

Addie C. Morris Children's School

CHARTER SCHOOL APPLICATION



Addis C. Morris Children's School - 1907

ADDIE C. MORRIS CHILDREN'S SCHOOL

"Taking Children to the Next Level"



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

I. APPLICATION COVER PAGES

NAME OF CHARTER SCHOOL: ADDIE C. MORRIS CHILDREN'S SCHOOL, INC

NAME OF NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
ADDIE C. MORRIS CHILDREN'S SCHOOL, INC.

HAS THE CORPORATION APPLIED FOR NON-PROFIT STATUS: YES NO

NAME OF CONTACT PERSON: ENGLISH BRADSHAW

TITLE/RELATIONSHIP TO NONPROFIT: BOARD MEMBER

MAILING ADDRESS: 1830 HATTIE CIRCLE, WINSTON SALEM NC 27105

ALTERNATIVE TELEPHONE: (727) 560-1390

EMAIL ADDRESS: englishbradshaw@gmail.com

LOCATION OF PROPOSED CHARTER SCHOOL (LEA): WINSTON SALEM/FORSYTH COUNTY

CONVERSION:

No: Yes: If so, Public or Private:

IF A PRIVATE SCHOOL, GIVE THE NAME OF THE SCHOOL BEING CONVERTED: N/A

IF A PUBLIC SCHOOL, GIVE THE NAME AND SIX-DIGIT IDENTIFIER OF THE SCHOOL BEING CONVERTED: N/A



Description of Targeted Population



The class of students entering school in 2013 has grown up in an era where computers and rapid communication are the norm. It is a multicultural, politically correct and "green" generation that has never feared the Russians and the legal barriers of access to a quality education. The mindset of this new generation is quite different from that of the faculty about to prepare them to become the leaders of tomorrow. They will continue to live on their cell phones and communicate via texting, Twitter, FaceBook, YouTube, and iPads.

In order to garner this diversified population for enrollment, AMCS will utilize targeted recruitment efforts to specific populations to ensure representation from various sectors in the community including those at-risk students who are residents in urban and rural areas of the county and have an historical experience of socioeconomic disadvantage. AMCS will initially serve children in grades K-3 starting in 2013-14 (no more than 21 students per class, adding one class per year (fourth grade in year three and fifth grade in year four) until reaching a capacity of 252 students with a fulltime teacher and teacher assistant in each kindergarten class.

Proposed Grades Served: K-5

Proposed Total Enrollment: 252

Projected School Opening Year 2013

Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-5	189		X
Second Year	K-5	210		X
Third Year	K-5	231		X
Fourth Year	K-5	252		X
Fifth Year	K-5	252		X

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

Signature Title

Printed Name Date

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

MISSION

ADDIE C. MORRIS CHILDREN'S SCHOOL seeks to provide educational equity for students to build a solid framework in their early years using interactive technology to investigate ideas and concepts through problem solving, higher order thinking and academic excellence in the fields of Mathematics, Science and Technology.

This mission will be accomplished by implementing an innovative curriculum that incorporates blended didactic instruction and technology into instruction while covering the *North Carolina Standard Course of Study* and utilizing inquiry-based teaching methods that create an active learning environment and student-centered education system.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION

Community Impact

The Piedmont Triad is a north-central region of North Carolina that consists of the area within and surrounding the three major cities of Greensboro, Winston-Salem, and High Point. Long known as one of the primary manufacturing and transportation hubs of the southeastern United States, this area has transformed into an ongoing and aggressive transition to a technology-centered economy.

This new economic direction includes biomedical research, digital design, and advanced software development. Research in biotechnology and pharmacology at Wake Forest University, the WFU School of Medicine, Winston-Salem State University and high-tech companies has spurred the need for students to receive the type of education to equip them with the skills to attain career opportunities in these industries. Recently, Wake Forest University opened a modern, high-tech research and innovation center in Winston Salem. This center represents a major milestone in Wake Forest Baptist's development and growth of a new biotechnology-based economy in Winston-Salem designed for the 21st century. The 242,000-square-foot facility is considered the largest capital investment in downtown Winston-Salem history and will house about 350 Wake Forest Baptist researchers and scientists and 100 other employees from Wake Forest Baptist affiliates. These companies drive a constant need for highly calibrated IT professionals. Through our academic program, we believe that our school model fits perfectly to the needs and strengths of this area. Our academic program will allow our youth to not only be able to continue with their education at top-notch universities in the area, but also directly contribute to the workforce of these companies after their graduation

Through its many partnerships, AMCS will merge educational, economic, and social opportunities together to create a vibrant and sustainable comprehensive community resource. The elementary charter school will bring to the community a unique educational choice to parents for their children to receive an excellent 21st Century education. A major goal of the school will be to set a foundation for learning at an early age for career preparation in IT employment and to prevent students from later dropping out of school; reduce disparities in achievement; particularly with regard to race, gender, socio-economic status and specialized instructional areas such as special education, and English Language Learners.

Dropout Prevention

In keeping with the aspirations of the district to continue in its upward climb in school attendance and dropout prevention, the charter school will offer an enriching school climate and a strict disciplinary system to deter students from dropping out of school.

PROPOSED GOALS

- ❖ 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.

All goals and objectives will be measured annually at the conclusion of the school year. Academic goals will also be measured at regular intervals throughout the year to ensure annual goals and objectives are reached.

AMCS will use the following benchmarks to monitor and measure the needs of students and the extent to which goals and performance standards are being met. Three major outcome areas were chosen as key to assessing the success of students attending AMCS.

I. Academic Achievement Goal Areas (Outcomes)

- Mathematics
- Reading
- Science
- Writing
- Technology acumen

II. Non Academic Achievement Goal Areas which include:

- Attendance
- Social-Emotional Wellbeing
- Satisfaction

III. School Operations

- Full Enrollment - The school’s enrollment will be at or above 90% of capacity.
- Manage Expenses -- The school will maintain a balanced-budget or positive fund balance on a yearly basis.
- Engage Parents - Parents will respond to the annual parent satisfaction survey with > 85% of parents responding favorably

Percentage of students achieving or exceeding mastery on identified educational goal per year in each grade level.

Grade	Year 1	Year 2	Year 3	Year 5	Year 5
K	75 %	78 %	81%	83 %	85+ %
1	75 %	78 %	81%	83 %	85+ %
2	75 %	78 %	81%	83 %	85+ %
3	75 %	78 %	81%	83 %	85+ %
4	75 %	78 %	81%	83 %	85+ %
5	75 %	78%	81%	83 %	85+ %

PURPOSES OF PROPOSED CHARTER SCHOOL

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school’s operations.

- Improve student learning [G.S. 115C-239.29A(1)]

In accordance with NC State law, the charter school will be guided by the following Principles:

Integrating Technology into Education:

As discussed in the section of Educational Theory and Foundation of the Model, AMCS will utilize emerging technologies as a teaching tool in the classroom. Through Technology Integrated Education, AMCS students will use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others to participate effectively in society. AMCS teachers will be well prepared for using the current technologies in educational activities. The school will be equipped with technological tools such as math and IT labs with relevant and necessary software tools, smart boards and online networking tools, etc., to help students learn fundamental skills and knowledge with technology. In addition, each class, according to the grade and subject area will be equipped with necessary tools. Each class will have overhead projectors, and other tools as required by the classroom activities. The small class size and low student to teacher ratio at AMCS will help implementing this by giving the students an opportunity to access the technological tools.

Student-centered Learning:

At AMCS, the focus of activity will shift from teacher to learners. AMCS will achieve this by implementing Active Learning, Cooperative Learning, and Inductive teaching and learning and its methods such as inquiry- and project-based learning.

Active learning:

AMCS students will solve problems, answer questions, formulate questions of their own, discuss, explain, debate, and brainstorm during entire class. Our technology integrated education model will create the 21st century classroom equipped with technological tools providing an active learning environment.

Through Multimedia Learning, students will be involved in many interactive and authentic activities in their classes. Various technologies and tools such as digital cameras, free interactive online websites, online networks, videos, simulations and spreadsheets will be used for those activities. Studies on multimedia learning show that students exhibit positive attitudes towards the interactive projects: Multimedia learning improves their motivation, understanding, and teamwork skills.

By including multimedia into learning environment we aim not only to improve students' technological skills, but also to encourage their critical-thinking, creative, presentation and communication skills. Mayer and Moreno (2007) report that students, who acquire any information as verbal, image-base, text-base, and visual by multimedia, learn more as the information received in multiple channels is processed through multiple cognitive processes each of which support students' learning.

- **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 [G.S. 115C-239.29A(2)]**

AMCS will provide an innovative curriculum that is highly integrated with instructional technologies such as smart boards, computers, and multimedia resources. It is known that technology not only improves the quality of student learning but also motivates students to learn more both in depth and breadth. According to John Wilson, executive director of National Education Association, "Educators are finding that the use of technology increases student engagement and empowers individualized instruction".

Being a public charter school, AMCS will make these educational technologies available to all student subgroups including at-risk and academically gifted students. Besides one of the foundations of our educational theory, global leadership, demands high expectations from all of

our students at a global level, we are aiming to raise our students to become leaders in the international arena.

- **Encourage use of different and innovative methods [G.S. 115C-239.29A (3)].**

Building upon the unique and specific needs of individual students, AMCS will emphasize several instructional approaches, including differentiated instruction, cooperative learning, curriculum integration, and targeted interventions, as well as whole group and small group systematic instruction. These strategies fit together seamlessly to enhance student performance.

Differentiated Instruction: While all students are expected to reach the same performance standards, they may follow different paths to success. An AMCS professional learning community comprised of teachers, their teaching associates, and other AMCS support staff will meet regularly to review student data and consider multiple ways of engaging all students. Based upon the data collected and these deliberations, AMCS teachers will adjust instruction to meet the varied needs of AMCS students. They will incorporate research based strategies that meet the needs of all learners and provide a variety of prompts and entry points that will enable students to grasp essential concepts and connect to the big ideas, themes, questions and skills in a unit of study.

Teachers will use the following differentiated instructional strategies that have proven most effective when used properly:

- ✓ Identifying similarities and differences
- ✓ Summarizing and note-taking
- ✓ Reinforcing effort and providing recognition
- ✓ Homework and practice
- ✓ Nonlinguistic representations
- ✓ Setting objectives and providing feedback
- ✓ Generating and testing hypotheses
- ✓ Cue, questions and advance organizers

Cooperative Learning: One of AMCS's goals is to prepare its students to strive and prosper in an increasingly globally-networked society. Thus, teaching the students to work collaboratively and to move from a state of dependence to independence to the ultimate state of interdependence is a strategic imperative. AMCS students will be given the opportunity to work in cooperative learning groups when it is deemed as the best strategy for learning a particular skill or specific content. Research shows organizing students into cooperative groups yield a positive effect on overall learning (Marzano, Pickering, and Pollock, 2001).

Curriculum Integration: Brain research supports the theory that younger students take in many things, organize, and process them all at once. Therefore, teaching ideas holistically, rather than in fragmented pieces, will better reflect how young students' brains process information (Alberta Education, 2007). Accordingly, AMCS teachers will work to develop an integrated curriculum that requires students to investigate big ideas through a variety of disciplinary lenses. That is, AMCS teachers will present students with problems that will require critical thinking and the application of skills across different subject areas. Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers. Our goal is to facilitate AMCS students' abilities to see how information gained in one subject can help them to problem solve in another, thus creating an opportunity for seamless integration of subjects.

Targeted Interventions: These are interventions developed to address individual student needs and are based solely upon student data from regular progress monitoring. Once a AMCS student has been flagged as not being on grade level or not making projected gains in reading, specific interventions strategies will be put into place to help the student to progress toward being able to read on grade level. The AMCS professional learning community will meet and collaborate to determine which students should be grouped together for specific skills and what strategies would best accomplish these goals.

- **Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site [G.S. 115C-239.29A(4)]**

Given that student learning is an iteratively progressive process, teachers, are encouraged to use their professional expertise to make choices about the ideal methods and materials for students to best understand and learn to master the AMCS curriculum. In addition, teachers will be afforded a range of professional development opportunities to ensure that they are properly trained in the curriculum. Given that AMCS is designed to leverage the power and influence of science and technology to improve student education outcomes, teachers also will be exposed to a professional development program to learn how to:

- ✓ use 21st century skills to understand and address global issues;
- ✓ learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts; and
- ✓ how to connect content, instruction, and technology to improve student outcomes.

- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system [G.S. 115C-239.29A(5)].**

AMCS's curriculum model is designed to help students build the solid conceptual foundation in mathematics, science and technology that will enable them to apply their knowledge and further their learning successfully. It is based on the belief that students learn most effectively when they are given opportunities to investigate ideas and concepts through problem solving and are then guided carefully into an understanding of the principles involved. The model teaches critical thinking skills and effective problem-solving methods and offers parents/guardians of students the educational opportunity to select a small, more individualized, elementary school setting to prepare their children to be successful in middle, high school and beyond.

AMCS will specialize in innovative instructional methods that focus on "how" to effectively teach and expand learning experiences for students who are identified as at risk of academic failure or academically gifted. AMCS embraces an educational philosophy that is designed to empower students to learn "how to learn" and "how to figure out how to figure out." The following principles undergird AMCS's education philosophy:

- ✓ Create opportunities for students to construct knowledge through active involvement;
- ✓ Help students to gather and process information by encouraging them to notice and visualize what their senses are telling them;
- ✓ Create background knowledge essential for academic success;
- ✓ Create a culture of "questioning," and
- ✓ Provide opportunities for students to develop information-processing and problem-solving skills.

- **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. (1995 (Reg. Sess., 1996), c. 731, s. 2.**

AMCS will use a "value-added" approach, i.e., measuring the difference in achievement gain between the beginning and the end of the learning cycle that will track and monitor student progress and allow for the program to be customized to meet individual needs, ensuring progress and mastery.

We will follow the North Carolina Department of Public Instruction's ABC Accountability Model. Required federal programs will be implemented and all state mandated testing will be administered. In addition, AMCS has developed its own performance-based accountability system to routinely monitor student learning throughout the school year. The system includes a host of rubrics and alternative assessment tools, including (CPAA), (DIBELS) and ClassScape.

These instruments are described throughout this document. The data from all assessments--both formal and informal--will be carefully analyzed and used to inform instruction. In addition to the tools listed above, AMCS will:

- ✓ Require the content and method of instruction to insure each student a year's worth of learning for a year's worth of instruction .
- ✓ Pre and post tests be given each year to students
- ✓ All state assessments be given according to the state schedule
- ✓ Informal assessments be conducted weekly or bi weekly to evaluate student progress
- ✓ Student portfolios be kept for each child to visualize progress

Special education teachers will give students with special needs instructional support in one-on-one or small group settings, as well as work cooperatively with the classroom teacher in an inclusive setting. Through the Title I Program, children will also receive supplemental services in Reading and Math as needed. Parents will work closely with teachers through volunteerism, formal and informal conferences, telephone conversations, and written progress reports.

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.

NO NONSENSE!

NO EXCUSES!

NO KIDDING!

Enrollment in AMCS is a privilege enjoyed by interested and qualified Winston Salem /Forsyth County students. AMCS will be a learning community for grades K-5 focused on didactic presentation, integrated technology and needed family support systems for students.

Our mission is to prepare a community of learners with the skills necessary for success in the world of higher education and the world of work. All students will have access to a challenging and rigorous curriculum. A major goal will be to reduce disparities in achievement, particularly with regard to race, gender, socio-economic status and specialized instructional areas such as special education, and English Language Learners.

AMCS will use a “back-to-basics” structure emphasizing the teaching of the Three Rs +S – [Reading, wRiting and aRithmetic + STEM].

We will stress student responsibility, strict discipline, dress code, respect, attendance, mandatory parent involvement and 21st century pedagogy using critical thinking and inquiry based learning. We will accomplish this by doing the following.

Student Responsibility - Students in all grades are expected to:

- ✓ Work to their highest potential
- ✓ Be responsible for their own behavior and learning
- ✓ Adhere to the dress code
- ✓ Develop good study habits and self-discipline

Parent Involvement - Required at AMCS.

- ✓ As a condition for continued student attendance, parents must sign a contract to:
- ✓ Agree to abide by and support the policies of the school
- ✓ Agree to attend monthly parent/teacher meetings and other school functions
- ✓ Agree to review and sign their child's nightly homework

High Achievement In Core Academics And Electives

Research-proven instructional strategies that focus on questioning, clarifying, and monitoring for understanding, will be used to promote student achievement across all grade levels. Problem-solving techniques and critical thinking skills will be interwoven throughout the curriculum.

Discipline - Students are expected to exercise good judgment and behave in a responsible manner. The Student Code of Conduct will be strictly enforced.

Pathways to acceleration will provide academic intervention in core curriculum areas for gifted students. Students needing intervention (RTI) will have extra periods of daily instruction directed at their area of need. Differentiated instruction will be provided to promote inclusive learning environments.

IV: GOVERNANCE

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

Name of Private Nonprofit: Addie C. Morris Children's School, Inc.

Mailing Address: 1830 Hattie Circle

City/State/Zip: Winston Salem, NC 27105

Street Address: 1830 Hattie Circle, Winston Salem, NC 27105

Email: englishbradshaw@gmail.com

Phone: (727)560-1390

Name of registered agent and address:

English Bradshaw

1830 Hattie Circle

Winston Salem, NC 27105

FEDERAL TAX ID:

Applied For

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

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

Yes _____ (copy of letter from federal government attached)

No X

AMCS does not yet have a current Federal Tax ID nor Federal Tax Exempt Status under 501(c)(3). Upon final approval of the Charter Application, tax-exempt status will be applied for.

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

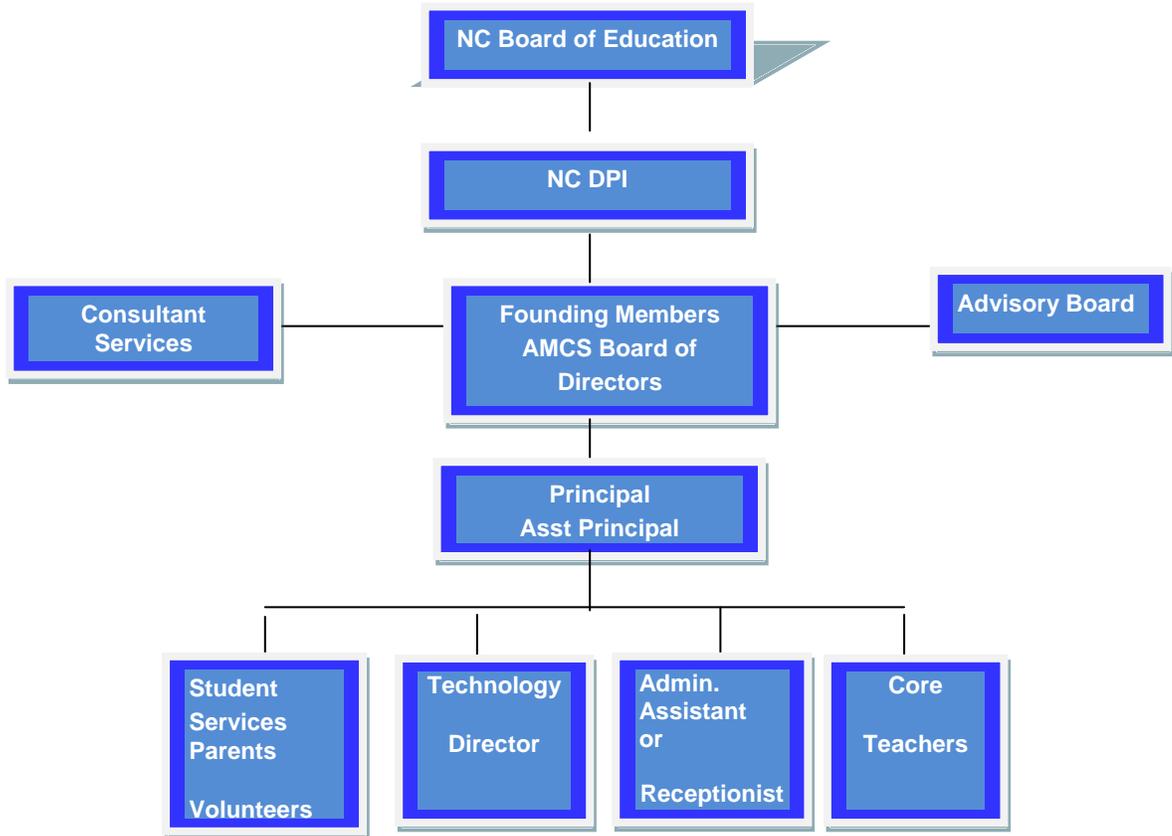
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

Not Applicable. AMCS will not use the services of an EMO or CSO, but will enter into agreements for contracted services as needed with qualified consultants

ORGANIZATIONAL STRUCTURE

ORGANIZATION CHART



The NCSBOE is charged with supervising and administering "the free public school system and the educational funds provided for its support. The North Carolina Department of Public Instruction The NCDPI is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures.

FOUNDING MEMBERS AND TRANSITION TO GOVERNING BOARD OF DIRECTORS

The Founding Members of the school will convene an organizational meeting to organize themselves to become an appropriate permanent Governing Board for the school. By resolution, the Members will select and approve a slate of officers and Members including its Chairman to manage the affairs of the School. Founding Members currently serving may be included in the slate of nominees to serve on the permanent Board. The permanent AMCS Board of Directors will execute the Charter and govern the school pursuant to all applicable laws, it bylaws and the mission of the school. The Board will be responsible for hiring and supervising the Principal. The daily activities of faculty, staff, parents, volunteers and students will be supervised by the Principal. The Principal will work with the Advisory Board on policies and resources.

BIOGRAPHIC INFORMATION OF FOUNDING MEMBERS/BOARD OF DIRECTORS

English Bradshaw Ph.D.

1830 Hattie Circle
Winston Salem, NC 27105

Dr. English Bradshaw has more than forty years experience as an educator, administrator and independent consultant. He has taught and lectured at several colleges and universities including the Phillips Brooks House at Harvard University, University of Hawaii, Chaminade University, Hawaii Business College, Southern Community College, and Tuskegee University.

He attended and earned a Bachelor's and Master's degree from the University of Hawaii, a Master's of Education degree at Harvard University Graduate School of Education, a Master's of Public Administration at the John F. Kennedy School of Government, Harvard University and doctorate degree at the University of Amsterdam, The Netherlands.

His professional administrative career includes appointment as Chief of Staff for former US Congressman Wyche Fowler, Jr. in the US House of Representatives. In this position, he supervised all administrative operations of the Congressional Washington D.C. office and assisted in the development of legislative policies and strategies.

He served as the Assistant District Director for the US Small Business Administration in Honolulu, Guam, Northern Marianas, and the Pacific Rim Commonwealth. He was appointed as the chief administrator for SBA's Minority Small Business Program for the Honolulu District Office. Bradshaw was a Manager for Boone, Young, and Associates, Inc., Minority Business Development Centers in New York City and Charlotte, NC where he directed a staff of professionals to administer contracts granted by the US Department of Commerce.

He directed all research activities of the Title I and Title II Ryan White Care Act Planning Council at the School of Nursing at the University of Maryland, Baltimore and Johns Hopkins University.

Charter Schools:

Dr. Bradshaw's charter school experience includes consultancy at the University of South Florida, Tampa, Florida for numerous charter schools and community organizations to develop start-up charters and provide on-going professional development to existing charter schools throughout the state of Florida. He has been appointed as one of ten Certified Governance Trainers by the Florida Department of Education to provide governance training to charter school Boards of Directors. Bradshaw has been an elementary and high school teacher; charter school principal, educational director and curriculum coordinator for charter schools. He has trained teachers and staff to use various educational pedagogies including the Marva Collins Method, The Socratic Method of Inquiry. He has developed charter school oversight protocols, student disciplinary procedures, parent involvement, school budgets, directed curriculum development, lesson plans, teaching strategies, student assessments, staff evaluations, and Board development programs for schools

Virginia K. Newell, Ph.D.

2429 Pickford Ct.
Winston Salem, NC 27101
(336)722-4606

Professor Emeritus, Dr. Virginia K. Newell has a long and distinguished history in the legacy of education in Winston Salem and throughout the State of North Carolina. As a dedicated educator and public servant, she has received many honors, including an honorary doctor of Humane Letters Degree from Winston-Salem State University and the naming of the Virginia K. Newel Academic Computer Center at the University.

She was born in Advance, N.C., and earned a bachelor's degree from Talladega College, a master's degree from New York University and a doctorate from the University of Sarasota.

Dr. Newell was elected and served sixteen years as a former member of Winston-Salem Board of Aldermen where she Chaired the Finance Committee. She has worked tirelessly for better housing, racial unity and economic independence for African-Americans.

Dr. Virginia K. Newell served Winston Salem State University for 19 years as a professor of mathematics and the chairman of the Department of Mathematics and Computer Science. She built the computer science program and raised thousands of dollars to support it. She retired in 1985.

She previously served as President of The North Carolina Council of Teachers of Mathematics (NCCTM) for two years. NCCTM is the professional organization in North Carolina of all persons responsible for the teaching of mathematics. Its membership includes teachers from all levels, kindergarten through graduate school, and other professionals who work with curriculum and materials for the teaching of mathematics.

She has served as a member of the Governing Board of the Carter G. Woodson Charter School in Winston Salem and more recently she established the New Directions For Our Youth, Inc. organization in order to continue her work with children in summer camps and tutoring programs for children in schools who fail end-of-grade tests and have trouble with basic reading and math.

Linda Scott Cole

1830 Hattie Circle
(336) 725-8660
Winston-Salem, NC 27105
ssprez0406@bellsouth.net

PROFESSIONAL EXPERIENCE

Winston-Salem State University – Winston-Salem, NC 1996-Present

UNIVERSITY PROGRAM SPECIALIST – FACILITIES MANAGEMENT

- ❖ Project Manager of Kronos Timekeeper System for Facilities Management. Manage time and payroll for approximately 100 employees. Member of the Kronos team which includes representatives from IT, Human Resources, Payroll, and Kronos. Assist employees with human resource-related issues and concerns. Reconciler of purchase card accounts for supervisors.

UNIVERSITY PROGRAM ASSOCIATE – DIVISION OF STUDENT AFFAIRS

- ❖ Monitored/managed division budget; reviewed and reconciled monthly purchase card statements; reviewed position descriptions, scheduled interview logistics and facilitated new hire paperwork; provided supervision to office assistants and assistance to division support and management staff; managed student yearbook staff and budget; supervised student workers; attended meetings as vice chancellor's designee; facilitated quarterly Student Affairs Committee meetings, and summarized and prepared minutes for committee chair's report at Board of Trustees meetings; processed timesheets; created and maintained division filing system; and performed other duties as requested.

HIGHLIGHTS

- ❖ Selected University Safety Committee member/administrator, 2008-present
- ❖ Selected SACS Reaffirmation Clerical Support Team member, 2007-2009
- ❖ Elected UNC Staff Assembly Executive Committee at-large delegate, 2006-2007
- ❖ Appointed Intellectual Property Committee sub-committee chair, 2006-present
- ❖ Appointed Faculty/Staff Capital Campaign co-chair, 2005-2007
- ❖ Presided over UNC Staff Senate/Staff Council/Staff Assembly 2005
- ❖ Appointed *The Ram* yearbook adviser, 2005-present
- ❖ Elected Winston-Salem State University Staff Senate president, 2004-2006
- ❖ Appointed Budget Advisory Committee member, 2004-2005

Frederick N. Terry

1224 Reynolds Forest Dr.
Winston Salem, NC 27107
(336) 788-5008

Employment:

RJR Production Management – 16 Years

- Managed a production line of 56 employees
- Managed up to 4 departments consisting of 4 managers and 200 employees
- Served as an in-plant HR professional during period of change to new manufacturing technology

Winston-Salem State University Human Resource Professional – 17 Years

- Served as a Training Manager for Non-Exempt Employees
- Served as an IT professional in the implementation of an University System wide HR database/payroll system.

