johnson Rd	910 874 3727	backyembark@embarkmail.com
<i>[Signature]</i>	AUDREY LARIVIERE	6037 Longhorn Dr.	919 285-5124	AREL96@EMERIKI.NET
<i>[Signature]</i>	Melissa Cates	11019 NC 42 Holly Springs	919-552-0641	nutmegame@yahoo.com
<i>[Signature]</i>	Margaret Nichols	4702 Sibley Park Dr	919-702-9113	mdnichols3@gmail.com
<i>[Signature]</i>	Jennifer Carroll	6800 Rex Rd Holly Springs	919-785-4643	jennblizade@hotmail.com
<i>[Signature]</i>	Theresa Farrell Winters	7001 Oak Valley Way Fayetteville	919 205 8321	thetara71@gmail.com
<i>[Signature]</i>	Candice Bevia	1080 E. Wimbush St. Yonkers	919 489 2145	phillia1257@earthlink.net
<i>[Signature]</i>	Sabrina White	2020 E. Angier St. NC	919 533 2833	S.White@UNC-TV.org
<i>[Signature]</i>	Jessica Paske	1005 S. Main St. Fayetteville	919.404.1474	tophine@gmail.com
<i>[Signature]</i>	Robert Kline	4223 Kinrossen Fwy	919 577 2126	robkline151@gmail.com
<i>[Signature]</i>	Thomas Horne	1321 Graham Dr Raleigh	270-7372	thor29@gmail.com
<i>[Signature]</i>	Erin Olsen Anderson	108 Bea Ct. Burlington	910 988-3191	erobriananderson@wakeforest.edu
<i>[Signature]</i>	ERIN KRAGE-LOUIS	6204 Sawone Ct. Fu NC 2782	919 753 4384	EPier387@hotmail.com
<i>[Signature]</i>	Sandra Short	188 Kylewood Dr. Fayetteville	434-734-1892	
<i>[Signature]</i>	Jennifer L. Junker	405 Winston Rd. Fuquay	919-639-6867	jenjunker@aol.com
<i>[Signature]</i>	Summer Carter	59 Clave Howard Dr. Fuquay	919 675 6008	summercarter55@yahoo.com
<i>[Signature]</i>	Joe Carter	" "	919-818-5334	jocarter@yahoo.com

Please return to Brenda Harnack at LearningTime Achievement Center

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PETITION FOR THE ACHIEVEMENT SCHOOL

We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Arlene McNeill	153 WED Denning	919 237 2894	
<i>[Signature]</i>	Nancy Boyd	131 WED Denning	919 639 2174	
<i>[Signature]</i>	Linora Lewis	131 WED Denning Rd.	919 639 4789	
<i>[Signature]</i>	Lorrie Spithers	147 Wickhamcrest Ct	919 492 3032	
<i>[Signature]</i>	Jenny Lynn	40 Adams Pointe Dr	919 539 4591	
<i>[Signature]</i>	Christina Issues	60 Adams Pointe Dr	919 639 3318	
<i>[Signature]</i>	Susan Chaiscoe	80 Adams Pointe Ct	919 235 5001	SUSANSELB@AOL.COM
<i>[Signature]</i>	Rebin Massery	120 Adams Pointe Ct.	919 639 3345	massery3345@gmail.com
<i>[Signature]</i>	Julie Hughes	145 Adams Pointe Ct	919 802 1701	hughesmj2001@aol.com
<i>[Signature]</i>	Doug Cavanaugh	670 Lynda Drive Raleigh	919 669 9918	doug@cavanaugh.com
<i>[Signature]</i>	Cheryl Bradley	1021 Prairie Forest Way	919 669 9268	Cherylbradley@gmail.com
<i>[Signature]</i>	Patricia Harris	9320 PEWEE RD. RALEIGH	919 492 2868	
<i>[Signature]</i>	STANED WALK	141 Timber Fields Dr	910 591 7043	StanWalk@yahoo.com
<i>[Signature]</i>	Mason Schultz	180 Adams Pointe Ct	919 639 9693	MSCHULTZ33@BARRONMIL.COM
<i>[Signature]</i>	BETH SCHULTZ	180 Adams Pointe Ct	919 639 9693	BETH712@BARRONMIL.COM
<i>[Signature]</i>	Robby Bradley	1340 Duplin road Raleigh	919 669 4374	RobbyBradley@gmail.com