Boards & Community Service:

- Forsyth County United Way Board
- Experiment of Self-Reliance
- Patterson Ave. YMCA (Winston Lake YMCA)
- Liberty Street Community Development Corp
- Served two terms as Councilman of the Southeast Ward for City of Winston-Salem

Current additional service:

Commissioned Lay Pastor in Salem Presbytery of the Presbyterian Church - USA

Education:

Winston-Salem State University: Bachelor Degree: History

Ayesha N. Hackman

1830 Hattie Circle
Winston Salem, NC 22701
C (813) 850-9130

Benjamin E Mays Preparatory School New Orleans, LA 70126

Lead Teacher/Instructional Coach July 2010- February 2011

- Differentiated instruction with strong, measurable objectives to ensure quality instruction
- Targeted teachers specific deficiencies and strengths in order to produce consistent tenants of strong instruction
- Provided real time strategies for novice teachers
- Developed a plan of action and/or instructional support plan
- Produced measurable gains with day-to-day instruction and Achievement Network interim assessments
- Delivered interactive professional developments that were relevant to the needs of the school

KIPP: McDonogh 15 New Orleans, LA 70116

Teacher July 2009- 2010

- Communicated with parents on a weekly basis
- Saw dramatic academic gains in scholars who struggled early in the year
- Created routines and lessons for Gifted and Talented students
- Executed activities and teaching style that supported KIPP culture and values
- Coached peers on best teaching practices and strategies in order to deliver a quality education

Cambridge Educational Management Associates Tampa, FL 33634

Consultant 2006-2008

- Worked with a team to design curriculums for proposed charter schools according to Florida State Standards
- Created schedules, policies and structure for operations and staff
- Developed and completed operating budgets for schools
- Communicated with school administrators to assess academic needs of students in targeted areas
- Identified possible facilities to house schools

Springfield Public Schools Springfield, MA 01109

Teacher 2004-2008

- Corresponded with parents to enlist their cooperation with assignments and student behavior
- Prepared students for Massachusetts Comprehensive Assessment System (MCAS)
- Helped school reach AYP and improve school status within the district
- Met the needs of students with special needs with accommodations in class
- Mentor students who demonstrated inappropriate behaviors in the classroom
- Implemented and created interactive lesson plans for nontraditional students

EDUCATION

Boston College, Chestnut Hills, Massachusetts
BA, Secondary Education & English, 1999

Rémona Ramsey-Brooks

201 Cheltenham Drive
Winston-Salem, NC 27103
(336) 765-0080(home) / (336) 575-0148(cell)
Email: remonabrooks@gmail.com

Masters in Public Administration, Nonprofit Management, High Point University
Bachelor of Science, Industrial and Organizational Psychology, High Point University
Certified Parent Educator (Early Childhood Development, birth – 5 years)
Certified Motherhead Instructor (Adult/Family Literacy)

Employment History

Program Coordinator Promised Neighborhoods Community Collaborative of Winston-Salem

- Engage and nurture relationship with 25+ partnering organizations, entities and individuals working with PNC.
- Represent the PNC in community capacity building
- Administrative responsibilities including filing financial report and yearly report to grant funders.
- Write and submit grants for additional funding.
- Recruit, coordinate and assist Leadership Advisory Council participation and activities.
- Ensure goals are specific and met in a timely manner.
- Evaluate progress quarterly.
- Assist in the collection, sharing and evaluation of data.

Certified Parent Educator More at Four Program/Imprints for Families

- Engage and support children and their family in the Pre-K program at WSFCS school sites.
- Using the PAT curriculum, introduce parents to researched-based information about the strengths of the child and the importance of early education.
- Conduct home visits, parent meetings, parent-child activities for the Pre-K program and schools.
- Act as support for parents in parent-teacher conferences, IEP meetings, meetings with parents
- Present workshops for staff development, i.e., children and poverty.
- Use a strength-based approach while working with families.
- Work closely with school social workers, guidance counselors, NC Data Wise managers, administrative staff, assistant principals, principals and PTA
- Co-chaired the Business partner program at Walkertown Elementary. Faculty Advisor for the Volunteer Program.
- Initiated and implemented the GED program at Walkertown Elementary.
- Primary contact for community resources and referrals for parent educators.
- Use Motherhead (Adult/Family Literacy program) to increase family literacy

Community Relations Coordinator Smart Start of Forsyth County

- Conducted information sessions for families, organizations/agencies, businesses.
- Engaged and strengthened relationships with local community agencies and businesses.
- Distributed educational and marketing information.
- Developed and implemented strategies to increase locations for Smart Start materials.
- Was the Administrative Assistant to the Executive Director for two years.
- Interacted with the Board, partnering agencies and parents.
- Coordinated all Board meetings, conferences and events.

BYLAWS (G.S. 143.318.9 et seq)

**BYLAWS
OF
ADDIE C. MORRIS CHILDREN'S SCHOOL, INC**

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- Section 3. Other Offices

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- Section 2. Specific Purposes

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MEMBERS OF THE INITIAL FOUNDING MEMBERS/ BOARD OF DIRECTORS

- English Bradshaw
- Virginia Newell
- Remona Brooks
- Linda Cole

**BYLAWS
OF
ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc.**

ARTICLE I: OFFICES

Section 1. Principal Office. The Principal office of ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc., (the "Corporation" AMCS or the "School") shall be located in Winston Salem, North Carolina or at such other place as the board of directors shall determine.

Section 2. Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the Principal office of the Corporation. The address of the registered office may be changed from time to time by the board of directors.

Section 3. Other Offices. The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the board of directors may designate or as the business of the Corporation may require.

ARTICLE II: MEMBERSHIP

The Corporation shall have no members.

ARTICLE III: OBJECTIVES AND PURPOSES

Section 1. General Purpose. The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

- (a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the "North Carolina Charter School Act").
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (c) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

Section 2. Specific Purposes. The primary function of the board of directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training.

ARTICLE IV: BOARD OF DIRECTORS

Section 1. General Powers. All corporate powers shall be exercised by or under the authority of the board of directors, which shall also direct the management of the Corporation's business and affairs.

Section 2. Number and Voting Rights. The number of directors of the Corporation shall be as determined from time to time by resolution of the directors, with a minimum number of five directors except in cases of emergency or short-term exigencies. Each director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these bylaws.

Section 3. Terms. Each director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered directorships pursuant to Section 7 of this Article, in which case directors may serve terms of less than three (3) years. Each director may serve successive terms upon approval by a majority vote of the board of directors at its next meeting following the expiration of such director's current term of office.

Section 4. Election. Except as otherwise provided herein, the directors shall be elected at the annual meeting of the board of directors. Each new director shall be elected by a majority vote of the directors then serving.

Section 5. Vacancies. Except as otherwise provided by law or the articles of incorporation of the Corporation, any vacancy occurring in the board of directors shall be filled by the affirmative vote of a majority of the remaining directors (even though less than a quorum) or by the sole remaining director at the next meeting of the board of directors or within sixty (60) days, whichever first occurs. The term of a director elected to fill a vacancy expires at the next board of directors meeting at which directors are elected.

Section 6. Removal. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting.

Section 7. Staggered Directorships. The terms of directors may be staggered by dividing the total number of directors into two or three groups, with each group containing one-half or one-third of the total, as near as possible. If there are staggered directorships, the terms of directors in the first group expire at the first annual meeting of the board of directors after their election, the terms of the second group expire at the second annual meeting of the board of directors after their election; and the terms of the third group (if any) expire at the third annual meeting of the board of directors after their election.

Section 8. Committees of the Board. In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the board. The creation of a committee and appointment of members to it shall be approved by a majority of all the directors in office when the action is taken. Each committee may, if approved by majority vote of the board, may exercise the board's regular authority. A committee shall not, however: (1) authorize distributions; (2) approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the corporation's assets; (3) elect, appoint or remove directors, or fill vacancies on the board of directors or on any of its committees; or (4) adopt, amend, or repeal the articles of incorporation or bylaws.

Section 9. General Standards of Conduct. Directors shall conduct themselves and the performance of their Board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by Board policy or decision.

(a) A Director shall discharge his duties as a director, including his duties as a member of a committee:

1. In good faith;
2. With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
3. In a manner the director reasonably believes to be in the best interests of the corporation.

(b) In discharging his duties, a director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

1. One or more officers or employees of the corporation whom the director reasonably believes to be reliable and competent in the matters presented;
2. Legal counsel, public accountants, or other persons as to matters the director reasonably believes are within their professional or expert competence; or
3. A committee of the board of which he is not a member if the director reasonably believes the committee merits confidence.

(c) A director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

(d) A director is not liable for any action taken as a director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

(e) A director's personal liability for monetary damages for breach of a duty as a director may be limited or eliminated only to the extent provided in G.S. 55A-8-60 or permitted in G.S. 55A-2-02(b)(4), and a director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes

(f) A director shall not be deemed to be a trustee with respect to the corporation or with respect to any property held or administered by the corporation, including without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 10. Conflict of Interests. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.

Board practice regarding conflicts of interest shall be governed primarily by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the corporation solely because of the director's interest in the transaction if any one of the following is true:

1. The material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board and the board or committee authorized, approved, or ratified the transaction;
2. The material facts of the transaction and the director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
3. The transaction was fair to the corporation.

(b) A director of the corporation has an indirect interest in a transaction if:

1. Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
2. Another entity of which he is a director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the board of directors of the corporation.

(c) For purposes of subdivision (a) (1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single director. If a majority of the

directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a) (2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b) (1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a) (2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.

(e) The articles of incorporation, bylaws, or a resolution of the board may impose additional requirements on conflict of interest transactions.

ARTICLE V: MEETINGS OF DIRECTORS

Section 1. Regular Meetings. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board in accordance with state open meetings laws (*G.S. 143.318.9 et seq*).

Section 2. Special Meetings. In accordance with state open meetings law, special meetings may be called by the Board Chairperson on the request of three or more Board members. Legally required notice of special meetings shall be given in compliance with open meetings laws.

Section 3. Emergency Meetings. When urgent circumstances arise, the board of directors may meet on less than 24 hours' notice. Board members and the public shall be given notice in compliance with open meetings laws.

Section 4. Notice to Directors and Waivers. Notice to Board members may be by telephone, e-mail, fax or other reasonable means. A director's attendance at or participation in a meeting waives any required notice to such director of the meeting unless the director at the beginning of the meeting (or promptly upon such director's arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Section 5. Quorum. Except as otherwise provided by law, the articles of incorporation of the Corporation or these bylaws, a quorum of the board of directors consists of a majority of the directors in office immediately before a meeting begins. In no event may these bylaws or any resolution adopted pursuant to these bylaws authorize a quorum of fewer than one-third of the number of directors then in office, except in emergencies requiring action by a majority of the available board members for the good of the School, only after reasonable efforts to notify and convene all board members.

Section 6. Manner of Action. If a quorum is present when a vote is taken, the affirmative act of a majority of the directors present is the act of the board of directors, except as otherwise provided by law, by the articles of incorporation of the Corporation, or by these bylaws.

Section 7. Presumption of Assent. A director who is present at a meeting of the board of directors or a committee of the board of directors when corporate action is taken is deemed to have assented to the action taken unless such director:

(a) objects at the beginning of the meeting (or promptly upon such director's arrival) to the holding of the meeting or to the transaction of business at the meeting;

(b) dissents or abstains from the action taken and the dissent or abstention is entered in the minutes of the meeting; or

(c) files written notice of his or her dissent or abstention with the presiding officer of the meeting before its adjournment or with the Corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

Section 8. Action by Directors Without Meeting. In accordance with G.S. §55A-8-21, any action required or permitted by law or these bylaws to be taken at a board of directors meeting may be taken without a meeting if the action is taken by all members of the board. The action must be evidenced by one or more written consents signed by each director before or after such action, describing the action taken, and included in the minutes or filed with the records of the Corporation reflecting the action taken. Action taken under this Section is effective when the last director signs the consent unless the consent specifies a different effective date. A consent signed under this Section has the same effect as a vote at a meeting and may be described as such in any document. Actions taken under this section must conform to state open meetings and public record laws.

Section 9. Meetings by Telephone Conference or Other Electronic Means. Any one or more directors may participate in a meeting of the board or a committee by means of a telephone conference or reasonable electronic means by which all directors participating may simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting. Such meetings shall be conducted in accordance with state open meetings laws.

ARTICLE VI: OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall consist of a Chairperson, a Vice-chairperson, a Secretary, a Treasurer, and other officers or assistant officers as the board of directors deems necessary or desirable. The same individual may simultaneously hold more than one office in the Corporation, but no individual may act in more than one capacity where action of two or more officers is required.

Section 2. Appointment and Term. The officers of the Corporation shall be appointed by the board of directors at its regular annual meeting in September each year. The Board shall organize and elect officers among its own members. Terms of office shall be one year. The Chairperson shall be first elected and, thereafter, shall preside over the election of the remaining officers.

Section 3. Compensation of Officers. The officers of the Corporation shall serve without compensation. The appointment of an officer does not itself create any contractual right.

Section 4. Removal of Officers. The board of directors may remove any officer at any time for just cause. Just cause shall include, but not be limited to, conduct unbecoming of a school director; fraud or deceit; illegal, unethical, or immoral conduct substantially affecting the individual's or board of director's duties or the operation or reputation of the School; neglect of duty; incompetence; and mental or physical incapacity.

Section 5. Resignation. An officer may resign at any time by communicating his or her resignation to the Corporation, orally, in writing, or by reasonably electronic means. A resignation is effective when communicated unless it specifies in writing a later effective date. If a resignation is made effective at a later date that is accepted by the Corporation, the board of directors may fill the pending vacancy before the effective date if the board provides that the successor does not take office until the effective date. An officer's resignation does not affect the Corporation's contract rights, if any, with the officer.

Section 6. Bonds. The board of directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned upon the faithful performance of the duties of his or her respective office or position, and to comply with such other conditions as may from time to time be required by the board of directors.

Section 7. Chairperson. The Chairperson shall be the Principal executive officer of the Corporation and, subject to the control of the board of directors, shall in general supervise and control all of the business and affairs of the Corporation and shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the board of directors from time to time. The Chairperson shall also be the chairman of the board of directors and shall preside at all meetings of the directors at which he or she is present.

Section 8. Vice-chairperson. The Vice-chairperson shall assist the Chairperson, as needed or determined by the board of directors. In instances where the Chairperson is unable to perform his or her duties, the Vice-chairperson shall fulfill those duties except as otherwise determined by the board of directors. In such instances, the Vice-chairperson shall have all the powers of, and be subject to all the restrictions upon, the president.

Section 9. Secretary. The Secretary shall: (a) attend all meetings of the board of directors, keep the minutes of such meetings in one or more books provided for that purpose, and perform like duties for the standing committees when required; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as the Chairperson or board of directors may assign from time to time.

Section 10. Treasurer. The Treasurer (if any) shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for money due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these bylaws; and (b) perform all of the duties incident to the office of Treasurer, including preparing, or causing to be prepared, all financial statements required by law, and such other duties as the Chairperson or board of directors may assign from time to time

Section 11. Reassignment of Officer Duties. Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

ARTICLE VII: CONTRACTS, LOANS, CHECKS, DEPOSITS, TRANSACTIONS, ETC.

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 evidences of indebtedness shall be issued in its name unless authorized by a resolution of the board of directors. Such authority may be general or confined to specific instances. In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the School to or for the benefit of its directors or officers, except that loans, guaranties, or other forms of security may be made to full-time employees of the corporation who are also directors or officers by action of the board of directors in accordance with G.S. 55A-8-31 (a) (1).

Section 3. Checks and Drafts. All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:

- (a) any two Board members, or
- (b) any Board member and the School Principal, or
- (c) the School Principal for expenses not exceeding \$3,000, or

(d) in such other manner as the Board may determine.

Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or Treasurer or by any officer or agent who may be authorized by the Board to do so.

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 the board of directors may select.

Section 5. Gifts and Donations. The Board or a board member may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or perpetuation of the general educational or special educational purposes of the Corporation.

Section 6. Electronic Transactions. Any legal transactions authorized by law, these bylaws, or other board policy or action, may be conducted by reasonable electronic means.

Section 7. No State Indebtedness by Contract. As long as required by state law, no indebtedness of any kind incurred or created by the School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE VIII: GENERAL PROVISIONS

Section 1. Seal. The corporate seal of the Corporation shall consist of two concentric circles between which is the name of the Corporation, year of incorporation, and the words "North Carolina," and in the center of which is inscribed SEAL; and such seal, as impressed on the margin hereof, is hereby adopted as the corporate seal of the Corporation.

Section 2. Fiscal Year. The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.

Section 3. Pronouns. Each reference to pronouns herein shall be construed in the masculine, feminine, neuter, singular or plural, as the context may require.

Section 4. Amendments. The board of directors may, by super (2/3) majority vote, amend the articles of incorporation of the Corporation and bylaws. The Corporation shall provide at least twenty (20) business day's written notice of any meeting of directors at which an amendment is to be voted upon. The notice shall state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the articles of incorporation or the bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment; provided, however, that notwithstanding anything herein to the contrary, the board of directors shall not make any amendments to the purposes as set forth in Article III of these bylaws nor any amendment which is prohibited for organizations described in Section 501(c)(3) of the Code.

Section 5. Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board, in accordance with the state Public Records Act (Chapter 132 of the General Statutes). Generally record-keeping shall be governed by Article 16, Part I of the Chapter 55A of the General Statutes as follows.

(a) The corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting pursuant to G.S. 55A-7-04, 55A-7-08, or 55A-8-21, and a record of all actions taken by committees in place of the board of directors on behalf of the corporation.

(b) The corporation shall maintain appropriate accounting records.

(c) The corporation or its agent shall maintain a record of its members, in a form that permits preparation of a list of the names and addresses of all members, in alphabetical order by class, showing the number of votes each member is entitled to cast.

(d) The corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

(e) The corporation shall keep a copy of the following records at its Principal office:

1. Its articles of incorporation or restated articles of incorporation and all amendments to them currently in effect;
2. Its bylaws or restated bylaws and all amendments to them currently in effect;
3. Resolutions adopted by the board relating to the number or classification of directors or to the characteristics, qualifications, rights, limitations, and obligations of members or any class or category of members;
4. A list of the names and business or home addresses of current directors and officers.

ARTICLE IX: INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS

Section 1. Definitions. For purposes of this Article, the following definitions shall apply:

(a) "Act" means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.

(b) "Corporation" means ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc., as a corporation; as such term is defined in Section 55A-8-50(b) (1) of the Act.

(c) "Director" means an individual who is or was a director of the Corporation or an individual who, while a director of the Corporation, is or was serving at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A director is considered to be serving as a director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation's request if such director's duties to the Corporation also impose duties on, or otherwise involve services by, the director to the plan or to participants in or beneficiaries of the plan. "Director" includes, unless the context requires otherwise, the estate or personal representative of a Director.

(d) "Expenses" means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert and investigatory fees and expenses.

(e) "Indemnified Officer" means an individual who is or was an officer of the Corporation appointed by the board of directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise. "Indemnified Officer" includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.

(f) "Liabilities" means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan) and

expenses, including, but not limited to, attorneys' fees of opposing parties incurred with respect to a Proceeding.

(g) "Proceeding" means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and any appeal therein (and any inquiry or investigation that could lead to such a proceeding).

Section 2. Statement of Intent. The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

Section 3. Indemnification. In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation's request as a director, officer, manager, partner, trustee, employee or agent of another foreign or domestic corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses and attorneys' fees incurred in connection with the enforcement of the rights to indemnification granted herein, if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder. The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or
- (e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The board of directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3 as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify or go beyond the provisions of this Article, Section 3 provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3 shall be construed in a manner to fully effect the purpose and intent of the resolution of the board of directors approving and adopting this provision.

Section 4. Determination. Any indemnification under Section 3 of this Article shall be paid by the Corporation in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the board of directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the board of directors (in which designation members of the board of directors who are parties to the Proceeding may participate), consisting solely of two or more members of the board of directors not at the time parties to the Proceeding; or

(c) by special legal counsel (i) selected by the board of directors or a committee thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the board of directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full board of directors (in which selection members thereof who are parties in the Proceeding may participate).

The board of directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

Section 5. Advances for Expenses. The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the board of directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the board of directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

Section 6. Reliance and Consideration. Any Director or Indemnified Officer who at any time after the adoption of this Article serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

Section 7. Insurance. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another corporation (whether a business or nonprofit corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any director, officer, employee, agent or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment

Section 8. Savings Clause. If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

Section 9. Emergency Bylaws. In accordance with G.S. 55A-2-07,
(a) the Board may adopt, amend, or repeal bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the corporation during the emergency, including:

1. Procedures for calling a meeting of the board of directors;
2. Quorum requirements for the meeting; and
3. Designation of additional or substitute directors.

(b) All provisions of the regular bylaws consistent with the emergency bylaws remain effective during the emergency. The emergency bylaws are not effective after the emergency ends.

(c) Board action taken in good faith in accordance with the emergency bylaws binds the School, and the fact that the action was taken pursuant to emergency bylaws shall not be used to impose liability on a director, officer, employee, or agent.

(d) An emergency exists for purposes of this section if a quorum of the corporation's directors cannot readily be assembled because of some catastrophic event.

ARTICLE X: PROHIBITED ACTIVITIES

Section 1. Purposes. The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 2. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its director, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these bylaws. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XI: DISSOLUTION AND DISTRIBUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically and only as long as required by state law pursuant to N.C.G.S. §115C-238.29E(f), all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the 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 a court of competent jurisdiction of the county in which the Principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine which are organized and operated exclusively for such purposes.

The undersigned persons certify the foregoing bylaws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

MEMBERS OF THE INITIAL BOARD OF DIRECTORS

Member: English Bradshaw

Member: Virginia Newell

Member: Remona Brooks

Member: Linda V. Cole

Member: Ayesha Hackman

Member: Fred Terry

ARTICLES OF INCORPORATION.
(APPLIED FOR)

ARTICLES OF INCORPORATION:
ADDIE C. MORRIS CHILDREN'S SCHOOL, INC.
(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the "Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc., (the "Corporation").

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (1) To operate the Corporation as a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the "North Carolina Charter School Act").
- (2) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (3) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:
1830 Hattie Circle
Winston Salem NC 27105
Forsyth County

The mailing address of the initial registered office is
1830 Hattie Circle
Winston Salem NC 27105
Forsyth County

The name of the initial registered agent of the Corporation at such address:
English Bradshaw

ARTICLE V.

The name and address of the incorporator are:
English Bradshaw
1830 Hattie Circle
Winston Salem NC 27105
Forsyth County

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

GOVERNING BOARD FUNCTIONS, DUTIES, & RESPONSIBILITIES

Governance for the school has been structured to optimize open and direct communication between the Board, parents and the community. The Board will develop policies and put them in writing so that they may serve as guidelines for its operations and for the successful and efficient functioning of the school. The Board will reserve to itself the function of providing guidelines for the discretionary action of those to whom it delegates authority. These guidelines for discretionary action constitute the policies governing the operation of the school. The formulation, adoption, evaluation of reports concerning the execution of written policies promulgated by the school's Personnel Policy and Procedures Manual will constitute the basic method by which the Board will exercise its leadership in the operation of the school. The formal adoption of policies are recorded in the minutes of the Board meetings. Only those written statements so adopted and so recorded are regarded as official Board policy.

Board Recruitment

AMCS will solicit the community for local board members via past and personal relationships and accomplishments, recommendations of experts and completion of an informational profile or survey portraying their qualities and vision as a policy making body for educational institution.

Board Composition Profile

A complete Board composition profile will include the following categories:

- Gender
- Education Level
- Professional Background
- Areas of Expertise

The Board is a representative body to provide for and oversee the operation of the school as mandated by state law. In carrying out this function, the Board recognizes the following general responsibilities as paramount:

GENERAL RESPONSIBILITIES OF GOVERNING MEMBERS

- Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends
- Formulating and interpreting policies;
- Making decisions on budget matters;
- Making a continuous appraisal of the educational plan
- Making a continuous appraisal of the governance and administrative process;
- Reviews strategic plan and progress
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract.
- Assesses program evaluation plan.

GENERAL DUTIES BY STATUTE AND CONTRACT

Board Members must perform all duties:

- In good faith
- In a manner he/she believes is in the best interest of the school
- With the same care that an ordinary prudent person in a like position would use under similar circumstances
- Duty of Care
- Duty of Loyalty
- Duty of Confidentiality

Duty of Obedience to the Purpose of the school
Direct the operations of the school and provide executive oversight

Contract with School District to:

- Execute contract to begin school
- Evaluate whether to continue school operations throughout contract period
- Decide whether to apply for contract renewal with School District
- Contract with Contractors and Vendors as needs are determined
- Ensure that school facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and fingerprinting
- Hire certified and licensed instructors and professionals
- Ensure the School is non-sectarian
- Conduct meetings in accordance with North Carolina's Open Meeting Law
- Provide access to public records
- Report child abuse or neglect
- Conduct statewide tests of student achievement
- Follow state and district policies for student suspension, expulsion and removal
- Maintain confidentiality of student records

Comply with rules for employers regarding:

- Non-discrimination in wage rates
- Worker's Compensation
- Unemployment Compensation
- Participate in District student information management system
- Adopt and maintain comprehensive school safety plan
- Disclose any and all potential conflicts of interest with the School

SPECIFIC DUTIES BY STATUTE AND CONTRACT

Board Members must:

- Develop and Implement a Financial Plan including:
 - Budget forecast for each year of contract
 - Description of financial policies, procedures and internal financial controls
 - Comply with rules provided by State Auditor, maintain auditable financial records
 - Provide financial reports to District as required
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for management and administration of school

Develop and implement an Educational Program that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction
- Develop and implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards including Administration of the EOG and other state mandated tests
- Complete all state required annual reports for parents of enrolled students on progress in meeting academic goals.

The Board will exercise the above powers and applicable duties only when convened in a legally constituted meeting.

Other Board Activities

The Board of Directors will continually assess the school's academic program successes and areas in need of improvement. The Board is directly involved in analyzing alternatives and additions to the programs by reviewing student and school performance data, thereby making data-driven decisions on behalf of the students. Additionally, the Board of Directors will act as the political advocate for the school and will be directly involved with the annual audit which will

be required by the school district and any other regulatory matters such as meetings, reviews or audits by the school district, NCDPI or the Auditor General's Office.

BOARD TRAINING

Every member of the governing will participate annually in governance training on or before August 1 of each calendar year. Training will include a minimum of four (4) hours of instruction focusing on NC Open Meeting Law, Conflicts of Interest, Ethics, and Financial responsibility.

Resolving Disputes Between the School and the Authorizer.

AMCS shares the vision of the District to provide an excellent education for the students in the public schools of Winston Salem / Forsyth County. If, in spite of good communication and a shared vision, a dispute arises, AMCS will (Step 1) first work with select personnel appointed by the Superintendent to resolve the dispute. (Step 2) If after discussion with appropriate persons appointed by the Superintendent to the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the Superintendent of Schools and the school's Principal. (Step 3) If the disputed issue is unresolved after a discussion/review between the Superintendent and Principal the issue will then be discussed/reviewed by the Winston Salem /Forsyth County School Board and the Governing Board of the school. (Step 4) If the dispute still exists, the school and the District will submit to mediation pursuant to North Carolina law and the North Carolina Rules of Civil Procedure wherein each party will appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity. If, after mediation, the dispute persists, the parties agree to submit the matter to the Circuit Court as an action requesting a declaratory decree from the presiding judge.

Resolving Disputes between a Parent and the School.

The Principal will be an experienced school leader with knowledge of North Carolina School Law and will have an inherent business acumen and appropriate customer relationship skills. The Principal, instructional team, and support staff will all receive training in conflict resolution that will include conflicts with parents, students and fellow employees. AMCS will institute the following dispute resolution procedures:

Step 1: The school will first work with selected personnel appointed by the Principal to resolve the dispute.

Step 2: If after discussion with appropriate persons appointed by the Principal the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the school Principal.

Step 3: If the disputed issue is unresolved after a discussion/review then the issue will be discussed/reviewed by the Principal and the Governing Board of the Charter School.

Step 4: If the dispute still exists, then the School will submit to mediation pursuant to North Carolina law and the NC Rules of Civil Procedure wherein each party shall "appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity."

Step 5: If, after mediation, the dispute persists, the parties agree to submit the matter to the Circuit Court of competent jurisdiction as an action requesting a declaratory decree from the presiding judge.

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

Board Meetings

The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) in regular or special meetings to address the issues regarding the school's operation and compliance with Federal, State, Local Laws and Regulations and Authorizer's contractual requirements.

Board meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of the community and parents as possible in order to allow maximum participation. Any person may submit a petition to the Board requesting the adoption, amendment or repeal of a policy by the Board. Upon receipt of a petition, the Chair of the Board will address the petition and direct it to the Board members. The petition must be in writing and contain the following information:

- an indication of the subject area to which the petition is directed;
- either a draft of the proposal or a summary of its contents
- reasons for proposal;
- effect on existing policies;
- any data supporting the proposal;
- effect of the proposal on existing practices in the area involved, including cost factors;
- names or a description of those most likely to be affected by the proposal; and
- name and address of petitioner.

The issue will be presented to the Board for the first time for discussion. The purpose is (a) to allow the Board to become familiar with the proposed issue; (b) to engage in preliminary discussion of the issue; (c) for staff to inform the Board of input already received during the formulation of the policy, and (d) to provide staff with further instructions on the issue. At a subsequent meeting, the Board will indicate whether it has approved the item and ready for final approval or whether the item is still under deliberation. The minutes of the meeting will indicate which process the Board has followed for the policy action

PARENT LIAISON

The AMCS's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district and may be a governing board member, employee, or individual contracted to represent the governing board. Contact information for the representative will be provided in writing to parents each year, and be posted prominently on AMCS's website.

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

AMCS will use the following adapted WRESA Goals Management System to measure the school's performance-based goals achievement attendant explicitly to local contextual factors including comparative identified achievement disparities of our students and other educational options. This Goals Management System will provide evidence that the school's governance, administration, curricular, philosophy, and methodological approaches are likely to achieve the mission of the school and provide positive results.

COMPLIANCE WITH FEDERAL, STATE, LOCAL AND SCHOOL DISTRICT REQUIREMENTS

Achievement Levels Components Criteria	Meets Standard	Approaching Standard	Needs Improvement	Deficient
1. Federal	Complies with all applicable Federal laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of Federal laws	Out of compliance with some Federal laws. Makes minimal effort to gain knowledge of some laws.	Unaware of Federal laws and regulations
2.State	Complies with all applicable State laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of State laws	Out of compliance with some State laws. Makes minimal effort to gain knowledge of some laws.	Unaware of state laws and regulations
3. Local	Complies with all applicable Local laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of Local laws	Out of compliance with some State laws. Makes minimal effort to gain knowledge of some laws.	Unaware of local laws and regulations
School District	Complies with all applicable School District laws and regulations.	Complies with laws if aware of them. Works to gain knowledge of Regulations	Out of compliance with some State laws. Makes minimal effort to gain knowledge of some laws.	Unaware of school district regulations

GOVERNANCE

Achievement Levels Components Criteria	MEETS STANDARD	APPROACHING STANDARD	NEEDS IMPROVEMENT	DEFICIENT
1. Board member terms and offices: Annual list Office held Terms of office Changes in Membership	School District PSA Office is notified in writing w/in 30 days of the changes of Board members	PSA does not inform School District in a timely manner of Board member status	PSA does not inform School District of changes in Board . Documents missing	No information on file
2. Parent on Board	Parent on Board for entire school year		Parent not on Board for entire year	No parent on Board
3. Board attendance	Each Board meeting has 100% member attendance	Each Board meeting has 80% member attendance	Each Board meeting had at least a quorum in member attendance	One or more Board meeting cancelled due to lack of quorum
4 .Posting of meetings/Open meetings Act Compliance Regular meetings posted Special meetings posted Compliance with Open Meeting Act	Schedule of Board meetings posted in prominent place in PSA. Special meeting notices prominently posted at PSA Full compliance with Open Meetings Act	Board meeting notice posted but not prominently. Special meeting notices not always posted. Less than full compliance with Open Meetings Act	Meetings not posted	Violations of Open Meetings Act
5.Board Oaths of Office	Signed and on file for all Board members	Signed and on file for at least 90% of Board members	Signed and on file for at least 60% of Board members	60% or less signed on file
6.Organization	By laws on file and Articles of Incorporation			

SCHOOL CULTURE AND DISCIPLINE

Achievement Levels Components Criteria	Meets Standard	Approaching Standard	Needs Improvement	Deficient
1, Welcoming safe and productive school faculty	Clean, attractive halls-well organized classrooms; receptive and helpful staff/volunteers to parents and visitors. Safe environment. Calm and orderly students.	Clean halls—some well organized classrooms; helpful staff and volunteers to parents and visitors. Safe environment.	Halls need cleaning and upgrading. Classrooms need more organization. Staff generally unavailable for parents and volunteers. Safe environment.	Dirty, unattractive halls. Disorganized classrooms, unavailable staff, and few volunteers. Evidence that parents feel unwelcome. Unsafe environment. Disorderly, undisciplined, unruly, disrespectful students.
2. Environment in which learning occurs	<p>Bulletin boards and classroom space used effectively to reinforce student learning or display student work.</p> <p>Evidence of diversity in instructional delivery; words and actions that reinforce the learning process; professional development that focuses on school culture, inclusion of conflict resolution management resources, bias-free curriculum, valuing diversity.</p>	<p>Bulletin boards and classroom space used.</p> <p>Evidence of differentiated instruction. Some evidence of word and actions that reinforce the learning process; some professional development focused on school climate.</p> <p>Some conflict management resources, bias-free curriculum, valuing diversity.</p>	<p>Some evidence of bulletin boards and space used to reinforce student learning, but needs improvement.</p> <p>Some teachers providing diverse instructional delivery, but some not.</p> <p>Few words or actions reinforcing the learning process some professional development, conflict management, and bias-free and valuing diversity done on an intermittent basis.</p>	<p>Little or not evidence of bulletin boards and space used to reinforce student learning or to display work.</p> <p>Little or no evidence of diversity in instructional delivery; few or no words or actions that reinforce the learning process, unfocused professional development; no conflict management; bias-free curriculum or valuing diversity.</p>
3.Policies and Procedures that enforce school climate	<p>Teacher evaluation feedback and support system in place.</p> <p>School code of conduct published, distributed and regularly reinforced (school reinforcement or sanctions of behavior.</p>	<p>Teachers are evaluated and feel supported – school code of conduct in place.</p> <p>Clear disciplinary practices and sanctions.</p> <p>Clear evidence of reinforcement or sanctions of behavior</p>	<p>Teachers are evaluated inconsistently. No effective system of feedback. Inconsistent disciplinary practices..</p> <p>Teachers do not feel rules, expectations, sanctions, disciplinary practices). Evidence that inappropriate behavior is discouraged and appropriate behavior encouraged supported.</p> <p>Code of conduct unclear or incomplete. Little evidence of reinforcement or sanctions of behavior.</p>	<p>Little or no teacher support evident. No code of conduct.</p> <p>Unclear disciplinary practices.</p> <p>Little or no evidence of reinforcement or sanctions of behavior.</p>
5. Parent Satisfaction	Parents report satisfaction with the school, its learning environment, and their children’s progress.	Most parents report satisfaction with the school, its learning environment, and their children’s progress	Parents’ reports on satisfaction with the school, its learning environment, and their children’s progress are mixed.	Parents report dissatisfaction with the school, its learning environment, and their children’s progress

EDUCATIONAL LEADERSHIP

Achievement Levels Components Criteria	Meets Standard	Approaching Standard	Needs Improvement	Deficient
1. Facilitating the Mission	The principal communicates models, recognizes and reports toward achieving the shared vision of learning to all stakeholders.	The principal models and recognizes the vision but does not report progress on it to all stakeholders.	Does not consistently communicate, model, recognize and report progress toward achieving the shared vision of learning to all stakeholders.	Principal does not facilitate or articulate the school’s shared vision of learning.
2. Site Management	Communicates with staff, i.e., instructors, engineer, to create and foster a safe and conducive learning environment.	Effects are being made collaboratively to provide a safe learning environment.	School plant is safe but lacks environment conducive to learning	Does not create a safe and conducive environment through collaborative efforts.
3. Instructional Leadership	Works with others to construct knowledge through multiple forms of inquiry such as: action research, examination of desegregated school data, insights from others and from the outside research community.	Tries to implement improvement with insufficient research practices.	Occasionally shares information during informal as well formal meetings.	Does not actively seek information or new research.
4. Community Collaboration	.Promotes collaborative decision-making that provides options to meet the diverse individual and group needs of the school and community.	Is not consistent in all collaborative efforts	Collaborates internally but fails to make community linkages.	Decision-making based on individual wants and needs rather than those of the group as a whole.
5. Ethical Role Model	Encourages, models and supports others in being respectful, caring rusted members of the school community. Initiates recognition of the ideas and achievements of students and colleagues as part of an overall goal of empowerment.	Consistently shows respect and concern for others. Often validates and respects qualities and opinions of others	In need of reflective strategies to demonstrate respect and concern for others	Can be destructive in public debate and gives little feedback to others

CURRICULUM, INSTRUCTION AND CLASSROOM ASSESSMENT (FOR LEARNING)

	Meets Standard	Approaching Standard	Needs Improvement	Deficient
1. Collaborative Academic Goals	A collaborative process involving all principle stakeholders has determined the school's academic goals	A collaborative process has determined the school's academic goals, but the process did not involve all principal stakeholders.	Academic goals have been determined with little evidence of collaboration of stakeholders.	There is no evidence of collaboration with stakeholders.
2. Written, Aligned Curriculum	Goals are deliverable through a written, aligned curriculum in all four of the core content areas (English/language arts, mathematics, science, social studies.)	Goals have the support of a written, aligned curriculum in three of the core content areas.	Goals have the support of a written aligned curriculum in two of the core content areas.	Goals lack the support of a written aligned curriculum.
3. Data-driven Academic Goals	Data driven goals focus on academic outcomes that challenge all students.	Goals are not expressed as student academic outcomes. Minimal data collection is identified.	Goals are vague and are not expressed as student academic outcomes. No data collection is identified in the plan.	There are no goals identified.
4. Measurable Instructional Strategies	Instructional strategies are supported by a school improvement plan that includes a design for data collection and evaluation that assures periodic measurement of student performance.	Instructional strategies are supported by an implementation plan, but the design for data collection and evaluation does not assure periodic measurement of student performance.	Instructional strategies are not supported by an implementation plan or periodic data collection.	Instructional strategies are not identified.
5. Best Practices in Instruction	Teachers demonstrate competency in best practices evidenced by: a) readily apparent lesson objectives; b) students engaged in instructional activity; c) a high level of inquiry in the class, and d) Visuals and technology in instruction	Teachers demonstrate competency in best practice as evidenced by readily apparent lesson objectives and two of the other indications.	Teachers demonstrate competency in best practice as evidenced by readily apparent lesson objectives and one of the other indications	Classroom instruction does not reflect best practice.
6. Instructional Technology	Technology is integrated throughout the curriculum and infused in instructional strategies.	Technology is integrated in some of the curriculum and infused in some instructional strategies.	Technology is minimally integrated in the curriculum and is minimally infused in some instructional strategies	Instruction does not include use of technology.
7. Assessment for Learning	Teachers demonstrate an understanding of the North Carolina Common Core State Standards Alignment in the variety of student assessments they develop.	Teachers provide students the opportunity to apply concepts taught in real life situations.	Teachers use formal assessments to reinforce learning.	Classroom assessments only measure recall of facts.
8. Scoring Guides	Rubrics identifying key elements of instruction and varying performance levels are developed to assess student performance	Teachers use rubrics for scoring but do not share them with students to establish standards for work.	Teacher constructed rubrics are vague and inconsistent.	Scoring guides are not used to grade performance tasks.

SPECIAL EDUCATION

	Meets Standard	Approaching Standard	Needs Improvement	Deficient
<p>1. Referral procedures Pre-referral</p> <p>Appropriate form(s) Staff awareness Parent notification</p>	<p>Pre-referral process is documented and utilized by school; parent notified.</p> <p>Special education referral and procedures are known to all staff, utilized and comply with special education rules</p>	<p>Pre-referral and special education referral process exists but is inconsistently utilized.</p> <p>Staff awareness of process is not universal. Parents involved.</p>	<p>Uniform, standardized process is not present but evidence of referral activity exists.</p> <p>Staff are uninformed of process. Parents not involved.</p>	<p>Procedures do not exist in any form that complies with State rules.</p>
<p>2. Evaluation procedures</p> <p>Evaluation review Parent participation</p>	<p>Special education evaluation review process and procedures are consistently utilized and comply with special education rules; parents are involved.</p>	<p>Special education evaluation review and process are in place but evaluation staff are not consistently available.</p> <p>Parents are involved and informed.</p>	<p>Evaluation staff are often unavailable and procedures are inconsistent for evaluation review and</p> <p>Parents are often uninformed of and uninvolved in process.</p>	<p>No evaluation procedures exist which comply with State rules.</p>
<p>3. Qualified staff</p> <p>Proper credentials for staff position Process for temporary approval/permit.</p>	<p>Qualified staff are employed or contracted with and utilized in all phases of the special education process.</p>	<p>Qualified staff are utilized or temporary approvals and/or permits obtained or in process.</p>	<p>Some staff are qualified and some are not. Permits or temporary approval requests have not been processed.</p>	<p>Providers of programs and services are unqualified. No evidence of temporary approvals or permits.</p>
<p>4. IEP Procedures</p> <p>Timelines Full implementation</p>	<p>IEP's for students are fully implemented that comply with special education rules</p>	<p>IEP procedures are in place but occasionally exceed timeline.</p>	<p>IEP procedures frequently do not comply and often exceed timeline.</p>	<p>IEP procedures do not exist.</p>
<p>5. Programs and services</p> <p>Array of options Staff awareness Transition</p>	<p>Array of on-site placement options in special education programs and services are available and utilized as per IEP.</p> <p>Other placements are accessed as needed.</p>	<p>On-site placements are available but programs and services are limited in scope.</p>	<p>Program and service options are not readily available.</p> <p>School is in process of developing system and seeking staff.</p>	<p>Placement and service options do not exist and plans are not in place to develop them.</p>
<p>6. Reporting</p> <p>State/Federal student counts Fiscal reports Personnel Monitoring</p>	<p>Procedures utilized that comply with Federal and State requirements for counting students.</p> <p>Submits all fiscal reports accurately and on time.</p> <p>Reports are completed as required..</p> <p>Complies with all monitoring procedures on an annual basis.</p>	<p>Procedures are utilized for student counts but timelines are exceeded and reports are inaccurate.</p> <p>Fiscal reports are submitted but are sometimes inaccurate and/or late. Grant and</p> <p>Complies with monitoring procedures but not in a timely manner</p>	<p>Procedures for student counts are present but inconsistently implemented and are generally inaccurate.</p> <p>Fiscal reports are often late/inaccurate. Must be reminded one or more times and report does not match known facts.</p> <p>Generally unresponsive to requests for grant and/or monitoring information.</p>	<p>Uniform procedures for student counts are not in evidence. Fiscal reports generally not submitted.</p> <p>Unresponsive to requests for data needed for monitoring</p>

ASSESSMENT (OF LEARNING) / ATTAINMENT OF STUDENT LEARNING GOALS

	Meets Standard	Approaching Standard	Needs Improvement	Deficient
1. Charter Contract Educational Goals	Clear evidence of student achievement related to all stated educational goals in contract. Successfully achieves and regularly reports on academic progress as stated in the contract.	Some evidence of student achievement related to stated educational goals in contract. Regularly reports on academic progress as stated in contract.	Some evidence of student achievement related to some of the contact goals. Insufficient reporting on academic progress as stated in contract	Little or no obvious connection between stated contract goals and student achievement. Academic results not related to stated contractual goals.
2. Achievement Assessments	Administered as required for all eligible students. Results used to drive curriculum and instruction. (EOG, AYP	95% of eligible students tested. Some use of results to drive curriculum and instruction.	Less than 95% of eligible students tested Little use of results to drive curriculum, instruction and subgroup analyses.	Not administered
b. Other Standardized Tests	Administered to all eligible students. Results used to drive curriculum and instruction.	Administered to 95% Some results used to drive curriculum and instruction	Less than 95% of eligible students tested. Little use of results.	Not administered.
c. Triangulation (process of comparing all results)	Routinely compares results among all assessments (standardized common course assessments).	Informally compares results among all assessments.	Little evidence of comparison of results.	Little or no comparison of results.
3. Data Analysis (standardized tests, classroom assessments)	Evidence of effective regular analysis of data to determine how many students are mastering course objectives	Evidence of analysis of data to determine number of students mastering course objectives.	Informal data analysis used to determine mastery of course objectives.	
4. Common Course Assessments	Common grade level assessments are administered for the four core academic areas	Common grade level assessments are	Common assessments are being developed or	Little or no evidence of common course assessments.
5. Process Data	Monitors all processes and collects and uses data on important school processes to monitor effectiveness. Evident for review.	Monitors only most important processes.	Some monitoring of processes.	Little or no evidence of processes being monitored.
6. Demographic Data	Sufficient data is collected to allow analysis of other data. Demographic data is used to disaggregate other types of data.	Some data is collected Disaggregation occurs Some data is collected Disaggregation occurs	Demographic data recorded as required. Little disaggregation	Little evidence of data collected. Little disaggregation
7. Storage/Retrieval of Data	School has system for storing achievement, demographic and process data. Available for school wide use accessible to staff.	System for storing and retrieving data, but not easily accessible to staff.	Data not stores systematically. Not easily accessible to staff.	Little or no coherent system for storage of data.

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

CONFLICTS OF INTEREST (Also see Article IV Section 10 of Bylaws)

The Board of Directors will affirm that the directors, officers, administrators, faculty and other employees of the school have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the school. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the school. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate.

Directors will avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing, prohibited under the Code.

Board practice regarding conflicts of interest shall be governed primarily by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of the bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the corporation solely because of the director's interest in the transaction if any one of the following is true:

- (1) The material facts of the transaction and the director's interest were disclosed or known to the board of directors or a committee of the board and the board or committee authorized, approved, or ratified the transaction;
- (2) The material facts of the transaction and the director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
- (3) The transaction was fair to the corporation.

(b) A director of the corporation has an indirect interest in a transaction if:

- (1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
- (2) Another entity of which he is a director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the board of directors of the corporation.

(c) For purposes of subsection (a)(1) above, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the directors on the board of directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subsection (a)(2) above, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subsection (b)(1) above, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subsection (a)(2) above.

(e) The articles of incorporation, bylaws, or a resolution of the board may also impose additional requirements on conflict of interest transactions.

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.

STUDENT ADMISSION

Any child who is qualified under the laws of NC for admission to a public school is qualified for admission to AMSC. Notwithstanding the foregoing, AMSC 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. In addition, admission to AMSC shall not be determined according to the local school administrative unit in which a student resides.

Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. AMCS will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Admission Requirements

Requirements for registration are listed below. Students must be accompanied by a parent or guardian at registration and bring the required documentation. If coming from a public school within North Carolina, the following documents are required:

- ✓ transcript from the last school attended
- ✓ verification of address or parents' address by one of the following:
 - ✓ current utility bill;
 - ✓ tax receipt;
 - ✓ contract for purchase of home; or
 - ✓ authenticated birth date;
 - ✓ social security card
- ✓ immunization records showing proof of proper immunization.

If coming from a public school outside North Carolina or from ANY private school, the following are required:

- ✓ physical examination by a private physician or the County Health Department, within twelve months prior to entry of the school;
- ✓ report card or transcript from the last school attended; the school will send for permanent record;
- ✓ verification of address of parents' address by one of the following:
 - ✓ current utility bill;

Immunizations (G.S. 130A-152), (G.S. 130A-155)

Parents of all children must present to the school acceptable medical evidence indicating that the required immunizations have been received, which are:

- a. 5 DTP doses (If the 4th dose is after the fourth birthday, a 5th is not required)
- b. 4 Polio doses (If the 3rd dose is after fourth birthday, a 4th dose is not required)
- c. 1-4 Hib dose
- d. 2 Measles, Mumps, Rubella doses (On or after first birthday and before entering school)

Religious and/or medical exemptions must be appropriately documented. Students not in compliance with the immunization policy will not be allowed to attend school.

Kindergarten Admission

Children are eligible for admission to kindergarten at AMCS if they have attained age 5 on or before September 1 of the current school year. Children who have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school year. If a child seeks to enter school at age 6 without evidence of kindergarten completion on an official transcript then they will be placed in kindergarten. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted as follows:

- ✓ birth certificate/State of North Carolina Birth Registration Card
- ✓ certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
- ✓ a bona fide religious record of the child's birth accompanied by an affidavit sworn to by the parent
- ✓ a passport or certificate of arrival in the United States showing the age of the child

A homeless child will be given temporary exemption to the above requirements for 30 school days (G.S. 150B-21; G.S. 115C-12; 42 U.S.C. § 11432) All students seeking attendance in the school must reside in the district where their parents or legal guardians reside.

Kindergarten Screening

All kindergarten students enrolling at AMCS will be administered the Metropolitan Readiness Test or other applicable tests which consists of (Letter Naming Fluency and Initial Sound Fluency). Screenings will be given to each kindergarten student within the first thirty (30) days of each school year

Early Admission to Kindergarten

To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of NC Administrative Procedures Act (APA) Reference Number 16 NCAC 6E .0105 G.S. 115C-364(d), the Principal will confer with a committee of professional educators to consider for each child.

First Grade Admission

Children who have been enrolled in kindergarten or who have satisfactorily completed kindergarten in a nonpublic school and will attain the age of six years on or before September 1 will be admitted to the first grade at any time during the school year. AMCS will announce the opportunity to apply for enrollment in January and February by advertising on the school's website, in the newspaper as well as through flyers that are distributed through outreach efforts to communities, youth development organizations, recreational facilities, and neighborhood organizations that provide services to youth. Announcements will be provided in English or other languages when the need arises.

In the event that enrollment exceeds capacity, at the beginning of the year AMCS will perform a blind, random lottery to determine what students are enrolled and what students are placed on a

waiting list. Students seeking enrollment after the lottery is held will be placed on the waiting list on a first-come, first-served basis.

LOTTERY POLICIES AND PROCEDURES

AMCS will follow the steps outlined below to ensure this procedure is equitable to all applicants. Current AMCS students will not need to re-apply for admission, but they are required to submit a commitment letter for the following school year.

Underlying Considerations:

Students will be automatically admitted for the next school year to our kindergarten class if that class does not reach full enrollment by the application deadline date. If full enrollment for kindergarten is not reached by the deadline date, the school will continue to receive applications for that grade as long as necessary to complete full enrollment. Applications received after the deadline date will be enrolled in order of receipt.

Siblings refer only to those prospective students who have siblings currently enrolled at AMCS and who will be at AMCS in the academic year for which the lottery is being conducted. If a student is applying to kindergarten and has a sibling already enrolled in a higher grade, the kindergarten sibling will automatically be admitted. Twins will be treated as one application. Their names will be assigned on the same card.

Process To Determine The Number Of Students To Be Accepted

The administrative team at AMCS will determine the number of available openings in kindergarten for the next school year by March of the application year. From the pool of kindergarten applications, the school will pull applications of prospective students who have one or more siblings enrolled at AMCS and their names will be highlighted in yellow. From the remaining pool of applicants, the appropriate number will be randomly selected to achieve a class size of 21 students in grades K-2 and 25 students in grades 4-5.

Lottery Process

Admissions applications will be due in April. The lottery will be conducted by a certified public accountant who is neither a AMCS employee. Name cards will be generated from an admissions spreadsheet prepared from each individual application. A card with each applicant's first and last name will be contained in grade-specific envelopes. The names from each envelope will be placed into a large tumbler/container and selected one at a time to fill each class roster. After the total number of students to be accepted has been reached, all remaining cards/names will be drawn and the order of students on the waiting list will be recorded according to the order in which cards/names are drawn.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 10 students, whichever is less
- Children of the school's Principal, teachers, and teacher assistants
- Siblings of currently enrolled students who were admitted to the school in a previous year

All remaining applicants

- If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings.

**ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc.
PARENT CONTRACT**

The parent(s)/guardian(s) of _____ have read and agree to abide by the following:

WHEREAS, the undersigned parent(s)/guardian(s) has made a personal decision to enroll my child (ren) in ADDIE C. MORRIS CHILDREN'S SCHOOL, Inc. in order to provide my child with a unique educational opportunity;

WHEREAS, my desire and decision to enroll my child in ADDIE C. MORRIS CHILDREN'S SCHOOL and become an active partner in the education of my child; and

WHEREAS, I recognize that the ADDIE C. MORRIS CHILDREN'S SCHOOL is a public charter school of choice not entitlement;

NOW, THEREFORE, in consideration of the foregoing;

As a parent of a student at ADDIE C. MORRIS CHILDREN'S SCHOOL, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

To recognize and embrace my role as having primary responsibility for the education of my child

To attend all conferences scheduled with any member of the ADDIE C. MORRIS CHILDREN'S SCHOOL staff.

To participate in the Parent Volunteer Program, including volunteering 20 hours for one child and 30 hours for two or more children, at a capacity that is sensitive to the needs of the school.

To provide transportation to and from school for my child. If I am late picking up my child, I understand that I will be charged for after-school care at whatever rate is in existence at that time. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.

To purchase uniforms for my child from ADDIE C. MORRIS CHILDREN'S SCHOOL Board approved supplier and ensure my child abides by the Dress Code of ADDIE C. MORRIS CHILDREN'S SCHOOL.

To supply a healthy lunch and snack, either brown bagged or purchased from ADDIE C. MORRIS CHILDREN'S SCHOOL board-approved vendor, each school day for my child.

To be responsible for timely payment of any fees accrued to my account at ADDIE C. MORRIS CHILDREN'S SCHOOL.

To participate and attend all mandatory meetings required by the school's PTA meetings which are scheduled monthly throughout the school year.

To encourage my child to abide by the ADDIE C. MORRIS CHILDREN'S SCHOOL Code of Conduct by words and deeds of my own life.

In order to enhance my child's academic growth, I agree to do the following:

To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.

To provide a suitable time and place within the home for homework and allow for thirty minutes of reading daily.

To limit television and video games during the week and allow more time for reading, studying, and family time.

To check my child's homework folder nightly.

To encourage my child to research his or her academic level with deep commitment and enthusiasm for learning.

Signature of Parent/Guardian _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged by: _____ Date _____

V. EDUCATION PLAN

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

- ❖ **Provide a detailed description of the overall instructional program.**

Educational Theory, Foundation of the Model, and Proposed Innovative Offerings

Our educational program – as is our mission - is to embrace students and give them an educational experience that will enhance their lives. We believe that every student should have this opportunity as an inalienable right. Our students will reflect that ethic in structure and behavior.

We believe that education in this era should be tailored according to the recent technological developments, and even the very conventional curricula should be taught with the aid of novel instructional technologies so that our youth is prepared for the future labor markets of a digital world. AMCS will achieve this goal by incorporating technology into instruction and utilizing hands-on, inquiry-based teaching methods in order to provide an active learning environment and student centered education system. A significant focus of our education plan will be the strong relationship among students, teachers, parents, and local community, as this harmony is vital to prepare socially active and productive citizens in a digital global world.

We will provide equity of access for all students and adhere to every civil rights principle embossed in federal state, and local ordinances as well as the spirit of human rights as an ethical and moral imperative.