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We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Wade Mayberry	8706 Chatham Light Rd EV	(919) 218-0917	441335@aol.com
<i>[Signature]</i>	Bar Mayberry	8706 Chatham Light Rd EV	(919) 414-7387	dammayberry@aol.com
<i>[Signature]</i>	Amoree Reynolds	8736 Chatham Light Rd EV	(919) 625-0125	amoree.reynolds@gmail.com
<i>[Signature]</i>	Joshua Reynolds	8236 Christian Light Rd EV	(919) 524-7381	jesu@att.net
<i>[Signature]</i>	William Rollins	8883 Christian Light Rd EV	(919) 552-5803	
<i>[Signature]</i>	Sara Rollins	8883 Christian Light Rd EV	(919) 552-5803	
<i>[Signature]</i>	Dellane C. Chandler	5294 Operation Scott Rd EV	(919) 522-1197	
<i>[Signature]</i>	Books Sears	4980 Oakway Blvd EV	(919) 795-5688	Bsmil@mail.com
<i>[Signature]</i>	Lisa Adams	6400 Mulford Drive Hendersonville, NC	919-373-1121	lms@adams.com
<i>[Signature]</i>	Carolin Knapp	9708 Emsbrook Drive Rd	919-461-5276	carolin@emsbrook.com
<i>[Signature]</i>	Maria Knapp	45 Longshaw Rd EV	919-235-7905	maria@longshaw.com
<i>[Signature]</i>	John Cates	45 Chesbury Pk Ln EV	919-889-5906	john@cates.com
<i>[Signature]</i>	Tracy Tant	134 Backbreak Acres Ln, EV	919-319-0238	tracytant@backbreak.com
<i>[Signature]</i>	Donna Lanham	121 Ave Hollers Ln, EV	919-557-2151	donna@lanham.com

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We, the undersigned parents and community members, support the information of The Achievement School in Harnett County as a public charter school of choice.

Signature	Printed Name	Address	Phone	Email
<i>[Signature]</i>	Donnie M. Hill	105 Dunbarville Rd		
<i>[Signature]</i>	Debra Minick	106 Summers Rd		
<i>[Signature]</i>	Estene Murrell	106 Summers Rd		
<i>[Signature]</i>	John Murrell	Hope Mills NC		
<i>[Signature]</i>	Terrey Greenlee	Essexville NC		
<i>[Signature]</i>	Crystal Forefoot	Essexville NC		
<i>[Signature]</i>	Brenda Darden	Essexville NC		
<i>[Signature]</i>	Michelle Williams	Essexville NC		
<i>[Signature]</i>	Steve Hayden	1102 Main St		
<i>[Signature]</i>	Tammy Carter	Essexville NC		
<i>[Signature]</i>	Chad D. Krueger	Essexville NC		
<i>[Signature]</i>	John Murrell	Essexville NC		

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Sample Class Schedule for The Achievement School (Second Grade)

- 8:00 – 8:20 Arrival, Learning Family Morning Meeting/ Choice Theory
- 8:20 – 8:30 Pledge, Calendar, Daily or Weekly Word/ Math Fact or Question
- 8:30 – 9:15 Language Arts (Reading, Language, Writing)
- 9:15 – 9:30 Snack
- 9:30 – 10:15 Language Arts continues
- 10:15 – 10:45 Resource/ Enhancement Classes
- 10:45 – 11:45 Mathematics
- 11:45 – 12:15 Lunch
- 12:15 – 12:45 Choice Time (On Fridays, this Choice Time is omitted to allow for early dismissal.)
- 12:45 – 1:15 Social Studies/ Science (Additionally, these will be integrated across thematic instructional units in Language Arts and Mathematics.)
- 1:15 – 1:45 Physical Activity, e.g. Playground
- 1:45 – 2:00 Learning Family Closing Meeting
- 2:00 – 2:15 Dismissal *Friday Dismissal is earlier (1:30) to allow for Whole Staff Planning and Training.
- (Staggered dismissal across grade levels allows teachers to work as intervention specialists and assist with individual tutoring, small group projects, or co-teach where needed after their class dismisses.)

The Achievement School Educational Focus: Pillars

Pillars:

The pillars of school culture will be respect, responsibility, community, and inclusion. Upon these pillars, effective relationships, good character, and cooperative behaviors will be developed through classroom circles of learning, acceptance, tolerance, and the celebration of differences. Students, parents and staff will work together to define the parameters of appropriate behavior for learning. Restorative thinking will continually direct students back into the community and help them to develop a desire to fix their mistakes, strengthen their character and develop appropriate behaviors for enhancing the culture of the inclusive classroom.