We will create a learning environment that encourages students to become successful problem-solvers and integrate various methods of learning including critical thinking and social skills. As young men and women, they will learn to build a community of students who respect one another and can take risks without fear of humiliation and ridicule.

We believe that a challenging and rigorous multicultural education is foundational and appropriate in fostering leadership roles in society and a diverse student body encourages an understanding and appreciation of a multi-cultural society. In harmony with this philosophy and these beliefs, our mission is to strive collectively through example to educate and inspire the whole student in ways physical, athletic, civic, intellectual, social, and emotional so that they continue to mature in goodness and in truth before their country, and the world community.

We realize our responsibility as educators is to develop programs and standards of study that reflect the needs and interests of our students. Our students will become critical thinkers and learn to read, write and do math effectively with the use of current technology and its applications which is necessary for their optimum achievement. With these commitments we will prepare them to become leaders in their careers and learners for life.

We seek to generate an abiding respect for charity and a sense of duty to the poor and disadvantaged. We are resolved to empower each of our students with the compassion and self-reliance that is intrinsic to their growth. We give priority to cultivating their appreciation that they possess unique talents that render them capable of fulfilling their destiny and of positively impacting the world in which they live.

We deliberately maintain an intimate environment conducive to establishing close and inclusive relationships with the hope that all who pass through our doors depart with a desire to inspire others because of an enduring attachment to the affection and growth given here at AMCS.

TEACHING APPROACH

WE WILL NEVER GIVE UP!!!

AMCS will blend a combination of critical thinking didactic presentation using teacher-led discussions in whole group sessions, small groups, and individualized instruction along with interactive technology. Innovative technologies will be used in the classroom in the same way one would use a book or a manipulative. This use of technology, i.e., informational technology and assessment will support AMCS's curricular goals and objectives in a variety of learning activities.

Informational Technologies

Informational technologies are integrated to every aspect of our life. From social studies to natural sciences people in every discipline and from every economic and social status, one way or another use technology for their work, entertainment or learning new concepts. The earlier that people are introduced to technology the more advantageous they are for adapting new skills and advancing in their careers. In the past the study of technology has been viewed by some as intimidating. At AMCS, our teachers will have a sincere caring and respect for every student in the school. In their classroom, the teachers will show this by holding each student accountable for reaching the standards necessary to succeed. This means no poor grades are given to those who do not meet the standards. Instead, the students will be required to work until each standard is met.

Assessment

AMCS views assessment as one of the most important processes of any educational system. It is the way to see what and how much the student learns, and if she/he can apply the information in different settings. Since most of the class activities will be empirical, the assessment system of AMCS will also be based on formative evaluation of students' work. AMCS's assessment policy will include:

- ✓ Students will take all mandatory state and federal assessments as mandated by the North Carolina State Board of Education and federal No Child Left Behind legislation.
- ✓ Students will be provided multiple opportunities to present their learning in unique and authentic ways through projects and presentations.
- ✓ Capstone technology projects and science presentations will mark rites of passage at AMCS and allow for the celebration of transformed thinking and profound learning.
- ✓ Students will participate in monthly assessments based on scoped standards for the month. Students who have not attained proficiency or mastery of standards do not move on until standard proficiency and/or mastery is attained

Integrating Technology Into Education:

AMCS will meet the requirements of the No-Child Left Behind Act by focusing on 21st century's fundamental knowledge and skills, and also integrating technology into our educational methodology. AMCS's mission and vision emphasizing technology integrated education, is aligned with and also supported by the No-Child Left Behind Act, which states that: *state education agencies will ensure ongoing integration of technology into school curricula and*

instructional strategies in all schools in the state, so that technology will be fully integrated into the curricula and instruction of the schools. States are mandated to develop long-term strategies for improving student academic achievement, including technology literacy, through effective use of technology in classrooms throughout the state, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction.

As discussed above, AMCS will utilize emerging technologies as a teaching tool in the classroom. Through technology Integrated education, AMCS students will use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others to participate effectively in society. Teachers will be trained and well prepared for using the technological tools such as mobile technology labs with relevant and necessary software tools, smart boards and online networking tools.

Responsive Classroom (RC)

AMCS will implement the Responsive Classroom strategy for effective classroom management. This strategy is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools for kindergarten through fifth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day. This strategy uses seven guiding principles:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn - process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- There is a set of social skills children need in order to be successful academically and socially - cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach - individually, culturally, and developmentally is as important as knowing the content we teach.
- Knowing the families of the children we teach and inviting their participation is essential to children's education.
- How the adults at school work together is as important as individual competence - lasting change begins with the adult community.

Children are taught to build upon this fabric when we expect them to:

- Learn each other's names in languages and learn each other's interests and feelings
- Take turns without arguing, pouting or quitting
- Make room in their circle even for children who aren't best friends.
- Join small groups in a constructive way and invite others to join
- Greet and include others (not only friends) in languages, conversations and activities

Student-centered Learning:

At AMCS, in the classrooms, the focus of activity will shift from teacher to learners. AMCS will achieve this by implementing Active Learning, Cooperative Learning, and Inductive teaching and learning and its methods such as inquiry and project-based learning.

Active Multi-media Learning:

AMCS students will solve problems, answer questions, formulate questions of their own, discuss, explain, debate, and brainstorm during the entire class. Our technology integrated education model will create the 21st century classroom equipped with technological tools providing an active learning environment. Through multimedia learning, students will be involved in many interactive and authentic activities in their classes. Various technologies and tools such as digital cameras, free interactive online websites, online networks, videos, simulations and spreadsheets will be used for those activities.

Studies on multimedia learning show that students exhibit positive attitudes towards the interactive projects. Multimedia learning improves their motivation, understanding, and teamwork skills. By including multimedia into learning environment we aim not only to improve students’ technological skills, but also to encourage their critical-thinking, creative, presentation and communication skills. Mayer and Moreno (2007) report that students, who acquire any information as verbal, image-base, text-base, and visual by multimedia, learn more as the information received in multiple channels is processed through multiple cognitive processes each of which support students’ learning.

ESSENTIAL QUESTIONS

In order to build coherence into our curriculum and create an intellectual community, each grade will focus on one *Essential Question* for the entire year. *Essential Questions* represent significant aspects of life. They are characterized by complexity, ambiguity, contradiction, paradox, and multiple perspectives. They also combine elements of both the concrete and abstract in a provocative way. They invite inquiry rather than suggesting ready answers. They get students to ask questions about the world and about themselves, and they call for an understanding of more than one point of view. Examples of such *Essential Questions* are *What is Identity? What is Change?* or *What is Conflict?*

An effective *Essential Question* will apply to many disciplines and require students to make connections across the curriculum. Science and technology integration into core subjects will provide multiple opportunities for students to pursue multidisciplinary answers to their grade’s essential question across the curriculum. For example, the *Essential Question - What is Conflict?* can inspire student inquiry into the nature and causes of war. The selection of one piece of art such as Romare Bearden’s “*The Block*” can focus learning throughout the school. Sections of Bearden’s six-panel collage, “*The Block*,” may form the backdrop for Langston Hughes poems celebrating the vitality of the culture that spawned the Harlem Renaissance. Or, they can explore Picasso’s decision to paint the mural for the Spanish Pavilion at the 1937 World’s Fair and the irony of that year’s theme: *Celebration of Modern Technology*. They can analyze demographic data from the migration of workers from the South, and explore notions of symmetry in a mathematics class. They can examine biological and chemical warfare in terms of science and ethics. They can investigate the roles of science and technology in warfare – Smart bombs, Drones, Night Vision, Global Positioning System (GPS) - and the many ways that artists, playwrights and choreographers have portrayed war. At the end of each year, students will complete and present a capstone project that addresses their grade’s *Essential Question*.

Monitoring of Curriculum

The curriculum is implemented, reviewed and updated in a “bottom-up” iterative process using an integrated Team concept. The process begins by implementation and progress monitoring at the classroom Grade Level Team by teachers. Curricular recommendations are made by the Grade Level Team based on data, outcomes and action research. This data informs discussions at the Content Team level by teachers and administration. The Content Team synthesizes research and creates curricular recommendations for the School Improvement Team, which include outside curricula specialists and members of the School Advisory Board. Recommendations are reviewed supported by compelling data; curriculum options are vetted, then made to the Principal and to the Governing Board following established Board policy for adopting curriculum supporting text and materials.

CLASS STRUCTURE

"From Torture to Delight"

One of the greatest challenges teachers encounter is creating the ideal classroom environment that both nurtures and propels students to learn. At AMCS, we have a clear mandate to thoughtfully consider the type of learning environment that will have the maximum positive effect on the students in our care. Such an environment cannot materialize by attending to only one dimension of the classroom climate. AMCS will consider how we facilitate the academic concerns of teaching and learning as well as shaping the overall physical, emotional, and social aspects of the classroom that will support each learner's overall development and sense of well-being. AMCS's teachers will work toward constructing a cooperative and collaborative atmosphere to enhance the potential for students to gain the knowledge, skills, attitudes, and behaviors essential for learning expansion. Teachers will establish a well-developed awareness of each learner's characteristics and needs; craft harmonious and synergistic classroom dynamics; and employ worthwhile rules, procedures, and consequences to ensure that all students have the greatest opportunity to meet standards-based outcomes.

Full Integration of Technology

With the steady increase in affordable technology costs, AMCS, will find new ways to engage students in learning – especially ways to assess student knowledge quickly and use that information to drive instruction and incorporate them into our teaching and learning system. Using the QOMO, MIMIO and possibly the Promethean Technology Learning Systems, AMCS will integrate teaching technologies to work together seamlessly so teachers can simply teach. These powerful technology tools are equipped with software that is user-friendly and easy-to-use and designed to work together. Our technology integration will utilize software that turns ordinary whiteboards into an interactive whiteboard - instantly. This will enable teachers to create interactive assessments on the spot. Using document cameras allows teachers to instantly capture pictures and live video and incorporate pictures, textbook content, objects, or live demonstrations and live videos into lessons, on the spot. Students can learn more because they can see more.

We will use the MIMIO Affordable Audience Response System. Our goal is to have audience response systems in every classroom.

MIMIO INTERACTIVE TEACHING TECHNOLOGIES



Mimio innovation makes it possible to put technology on the existing whiteboard. There is no need to buy and set up complicated and expensive equipment. The MimioTeach interactive system can be mounted to whiteboard magnetically and is easy to move to different classrooms or remove it for safekeeping. The system creates engaging, student-centered, interactive lessons with its MimioStudio software and thus encourages active learning, also meeting the requirements of our school budget.

MimioVote Assessment System



MimioVote assessment system features allows teachers to:

- Track progress through instant feedback as well as scores tallied over time.
- Download student results into spreadsheets and lesson plans, for clear achievement records.
- Ensure student accuracy, since only appropriate answer buttons light up.
- Choose teacher-led or self-paced testing.
- Excellent testing options for all grades.
- Easily import standard tests and publisher's content.
- Compatibility with Microsoft PowerPoint.
- Each handset has a Lithium-Ion battery which recharges when placed in storage tray.

QOMO EDUCATIONAL TECHNOLOGY



The QRF600 audience response system can interface with any file format. Engage participants in virtually any activity. QClick software completely integrates into Microsoft PowerPoint, making it both easy to learn and fun to use. With the QRF600's LCD screen and familiar alpha numeric keypad, using this device is easy to learn and fun to use



QOMO QWB Electromagnetic series Interactive Whiteboards are changing the way many educators engage students and present dynamic curriculum. Perfect for the classroom or anywhere there is a need for interactive instruction.

Software

Whiteboard: QWB IR/EM driver + Flow!Works for Windows XP/Vista/7

Legacy Products: QD1600 Windows Software (5767KB); QD1600 TWAIN Driver (4066KB)

Interactives: QIT200/300 Driver for XP/Vista/7 (1316KB)

Flow! Works Software: Flow!Works Software for QOMO Interactive Products (47071KB)

Document Camera: Visualizer Software for Document Cameras (Windows) (1056KB) QD700, QD750, QP10 Driver for Windows XP/7 (33887KB)

Audience Response System: QClick Software 6.0.5.0 with Question Content.

Each year in August, at no cost to AMCS, publishers and IT companies will provide teachers training on how to use these new systems. Students will use these devices to answer questions as teachers read together with students, supporting comprehension. The immediate feedback will allow teachers to re-teach, re-read, or discuss before moving on. AMCS will move to more

online assessment using systems like these and use this technology for tests and quizzes, and to find out what a student know about a subject. They can then develop lessons to address student interests or gaps.

RenWeb Student Information Management System

AMCS will use the RenWeb Integrated Student Information Management System to guarantee a fully efficient educational and communication program for parents, students and the district. AMCS has a big vision, but a small budget, however the system is affordable and will offer over 200 integrated features including the following:

RENWEB INTEGRATED STUDENT INFORMATION MANAGEMENT SYSTEM



RenWeb's Integrated Database Student Information System.

- power to automate tasks that take up staff time and effort.
- improve management of administrative activities including admissions, scheduling, attendance, student billing, cafeteria, library, and health management.
- automate classroom tasks, freeing up time for teachers.
- connect with faculty, staff, families and community .
- RenWeb incorporates integrated features into a single database to provide instantaneous data sharing school-wide via the web
- affordable PAY AS YOU GO and PAY AS YOU GROW payment plans.
- flexible monthly payments that require no upfront license, conversion, setup or training fees
- no long-term contracts

QuickBooks Integration

- enables use of QuickBooks for creating financial statements :
- eliminate dual entry of transactions between systems.
- simplify month-end reconciliation tasks.
- automated charge-creation capabilities to post charges in QuickBooks.
- post family account balances and allow parents to make online payments toward those balances.
- simplify financial management with RenWeb's QuickBooks Integration!

North Carolina Window of Information on Student Education (NCWISE)

AMCS will participate in the NC WISE system, (the replacement of SIMS) which is an online integrated electronic student accounting system that provides student and school information management capabilities. Data is stored centrally and accessed and reported in a safe, secure manner across the Internet. This integration makes possible the transferring of students' information from all 115 LEAs and charters across North Carolina to and from the NC WISE statewide repository

NC WISE is composed of three basic components:

- Electronic Student Information System (eSIS) allows individual schools to manage student information
- Electronic Data Interchange provides the capability to electronically transmit all student instructional records and demographic information between school districts, between schools within a district and to universities and colleges in North Carolina
- Uniform Education Reporting System (UERS) transfers information from the local school district to the North Carolina Department of Public Instruction (NCDPI).

NC WISE Training

AMCS's Data Manager will attend WISE New User training when presented and review periodic training videos that are relevant to teachers and administrator within eSIS.

SCHOOL CULTURE

AMCS serves a special niche in the education of our country by providing a unique choice to parents to educate their children. At AMCS, we have created a dynamic community. Life within its walls is sensory, complex, growing, and connected. Many elements come together to create AMCS's distinctive culture, our way of being, and more importantly, our way of doing. AMCS's school climate is school-wide and extends the culture of STEM throughout the building. For instance, designated areas of the facility will be known as:

<u>Building Area</u>	<u>Designated as:</u>
School building entrance:	<i>Cyberspace</i>
Principal's Office:	<i>The Browser</i>
Assistant Principal:	<i>The Hard Drive</i>
Parents/Volunteers:	<i>The Monitor</i>
Hallways:	<i>Internet Highway</i>
Multipurpose Room:	<i>YouTube</i>
Cafeteria:	<i>The Megabyte</i>
Music Room:	<i>The Keyboard</i>
Bathrooms:	<i>MySpace</i>
Classrooms:	<i>Twitter</i>

As we live in this virtual environment, we will address the following questions:

- How can we encourage the questioning and discussion that lead to a rich learning environment?
- How can we involve students in the subject matter, to get them excited and participating?
- How can we encourage students to be active rather than passive learners?

In light of these questions, we provide professional development training to everyone in the building to stress the importance of re-engaging students' interests. The cornerstone of this training include:

- Creating a classroom atmosphere conducive to learning
- Change how you interact as much as necessary -- to talk, teach and communicate positively with each student, starting today.
- Begin each class by greeting the class full of students with smiles, and while standing at your door, extend a personal welcome, with eye contact – *smile with your eyes* also
- Encourage the students with positive feedback whenever possible
- Create stereograms that have hidden positive words - subliminal communication.
- Embed more positive words in everything that you write and talk about.

ADMINISTRATION OF CLASS SIZE

AMCS will maintain a school-wide class size average no higher than the class size ratio of teachers to students of the following:

Kindergarten	2:21
Grade 1	1:21
Grade 2	1:21
Grade 3	1:21
Grade 4	1:21
Grade 5	1:21

Our students will attend school from 8:30 am to 3:15 pm daily. The time breakdown of our daily class schedule is as follows:

K-2nd Grade Core Courses of Instruction:

Total Time Allotted

180 min.
60 min.
30 min.
40 min

TOTAL: 340 Minutes

Activity / Subjects

English: Language Arts (Reading/Writing)
Mathematics
Science/Social Studies/Health
Technology

Non-Core Courses of Instruction:

40 min.
40 min.
40 min.
30 min.

TOTAL: 150 Minutes

Foreign Language (Spanish)
Art (1 x per week)
Music (1 x per week)
Health/Physical Education (5 x per week)

30 min.

TOTAL: 30 Minutes

Lunch

3rd – 5th Grade Core Courses of Instruction:

Total Time Allotted

150 min.
90 min.
60 min.
40 min

TOTAL: 340 Minutes

Activity / Subjects

English: Language Arts (Reading/Writing)
Mathematics
Science/Social Studies/Health
Technology

Non-Core Courses of Instruction:

40 min.
40 min.
40 min.
30 min.

TOTAL: 150 Minutes

Art (1x per Week)
Foreign Language (Spanish)
Music
Health/Physical Education (5 X per week)

30 min.

TOTAL: 30 Minutes

Lunch

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

SCHOOL CALENDAR

The WS/FCSS has not issued a school calendar at this date. Nonetheless, each year AMCS will provide instruction in concurrence with prescribed instructional days (180-185) pursuant to (G.S.115C 238.29F(d)(1)) which requires the school calendar must...

- ✓ Have a minimum of 180 days and 1,000 instructional hours (amended to 185 days)*.
- ✓ Cover at least nine calendar months.
- ✓ Have a minimum of 10 annual vacation leave days.
- ✓ Have the same or an equivalent number of legal holidays occurring within the school calendar as those designated by State Personnel Commission for State employees.
- ✓ Not have Sunday as an instructional or staff work day.
- ✓ Not have Veterans as an instructional or staff work day.

CURRICULUM FRAMEWORK AND DESIGN

The AMCS curriculum presents a solid curricular framework outlined by the recently adopted Common Core State Standards, 21st Century Skills, and North Carolina Standard Course of Study. Teachers will provide activities and assignments that encourage students to learn the basic concepts of math, science and technology and to develop the skills required for mathematical and scientific inquiry and technological applications.

To ensure that the math, science and technology is interesting and relevant, teachers will relate mathematical, scientific and technological knowledge and skills to issues and problems of the world outside for sustainable development. The emphasis on the relationship of math, science and technology to the world outside the school is paramount if students are to recognize that math, science and technology are not just school subjects but fields of knowledge that affect their lives, their communities, and the world.

Relationships to Other Areas of Study

Students will benefit from a program in which math, science and technology are integrated. An integrated program can help students make connections between the concepts and skills of the three disciplines. The development of skills and knowledge in math, science and technology is often related to learning in other subject areas. When planning curricula, teachers will emphasize this cross-curricular learning by coordinating the teaching of related content in two or more subjects.

Why Technology and Science Education?

Science is a form of knowledge that seeks to describe and explain the natural and physical world and its place in the universe. Occasionally, the fundamental theories, concepts, and structures of science change but, for the most part, the basic ideas of science – ideas such as the cellular basis of life, the laws of energy, the particle theory of matter – have proven stable. AMCS's curriculum will introduce students to many of these basic ideas.

Technology includes much more than the knowledge and skills related to computers and their applications. Technology is both a form of knowledge that uses concepts and skills from other disciplines (including science) and the application of this knowledge to meet an identified need or solve a specific problem using materials, energy, and tools (including computers).

Technology is also "a way of knowing" and a process of exploration and experimentation. Technological investigation involves the application of methods known as design processes, which in turn involve the use of concepts and procedures such as the identification of a need or problem and the selection of a best solution.

Likewise, technology has transformed almost every human institution: work, communication, healthcare, and entertainment. Many students are already using sophisticated technologies in their homes; however, technology use in schools is sporadic and rarely integrated into

instruction. Technology has the potential to change how students learn, what they learn and with whom they learn. Computers and wireless technologies will allow students and teachers as well as other stakeholders to maintain regular contact and share information

The Importance of Science

Science is not only a body of knowledge but is also “a way of knowing”. Scientific investigation involves exploration, experimentation, observation and measurement, and analysis and dissemination of data. These activities require specific skills and habits of mind; for example, accuracy, discipline, and integrity in the application of scientific principles are fundamental to scientific activity.

The science and technology curriculum is designed to develop these skills and habits of mind. Science and technology both exist in a broader social and economic context. It is important, therefore, that students see science and technology in this wider context – as endeavors with important consequences for people – and that they learn to relate their knowledge of science and technology to the world beyond the school.

The Importance of Mathematics

An information and technology-based society requires individuals who are able to think critically about complex issues, analyze and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively. To learn mathematics in a way that will serve them well throughout their lives, students need classroom experiences that:

- help them develop mathematical understanding;
- learn important facts, skills, and procedures;
- develop the ability to apply the processes of mathematics; and
- acquire a positive attitude towards mathematics.

The mathematics curriculum will provide the framework needed to meet these goals. Learning mathematics results in more than a mastery of basic skills. It equips students with a concise and powerful means of communication. Through mathematical activities that are practical and relevant to their lives, students develop mathematical understanding, problem-solving skills, and related technological skills that they can apply in their daily lives and, eventually, in the workplace.

Critical Thinking

AMCS will use various research based teaching models to work with our teachers to teach students how to develop higher order thinking skills. These models have their genesis in the Socratic Method and Aristotle's Argument of Inquiry that spurs critical thinking which is the cornerstone pedagogy used at the school. There are five strategies that can help a teacher ask better questions:

- ✓ Yes, but why?
- ✓ Can you prove it?
- ✓ Right, wrong, or neither?
- ✓ All of the above?
- ✓ Alike or different?

Forces Teachers To Think

Critical thinking forces the teacher to think about the logic of a topic, and how to make it most easily assimilated. In tandem with that, the teacher has to try to understand at what level the students are, and what prior knowledge they may have that will help them assimilate what the teacher wants them to learn. It emphasizes student understanding, rather than teacher presentation; student intake, interpretation, and "construction", rather than teacher output.

Teachers are essentially trying to get students to use their own logic and therefore see, by their own reflections on their questions, either the good new ideas or the obviously erroneous ideas that are the consequences of their established ideas, knowledge, or beliefs. Therefore teachers have to know or to be able to find out what the students' ideas and beliefs are.

Bloom’s Verb List

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student *must do* in order to demonstrate learning. The following graphic illustrates this list.

DOMAIN	MEASURABLE VERBS	
	Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
	Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
	Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
	Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
	Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
	Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select,

CORE CURRICULUM

AMCS program of study:

- North Carolina Common Core State Standards
- Blended didactic and technology integration
- Student assessment

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communications (R)	Communications (R)	Reading (R)	Reading (R)	Reading (R)	Reading (R)
Mathematics (R)	Mathematics (R)	Mathematics (R)	Mathematics (R)	Mathematics (R)	Mathematics (R)
Science (R)	Science (R)	Science (R)	Science (R)	Science (R)	Science (R)
Language Arts (R)		Language Arts (R)	Language Arts (R)		Language Arts (R)
Social Studies (R)	Social Studies (R)	Social Studies (R)	Social Studies (R)	Social Studies (R)	Social Studies (R)
Health/Wellness (E)	Health/Wellness (E)	Health/Wellness (E)	Health/Wellness (E)	Health/Wellness (E)	Health/Wellness (E)
Technology (R/E)	Technology (R/E)	Technology (R)	Technology (R)	Technology (R)	Technology (R)
Music (E)	Music (E)	Music (E)	Music (E)	Music (E)	Music (E)
Extra-curricula (E)	Extra-curricula (E)	Extra-curricula (E)	Extra-curricula (E)	Extra-curricula (E)	Extra-curricula (E)
R = Required E = Elective					

Kindergarten

Kindergarten at AMCS offers an environment in which children are encouraged to question, explore, and draw conclusions about who they are and how they fit into the world around them.

The emotional growth of the child, including interactions with peers and adults, is central to the curriculum design. With class sizes of approximately twenty-five students, the program fosters the recognition of the contributions of each child, the development of a positive self-concept, and the exploration of differing cultures. The curriculum includes a strong English/Language Arts emphasis – including letter recognition, print/book awareness, phonological and phonemic awareness, phonics and fluency, vocabulary and comprehension, inquiry, as well as writing and grammar; math; art; music; Spanish; physical education; and, a literature-based library program. Social studies and science concepts are presented through units of study that integrate various areas of the curriculum around a unifying theme. All segments of the program emphasize teaching the whole child, learning through hands-on exploration, and developing independence within the classroom and school-wide community. AMCS encourages a strong partnership between home and school and invites parent participation in each child's education. Every student is encouraged to embrace the joy of learning and to develop integrity, responsibility, and concern for others.

First Grade

First grade at AMCS provides students with a supportive transition into even more formal instruction in language arts and mathematics. Language arts will provide an emphasis in letter, book, and print awareness; phonemic awareness; phonics; fluency; vocabulary and comprehension; inquiry; writing, grammar, and spelling. The mathematics program will be grounded in the sequential acquisition and application of basic skills. It is here that students first learn the importance of knowing the “how,” “when,” and “why” of mathematical applications. Parents have extensive volunteer opportunities both in and out of the classroom to facilitate a home-school community. Students will learn more about the community outside of AMCS through local field trips and various service projects.

Second Grade

The second grade at AMCS resonates with the new sense of growing independence that is a developmental characteristic of this age group. Students will take responsibility for their learning through inquiry, discussion, and reflection. Students will build on the literacy skills acquired in first grade in order to become fluent readers with strong comprehension skills. Reading at this level will focus on teaching students *HOW to read*. Cross-curricular readings occur in the areas of science, social studies, math, art, and more. Students will use graphic organizers to classify information and connect ideas as they develop three-part stories. Finished products at this grade level will reflect an introductory emphasis on writing mechanics and conventions. Various teaching strategies will be used in mathematics in order to address learning at the concrete and symbolic levels.

Grades 3-5

In addition to inculcating the above attained skills in previous grades, AMCS teachers in grades 3-5, will emphasize teaching students at this level *WHAT* to read using scientifically based reading research strategies daily to teach the five essential components of reading:

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

READING

NC Common Core Standards For Speaking and Listening Standards K–5)

- ❖ *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

Reading is a primary focus of AMCS. It is the philosophy at AMCS that students are taught *how* to read in their early elementary school years and taught *what* to read and why reading is important during their middle grade school years.

In determining our reading program, AMCS looked for a reading program that fully meets North Carolina standards; offers strong support materials and training for our teachers; engages students and would help us close the achievement gap for reading in our students. SRA/McGraw Hill Harcourt's *Imagine It* reading program was adopted by the school.

SRA/McGraw-Hill-Harcourt's *Open Court Reading* has been used for years with great success in many schools and districts and has received an overwhelming response from its users and has continued with the latest edition of *Open Court Reading - Imagine It!*

Imagine It! Reading

Imagine It! contains all the elements recommended by the National Reading Panel - instruction in phonological and phonemic awareness, explicit phonics, fluency, vocabulary, and comprehension. It also has abundant curriculum links to science and social studies and fully integrates state-of-the-art technology tools to enhance learning. These tools include support for differentiating instruction containing materials for students who are approaching grade level, on grade level, above grade level and English Language Learners.

FORO ABIERTO PARA LA LECTURA

For our ELL students, we will use *Foro abierto para la lectura* which is a parallel program to *Open Court Reading*. Because children have the best chance for reading mastery when they learn to read first in their native language, *Foro abierto para la lectura* is designed to teach children how to read, write, and communicate in Spanish. It also gives educators the chance to provide instruction in the primary language of their students.

There is a great deal of evidence that children's reading proficiency in their native language is a strong predictor of their ultimate English reading performance (Garcia, 2000; Reese, Garnier, & Goldenberg, 2000), documents that bilingualism itself does not interfere with performance in either language. While children are learning to speak English, they will be taught to read in their native language first, to avoid the failure experience that is likely if they are asked to learn both oral English and English reading at the same time. They will be transitioned to English-only instruction when their English is sufficient to ensure success, usually in third or fourth grade or when they have completed the requirements for exiting a English Language Learning Plan. Some students will be taught to read both in their native language and in English at different times of the day.

A BALANCED AND COMPREHENSIVE APPROACH TO READING

This approach to reading will also be integrated into our Positive Behavior Support Response to Intervention (PBS/RTI) for students with behavior problems. These methods will be incorporated into the school-wide practices using the following strategies.

Instructional Components will include:

Phonemic awareness which is an understanding that spoken words and syllables are made up of sequences of speech sounds. This can be fostered through language activities that encourage active exploration and manipulation of sounds that are highly related to learning to read. The process includes systematic and explicit phonics.

Systematic phonics gradually builds from basic elements to complex patterns. Both phonemic awareness and phonics will be taught simultaneously and reinforced in the context of integrated, shared reading and writing activities.

Explicit phonics clarifies key points and principles for students. Our teachers will emphasize that the role of effective phonics instruction is to help students understand, apply and learn the alphabetic principle and conventions of written language (It is NOT rote drill). Effective phonics instruction will include the following:

- **Spelling Goal**

Our spelling goal is to alert children to patterns and how words are combined to conventions and correctness. Research has shown that poorly developed spelling knowledge hinders writing, disrupts reading fluency and obstructs vocabulary development. Programmatic instruction in correct spelling will begin in grade one and continue across school years. Spelling lists and quizzes will be purposeful and support/reinforce our reading and writing instruction

- **Vocabulary Development**

We will emphasize vocabulary word building to increase the number of new words learned from text. Vocabulary instruction is most effective when explicit information about words' definition is complemented by attention to usage and meaning across context.

- **Reading Exercises for Comprehension and Higher - Order Thinking**

Daily reading exercises will be used which encourages effortless, accurate readers who are able to construct meaning at two levels of understanding (*literal* and *reflective*). Reflective control of text can be improved through direct instruction in comprehension strategies using a range of literacy genres. The most valuable activity for developing reading comprehension is *reading itself*. The amount of reading will predict a student's growth in comprehension. Students will be given many opportunities for open discussion of both highlights and difficulties of text.

- **Appropriate Instructional Materials**

Our balanced comprehensive early literacy program will provide a variety of reading materials. The goal for all reading sessions is to support interest and capacity for independent reading. The mode in which materials are read will include read-alouds, instructional reading, and independent reading. English learners can be most successful learning to read what they can *already say and understand*. Research strongly asserts that from the beginning of first grade and in tandem with basic phonics instruction, decodable texts are most appropriate for independent reading. When selecting decodable text, our teachers will be aware of the difficulty level (lexile) of text relative to students' reading level. Difficulty level for students are shown below:

- ✓ Independent Level: 95% - 100% accuracy
- ✓ Instructional Level: 90 - 94%
- ✓ Frustration Level: 89% or below

- **Time**

The reading program will establish time and expectation for independent reading level for all students. In addition to time allocated for reading at school, all students will be required to read every day outside of school

- **Grade Level Expectations and Classroom Practices**

The reading program will require planning to ensure appropriate progression across the grade spans to meet individual needs of all learners. All teachers will understand the importance of

flexible groupings while teaching reading. Each classroom will provide a balance of grouping types, (whole class, small groups, pairs, individual, etc.).

- **Diagnostic Tools**

Diagnosis provides ways to collect and use information for classroom instruction and decisions about needed early interventions. Students will be assessed three or four times a year in grades K-2 and frequency will be adjusted depending on students progress. Teachers will be provided a variety of assessment tools, quizzes, writing prompts and strategies including a focus calendar to inform daily instruction. Example: kindergarten students skills may be assessed by:

- ✓ use of a list beginning with single letters and progressing to words ordered in complexity fluency or comprehension
- ✓ by use of text ordered in complexity

- **Interventions**

Early intervention in reading will begin in first grade. In-class interventions will include:

- ✓ one-on-one instruction
- ✓ small group instruction
- ✓ frequent student diagnosis
- ✓ guided reading
- ✓ tutorial assistance

Reading Deficiency And Parental Notification

If any student exhibits a reading deficiency as determined by assessment or teacher observation, the parent will be immediately notified and consulted in the development of a detailed individualized Progress Monitoring Plan in corroboration with the ILP which addresses the achievable goals and reading deficiency of the student. The parent of any student who exhibits a substantial reading deficiency will be notified in writing of the following

- That his or her child has been identified as having a substantial deficiency in reading
- A description of the current services in the ILP that are provided to the child
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
- Strategies for parents to use in helping their child succeed in reading proficiency
- That the EOG is not the sole determiner of promotion and those additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level.

WRITING

Standards K-2

- ❖ *Use a combination of drawing, scribble writing, and letter-like forms, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are "writing" about and give an opinion about the topic (e.g., My favorite book is...).*
- ❖ *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure*
- ❖ *Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section*

Standards 3-5

- ❖ *Write opinion pieces on topics or texts, supporting a point of view with reasons.*
- ❖ *Write opinion pieces on topics or texts, supporting a point of view with reasons and information*

Along with reading our students will spend a great deal of time writing in all subject areas. All careers calls for some type of writing whether students are using a computer or pen. Our writing will focus on learning how to organize ideas, choose the correct words, fashion paragraph, write narratives and arguments. Furthermore, we will frequently practice extended writing. Students will engage writing techniques when they write stories, poems, letters, essays, book reports, and research papers. Our students will enhance their skills with nouns, adjectives, direct objects, and other parts of speech. They will also develop neatness and good penmanship, how to structure sentences and organize paragraphs, composing letters with correct conventions, outlining their thoughts before they begin longer assignment, appropriate spelling, punctuation, and word usage, and revising their work and proofreading it for errors.

MATHEMATICS

AMCS will utilize the North Carolina Standard Course of Study to teach the strands of mathematics where we are committed to building a high quality program for all students. The curriculum will be taught in a logical and sequential order to introduce ideas in such a way that they build on one another. Students who are having difficulty will benefit from computer-based tutorials, and small group instruction. Students with special learning needs in mathematics will receive additional support from both their classroom teacher and their special education teacher. Pursuant to the North Carolina Standard Course of Study, AMCS students will become proficient in the following stands of math in grades K-5:

- Number and Operations
- Measurement
- Geometry
- Data Analysis and Probability
- Algebra

Ongoing assessment will be an important part of the mathematics program. Paralleling the evaluations of our reading curriculum, students in K-2 will be administered formative math assessments each quarter and a summative assessment at the end of each year. Data from this summative assessment will guide academic planning for both students and teachers for the next academic year.

SAXON MATH

AMCS will use the scientific-researched Saxon Mathematics curriculum for direct and on-line instruction. *Saxon Math* is one of the nation's most thoroughly researched core mathematics programs for grades K–12. Saxon's unique pedagogical approach - based on instruction, practice, and assessment distributed across grade levels-incorporates more than 25 years of research and classroom experience This math program teaches students how to think logically, scrutinize problems carefully, separate relevant from irrelevant information, and break large problems into smaller parts. They will practice choosing the best approaches to solve a problem. They will get in the habit of making precise calculations and expressing answers clearly in mathematical notation.

SUPPLEMENTAL MATHEMATICS

AHA ! MATH

AMCS students will use the online interactive mathematics program Aha! Math to get more practice working with whole numbers, fractions, and decimals. This is a supplemental mathematics program to Saxon Math which allows students to drill down a little deeper in their understanding and grasps of certain concepts covered in direct instruction. The following typical interactive digital math games and corresponding graphic illustrates the units of study covered in the Aha! Mathematics program.

Kindergarten Math Game: *One Fish Two Fish*
 From the unit: *Understanding Whole Numbers to 20*

2nd Grade Math Game: *Number Assembly*
 From the unit: *Understanding Numbers to 1000*

3rd Grade Math Game: *River Crossing*
 From the unit: *Multiplication and Facts to 10*

5th Grade Math Game: *Sunken Fractions*
 From the unit: *Adding and Subtracting Fractions and Decimals*

Aha! Math Units Covered

Unit and Objectives Covered	K	1	2	3	4	5
Understanding Whole Numbers to 20	K					
Shapes and Space	K					
Comparing Lengths and Time	K					
Understanding Addition and Subtraction - Facts to 18	K	1 st				
Place Value - Ones and Tens		1 st				
Pieces of Shapes		1 st				
Understanding Numbers to 1000		1 st	2 nd			
Addition and Subtraction of Multi-Digit Numbers			2 nd			
Linear Measurement			2 nd	3 rd		
Multiplication and Facts to 10				3 rd		
Fractions				3 rd		
Multiplication and Facts				3 rd	4 th	
Decimals and Fractions					4 th	
2-D Shapes and Area					4 th	
Whole Number Division					4 th	5 th
Adding and Subtracting Fractions and Decimals						5 th
3-D Shapes, Including Surface Area and Volume						5 th
Multiplication and Division of Fractions and Decimals						5 th

SCIENCE

Science courses will reflect recent changes in both the North Carolina Standard Course of Study and the National Science Education Standards. Rather than relying solely on lectures and textbooks, we will teach science through interactive technology, cooperative and problem-based methods of inquiry, which will equip students with the requisite process skills to investigate, analyze, and draw conclusions about the wonders of science. Continued growth and development of these skills and abilities will advance and enhance the scientific literacy of students - that is, their ability to utilize their knowledge and understanding of science to make educated decisions that have both individual and societal implications. The following science strands of the North Carolina Standard Course of Study will be taught in grades K-5:

- Nature of Science
- Science as a human endeavor
- The nature of scientific inquiry
- Abilities necessary to do scientific inquiry
- Science and Technology

SOCIAL STUDIES

The social studies curriculum will cover the topics of Americanism; the governments of the United States and North Carolina; and the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced. Teachers will teach “the nation’s founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments .Students in 4th grade will be required to take a year-long course on North Carolina history and geography. Among other topics, students will study the contributions of various race and ethnic groups to the evolution, growth, and development of the state.

HISTORY

History will be taught as history and our lessons will reflect history with integration of current events and controversial issues and “relevant concerns”. We aim to ensure that students will know about the most salient events in U.S. history (such as the Revolutionary War and Civil Rights Movement), be able to explain their significance, and have a good sense of when and why they occurred. Likewise, they will know something about the most important events in world history (such as the Industrial Revolution and the Holocaust), and be able to place in order and roughly date the major historical periods. They will recognize and place in context some of the important men and women in U.S. and will read and study some pivotal documents (or portion of them) such as the Declaration of Independence and Martin Luther King, Jr., *Letter from a Birmingham City Jail*.

TECHNOLOGY

Technology is an integral fiber of the educational fabric of AMCS. Recently, NCDPI created the Information and Technology Essential Standards (ITES) for media and technology using Bloom's Revised Technology and replaced the Computer Skills and Information Literacy Standard Courses of Study. By integrating technology into education and implementing NETS-S and NC IT starting from the elementary school, AMCS students will have advance computer skills, compared to their peers in other schools.

EasyTech:

EasyTech is a web-delivered K-5 technology literacy curriculum that integrates technology into Math, Science, Language Arts and Social Studies. This program focuses on Integrated Technology subjects through Technology Integrated Education (TIE) and implementation of NETS-S and North Carolina Integrated Technology subjects. Each curriculum unit includes

lessons, activities, practices, discussions and quizzes. At the foundation of each unit are interactive, self-paced tutorials with guided practice and immediate feedback that teach students critical technology skills in the context of core curriculum and real world challenges. The table below provides an at-a-glance look at the EasyTech curriculum units from kindergarten to fifth grade.

EasyTech Curriculum

Unit	K	1	2	3	4	5
Mouse Basics	K	1				
Computer Basics	K	1	2	3	4	5
Introduction to Keyboards	K	1				
Beginning Graphics	K	1	2			
Visual Mapping Basics	K	1	2			
Word Processing Basics		1	2	3		
Data and Database Basics		1	2	3	4	
Keyboarding			2	3	4	5
Computer Navigation			2	3	4	5
Spreadsheet Basics			2	3	4	5
Word Processing				3	4	5
Graphing in Spreadsheets				3	4	5
Email Basics				3	4	5
Presentation Basics				3	4	5
Web Browsing Basics				3	4	5
Communicating Online						5

PHYSICAL EDUCATION - HEALTH AND WELLNESS

At AMCS, physical, health & wellness education will be presented in an integrated WAY using *Wellness, Academics, & You*. This is a program dedicated to fighting the national epidemic of childhood obesity and diabetes through research and education. WAY is one of the nation’s leading experts on health and wellness, by providing to elementary and secondary grade classrooms, a multidisciplinary educational program that emphasizes physical activity, nutrition, and wellness while at the same time meeting national and state educational standards. *Wellness, Academics & You* is an “evidence-based” proven and effective program.

SUPPLEMENTAL ON-LINE WEBSITES

MATHEMATICS

Math Movies

Is an interactive, innovative and educational website aimed at enhancing interest and motivation in studying mathematics among young learners in enjoyable ways. Students will gain deep insight into how mathematics is anchored in every single aspect of our daily life through lively, funny and alluring movie episodes reminiscent of Disney’s Pixar.

Math Maze

The main purpose of this website is to make more and more people love math. Other perspectives of math are shown rather than math formulas and concepts. Inspiring stories about the eminent mathematicians are to motivate the visitors. A brief history of mathematics will also be introduced to readers. There are games for viewers to play yet learning math at the same time.

SCIENCE

Stewards of the Earth

This web site discusses what it means to be a steward of our earth. We discuss how we got into trouble and what the obstacles are. The site is a positive role model for the current generation of students. It showcases that the solution is multifaceted including partnerships, entrepreneurship, innovation, but mostly by a generation that cares about a sustainable future.

Environmental Issues International

This website offers a look at how natural disasters and manmade Issues are affecting planet earth, what these effects are and what can be done about it. It also offers a disaster alert system updated with the latest natural disasters, worldwide, based on a live RSS feed (Rich Site Summary) which is a format for delivering regularly changing web content. .

Let's Stop Technology Waste

In this site students learn what reusing and recycling is and the importance of these words in our lives now and for the future. In addition students will have a chance to see new materials made from waste electronic and computer parts and all the activities at schools in Turkey and Slovenia.

Nature's Wrath

This website will help provide an understanding of the causes and effects of earth's destructive forces. A study of the internal and external forces of the earth will provide insight into the resulting constructive and destructive events. Earthquakes, volcanoes, tornadoes, hurricanes, severe weather, and tsunamis will be covered.

TECHNOLOGY

Computers: Past-Present-Future

Computers have come a long way in these past years and are involved in most people's daily lives. Using the information learned from this site the student can better understand his or her computer and be able to do things like buy computer parts without being intimidated.

Modern Technology

This website teaches visitors about modern technology used in space, computers, everyday technology in the modern home, communications, medical technology, military technology, law enforcement, and future technology. From kidney dialysis facts to an interview with a police officer, this versatile website will even be educational to adults. Trivia games, animated satellites and excellent external links will make you want to learn more!

The Cyber Cadets: Welcome to the New Age of Technology

Here, you will find a great assortment of topics that are sure to get you ready to learn more and more. Whether you're ready to become a master of the computer generation or you just need some help getting there even if you aren't a techno wizard.

Communication Today

As progress is acquired by leaps and bounds, new products and peripherals boasting of enhanced or unprecedented capabilities once envisioned becomes a reality. Communication, amongst many other aspects of life, have experienced drastic improvements with the concurrence of developments in technological advancement. This site studies and explores the

present-day effects of technology in day-to-day communications, hence explaining communication technology and its effects on us.

SOCIAL STUDIES

Foods and Festivals Around the World.

Ever wonder how holidays are celebrated in different parts of the world? Take a look at this website for holidays such as Christmas, Easter, New Year's, and birthdays and see how kids in six countries celebrate these holidays and special events. Learn new games, make a recipe, or hear a song--all specific to each event in each country: Malaysia, England, Sweden, Germany, Australia, and the United States. Find out how we're different and what makes us alike

Time for Tolerance

This site is for kids who are interested in stopping bullying, promoting tolerance, and learning about different cultures and religions. Our goal is to help kids get ready to live, learn, and work in a diverse world. This site includes games, a poster gallery, a storybook and ways in which you can make a difference.

Speak, Listen and Learn!

This website is a place where students from all around the world can come together to learn and share about cultures, religions, holidays, foods, schools, famous leaders and more

Hawaii - A Mixing Pot of Colors

This website gives a look at Hawaii as one of the few places on Earth where a diverse mix of cultures and ethnicities blend together peacefully. People who live in Hawaii are said to have the "Aloha Spirit." They share a mutual respect for one another in which caring and openness are practiced.

TEEN ISSUES

Dynamite Dynamix Presents: Gang Impact

This website is geared toward people who are in gangs, who think of joining a gang, and to educate the community and provide and awareness on things that are going on in their communities. The website is designed as a useful resource for whomever is seeking information on gangs and their impact on society

CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS

Extracurricular activities provide kids with many activities to encourage physicality, promote learning and fine-tune other skills. When kids are involved in extracurricular activities they develop better social skills and problem solving. In elementary school, extracurricular activities allow children to explore areas they are interested in like sports, music, arts and other clubs where they can interact with other children who have similar interests. AMCS will develop and offer activities.

Oracle *ThinkQuest* Education Foundation

AMCS, being a technology-rich school will also use *ThinkQuest* as an interactive technology supplemental teaching tool for all curriculum core courses. *ThinkQuest* is an online learning community to integrate technology-based projects and activities into the curriculum. It connects with students around the world and embark on a journey of discovery and innovation.

COMPUTER CLUB GRADES 4 & 5

Do you ever think about where to find all of the coolest sites on the Internet? Ever wonder how they were created in the first place? Come get your chance to explore and even expand the Internet! Using the school's high speed internet access, Computer Club members will have fun playing interactive games and finding other exciting sites on the web. They'll even get a chance to learn webpage design using Microsoft FrontPage 2000 to create their own unique website!

CHESS CLUB

First Move offers a chess curriculum. *First Move* is a research and standards based curriculum that uses chess as a learning tool in 2nd and 3rd grade classrooms nationwide to develop higher-level thinking skills, increase math and reading aptitude, improve social skills, and build self-esteem in students. Lessons are designed with best practice educational strategies in mind. Cross-curricular ties, technology, peer collaboration, and hands-on learning activities are integrated into every lesson.

ODYSSEY OF THE MIND GRADE - FULL YEAR COMMITMENT

This club, provided for fifth graders, will allow students to think and problem solve. The Odyssey of the Mind is a national program that teaches students to learn creative problem solving methods while having fun in the process. By tapping into creativity, and through encouraging imaginative paths to problem solving, students learn skills that will provide them with the ability to solve problems – great and small – for a lifetime. The Odyssey of the Mind teaches students how to think divergently by providing open-ended problems that appeal to a wide range of interests. They are free to express their ideas and suggestions without fear of criticism. The creative problem-solving process rewards thinking "outside of the box."

INTRAMURALS

The Intramural Sports Program will be broken down into three seasons. The international game of soccer will be AMCS's flagship sport. The fall season we will be playing soccer (girls and boys). In the winter our focus will be indoors playing basketball. We will follow that with our spring season playing flag football. The students that participate will be divided into organized teams. With the exception of soccer which will be participation in interscholastic sports, each group of organized teams will crown their own Intramurals champion at the end of each season.

PROFESSIONAL DEVELOPMENT AND TEACHER TRAINING

Professional development will be an ongoing commitment of the school and support will be demonstrated annually in the budget development process. Training will be provided by consultants, staff members, vendors and publishers.

DESCRIPTION OF THE TRAINING PROGRAM

New Teacher Orientation

Training for new teachers will include social interaction with students and parents, classroom strategies, and content specific skills. The orientation process is important to ensure that new employees are properly informed about school policies and procedures before they commence employment. New employees are given a formal introduction to the school, safety and ethics issues as well as a benefits orientation. New hires are required to complete an OSHA safety-training session and cannot begin their assignments until the training sessions have been completed. These trainings will contain some of the topics listed below.

- ✓ serving student with special needs
- ✓ supporting students in virtual learning
- ✓ using assessment data to inform instruction and developing educational programs
- ✓ student goal setting
- ✓ test taking strategies
- ✓ Reflection on the first-year strategic planning

On-going Teacher Training

Additional professional development training for teachers will be conducted periodically throughout the year during Teacher Professional Development Days. The training curriculum is to provide better learning experiences in the classroom which will result in a positive effect on student performance and attitude and will be implemented with incentives, time, schedule, and budget built upon the identified needs.

- ✓ to mentor new teachers, develop or modify curricula for school's program, classroom management, etc.
- ✓ to learn specific data-driven methods to measure baseline student skills, modify curricula and track proficiencies to improve student performance
- ✓ to provide training that will help the school Principal lead staff to implement the school's mission, goals, and objectives
- ✓ to learn how to identify ESE students, meet their specific educational needs, develop, monitor, update Individual Education Plans (IEPs), and prepare for IEP meetings
- ✓ technical training on instructional use of classroom hardware and software technologies
- ✓ programs and instructional support for Limited English Proficiency (LEP) Gifted Students and those with more than one exceptionality
- ✓ to assess the school's staff towards meeting specific goals and objectives and using data to identify and implement changes for ongoing correction and improvement.

Strategies

Instructional strategies will be developed to address the areas of increased student engagement needing improvement identified at all levels by the teachers. Such strategies may include:

- Culturally-sensitive differentiated materials, supplementary materials, and intervention material
- Relating to and engaging students
- Expanded blocks of time for small and individual instruction
- Frequent and on-going assessments.
- Culturally-sensitive diagnostic measures

NC FALCON AND FORMATIVE ASSESSMENT TRAINING

AMCS will participate in the North Carolina Formative Assessment Learning Community's Online Network. This online professional development system will provide our teachers with a basic understanding of formative assessment and illustrate the role it should play in a comprehensive, balanced assessment system. The online professional development modules located in NC FALCON are intended to serve as a primer for teachers to learn more about the impact formative assessment can have on their instruction and help their students achieve targeted learning goals that are aligned to state standards. During the training and completion of the modules, teachers will be asked to: reflect upon their current practice using digital journals, observe other teachers using formative assessment, practice implementing formative assessment in the classroom, and develop and implement formative assessment plans.

TECHNOLOGY TRAINING

To facilitate the effective use of technology, AMCS will provide regular, specific training for teachers regarding technology integration into all aspects of the whole curriculum. Teachers will be trained on the alignment of the online curricula (*Easy Tech*, *Saxon Math*, *ClassScape*, *ThinkQuest*), to the NC Core Standards of Study and how to review course objectives. Teachers will be required to attend weekly staff meetings as well as a two week preparation period for staff development days before the school year starts. During this time teachers will be trained by the technology vending training staff.

Three days of training will include online assessments, curriculum systems and reporting. Teachers and administrators will learn how to run appropriate reports on student learning and assessment. The Principal and all AMCS staff will be trained in the use of the online RenWeb student Learning Management System (LMS) beginning in July before school opening. In addition to curriculum and system training, onsite teachers will receive two days of training including:

- child abuse reporting,
- sexual harassment
- fire drills,
- health issues, and
- team building activities.

WSSU Center for Math, Science and Technology Education

AMSC will collaborate with the WSSU Center for Mathematics, Science, and Technology Education (CMSTE) to provide professional development for our teachers. The Center was established by the NC General Assembly provides professional development to strengthen the quality and increase the number of teachers in mathematics and science education as well as to increase the pool of NC high school graduates prepared to pursue careers requiring mathematics and science.

- ❖ 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.

ASSESSMENT AND EVALUATION



We Will Never Give Up!!!

STUDENT ASSESSMENT

How Do We Measure Success?

Success is Achieved When Students...

Respect the authority and directions of the teacher and contribute toward the development of a positive climate that is conducive to wholesome learning in the school.

Success is Achieved When Students...

Are prepared for class, take part in classroom activities, and complete assignments given by their teachers

Success is Achieved When Students...

Make efficient use of class time to enhance the educational process and adjust appropriately to any necessary interruptions of regularly scheduled classes.

Success is Achieved When Students...

Involve themselves in all activities that are available at their school

Success is Achieved When Students...

Show respect for personal and public property.
Report all criminal or other unlawful acts to school personnel

Success is Achieved When... We all work together...

student's teachers and school's administration look forward to working together to do what is in the best interest of all students!

Notwithstanding the foregoing, AMCS will participate in the North Carolina ABC Accountability Model and North Carolina-required End-of-Grade tests administered beginning in Grade 3 and

use Benchmark Assessments of the Standards to provide intervention early and as focused as possible. All students, unless specifically exempted, will take all statewide and achievement tests at their appropriate grade level. Test adaptations and modifications of procedures, as necessary, for students in Special Education and for students who have Limited English Proficiency, will be provided through the Individual Education Plan (IEP), English Language Learners (ELL), or 504 Plan. Each student who does not meet state or district levels of performance for student progression in reading writing, science, and mathematics for each grade level will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

K – 2 ASSESSMENT

NC SBOE Policy HSP-C-016 states, *The State Board of Education requires that schools and school districts implement assessments at grades K, 1, and 2 that include documented, on-going individualized assessments throughout the year and a summative evaluation at the end of the year.* Accordingly, AMCS will implement on-going formative individualized assessments throughout the year and a summative evaluation at the end of the year to monitor student achievement of the NC Standard Course of Study. These tests will include K-2 Literacy Assessment, the K-2 Math Assessment, CPAA, ClassScape, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

The intended purposes of these assessments are:

- To provide information about the progress of each student for instructional adaptations and early interventions
- To provide next-year teachers with information about the status of each of their incoming students,
- To inform parents about the status of their children relative to grade-level standards at the end of the year, and
- To provide the school and district information about the achievement status and progress of groups of students (e.g. by school grade level) in grades K-2)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS will be administered three times a year in order to track student progress and make midcourse adjustments as necessary

ClassScape

ClassScape is an online assessment system that facilitates learning by focusing on curricular objectives. ClassScape enable teachers to monitor individual student and class performance on the North Carolina Standard Course of Study (NCSCS) goals and objectives. AMCS teachers can build their own customized assessments or use ClassScape's prepackaged tests to assess student performance on specific objectives at any point during the year.

Children's Progress Academic Assessment (CPAA)

As a technology-rich school, AMCS will also utilize the online Children's Progress Academic Assessment (CPAA) for children in grades K-2. This is an early childhood assessment system that helps teachers focus classroom instruction to achieve the greatest learning gains for each child. In contrast to summative assessments, which merely measure achievement, CPAA is a formative assessment tool – an assessment *for* learning rather than an assessment *of* learning. Formative assessments actually helps guide achievement in the right direction.

CPAA utilizes an assessment approach whereby incorrect responses are followed up with "second chances" and scaffolding to give the child an opportunity to correct the mistake. The specific type of scaffolding that a child receives is targeted to address the particular misunderstanding or difficulty that the child exhibits. This process of error analysis and targeted

hinting is designed to identify the child’s zone of proximal development (ZPD) across a range of concepts. This online, adaptive assessment generates reports which provide teachers and administrators with insights about each child's understanding of Language Arts and Mathematics. It indicates which concepts students have mastered and where they may still be struggling. This feedback allows teachers to immediately make adjustments in their instruction that help ensure maximum benefits for each student.