The Achievement School Educational Focus: Instructional Methodology

Instructional Methodology:

Our instructional methodology will follow the Quality School model, through the use of the Common Core, and align with our mission in the following ways:

- **A warm and caring environment:** All staff will implement Choice Theory in order to create an environment conducive to learning. Multi-age inclusive classrooms and team teaching will strengthen relationships and meet individual learning needs because some students will have the same teacher for more than one year.
- **A joy of learning, inspiring all students to achieve academic excellence:** Teachers, students and staff will use a collaborative, team approach in order for learning to be useful and meaningful. With teachers taking a more facilitative role, students will be encouraged to communicate throughout the learning process by reading, writing, listening and speaking. They will demonstrate their knowledge through projects, narratives, portfolios and other creative activities. Music, art and physical activities will be incorporated as often as possible for enhancing the learning opportunities for all.

Using Curriculum Mapping to reflect and collaborate, teachers can improve instruction and have the flexibility to use a variety of strategies to consider different learning styles and ensure academic achievement. Individual learning needs will be met by using ongoing assessments to drive instruction, team teaching that allows for flexible grouping in the classroom, and curriculum designed around Gardner's Multiple Intelligences. Self-evaluation promotes academic excellence as students find ways to improve and achieve quality work. Students will lead the end of the year conference with parents and present their work through a portfolio.

- **Developing responsible citizenship and personal integrity:** Responsible citizenship will be taught through community involvement opportunities. All students will collaborate for establishing the interest focus for greater inclusion of current events, community developments, and school activities. Parent and community volunteers will be encouraged to provide additional opportunities and ways to make the curriculum relevant and fun for the students. Field experiences when applicable will be included in the methods of instruction. Relationship skills will be integrated in the learning process and promote a student to be self-directed and self-managed. Character education will be included into the curriculum and emphasis will be placed on the importance of respect, responsibility, community, and inclusion.

The Achievement School of Harnett County

25 Buttonwood Court

Fuquay Varina, NC 27529

STUDENT AND PARENT HANDBOOK

2013 - 2014

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I. WELCOME

A. MISSION AND PHILOSOPHY

The Achievement School believes in equipping students individually with the tools they need to achieve success academically, socially, and personally. The mission of The Achievement School is to create a caring, student-oriented, educational community which fosters a joy of learning, inspiring all students to achieve academic excellence, responsible citizenship, and personal integrity.

With our mission in mind, we will focus on the ability of the individual student to achieve his or her full potential. Our goal would be that every student who attends The Achievement School would graduate the eighth grade as a self-directed learner who possesses the skills needed to continue a high level of achievement throughout life.

We will accomplish this by using as our model William Glasser's "Quality Schools," which began in 1993 and is currently being used in over 300 schools worldwide. Glasser's Choice Theory postulates that people are motivated internally; therefore when a warm, nurturing environment is created, free of coercion, and designed to meet individual needs, students are more likely to achieve success. In this model, students, parents and staff develop caring relationships, provide opportunities for relevant learning, and foster reflection for academic excellence.

The Glasser Quality School model is based on three premises: Relationships, Relevance and Reflection

1. **Relationships:** A conducive learning environment is based on trust, respect and responsible behavior of all involved. When strong, positive relationships are established, students are encouraged to interact, question, and engage in the learning process. Social skills, teaming, collaboration, and the development of character are enhanced when children believe they can succeed. Relationship skills are integrated in the learning process and the student becomes self-directed and self-managed.
2. **Relevance:** In a Glasser Quality school the curriculum is designed around useful information encompassing study of communication through reading, writing, listening, speaking, computation and interactive technology. Curriculum includes meeting individual learning needs and creating meaningful learning opportunities so the concepts can be demonstrated at a level of mastery. Students will be able to teach what they have learned and be proud of the quality of their achievements. Students will engage in critical thinking, creative application, collaboration and self-evaluation in order to create quality work. Student-centered learning activities create excitement and increased motivation for learning.
3. **Reflection:** Students will be taught how to evaluate their work and the importance of continuous improvement. Collaboration with rubrics and reflection are used to guide students to honestly evaluate the effectiveness of their learning. Self-evaluation teaches independence and develops a self-directed learner. They will gain self-confidence and an increased capacity to risk creative thinking and problem solving in order to maintain a high level of achievement throughout life.

B. BOARD OF DIRECTORS