Third – Fifth Grades

The North Carolina End-of-Grade tests are designed to measure student performance on the competencies specified in the goals and objectives of the North Carolina Standard Course of Study (SCS). The North Carolina End-of-Grade Tests are required by General Statute 115C.174.10 as a component of the North Carolina Annual Testing Program.

North Carolina public school students in grades 3, 5 are required to meet statewide standards (gateways) for promotion in addition to local promotion requirements. This test is one component of the end-of-grade tests, which include reading comprehension and mathematics. Students must demonstrate grade-level proficiency by scoring at or above Achievement Level III on the test. Students are expected to demonstrate knowledge of important principles and concepts and relate reading and mathematical information to everyday situations. The tests focus on inquiry instruction and higher-order thinking.

- ❖ **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.**

The following Tables indicate our assessment and measurement of student achievement.

K-2 LANGUAGE ARTS AND MATH

Grade k-2 Language Arts and Mathematics Benchmark	Assessment/Data Source
Every student will demonstrate mastery and understanding of Language Arts and Mathematics as defined by the NCSCS and NCBOE	Demonstrate satisfactory completion of Grade K-2 Mathematics and Language Arts AND Demonstrate mastery of reading skills and strategies required to solve mathematics problems appropriate for Grades K-2 by at least one of the following ways: <ul style="list-style-type: none"> ✓ Passing score on the K-2 Math Assessment, EVAAS, ClassScape, CPAA OR ✓ Passing score of 55% of teacher generated assessments and documented mastery . Documentation to show mastery over a period of time.

3-5 MATHEMATICS

Grades 3-5 Mathematics Benchmark	Assessment/Data Source
Every student will demonstrate mastery of Grades 4-5 Mathematics as defined by NC Mathematics Standards Course of Study and the NCBOE	Demonstrate grade-level proficiency of Grades 3-5 Mathematics. AND Demonstrate mastery of skills required to solve mathematics problems appropriate for Grades 3-5 by at least one of the following ways: <ul style="list-style-type: none"> ✓ Achieving Level III or higher score on the NC EOG or NCEXTEND2 Math Test; OR ✓ Successful completion of procedures for re-testing as well as a formal review process OR ✓ Documentation to show mastery over a period of time.

ACHIEVEMENT-LEVEL RANGES FOR NCEXTEND2 EOG (MATH)

Subject	Grade	Level I	Level II	Level III	Level IV
Mathematics	3	≤147	148-158	159-167	≥168
	4	≤144	145-158	159-171	≥172
	5	≤143	144-158	159-170	≥171

K- 2 LANGUAGE ARTS (READING)

Grades K,1,2 Reading Benchmarks	Assessment/Data Source
Upon completion of grades K- 2, every student will demonstrate mastery of Language Arts Expectations as defined by the NCSCS and the NCBOE	Demonstrate satisfactory completion of Grade k- 2 Reading course requirements AND Passing score on DIBELS, K-2 Literacy Assessment. Student must read at Level III or higher with adequate comprehension and fluency. OR ✓ Approved alternative Special Education assessment

GRADE THREE – FIVE LANGUAGE ARTS (READING)

Grades 3 Reading Benchmark	Assessment/Data Source
Upon completion of grades 3-5, every student will demonstrate mastery of Reading Expectations as defined by the NCSCS and the NCBOE	Demonstrate satisfactory completion of Grade 3-5 Reading course requirements AND NC EOG Assessment. Student must read at Level III or higher with adequate comprehension and fluency. OR ✓ SAT-10 or Terra Nova Norm Referenced Test (NRT), student must score at or above the 70th percentile. OR ✓ Level III on NCEXTEND2 EOG Reading (if eligible)

ACHIEVEMENT-LEVEL RANGE FOR NCEXTEND2 EOG (READING)

Subject	Grade	Level I	Level II	Level III	Level IV
Reading	3	≤246	247-260	261-270	≥271
	4	≤245	246-259	260-268	≥269
	5	≤243	244-257	258-265	≥266

WRITING

Grade 4 Writing Benchmark	Assessment/Data Source
Upon completion of grade 4, every student will demonstrate mastery of North Carolina General Writing Assessment	Demonstrate satisfactory completion of Grade 3-5 Reading course requirements AND Achieve a score of Level III or higher on EOG NC Writing Assessment for Grade 4 OR ✓ Level III on NCEXTEND2 Writing Alternate Assessment (if eligible)

In order to be considered proficient on the North Carolina General Writing Assessment, students must earn a score of 12 or above on a scale that ranges from 4 to 20. Scores are reported according to achievement levels: Level I, 4-7; Level II, 8-11; Level III, 12-16; Level IV, 17-20.

SCIENCE

Grade 5 Science Benchmark	Assessment/Data Source
Every student will demonstrate knowledge of science content appropriate for Grade 5 as defined by the NCSCS and NCBOE Grade Level Expectations.	Demonstrate satisfactory completion of Science coursework. AND Achieve a score of Level III or higher on EOG Science or Level III on NCEXTEND2 EOG Science (if eligible)

ACHIEVEMENT-LEVEL RANGES FOR NCEXTEND2 EOG (SCIENCE)

Subject	Grade	Level I	Level II	Level III	Level IV
Science	5	≤144	145-156	157-164	≥165

Attendance: Students Will Attend School

For students enrolled at least 30 days:			
Benchmark Levels Rating			
INDICATORS OF SUCCESS	Exceeded	Met	Did Not Meet
Average daily attendance rate-ADA (as defined by number of days in attendance divided by number of days enrolled)*	>76% ADA	70-75% ADA	<69% ADA
For students enrolled at least 30 days			
Benchmark Levels Rating			
INDICATORS OF SUCCESS	Exceeded	Met	Did Not Meet
Percent of Students Whose ADA Improves Over ADA from Last School Attended:	>76% ADA	70-75% ADA	<69% ADA

Behavior: Students Will Follow School’s Code Of Conduct.

For students enrolled at least 30 days			
Benchmark Levels Rating			
INDICATORS OF SUCCESS	Exceeded	Met	Did Not Meet
Percent of students whose referral rate is lower than for the last quarter	>76%	70%-75%	<69%

Students, Parents, and Staff Will Report High Levels Of Satisfaction With AMCS

For students enrolled for nine months or more			
Benchmark Levels Rating			
INDICATORS OF SUCCESS	Exceeded	Met	Did Not Meet
Success will be measured by the percent of Parents, and Staff Reporting Satisfaction:	>76% will report satisfaction	70-75% will report satisfaction	<69%will report satisfaction

DATA ELEMENTS TO BE USED TO “TELL THE STORY”

We will seek the assistance of school district administrators to identify student populations within district schools which are comparable to AMCS’s enrollment. It is anticipated that students participating in district programs and those attending AMCS will produce comparable outcomes. Performance indicators may include, but are not limited to:

School

Enrollment grades, demographics, free lunch eligibility, assessments administered, assessments by grade, overall percentage of students showing high achieving, overall percentage of students showing gains.

EOG Reading

Grade, number of students tested, standard scores, mean developmental scale score, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines, and growth scale values.

EOG Math

Grade, number of students tested, standard scores, mean developmental scale score, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines, and growth scale values.

EOG Writing

Grade, number of students tested; mean developmental scale score percent in each achievement level, Mean essay score, % earning Each Score Point

EOG Science

Grade, number of students tested, standard scores, mean developmental scale score, percentile ranks in each achievement level, grade equivalents, normal curve equivalents, stanines, and growth scale values.

Special Education Students

Grade, number of students tested in NCEXTEND2 EOG Alternative Assessment Program

Individual Learning Plan (ILP)

Taking into consideration the pre-test results, the student’s transferred credits, current grade level, vocational interest inventory, previous test results, and other pertinent educational information will also be used as bases for formulating an ILP. Each student’s ILP will serve as the foundation from which to measure student outcomes. Goals, instructional programs, and other services the student needs to be successful are developed and incorporated into the ISP. After the initial educational assessment pupil progress assessment will be an on-going evaluation at all levels, in all courses and in all areas of instructional delivery. Each student’s ILP will serve as the foundation from which to measure student outcomes.

Range Of Assessments To Measure And Monitor Students Performance

Subject Matter	Instruments Utilized To Assess Student Performance
Language Art: Writing/Reading	EOG test, NC General Writing Assessment, EVAAS, portfolios, Study Island, SAT -10, DRA, teacher-developed assessments, NCEXTEND2
Social Studies	EOG test, NC General Writing Assessment, EVAAS, portfolios, Study Island, teacher-developed assessments, NCEXTEND2
Science	Essays, multiple-choice exams, portfolios, exhibitions, standardized tests, teacher-developed assessments
Mathematics	Essays, multiple-choice exams, portfolios, exhibitions, standardized tests, teacher-developed assessments NC Mathematics Standards Course of Study, Study Island, IXL, teacher- developed assessments
Music/PE	Portfolios, exhibitions, art/music history exams, teacher-made tests Health and Wellness Physical Fitness assessment
Foreign Languages	Oral and written examinations, cultural performances, teacher-developed assessments

- ❖ **An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their —expected levels of performance and delineate a plan accordingly.**

STUDENTS PERFORMING BELOW GRADE LEVEL

AMCS will provide one-on-one in-class assistance opportunities throughout the year to ensure reading requirements are met. As part of the “No Child Left Behind” law, safety nets will be provided in class and after school to prohibit any student from failing. Intervention for struggling students will occur for students scoring at Levels I and II on the EOG Test. These students will receive intensive instruction based upon locally determined assessments or statewide assessments immediately following the identification of the deficiency.

Progress Monitoring Plan

The Progress Monitoring Plan (PMP) is periodic reporting designed to ensure that all Level I and II students receive instruction and intervention that is specified on the Individualized Learning Plan to these students' individual needs. This plan is based on data from assessments such as EOG, the DAR (K-12), SRA Reading Mastery Plus and, core program assessments and teacher observation. Data from these assessments will be used to determine strategies for intervention. The Plan is viewed as a working document in that it is consistently being updated to reflect student progress in the targeted areas of need. Teachers are required to update the PMP a minimum of once per quarter.

Reading Needs of Tier 1, 2, and 3 At-Risk Student Subgroups

Tier 1 Students:

- A Progress Monitoring Plan (PMP) for any student not on grade level.
- Curriculum will consist of a core reading program, differentiated materials, supplementary materials, and intervention materials.
- Progress monitoring is ongoing.
- Data is used for curriculum decisions and student placement.
- Extended uninterrupted reading block during which large, small and individual instruction.
- Intervention in addition to the extended reading block will be implemented.

Tier 2 Students:

- A PMP for any student not on grade level driven by diagnostic assessment date.
- A reduced teacher/student ratio.
- Extended uninterrupted reading block during which large, small and individual instruction.
- Immediate Intensive Intervention outside of the extended uninterrupted reading block.
- Assessment will be on-going and administered on a weekly basis.
- Students will be eligible for tutoring services, transition classes, or an extended school day.

Tier 3 Students:

- A PMP for any student not on grade level driven by diagnostic assessment data and an on-going portfolio.
- Extended uninterrupted reading block during which large, small and individual instruction.
- Assessment will be on-going and administered on a weekly basis.
- Immediate Intensive Intervention will take place after the extended uninterrupted reading block.
- Students will be eligible for tutoring services, transition classes, or an extended school day.
- DIBELS will be used for all Tier 3 students.
- Students will be provided with a core curriculum different from the previous year.
- Other curriculum components will include differentiated materials, intervention materials, differentiated instruction, and materials.

RESPONSE TO INTERVENTION (RTI)

In addition, for those students performing below grade level, AMCS will use its resources to use Rti as an intervention method. The following discussion delineates how we will approach rigorous implementation of a school-wide Response to Intervention (Rti) program and our efforts to address and assess academic and behavior problems the school may encounter.

AMCS will emphasize that the essential components and identified framework of Rti will be implemented with integrity. It is not enough to simply implement screening and progress we also will ensure that the interventions, core curriculum and instruction, and data decision making procedures are implemented with integrity. AMCS will invest time and resources to provide all teachers and applicable staff with the training of the process of Rti in order to ensure a school-wide system which is seamless and an integral part of the school's operations. This applies to both the academic and the behavioral components of the system. The process will be implemented incrementally – year by year until it has blended as a climate in which AMCS operates.

Essential Components for Rti.

- Screening for identifying students at-risk for poor learning outcomes.
- Progress monitoring to measure the effectiveness of the supports provided.
- Multi-level prevention or at least three increasingly intense levels of instructional support.

Those levels are:

- Primary: Core instruction and curriculum.
- Secondary: In addition to the primary level, provide other supports targeted to students' needs
- Tertiary: Also supplemental to primary, but more intense than secondary.

Rti will be used as data-based decision making at AMCS. These data-based decisions may be used to address the following questions:

- Instruction – who needs assistance, what type of instruction or assistance is needed, is the duration and intensity sufficient
- Movement between levels – when to move students to something more or less intensive, who is responding and/or not responding
- Disability identification – when do you refer for special education evaluation, how does this student compare to his/her peers, did he/she receive prior appropriate instruction (in accordance with state law).

WHAT IS AT THE HEART OF RTI?

The goals of Rti are to strengthen the process of appropriate disability identification Rti is a *preventive* framework - *not another name for a pre-referral process*. The intent of Rti is to improve outcomes for all students while providing immediate supplemental supports to students at risk for poor learning outcomes. Rti may be a component of a comprehensive evaluation for special education determination but that is not why we will implement an Rti model.

- **Identify students at risk for poor learning outcomes or challenging behavior**

Struggling students are identified by implementing a 2-stage screening process. The first stage - universal screening, is a brief assessment for all students conducted at the beginning of the school year and periodically throughout the school year as necessary. For students who score below the cut point* on the universal screening, a second stage of screening will be conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage will involve additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status.

*A cut point is a score on the scale of a screening tool or a progress monitoring tool to determine whether to provide additional intervention. For progress monitoring teachers will use the cut point to determine whether the student has

demonstrated adequate response, whether to make an instructional change, and whether to move the student to more or less intensive services.

- **Provide research-based curricula and evidence-based interventions**

Teachers are encouraged to use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided*.

**Evidence-based intervention* as an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. *Research-based curricula*, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.

- **Intensity of intervention related to Response to Intervention (Rti)**

Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator).

- **Identify students with learning disabilities or other disabilities**

If a student fails to respond to intervention, the student may have a learning disability or other disability that requires further evaluation. Progress monitoring and other data collected over the course of the provided intervention will be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills). Effectively implemented, RTI frameworks will contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

- **Use data to inform decisions at the school, grade, or classroom levels**

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, AMCS might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.

MEMBERS OF THE RESPONSE TO INTERVENTION TEAM:

Principal:

Assistant Principal (if applicable)

Reading/Instructional Coach

Special Education/Rti Facilitator, classroom teacher/special education teacher.

General education teacher (changes based on the grade level and needs of the child).

The RTI Team will meet bi-weekly to focus on intensive interventions that a child may need. The child's teacher will provide the RTI team with data collected in the classroom that will enable us to monitor progress, determine if benchmarks are being met, and determine the level of educational risk for the child. The RTI Team will suggest procedures, new practices, or other accommodations or modifications that may ensure the child's success.

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

PARENT LIAISON

As stated earlier, AMCS's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district and may be a governing board member, employee, or individual contracted to represent the governing board. Contact information for the representative will be provided in writing to parents each year, and be posted prominently on AMCS's website.

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

GIFTED SERVICES

For any student attending AMCS who has qualified for gifted services, AMCS will provide the appropriate services required by that student as delineated in AMCS's policies. In the event that one or more gifted students enroll at AMCS, a certified teacher with a gifted endorsement will be employed to meet their specialized and their individualized needs. It is important to note that all special education students, including students who are gifted, are assessed on an ongoing basis along with their peers. Each course's curriculum will be developed to include regular assessments to determine student mastery. All classroom teachers will be provided with the appropriate information concerning gifted students' services and will be included in the student's Educational Plan (EP), as well as staff needed to address the identified goals.

Students who need services beyond those offered through the general curriculum may work directly with the gifted endorsed teacher in individual and small group settings. Alternative programs, resources, and textbooks will be utilized so that each student has the opportunity to successfully progress through the curriculum at an appropriate depth, complexity, abstractness, and pace.

ENGLISH LANGUAGE LEARNER STUDENTS

Students who are English Language Learners (ELL) will be welcomed at AMCS. The purpose of the ELL program at AMCS will be to help ensure that students who are English Language Learners, including immigrant youth, to attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. Faculty of the school and parents will plan the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction.

All ELL students enrolled are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is:

- (1) understandable to the students given their level of English proficiency, and
- (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

ELL Student Identification Process

- ELL student identification procedures will take place during:
- Time of registration at AMCS
- Students who are registered at neighborhood school, or ELL Center Schools
- Home Language Assistance at registration (bi-lingual paraprofessionals, parents and personnel assist at registration and parent orientation)
- Home Language Survey

ELL students will initially be given the WIDA ACCESS Placement Test (W-APT) If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), then the student is referred to the ELL liaison for testing.

ELL PROGRAM GOALS

The goal of the program is to provide ELL students with the skills that will enable them to function successfully in the standard academic program. This program is designed to provide instruction in English language listening, speaking, reading, and writing skills.

Objectives that will be used to serve our ELL students include:

- Utilizing content-based instruction
- Working with ELL students to demonstrate growth in English skills and improve proficiency results based on initial and post assessments
- Working closely with staff, classroom teachers, and counselors to facilitate communication and dissemination of information to parents
- Working with district administrators to ensure compliance with all state and federal guidelines for ELL students

AMCS will help ensure that English Language Learners (ELL) meet the same challenging English proficiency objectives and standards required of all other students. Web-based programs with a multitude of multimedia activities, monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework will be provided to ELL students.

Home Language Survey

A home language survey will be administered to every student at the time of enrollment and maintained in the student's permanent record. AMCS will then identify and assess every limited English proficient student who needs assistance in instructional programs. After students are identified, limited English proficient students who need assistance shall adopt an effective method of determining the students' current level of English proficiency in order to determine what types of assistance are needed. The method used may be a combination of the following, unless some other method can be effectively substituted:

- teacher observations;
- teacher interview;
- achievement tests;
- review of student records;
- parent information;
- English as a second language teacher referral;
- student course grades;
- teacher referral or recommendation;
- criterion-referenced tests;
- grade retention or deficiency report;
- informal assessment or screening;

Programmatic and Academic Assessment

Certificated, qualified personnel will perform and document the programmatic and academic assessment. The indicators used are the following:

- content test given in home language;
- informal math and content tests;
- academic records;
- parent interview, student interview, bilingual interpreter interview; and

- grade or course placement. Students who do not have documentation of educational records are placed based on age. Upon the student's entry into the school system, it is the responsibility of the Principal to determine proper grade placement.

STUDENT ELL PLAN

AMCS will adopt an ELL Student Plan to evaluate standards to determine the content knowledge and language skills necessary for successful functioning in the regular classroom and measuring the progress of English Language Learners in school. The ELL Student Plan is a written document that identifies student's instruction and will include the following items:

- Student assessment date relative to program entry and exit
- ELL Instructional Program Schedule, including extended school year and any schedule changes
- Post-reclassification Monitoring
- Documentation of programmatic assessment

Required supporting documentation maintained with the student ELL Plan:

- Home Language Survey
- Copy of Parent letter in Home Language
- Student data sheet
- Parent invitation to ELL Committee Meeting
- ELL Committee Outcome Form
- Annual Review

Transition and Exit Criteria

Students will not be maintained in the ELL Plan longer than necessary based on program exit criteria but will be monitored after exiting the Plan for a minimum of six months and additional academic and English language support be provided if the students begin to have difficulty. Students that test at the state approved level for exiting the ELL program (at least a 4.8 composite score with reading and writing scores of at least 4.0) will be exited from the ELL program if their performance on other assessments demonstrates their ability to experience success academically without additional support. Students that have exited the ELL program will be monitored for two years to ensure that they maintain a high level of academic success.

SPECIAL EDUCATION (G.S.115C-106)

- ❖ **The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). Provide a clear and thorough explanation of the procedures the proposed charter will follow to ensure compliance of the above laws**



North Carolina charter school legislation, G.S. 115C-238.29F(g)(5), states: *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.*

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) mandates: *No student will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by the school because of a disability.*

DISABILITY HISTORY AND AWARENESS MONTH

AMCS will designate the month of October as Disability History and Awareness Month to increase public awareness and respect for people with disabilities who are a substantial percentage of North Carolina population and teach future generations that people with disabilities have a rich history and have made valuable contributions throughout NC and the United States.

AMCS also subscribes to all principles set forth in the *"No Child Left Behind Act" 20 USCS § 6301* which ensure the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted

How the school will identify, evaluate students that may be eligible for Special Education.

The following procedures will be implemented at the school to determine a student's achievement and eligibility for special education. Criteria for determining the existence of a specific learning disability:

- the achievement is determined not to be commensurate with the age and ability of the student;
- a severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, mathematics calculation and reasoning;
- the severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage

AMCS policies and procedures will ensure that all children with disabilities who are in need of special education and related services are identified, located and evaluated in accordance with these requirements. AMCS believes the philosophies adhered to, the construct provided, and the attention to individualized learning and accommodations and modifications reflect an inclusive educational environment. Those students whose needs are so severe or unique that they cannot be met within the School's program will be appropriately referred. The staff of the school will work with the School District to ensure the needs of those students will be met in the most appropriate setting.

It is the firm belief of AMCS that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the ***general student population's learning environment***. This will be attained with the appropriate support and services integrated within the school's program which will provide accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP (See detailed discussion of the IEP below).

MATH, SCIENCE AND TECHNOLOGY FOR SPECIAL EDUCATION STUDENTS

Recognizing the needs of exceptional students and providing appropriate programs for them are important aspects of implementing the curriculum. For some students, the appropriate choice of instructional methods and settings will suffice to ensure achievement of the expectations. For

others, some or all of the expectations will need to be modified. To achieve at the highest possible level, some special needs students may need to participate in special programs. The process whereby a student is formally identified as exceptional is clearly outlined in Federal and State legislation. Through this process, parents, teachers, and other support personnel identify the specific needs of a student, create an Individual Education Plan (IEP) that addresses these needs, and review progress according to a predetermined plan.

Instruction to students not able to follow the standard curriculum.

AMCS's students with needs beyond the traditional classroom setting and standard curriculum, interventions will be established by a IEP Team agreed upon by the administration, teachers and parents. The following services may be provided to serve the needs of this student population:

- **Academic Pullouts:** for students who require extra services or instructional assistance for tutoring by a certified special education coordinator. The amount of pullout and the specific content area will be determined as part of the IEP;
- **Consultation and Collaboration:** for students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring;
- **Speech & Occupational Therapy:** These services will be contracted out according to each student's IEP;
- **Enriched Curriculum** for gifted students.

Adaptation of the curriculum, materials and instructional strategies

This will be attained with the appropriate support and services integrated within the school program. AMCS will provide accommodations/modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The adaptations will include, but are not limited to:

- Adapted curriculum assignments;
- Test modifications;
- Computer pacing and remediation; and
- Adapted computer devices.

Adaptations of assessments for students with disabilities

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that these assessment may not be appropriate for that student. This decision will be made at an Individual Education Plan (IEP) review and be guided by past performance of the student. The decision to include or exclude will be documented on the IEP. If exemption is the decision, then the rationale will also be included. These decisions will be made every year. Exemption may be permitted only when the following criteria are met:

- The student's demonstrated cognitive ability and behavior prevent the student from completing required coursework and achieving NC State Standards and Student Performance Standards even with appropriate and allowable course modification.
- The student requires extensive direct instruction to accomplish the application and transfer of skills needed for domestic community living, leisure, and vocational activities.
- The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences.
- The student is unable to apply or use academic skills at a minimal competency level in the home, community, or work site.

AMCS will follow these guidelines in our determination to provide alternative assessments to students with special needs.

Alternative Assessment

An alternate assessment measures a special education student's level of achievement and mastery of the North Carolina Special Education Standards Course of Study. At AMCS, the decision for a special education student to participate in alternate assessment will be made by the IEP committee. There are specific criteria that a student must meet in order to be considered for alternate assessment:

- The student must be unable to master the grade-level NC State Standards, even with appropriate and allowable course accommodations.
- The student's demonstrated cognitive ability must be the primary reason for the inability to master grade-level standards.
- The student must also require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities.

Additionally, the student must have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills across a variety of settings. If a student's intellectual ability, independent functioning level and educational setting match ALL of the criteria areas identified and described above, then he/she may be considered/recommended for Alternate Assessment by the IEP committee

Instructional service delivery model(s) that will be used

Teachers have found the self-paced structure, small steps with immediate feedback, and extensive practice to be particularly useful for students with learning disabilities. Students who do not have success with those strategies may work directly with the Special Education teacher and aide in individual and small group settings. Alternative programs and textbooks are utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the Individual Education Plan (IEP) is modified, making necessary accommodations to permit students to access learning opportunities on the same basis as general education students.

There will be clear and ongoing communication between all parties involved in the students' care to ensure that appropriate support is in place. Assessment and evaluation adaptations for such students will be discussed with parents and with students at appropriate intervals. Parents will be brought to understand how these adaptations affect the assessment and evaluation of the students' work. Some students who have not been formally identified as exceptional but who have special short-term learning needs because of medical or other reasons may also require an IEP. The IEP will be discussed with parents when it is introduced into the student's program, and any adaptations in assessment and evaluation will also be discussed at that time.

In science and technology, exceptional students may need a variety of modifications both to the program itself and to the learning environment. These may include the following:

- facilities that allow for the mobility of students with physical impairments;
- modifications to programs for pupils with learning disabilities who may require more hands-on opportunities for learning;
- program adaptations for students who are deemed gifted;
- visual signs related to safety issues; and
- assessment and evaluation strategies that accommodate a variety of learning styles and needs..

HOW THE EFFECTIVENESS OF THE CURRICULUM WILL BE EVALUATED

AMCS will utilize a variety of curriculum activities to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific grade level expectations for students at each grade level. AMCS will:

- ensure that students with special needs are educated in the least segregated manner based on the educational needs of the student and these students shall be included in all aspects of the regular school program in which they can perform satisfactorily.
- ensure that students with special needs are not categorically excluded from programs for the academically gifted and other specialized programs or support services such as guidance and counseling.
- ensure that students with special needs are not assigned to or excluded from special education programs because of their disability. Evaluation, placement, and notification to parents of students with special needs will be conducted in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq. and its implementing regulations at 34 C.F.R. Part 300
- students will participate in the statewide testing programs in accordance with 16 NCAC 6D .0301.

In order to determine when students no longer need assistance, AMCS will determine the content knowledge and skills necessary for successful functioning in the regular classroom. Multiple instruments will then be used as well as teacher judgment to evaluate cognitive skills, and content area knowledge.

Students will not be maintained in alternative programs longer than necessary based on program exit criteria but will be monitored after exiting such programs for a minimum of six months and additional support will be provided if the students begin to have difficulty.

THE INDIVIDUALIZED EDUCATION PLAN (IEP)

AMCS will develop an IEP for any child with a disability who is enrolled. All IEPs will be developed in accordance with the provisions of 34 CFR 300.340 through 300.350.

Parents

AMCS will supply to the parent(s) or guardian during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so:

- a copy of the IEP if requested;
- a description of the rights of the parent(s), including the right to review data, to challenge the data, and to provide additional data that could have some effect on the placement, program, and services to the child;
- information concerning their right to an independent educational evaluation, at public expense, if they disagree with the evaluation obtained by the LEA and a list of other agencies providing free evaluations; and
- information concerning the right to appeal the decision and a copy of the appeals procedure.

Gifted Students Education Plan (EP)

AMCS will prepare an Education Plan (EP) for academically gifted students. The EP will describe a differentiated instructional program for students who share similar academic characteristics and program needs. AMCS will individualize the program to accommodate individual students' needs and any additional needs of a student not already addressed and a description of further necessary modifications.

AMCS will complete appropriate in-depth evaluations of children with a disability at least every three years in order to determine the appropriateness of the current educational status of students. Parent approval will not be required prior to reevaluation. The parent(s) will be notified

in writing of the results of the reevaluation and the recommendations based on them, and the notice will meet the requirements of 34 CFR 300.504.

Progress Monitoring Process

What is IEP Progress Monitoring?

Progress monitoring is a required part of the IEP and IDEA process. A good progress monitoring process includes a system that is focused, clearly defined, and when completed, will ensure meaningful educational programs for special education students and students with disabilities. It is a system that is:

- An ongoing process of collecting and analyzing data to determine student progress.
- Used to make instructional and service decisions based on student performance
- Results-oriented
- Clearly defined with outcomes

IDEA requires a student's individualized education plan (IEP) to include:

- A statement of present levels of academic and functional performance;
- A statement of measurable annual goals;
- A statement of special education, related and supplemental services;
- An explanation of the extent, if any, of non-participation in the regular classroom;
- A statement of any appropriate and necessary accommodations on state and district-wide assessments;
- A statement of dates and duration of services;
- Appropriate, measurable post-secondary goals and transition services; and
- A statement of how the child's progress toward the annual goals will be measured.

Legal Decisions

Recent legal decisions concerning IEP progress monitoring have revealed five primary areas of concern:

- The IEP team fails to develop or implement progress monitoring plans;
- Responsibilities for progress monitoring are improperly delegated;
- The IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);
- The team uses inappropriate measures to determine student progress toward graduation;
- Progress monitoring is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IEP teams.

PREREQUISITES OF AN IEP

Prerequisites of an IEP include a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum and to meet the child's other educational needs that result from the child's disability will include. It also includes a statement of how the child's progress towards the annual goals will be measured and how the child's parents will be regularly informed at least as often as parents are informed of their non-disabled children's progress in regard to; their child's progress towards the annual goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. It will also:

- **Make the existing IEP's goals, benchmarks, and/or short-term objectives measurable. i.e.,** Determine purpose and outcome of goal. (What do we need to observe of this student?)

Fill in the blanks. (Conditions? Criteria?)

Check with the team. (What are parent and other team member perceptions of purpose and outcome?)

- **Make the existing IEP's statement of student progress specific.**

Determine the best way to provide *evidence* of student progress. (What type of data will be collected?)

Determine who will collect, compile and report data and progress.

Determine where evidence will be collected. (Where will the data be easily collected as well as provide documentation of skill?)

Determine how often evidence will be collected. (How often is enough to truly show progress, or lack of?)

Check with the team. (What are parent and other team member perceptions about data collection and reporting?)

Any written changes on an IEP must be approved by the IEP team (parents, service providers, district personnel).

- **Determine Measurement Types and Tools**

The tools used to collect data and ultimately measure progress provide *evidence* of student performance specific to IEP goals, objectives, and/or short-term benchmarks. Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.

MEASUREMENTS

AMCS will also use some of the following measurement instruments to determine student treatment progress.

DIRECT MEASUREMENT

Provides valid and reliable indications of student progress.

Behavior Observation can be documented in many different ways; behavior observation provides first hand evidence of student performance as it occurs including:

- Observation Narratives
- Data Charts
- Frequency Recording
- Duration Recording
- Interval Recording
- Time Sampling

Criterion Referenced Test (CRT)

- Teacher constructed
- State, district constructed
- Focuses on hierarchies of skills in the general education curriculum

DATA COLLECTION

In order to collect data that provides evidence of student progress, the IEP must include measurable annual goals and benchmarks or short-term objectives. Annual goals and benchmarks or short-term objectives must include:

- clearly defined, observable behaviors/actions;
- the condition under which the behavior is performed;
- the performance criterion.

The collected data must also include a specific statement of how and when progress will be measured and reported.

- What data will be collected?
- Where will the data be collected?
- Who will collect and compile data; who will report progress?
- Who... will do... what... how well... under what conditions?

DATA COMPILATION SCHEDULE

The data collection schedule depends on how service is delivered and should consider the following.

- **Direct Instruction**

Times for data collection should be worked into daily and weekly plans for instruction. Data collection does not necessarily have to be separate from this instructional time; this situation can provide a real picture of student performance during a typical day.

- **Indirect Instruction or Support**

Times for data collection should be worked into the time when service is being delivered. Data can also be collected remotely by regular education teachers or other service providers. Consultation

Times for data collection should also be scheduled when concerns have been brought up. The data compilation schedule depends upon the data collection frequency.

Suggested Compilation Schedules

If data is collected	Then data should be compiled
Daily	Weekly
Two or three times per week	Bi-weekly or monthly
Once a week	Monthly

DATA REPORTING SCHEDULE

As indicated, progress on IEP goals, benchmarks, and short-term objectives is reported to parents as often as non-disabled student receive academic progress reports.

Using Data to Make Instructional and Service Decisions

When student progress is considered in relationship to each goal, benchmark, or short-term objective, four aspects should be considered:

- **Progress:** Did the student make the progress expected by the IEP team? (criteria)
- **Comparison to Peers or Standards:** How does the student’s performance compare with the performance of general education students?
- **Independence:** Is the student more independent in the goal area?
- **Goal Status:** (1) Will work in the goal be continued? (2) Will student be dismissed from this goal area?

COMPOSITION OF IEP TEAM IN DEVELOPING IEP AND TRANSITION IEP

AMCS’s Evaluation Team will be formed and will include the following members:

- the child’s parents
- a representative of the school who acts as Special Education Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of AMCS;
- a representative of AMCS who has the authority to commit the resources of the school;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation.
- other individuals who may be necessary to write the IEP for the child, as determined by the Special Education Coordinator.

This Team will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents;
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required;
- Deciding which setting or settings would best meet those needs;

- Reviewing placement decisions annually at the Team review meeting;
- Reviewing the cumulative folders of those students coming from another school.

Required observation of the student:

- at least one Team member other than the student's regular teacher will observe the student's academic performance in the regular classroom setting;

GENERAL PROMOTIONAL REQUIREMENTS POLICY

Progress toward the attainment of proficiency will be continuously monitored at each grade level throughout the year. Students must demonstrate proficiency in reading, writing, and mathematics at the gateway grades of 3, 5, and 8 in order to be promoted.

PROMOTION STANDARDS

Student promotion and placement at AMCS are based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination is based on consideration of student progress tests, classroom assignments, daily observations, mandated standardized state and federal assessment, mastery of course performance standards and objectives, and other objective data as appropriate or required. Responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the Principal

To be considered for promotion to the next grade level, students in grades 3, 4 and 5 should score at least a Level III on state end-of-grade tests in both reading and mathematics, and meet local promotion standards (grades and attendance). Students who do not meet the promotion standards will be given remediation and retested. The school will develop Individualized Learning Plans (ILPs) for students who are not proficient in reading and/or math.

Students in grade 4 should also demonstrate adequate progress on the grade 4 writing assessment as measured against state rubrics. Writing assessment strategies and a portfolio will be developed for use in the 5th grade for those students who did not pass the 4th grade writing assessment. Writing progress, as evidenced by the Individualized Learning Plan (ILP) documentation and writing portfolio documents should support whether the student should be recommended for promotion along with EOG information. Any student that does not score at least a Level III on the state required EOGs will still be required to take a retest. The higher of the two scores will be used.

Grades K-3:

By the end of third grade, students must demonstrate mastery of skills as measured by:

- Teacher assessments
- North Carolina K-2 Assessment
- North Carolina End-of-Grade Tests (Mastery > Level III)
- Other local and state recommended assessments

Grades 4-5:

By the end of fifth grade, students must demonstrate mastery of skills as measured by:

- Teacher assessment
- North Carolina End-of-Grade Tests (Mastery > Level III)
- Other local and state recommended assessments

ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the Principal may reassign the student to a different class or level of study and/or other curriculum expansion options. The Principal, after consulting with teachers, other professional staff, and the student's parents may determine that skipping a grade level is appropriate

SOCIAL PROMOTION

Social promotion policies will be addressed in consonance with North Carolina state policies for advancing students. North Carolina statutes states no student will be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. AMCS believes that neither social promotion nor retention is an adequate remedy for under-achievement. For most poor performing students there are many more appropriate options between the two poles - options that get overlooked when "pass" or "repeat" are the only policy choices.

What Do Critics Say About Social Promotion and Retention?

Opponents of *social promotion* claim that the practice hides school failure and creates problems for everyone:

- Children receive the message that effort and achievement do not count.
- Parents are led to believe that their children are adequately prepared for college and the workplace.
- Business has to invest millions of dollars each year teaching new employees basic skills they did not learn in school.
- Colleges must spend millions on remedial courses to prepare high school graduates for college-level work.
- Society must embrace a growing proportion of uneducated citizens who cannot assume productive adult roles.

Opponents say that the stigma of repeating a grade and the possible loss in self-esteem are not as damaging to students as the personal toll of graduating without necessary skills. They contend that while retention may be painful in the short-term, over time students will work harder, are able to master learning requirements, and eventually graduate with a diploma that "means something." Recent polls seem to support this position. The majority of the public strongly favors making failing students repeat a grade, even if it hurts their self-image.

What Does the Research Say?

There are hundreds of individual studies, several meta-analyses, and various research summaries on the question of whether to retain or promote low-achieving students. In general, this research suggests that (a) neither retention nor social promotion alone is an effective treatment, and (b) grade retention may have negative consequences. The following summarizes the key findings

- ✓ Academic Performance: Controlled studies show that when measured at the same *age*, academically at-risk students who are promoted outperform retained students by a wide margin. In contrast, when promoted and retained students are compared after completing the same *grade*, the results generally favor retained students; any positive effects of retention, however, fade away after two or three years.

- ✓ Social and Personal Adjustment: Research in this area is inconclusive. Some studies show that retention has a negative effect on self-concept and attitudes towards school. Other studies indicate that student adjustment outcomes are more positive after retention. Still other research suggests that retention has little effect on adjustment; the consensus here, is that any correlation between grade retention and subsequent behavior problems is more likely due to student characteristics that were present prior to the retention decision.
- ✓ Dropout Rate: Most of the research on this front shows a strong link between retention and dropping out even when differences in prior achievement, attendance, sex, race, grades, family background, and personality factors are controlled. Several rigorous studies, for example, have found that repeating one grade more than doubles the odds of dropping out of school. Students who repeat two grades have an 80 to 90 percent chance of dropping out.

In summary, the research indicates that grade retention provides limited or no academic/social advantages to students. And, it may even increase dropout rates.

What Are the Alternatives?

If neither retention nor social promotion is effective, what are the alternatives? Research suggests a number of complementary strategies schools can employ.

- smaller school facilities
- smaller class size
- multi-age classrooms
- multi-year advisory structures
- block scheduling

Studies show that each of these interventions can significantly reduce or eliminate the need for retention. Providing remedial assistance - social promotion and retention both try to remedy problems after they have occurred. The following approaches have a good track record in preventing school failure:

- one-to-one tutoring models
- extended day/after school programs
- extra help periods built-in to students' and teachers' schedules
Saturday classes
- summer school
- promote students, but provide intensive extra support to those who are not doing well, as soon as academic problems are identified

PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students at AMCS with disabilities will be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) tests, promotion decisions will be based on criteria recommended by the IEP team. All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities will be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities will be in addition to the special education services provided to the student.

REVIEW PROCEDURES: K-5

Students in grades 3-5 who score below Level III on the state end-of-grade reading and mathematics tests will be provided intervention in the area(s) of deficiency. Following remediation, students will be given a second test within a reasonable time from the receipt of test results, but no later than three weeks after the parents receive the test results. If a student

has achieved at Level III or better in both reading and mathematics and other requirements for promotion are also met, the student will be promoted. If the student does not score at Level III on the second test in the area(s) of deficiency, the student will be considered for retention. The Principal will have the authority to promote and to retain students in accordance with state law and the standards set the State Board of Education.

RETENTION STANDARDS

In grades K-5, recommendation for retention will be based on consideration of the following factors:

- classroom performance of the student in relationship to his/her academic ability and/or exceptionalality;
- chronological age and physical size;
- attendance;
- performance on state and local tests; and
- potential success at the next grade level.

In K-1, particular consideration will be given to language development and variations in ability and achievement.

PROMOTION OF STUDENTS WITH DISABILITIES

Students with disabilities will be held to the same standards as all other students to the most extent possible. All intervention and other opportunities, benefits and resources that are made available to students without disabilities will be made available to students with disabilities who participate in student promotion standards.

PROMOTION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Students of Limited English Proficiency (LEP) will meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. An LEP student's instructional portfolio containing documentation of the student's English language proficiency and progress in all academic areas will also be considered for promotion. The student's instructional portfolio will be examined to determine if:

- the student's level of language proficiency is having an impact on the student's ability to perform at grade level on the required test or alternative assessment.
- documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

The Principal will then determine whether the documentation supports the student's advancement to the next level. (Legal References: G.S. 115C-36,-45(c)47-81,105.21; 16 N.C.A.C. 6D.0501 through .0507 and 6E.0202; State Board of Education Policy No. HSP-N-000 through 008; Guidelines for Testing Students with Limited English Proficiency (NCDPI))

INTERVENTIONS: K-5

Students not meeting promotion standards will have an Individualized Learning Plan (ILP) which corroborates with the learning goals in the student's IEP. The plan may be developed at any time during the school year. Every Individualized Learning Plan will include:

- diagnostic evaluation
- specific North Carolina Standard Course of Study objectives with intervention strategies
- monitoring strategies

Students who do not meet the student promotion standards will be provided focused intervention that involves extended instructional opportunities which are different, supplemental, and specifically designed to improve the student’s performance to grade level proficiency. At the midpoint of each grading period, parents will receive an interim report of students performing below grade level.

GRADING SYSTEM FOR STUDENTS

Grades K-1

- E Excellent Progress
- S Satisfactory Progress
- U Unsatisfactory Progress*
- R Readiness (applicable for first grading period of kindergarten only)

GRADES 2 - 5

- A Outstanding Progress 90-100%
- B Above Average Progress 80-89%
- C Average Progress 70-79%
- D Lowest Acceptable Progress* 60-69%
- F Failure* 59% and below

Note: An asterisk beside a course grade indicates a student is working below grade level standards.

WAIVER OF STUDENT PROMOTION STANDARDS

School personnel may determine the need for a waiver review of any child at risk or failure of not being promoted. Teachers will provide documentation of the student’s performance during a review process.

Documentation must include: student work samples; other test data; information supplied by parents and other information that verifies that a student is at grade level or, for students with disabilities or limited English proficiency, is making adequate progress to meet grade level requirements. When making promotion or retention decisions, the principal will consider and provide findings on the following issues:

- Whether the student has previously been retained and, if so, how many times;
- If working below grade level, whether the student could reasonably be expected to be able to “catch up” to grade level and/or be successful at the next grade level in spite of the deficiencies;
- Why school personnel believes their recommendation is in the best interest of the student;
- If promotion is recommended, what additional resources would be necessary to provide the student with a reasonable opportunity for success in the next grade level.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES COURSE OPTION CONTINUUM

AMCS will utilize the following guidelines to evaluate students appropriately enrolled in the various exceptionality options programs. Students enrolled in one or more of the following programs are only eligible to follow general education curriculum, with or without accommodations and shall meet all of the promotional requirements for basic education.

Students identified and are enrolled in one or more of Options 1 - 2 classifications are eligible for, and qualify for accommodations and shall meet all of the promotional requirements included in the IEP

OPTIONS 1 AND 2

Exceptionality	Abbreviation	State Program Code
Gifted only	L	
Speech Impaired only	SI	F
Homebound or Hospitalized only	H/H	M
Visually Impaired only	VI	I

Students identified and are enrolled in one or more of Options 1 - 4 are eligible for, and qualify for accommodations and will meet all of the promotional requirements included in the IEP

OPTIONS 1 - 4

Exceptionality	Abbreviation	State Program Code
Autism Spectrum Disorder	ASD	P
Developmentally Delayed	DD	M
Visually Impaired only	VI	T
Educable Mentally Handicapped	E/MH	A
Emotional/Behavioral Disabilities	E/BD	J
Language Impaired	LI	G
Physically Impaired with Other Health Impairment	PI/OHI	V
Specific Learning Disabled	SLD	K

If the School will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation.

N/A

How student assessment and performance data will be used to evaluate and inform instruction

The specific learning results obtained through instruction are directly correlated with the effectiveness of the curriculum used in the school. As such, it is critical that this effectiveness be evaluated in a variety of ways to help the school determine how our students are progressing compared to the district and state. This data will show:

- Intrinsic valuation of the curriculum courses, materials, resources, and activities that incorporate the aims, objectives, and teaching and learning strategies of the school’s programs.
- Performance evaluation designed to assess the extent to which the intended outcomes of the teaching and learning are achieved.
- Curriculum goals measured through a variety of assessments.
- Effectiveness of instruction through direct impact on student achievement, performance, and EOG results.

AMCS will also use a continuous improvement model which is based on a year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students.

An annual comparison of pre- and post-test results will be conducted to determine if each student has met or exceeded his/her statistical expectancy, or to indicate in which areas the student did meet the expected standard. These test results, which measure progress in specific areas in overall academic achievement will also determine if that student is gaining at least a year’s worth of learning for every year spent in the school. Identified targets and components of each student’s ILP will be evaluated to determine if milestones have been met and to correlate any gaps in the ILP with gaps in the school’s curriculum.

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

N/A

STUDENT CONDUCT AND DISCIPLINE (G.S. 115C-238.29B (b)(12); G.S. 115C-238.29F (d)(4 and 5))

- ❖ Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

STUDENT DISCIPLINE

The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as outlined in the School Code of Conduct. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately. Students may be isolated through in-school suspension, out-of-school suspension, or dismissal. Teacher training will be designed to prevent and minimize disruptive and aggressive student behavior. Students who are Special Education will be disciplined according to the state and federal Special Education guidelines and the behavior intervention plan prescribed in their IEPs.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT/RTI SYSTEM (RTI)

The following discussion delineates AMCS's approach to implementing a school-wide Response to Intervention (Rti) and our efforts to address and assess academic and behavior problems the school may encounter. As shown in our usage of Rti and its application to assist our academic curriculum, AMCS will use the Tiered Model of School Supports & the Problem-Solving Process to assess student behavior.

AMCS is very realistic in its total implementation of the Rti process. We are aware of the tremendous amount of training and resources necessary to implement a program with maximum integrity which will cover no less than a three-year span of time. In this regard, we will begin with a one year planning phase and begin implementation in the second year. The following discussion will illustrate our direction we will follow with Rti. In the meantime, AMCS will institute a student behavioral and discipline program as delineated following the Rti discussion.

STUDENT CODE OF CONDUCT

The board has adopted the following Student Code of Conduct (the "Code"). The Code includes the types of misconduct that will subject a student to disciplinary action. The board also adopted the list of behaviors and the terms contained in the list. It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a safe and orderly environment. Discipline is within the sound discretion of the school staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Each of the behaviors described below may subject the student to disciplinary action, including suspension and/or expulsion from school. Consistent with state law and policy, long-term suspensions and expulsions will be reserved only for major offenses: those that threaten others safety or the operation of the school and for offenses when, in the Principal's discretion, there are aggravating circumstances warranting severe discipline.

Possession, Use or Sale of Illegal Drugs

The school has a "Drug Free" zone that extends 1,000 feet beyond the school boundaries as well as to any school activity and any school-sponsored transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student may be suspended or expelled and law enforcement officials may be contacted.

Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Possession of a Weapon

Possession of a weapon (as defined below in these policies) is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below. The school prohibits visitors from possessing, storing, making, or using weapons in any setting that is under the control and supervision of the school. A parent or legal guardian of a student of the school, who is properly licensed to carry a concealed weapon, may carry a concealed pistol while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the child from the school.

Knowledge of Dangerous Weapons or Threats of Violence

Students, staff members, and visitors are entitled to function in a safe school environment. Students shall report knowledge of dangerous weapons or threats of violence to the Principal or other school supervisor. Failure to report such knowledge may subject the student to discipline.

Purposely Setting a Fire

Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony; local law enforcement will be notified. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Physically Assault, Threat of Assault

Physical assault at school against a school employee, student, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence". Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Verbal Assault

A student will not verbally assault a staff member, volunteer, or a contractor; or makes a bomb threat (or similar threat) directed at the building, property, or a school-related activity. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

False Alarms, False Reports, Bomb Threats

A false emergency alarm, report, or bomb threat endangers the safety forces that are responding, the citizens of the community, and individuals in the building. What may seem like a prank is a dangerous stunt. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Explosives

Explosives, fireworks, and chemical reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Possession of a Firearm, Arson, and Criminal Sexual Conduct

As provided further below, a student shall not possess a dangerous weapon on school property or at a school-sponsored event or commit either arson or criminal sexual conduct in a

school building or on school property, including school buses and other school transportation. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Criminal acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. Students should be aware that state law requires that school officials, teachers, and appropriate law enforcement officials be notified when a student of AMCS is involved in crimes occurring in the school, as well as in the community, related to physical violence, gang-related acts, illegal possession of a controlled substance, alcohol or other intoxicants, trespassing, and property crimes including, but not limited to, theft and vandalism. Violation of this provision is a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Theft

If a student is caught stealing the school's or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the Principal. The school is not responsible for personal property. Violation of this provision, depending on its seriousness, may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Damage to Property

Vandalism and disregard for school property will not be tolerated. Violations could result in reporting to law enforcement, suspension or expulsion, and payment for resulting damages. Violation of this provision may be considered a major offense subject to long-term suspension or expulsion pursuant to the provisions and procedures addressed further below.

Harassment

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, board members, parents, guests, contractors, vendors and volunteers. It is the policy of AMCS to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough or is serious enough to negatively impact a student's educational, physical, or emotional well-being. This would include harassment based on any of the legally protected characteristics such as gender, race, color, national origin, religion, marital status, or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. This would include such activities as stalking, bullying, name-calling, taunting, hazing, and other disruptive behaviors. Any student that believes s/he has been or is the victim of harassment should immediately report the situation to a teacher and the Principal.

Every student should, and every staff member must report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above. If the investigation result in a finding that harassment occurred, it will result in prompt and appropriate disciplinary action, including suspension or expulsion for students, discharge for an employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for board members.

Retaliation against any person for complaining about harassment or participating in a harassment investigation is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment Defined:

- ✓ Submission to unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefitting from the services, activities, or programs of the school;
- ✓ Submission to, or rejection of, the unwelcome conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the school;
- ✓ The unwelcome conduct or communication interferes with the student's education, creates an intimidating, hostile, or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment may include, but is not limited to:

- ✓ verbal harassment or abuse;
- ✓ pressure for sexual activity;
- ✓ repeated remarks with sexual or demeaning implications;
- ✓ unwelcome touching;
- ✓ sexual jokes, posters, cartoons, etc.;
- ✓ suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

BULLYING

AMCS will have a zero tolerance policy regarding bullying. Our policy will include the three major types of bullying, i.e., physical, verbal, and relational aggression. Of the three major types of bullying, relational aggression, has been the latest and least studied, both because it involves less visible, immediately dangerous behavior than fighting or verbal abuse, and in part because it involved more nuanced relationships among the bullies, victims, and bystanders. Columbine and other school shooters were often victims of relational aggression, so there's a growing recognition that emotional scars are real, and we need to create interventions to address those scars and prevent them from happening. The newer research into relational aggression is bringing into focus an alternative to the stereotypical image of the dull, socially awkward, and physically aggressive schoolyard bully: to a popular, socially astute student who uses rumors and social isolation to control enemies, rivals, and friends alike. While students who physically fight tend to be avoided by peers, studies show relational aggression actually becomes more socially acceptable as students get older

Acts of Bullying: intimidation of others by acts such as (but not limited to) the following:

- ✓ threatened or actual physical harm;
- ✓ unwelcome physical contact
- ✓ threatening or taunting verbal or written or electronic/digital communications;
- ✓ taking or extorting money or property;
- ✓ damaging or destroying property;

- ✓ blocking or impeding student movement.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as bullying, hazing, stalking, intimidating, menacing, coercion, name-calling, taunting, or making threats.

"Bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical, or sensory disability or impairment, or by any other distinguishing characteristic.

Such behavior is considered harassment or bullying, for school purposes, when it occurs on school property, at any school-sponsored function, or in a school vehicle. Such behavior may also be subject to discipline if it occurs off of school property and not at a school-sponsored event, when it does (or is reasonably likely to) substantially disrupt the school or a student's educational well-being.

Office of Civil Rights Dear Colleague Letter Attached

The Assistant Secretary for Civil Rights, US Department of Education Dear Colleague Letter dated October 26, 2010 clarifies the relationship between bullying and discriminatory harassment under the civil rights laws enforced by the Department of Education's Office for Civil Rights (OCR). The Letter explains how student misconduct that falls under an anti-bullying policy also may trigger responsibilities under one or more of the anti-discrimination statutes enforced by OCR. It reminds schools that failure to recognize discriminatory harassment when addressing student misconduct may lead to inadequate or inappropriate responses that fail to remedy violations of students' civil rights. It also discusses racial and national origin harassment, sexual harassment, gender-based harassment, and disability harassment and illustrates how a school should respond in each case. See attached Dear Colleague Letter. AMCS Policy regarding bullying is more fully explained in our Student Code of Conduct.

What are AMCS's obligations under these anti-discrimination statutes?

Once AMCS knows of possible student-on-student harassment, it will take immediate and appropriate action to investigate or otherwise determine what occurred. If harassment has occurred, AMCS will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence.

Any student who believes s/he has been or is the victim of aggressive behavior including bullying or hazing, should immediately report the situation to the Principal.

AMCS will not tolerate any gestures, comments, threats, or actions of a student which cause or threaten to cause bodily harm, reasonable fear for personal safety, or personal degradation. This policy applies to all activities in the District, including activities on school property and those occurring off school property if the student or employee is at any school sponsored, school approved or school related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business.

Use of Tobacco

Smoking and other tobacco use is a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco during school time or at any school activity. This prohibition also applies when going to and from school on school grounds. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Student Disorder or Demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Violation of this provision may result in suspension or expulsion in extenuating circumstances.

Gambling

Gambling includes casual betting, betting pools, organized sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violation of this rule may result in suspension or expulsion.

Falsification of School Work, Identification, Forgery

Falsifying documents and academic dishonesty will subject the student to academic penalties as well as disciplinary action. Violations of this rule may result in a suspension or expulsion.

Unauthorized Use of School or Private Property

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use may be subject to disciplinary action. This includes use of the Internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule may result in suspension or expulsion.

Displays of Affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in disciplinary action.

Wireless Communication Devices (WCD)

Students may possess wireless communication devices (WCDs) in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions, provided that during school hours and on school vehicles the WCDs are powered completely off (i.e. not just placed into vibrate or silent mode) and stored out of sight.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerrys/Smartphones, Wi-Fi enabled or broadband access devices, two-way radios or video broadcasting devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view internet websites that are otherwise blocked to students at school.

Also, during after-school activities when directed by the building Principal or sponsor, WCDs will be powered completely off (not just placed into vibrate or silent mode) and stored out of sight.

Students are prohibited, to the extent permitted by law, from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without the expressed

prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or video of an individual without his/her consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the end of the school year.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct is not only potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information. Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engaged in misuse of this privilege.

Confidentiality

Every reasonable effort will be made to maintain confidentiality during the investigative process. However, a proper investigation may, in some circumstances, require the disclosure of names and allegations.

Profanity

Any behavior or language, which in the judgment of the staff or administration, is considered obscene, disrespectful, vulgar, profane, and/or violates community held standards of good taste may be subject to disciplinary action.

Student Concerns, Suggestions, Grievances

No student will be harassed by any staff member or need fear reprisal for the proper expression of the legitimate concern. As with suggestions, written concerns and grievances may be directed to the Principal. A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard.

DISMISSAL

The Governing Board supports NCG.S. 115C 390.7 policy of zero tolerance regarding school violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence. Therefore, AMCS reserves the right to dismiss a student for any violation of expellable infractions as stated in both the district and the school's Student Code of Conduct. AMCS will follow the District's policies and procedures to recommend expulsion, if necessary. The school also recognizes that the school district is the only lawful entity to act on a recommendation of expulsion.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Disciplinary Actions of 10 Days or Less

AMCS has a responsibility to make sure that all students, including those receiving special education, are familiar with the school's code of conduct. Parents should be sure to understand the code of conduct and help their child understand the expectations and consequences involved with violating the code. The IEP team should determine any specialized help and instruction the child may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors. A student with a disability, who has an IEP in

effect, can be disciplined like any other student for 10 consecutive school days or less if he or she violates the school's code of conduct.

Disciplinary action will generally involve removing students from their current educational settings and placing them in either in-school suspension, out-of-school suspension, or an interim alternative educational setting. During the time the student with an IEP is in one of these other settings, AMCS is only required to provide educational services (including special education) if the school also provides educational services to non-disabled students in the same circumstances. When school personnel decide to discipline a student by removing the student from the current educational placement, the school will notify the parents on the same day the decision is made and provide the parents with a written copy of the notice of Procedural Safeguards.

Disciplinary Actions Beyond 10 Days

For students with a disability whose disciplinary action exceeds 10 consecutive days in the same school year, or when frequent disciplinary actions add up to more than 10 school days in a school year and clearly indicate a pattern, AMCS will provide special education services that allow the student to:

- Continue to participate in the general education curriculum, although in another setting
- Progress toward meeting the goals outlined in the student's IEP

The IEP team will meet to determine the exact educational services needed while the student is assigned to the disciplinary setting. In addition, if the behavior is found to be related to the student's disability, the IEP team must plan for a functional behavioral assessment and the development of a behavior intervention plan based on the results of the assessment. If the student already had a behavior intervention plan in place, the IEP team must review if the plan was being followed and revise it as needed to address the problem behavior that led to this disciplinary action. For students whose behavior is not determined to be directly associated with their disability, the IEP team should consider the need for a functional behavioral assessment and behavior intervention plan.

Relationship Between Behavior And Disability

Within 10 days from the beginning of a disciplinary action that exceeds 10 days, AMCS, the parents and relevant members of the student's IEP team will meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. This is referred to as a "manifestation determination." The team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including a behavior intervention plan. In making this determination, the IEP team will review:

- The student's IEP
- The student's behavior intervention plan
- Any teacher observations
- Any relevant information provided by the parents

TIMELINES

TIMELINE FOR IMPLEMENTING CHARTER SCHOOL

Activity	Responsible Party	Date
Submit Charter Application	AMCS Board of Directors	March , 2012
Copy of the application due to the Local LEA.	LEA	March 30, 2012
LEA Impact Statements due to the Office of Charter Schools	Office of Charter Schools	April 13, 2012
PCSA receives applications.	PCSA	May, 2012
PCSA Committee meets and discusses applications.	PCSA	June/July, 2012
PCSA interviews candidates and makes recommendations to SBE for preliminary charter school approval.	PCSA	July, 2012
SBE votes for applicants which will begin their preliminary planning year training	SBE	September, 2012
SBE final review approval	SBE	March 2013
Begin Planning - Community Marketing	AMCS Board of Directors	March 2013
Begin Planning - Curriculum Development	AMCS Board of Directors	March, 2013
Continue Curriculum Development	AMCS Board of Directors	March/May 2013
Facility/Site Acquisition	AMCS Board of Directors	March/April, 2013
Student Recruitment and Enrollment	AMCS Board of Directors	April, 2013
Hire Principal	AMCS Board of Directors	May 2013
Continue Program Planning	Principal/AMCS Board	May 2013
Facility Renovation Begins (if needed)	AMCS Board of Directors	June, 2013
Recruit Teachers and Staff	Principal/AMCS Board	June, 2013
Teacher staff training (technology, on-line curriculum)	AMCS Board of Directors	June – on-going
Review Student Referral Process with District	Principal	June, 2013
Finalize School Calendar	All Staff	June 2013
Student -Parent Orientation	Principal/Staff/AMCS Bd	July, 2013
The Charter School Opens		August, 2013

PRIVATE SCHOOL CONVERSION

N/A

VI. BUSINESS PLAN

- ❖ Provide a list of positions anticipated for the charter school; (e.g., Principal or director; support staff; teachers, part-time and full-time

Staff Configuration

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten Teachers	2	2	2	2	2
Assistant Teachers	2	2	2	2	2
Grade 1	2	2	2	2	2
Grade 2	1	2	2	2	2
Grade 3	1	2	2	2	2
Grade 4	1	1	2	2	2
Grade 5	1	1	1	2	2
ESOL Teacher	1	1	1	1	1
PE Teacher	1	1	1	1	1
Special Ed/RTI Coordinator.	1	1	1	1	1
Speech Therapist	.5	.5	.5	.5	.5
Data Entry Management		1	1	1	1
Reading Coach		1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Admin Assistant	1	1	1	1	1
Custodian (contracted)					
Technology Specialist	1	1	1	1	1
Cafeteria Assistant	1	1	1	1	1

The number needed for each category is dependent on the size of enrollment, and in some cases, the needs of specific students. Further, other positions may become necessary as circumstances dictate. The number of staff hired will depend upon the actual enrollment of the school.

QUALIFICATIONS 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.

At all grade levels, AMCS will strive to employ highly qualified teachers possessing appropriate NC certification and National Board Certification. 100% of AMCS school teachers will be licensed. Teachers and teaching associates who are not licensed will hold a minimum of a Baccalaureate degree in a related field. AMCS will strongly encourage its non-licensed teachers and teaching associates to become licensed by going through the North Carolina licensure procedures.

Principal

The Board will identify the qualifications and experience level desired for the Principal who will be responsible for recommending employment, supervising, and evaluating all school staff. The Board, will advertise extensively through print media and online recruiting services to ensure the best candidates are identified and considered for selection.

The ideal profile for the Principal position would contain the following elements: a combination of an education and business background; an energetic personality; a style of leadership focused on building and maintaining an atmosphere of mutual respect and caring between administration, staff and students, and; above all, a heart for the school's mission and a passion for working with academically at-risk young adults.

Qualifications:

- Master's degree in school/education administration.
- Meet the required score on the North Carolina School Leaders Licensure Assessment (SLLA).
- Administrative certification welcomed but not mandatory.
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board.
- Demonstrated successful teaching experience and other school roles preferred in an urban education setting.
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals.
- Agreement with and commitment to the academic goals and philosophy of the charter school.
- Experience or familiarity with data management and presentation and commitment to achieving for students' academic goals.
- Demonstrated success in encouraging parental involvement.

Assistant Principal:

Qualifications:

- Degree(s) required and area of major study. (TBD)
- Kind and amount of prior job experience required. (TBD)
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Administrative Assistant Responsibilities:

Qualifications:

- High school diploma or higher degree.
- Two years of experience providing general administrative support in an office setting.
- Prior experience in an administrative assistant position.
- Demonstrated organizational and writing skills.
- Demonstrated ability to use Microsoft Office, especially Excel.
- Ability to read and interpret documents and procedure manuals.
- Ability to write routine reports and correspondence using Microsoft Word.
- Ability to speak effectively in person or by telephone to exchange information and provide service and explain service instructions and procedures.
- Ability to use standard office equipment (voicemail, FAX, Scanners, copiers).
- Demonstrated ability to relate well to adults and children.

Teacher:

Qualifications:

- BA in elementary or secondary education from a state-approved teacher education program from an accredited college or university.
- Possess any required state teaching certification and meet any other applicable credentialing requirements.
- Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
- Demonstrated communication skills.

Demonstrated ability and experience to engage the interest of school-age children.
Demonstrated ability to work with diverse children, including those with special needs.
Demonstrated ability to work well with parents.
Demonstrated ability to evaluate tests and measurements of achievement.

Teacher Assistant (Paraprofessionals):

Qualifications:

Graduation from high school. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.
Working knowledge of effective methods of dealing with children.
Working knowledge of the core subjects at the grade level to which employment assignment is made.
Some knowledge of the school organization and its community.
Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.
Skill necessary to operate audiovisual equipment and common office machines.
Skill to make learning aids which will strengthen lesson plans.
Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.
Ability to discern significant student behavior and refer this to the supervisor.
Ability to impart information to the child's level of comprehension.
Ability to solve independently most minor problems.
Ability to follow minimally detailed written and oral instructions without constant supervision.
Ability to record and store data accurately.
Ability to maintain confidentiality of student information

Special Education Teacher:

Qualifications:

BA in Special Education from a state-approved teacher education program from an accredited college or university.
Possess any required state teaching certification and meet any other applicable credentialing requirement.
2+ years as Special Education Teacher.
Knowledge of Special Education in K-12 school setting.
Demonstrated expertise in the subject to be taught, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject or direct subject-area teaching experience.
Demonstrated communication skills.
Demonstrated ability and experience to engage the interest of school-age children.
Demonstrated ability to work with diverse children, including those with special needs.
Teaching experience in a public or private school, preferably in an urban setting.
Demonstrated ability to work well with parents.
Demonstrated ability to work effectively as a team member.
Demonstrated ability to evaluate tests and measurements of achievement.
Demonstrated willingness to be held accountable for student results

Psychologist

Qualifications:

MA or PhD in Psychology.
State licensed Psychologist.
5+ years in delivery of Special Education psychological services.
Demonstrated ability to work independently without close supervision.
Knowledge of special education requirements in K-12 school setting.

Student Information Data Manager

Qualifications:

High School graduation and two years of work experience, at least one of which is data entry or a year of work directly related to a computer system which requires knowledge of editing and completing source data; or an equivalent combination of education and experience.

General knowledge of computers, computer commands, peripherals, and various operating systems.

Ability to work with a high degree of accuracy.

Skilled in the use of graphic user interfaces.

Considerable knowledge of the school attendance regulations.

Considerable knowledge of data management, policies and procedures.

Ability to troubleshoot hardware and software problems.

Ability to exercise independent judgment in correcting data errors or omissions.

Ability to communicate well with school personnel, parents, students, and central office staff while complying with the confidentiality requirements in local, state, and federal policies and statutes.

Technology Manager

Qualifications:

College/technical degree or significant equivalent work experience required.

Minimum of 5-7 years of technology leadership and management experience. Knowledge of existing network management tools and emerging tools, architectural concepts and principles.

Ability to articulate and communicate complex technology concepts effectively in non-technical terms in a compelling manner.

Ability to analyze complex business/technical problems to define system scope and objectives.

Strong analytical and problem solving skills and ability to manage a project independently.

Strong documentation and oral, written and communications skills.

Self-motivated team player, able to set priorities and manage deadlines.

Excellent troubleshooting, communication and customer service skills.

Exhibits a professional image and presence in making oral and written presentations.

Superior project management skills, with strong ability to multi-task.

Results-driven, with the ability to maintain a sense of urgency and commitment to the goal of achieving results on time and within budget.

Strong interpersonal and communication skills, high integrity and strong ability to take accountability and follow through.

PRINCIPAL'S EVALUATION

The administrative leadership at AMCS is essential to the success of the school. As a leader, the Principal is accountable for the continuous growth of students and increased building performances as measured over time by school and state as well as determined standards and indicators. Just as assessment and evaluation of student learning has changed, authentic assessment of the Principal's performance needs to be directly related to his/her responsibilities for continuous student achievement and professional growth. The evaluation process needs both consistent standards and the freedom within the structure to determine the relative importance of the factors of leadership and accountability, including focusing upon community-specific needs.

In this light, AMCS has constructed the following evaluation process to look at all elements that is reflected within the school's model in order to accurately determine the effectiveness of AMCS. Elements in the assessment model include:

- ✓ Determination of clear standards for Principal's performance;
- ✓ Identification of specific, measurable goals;
- ✓ Agreement on measures/data to assess them;
- ✓ Provisions for Principal's development level and experience;
- ✓ Training, support, and authority provided for the Principal;
- ✓ Principal's self-evaluation and personal growth planning; and
- ✓ Use of assessment data to plan next steps in growth and development of the Principal.

(A formal Principal's Assessment and Evaluation Form is attached as Appendix E)

Plan for Recruitment, Selection, Development and Evaluation of Staff

AMCS will recruit only those teachers with a clear commitment and dedication to our mission of propelling high student achievement. AMCS will advertise locally and nationally for persons to fill administrative and instructional positions and locally for persons to fill clerical, non clerical, paraprofessional and other positions. If necessary, teacher recruiting strategies will include payment of fees associated with the DPI subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers.

Recruiting Sources for Finding Qualified Applicants will Include:

A wide array of personnel services will be used to select AMCS's staff. These include:

- Teachers-Teachers.com – NCDPI website that contains thousands of potential applicants
- Website marketing
- Classified ads in newspapers and educational publications
- Online college/university databases and job postings
- Job fairs at colleges/universities and professional conferences
- Online college job postings
- Posting vacancies on DPI web site
- Past interviewees that have re-entered job market
- Employee referrals
- Temporary agencies
- Social service agency referrals
- Promotions from within

AMCS will initiate an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. The school will also utilize targeted publicity/recruitment efforts to specific populations to help ensure representation from various constituencies. Both broad-based publicity efforts and targeted marketing will emphasize the mission of AMCS so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The following steps will be taken to ensure maximum publicity for the school.

HUMAN RESOURCES AND EMPLOYMENT

North Carolina General Statutes § 115C-238.29F states: *The employees of the charter school shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees... Employees of a charter school whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers"* Accordingly, AMCS will weigh the option to participate in the North Carolina Retirement Program.

Personnel Policies and Procedures to Which Staff Will Be Required to Adhere

As stated above, the school will adhere to all mandated personnel policies and procedures to ensure the attainment of equal employment opportunities. A comprehensive documentation of the school's personnel policies and procedures are included in the Administrative Personnel Handbook. A general outline of the school's personnel policies and procedures are included below.

- All faculty members will conduct themselves in a professional manner at all times when on campus.

- All faculty members must enter the main office and sign in on the sign-in logbook upon arrival each morning.
- All faculty members will arrive and be in the classroom on time.
- All faculty members are to use their planning time for exactly that purpose.
- All faculty members will be prepared to teach each and every day.
- All faculty members are required to submit weekly lesson plans reflecting NC State Standards and ESOL Standards, Special Education accommodations, goals and objectives.
- All faculty members must vary their instructional methodology and testing/assessments of student performance.
- All faculty members will communicate with the student's parent/guardian by 5:00 p.m. the day following the initial call by the parent.
- All faculty members must keep a hard copy of their grade book/plan book, including attendance, to be submitted at the end of the school year.
- All faculty members must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by administration.
- All faculty members are prohibited from showing "PG" or "R" rated movies unless written permission is obtained from the school Principal and the student's parent/guardian.

HIRING PROCEDURES

The first step in the hiring process is the advertising of a vacancy. Before a teacher's application is approved, the teacher's certification is preliminarily screened to see that the applicant meets the school and state requirements for qualified instructional personnel and that all appropriate documentation is on file. This documentation includes transcripts or teaching certificates and references. New hires will require the passage of a Level II criminal background check and fingerprinting for a complete criminal history. Some applicants may not be cleared based on the seriousness of the offense and the disposition of the criminal charges. Applicants must certify that all information provided on the application is true and correct and understand that failure to disclose information could lead to discharge.

Level II Investigation Criminal History Background

AMSC will submit requests for fingerprinting and criminal background checks to the NC State Board of Education which will review the criminal history it receives on an individual. SBOE will determine whether the results of the review indicate that the individual (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

The fingerprints of the individual will be forwarded to the State Bureau of Investigation for a search of the State criminal history record file, and the State Bureau of Investigation will forward a set of fingerprints to the Federal Bureau of Investigation for a national criminal history record check. Based upon written findings, SBOE will decide whether to grant final approval and make an employment recommendation to the school's Board of Directors under G.S. 115C-238.29D

If the SBOE recommends dismissal or nonemployment of any person, the Board of Directors will dismiss or refuse to employ that person. In accordance with the law regulating the dissemination of the contents of the criminal history file furnished by the Federal Bureau of Investigation, the State BOE will not release nor disclose any portion of the school personnel's criminal history – just its findings - to the school's Board of Directors or employees.

The SBOE will also notify the school personnel of the procedure for completing or challenging the accuracy of the criminal history and the personnel's right to contest the State Board's determination in court.

RECRUITING SUMMARY

Our recruiting summary for employees includes:

- Request for staff is completed by the Principal and presented to the Board
- Candidate pool of resumes/applications is developed through ads, internet posting.
- Principal narrows down the applicant pool to the best 3 candidates based on information provided on the resume or application
- Best 3 candidates are referred for interviews
- School interviews the candidates according to the procedure outlined in the Administrative Policies and Procedures Manual
- Principal conducts reference checks on all candidates
- School decides the best candidate for the position and notify Board of choice of candidate
- With final approval, offer of employment made to #1 candidate.
- If employee accepts offer, confirm start date and contract will be issued

Nondiscrimination/ Equal Opportunity

AMCS is committed to the attainment of equal employment opportunity and nondiscrimination. AMCS is required by federal and state laws, executive orders, rules and relations not to illegally discriminate on the basis of race, color, national origin, religion, sex, age, handicapping conditions, or marital status. The school therefore, commits itself to nondiscrimination in all its educational and employment activities. AMCS will require all persons, agencies, vendors, contractors and other personal and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance. Grievances will be dealt with in accordance with the school procedures. All supervisors and administrators will receive training in this policy, and all related policies. Such training will be conducted no less than every two years. New administrators and supervisors will receive training within ninety days of their first day of work in the new position.

CIVIL RIGHTS

AMCS's civil rights procedures are conducted under the provisions of the USDOE Guidelines as prescribed in Part X, U.S. Department of Education Notice of Investigative Guidance, Racial Incidents and Harassments Against Students at Educational Institutions and Title VI of the Civil Rights Act of 1964. AMCS will strive affirmatively to provide equal opportunity for all as required by federal and state law, including, but not limited to:

- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Age Discrimination Reemployment Act of 1967
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- The Family and Medical Leave Act of 1993
- The North Carolina Civil Rights Division

RACIAL, ETHNIC AND SEXUAL SLURS

AMCS recognizes that regardless of intent, racial ethnic and/or sexual slurs have the capacity of substantially harming both the individuals to whom slurs are addressed and the educational community as a whole. A racial, ethnic or sexual slur is defined as any derogatory remark, word, phrase, act, picture or gesture referencing or directed at or to any individual or group (s) which is of a racial, ethnic or sexual nature. Staff may file a formal grievance regarding a racial, ethnic or sexual slur with the Principal in accordance with AMCS's grievance policy. AMCS will thoroughly investigate the complaint and will protect the rights of all parties to the complaint. In addition, a student may raise such a complaint with the Principal. Staff who, while acting within

the scope of their employment, make a racial, ethnic or sexual slur will be subject to appropriate disciplinary action. Supervisory staff who fail to take prompt action to discipline staff who make a racial, ethnic or sexual slur will be subject to discipline up to and including termination.

DISCIPLINARY RULES - STAFF ETHICS

AMCS has established Disciplinary Rules and a Code of Ethics which constitute the Principles of Professional Conduct for its employees. AMCS will also utilize the Code of Ethics for North Carolina Educators as promulgated by NCBOE Policy TCP-C-014 and NC Administrative Procedures Act (APA). The following Disciplinary Rule and Code of Ethics will be enforced at all times by all employees at AMCS. Violation of any of these principles will subject the individual to termination and possible revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

I. Obligation to the Student:

- mental and/ or physical health and/or safety.
- make reasonable effort to protect the student from conditions harmful to learning and/or to the student's not unreasonably restrain a student from independent action in pursuit of learning.
- not unreasonably deny a student access to diverse points of view.
- not intentionally suppress or distort subject matter relevant to a student's academic program.
- not intentionally expose a student to unnecessary embarrassment or disparagement.
- not intentionally violate or deny a student's legal rights.
- not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background.
- make reasonable effort to assure that each student is protected from harassment or discrimination.
- not exploit a relationship with a student for personal gain or advantage.
- keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

II. Obligation to the Public:

- Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- Shall not use institutional privileges for personal gain or advantage.
- Shall accept no gratuity, gift, or favor that might influence professional judgment.
- Shall offer no gratuity, gift, or favor to obtain special advantages.

III. Obligation to the Profession of Education:

- maintain honesty in all professional dealings.
- not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- not interfere with a colleague's exercise of political or civil rights and responsibilities.
- not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment;.
- not make malicious or intentionally false statements about a colleague.
- not misrepresent one's own professional qualifications.
- not submit fraudulent information on any document in connection with professional activities.
- not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

- provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Disciplinary Rules and other applicable North Carolina Statutes and North Carolina State Board of Education Rules.
- self-report within forty-eight (48) hours to appropriate authorities (as determined by AMCS Board of Directors) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.
- In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. AMCS will comply with the confidentiality provisions of this Rule when handling sealed and expunged records.
- report to appropriate authorities any known allegation of a violation of the AMCS Disciplinary Rules and Code of Ethics or NC State Board of Education policies.
- seek no reprisal against any individual who has reported any allegation of a violation of the AMCS Disciplinary Rules and Code of Ethics or NC State Board of Education policies.

Unacceptable Performance and Dismissal

The AMCS's dismissal policies are developed to deal with unsatisfactory and unacceptable performance of teachers and provide instructions for the steps that need to be taken, including what documentation is required. If administrative action is necessary, AMCS will follow required notifications and actions. (See Appendix A: *Teacher Performance Evaluation Detailed Procedures and Time Table* and Appendix E: *Employee's Handbook, Performance Review*).

Behavior Potentially Harmful to Students

The school has an established procedure for identifying and removing employees whose behavior is potentially harmful to students. Reports indicating criminal history which include sealed, expunged and adjudicated convictions, are investigated before employees can be cleared for hire. Current employees charged with acts involving sex, drugs and violence will lead to employees being immediately removed from work and suspended with pay until the charges are investigated and a determination about continued employment and suspension status can be made.

Teacher Certification

Charter schools in North Carolina are public schools and are sponsored by the LEA or the SBE in which they reside. Each charter school employs its own teachers and administrators, but the school district's personnel staff provides all certification assistance for charter school instructional employees. All teachers employed by a charter school also work with the local school district for fingerprinting and other educator certification procedures.

In this light, employees of charter public schools have fingerprints taken through the LEA's personnel office for employment and certification purposes. If the results of an applicant's fingerprints are clear, a certificate is issued within 30 days of receipt of the request. If the results of an applicant fingerprint processing reflect any criminal offense record or if an applicant reported a record on their application for a North Carolina Educator's Certificate, the application will be referred to the applicable office of NCDPI for review. That office will contact the applicant regarding information needed to review its records for determination of eligibility for a certificate. Issuance of a certificate will be pending the results of this review.

Teachers of all core academic subjects as defined by the *No Child Left Behind Act of 2001* and by the North Carolina Course Code Directory must be highly-qualified and must, at a minimum, hold a bachelor's degree, full North Carolina certification appropriate for all courses taught, and have demonstrated a passing score on an applicable subject area examination approved in North Carolina for all courses taught.

North Carolina law does not require all charter school teachers to be certified in order to meet "Highly Qualified" teacher criteria. According to state law:

- ✓ 75 percent of the teachers in grades K-5 charter schools and
- ✓ 50 percent of the teachers in grades 6-12 charter schools must be licensed.
- ✓ The other 25 percent of the teachers in grades K-5 schools and 50 percent in grades 6-12 schools who teach in core academic subject areas must be "Highly Qualified," but need not be licensed.

However, AMCS will strive to employ 100% of instructional personnel who possess appropriate certifications to accomplish the school's mission. The following specific requirements must also be met for employment. These positions do require the individual to hold a valid state professional educator's license.

- ✓ Special Service personnel include administrators, student services personnel, and instructional support personnel.
- ✓ Student services personnel who have completed an approved preparation program and satisfied NC's testing requirements are issued a Standard Professional II (SPII) Professional Educator's License.
- ✓ Student services personnel who have completed an approved preparation program but not satisfied NC's testing requirements are issued a Standard Professional I (SPI)

Student services personnel who are:

- ✓ Fully licensed in another state and meet NC's Praxis testing requirements or have National Board Certification will be issued the Standard Professional II Professional Educator's License.
- ✓ Fully licensed in another state and have three or more years of student services school experience in another state, but who have not met NC's Praxis testing requirements or earned National Board Certification will be issued the Standard Professional II (SPII) Professional Educator's License after one year of satisfactory student services experience in NC

Teachers may demonstrate mastery of General Knowledge by any one of the following:

- ✓ Achievement of a passing score on the North Carolina Praxis General Knowledge Test
- ✓ A valid standard teaching certificate issued by a US state or territory
- ✓ A valid certificate issued by the National Board for Professional Teaching Standards or the American Board for Certification of Teacher Excellence

Teachers may demonstrate mastery of Professional Preparation and Education Competence by any one of the following:

- ✓ Completion of a state-approved teacher preparation program from a North Carolina institution and achievement of a passing score on the North Carolina Praxis Test
- ✓ Completion of a teacher preparation program from an out-of-state accredited or approved institution and achievement of a passing score on the North Carolina Praxis Test
- ✓ Completion of a North Carolina state-approved alternative certification program and achievement of a passing score on the North Carolina Praxis Test

- ✓ Completion of specified education courses, completion of teaching experience requirement, completion of an approved professional education competence demonstration program, and achievement of a passing score on the North Carolina Praxis Test
- ✓ Completion of an approved North Carolina Content Majors, completion of teaching experience requirement, completion of an approved professional education competence demonstration program, and achievement of a passing score on the North Carolina Praxis Test
- ✓ A valid standard teaching certificate issued by a US State or Territory
- ✓ A valid certificate issued by the National Board for Professional Teaching Standards
- ✓ A valid certificate issued by the American Board for Certification of Teacher Excellence and completion of an approved professional education competence demonstration program
- ✓ Completion of two (2) semesters of full-time college teaching experience

Highly Qualified Teachers

The Board is aware of the teacher requirements in the No Child Left Behind Act and specifically, the requirement that schools employ Highly Qualified Teachers. Therefore, AMCS will seek to employ only those individuals who qualify according to the requirements of the Act and the implementation plan submitted by the North Carolina Department of Public Instruction. In addition to the requirements of NCLB, teachers employed by the school will be certified or certifiable in accordance with North Carolina statutes. AMCS will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state.

NCLB definition of a "Highly Qualified" teacher is one who is: *fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.* This definition effectively eliminates lateral entry at the elementary grade levels and for special education as the candidates must pass the required state PRAXIS II test before being issued a lateral entry license. Lateral entry candidates have three years to obtain full state licensure status.

Procedure to Notify Parents of Students Being Taught By Uncertified Teachers

AMCS will inform parents (in writing) regarding the qualifications of their student's teacher(s) at the beginning of each school year. Specific information about the student's teacher will include certification status and area of certification. Parents will be notified of the minimum and preferred qualification for each instructional and student service position available to the school. This information will be available in the school's administrative office. Methods of dissemination will include, but not limited to:

- Inclusion of teacher's qualifications in the School's brochure or handbook
- Qualification information will include: degree(s) held, past experience, certification, years of experience and any other relevant information

The school will also notify parents in writing whenever a student is assigned to a non-highly qualified teacher in a core academic course for four weeks or more. A sample letter may read:

Dear Parent or Guardian:

AMCS's policies require our school to provide written notification to parents or guardians advising them of classes taught by uncertified teachers and/or teachers holding a temporary certificate. This letter serves to inform you that the teacher(s) below are instructing your child who currently does not have NC certification and/or hold a temporary certificate. Please note, however, that all teachers are graduates of accredited institutions of higher learning and have been approved by the Board to teach. Additionally, all teachers are in the process of taking courses to meet certification requirements. AMCS will inform you when all certification requirements are completed. Should you have any questions then please contact us.

*Sincerely,
Board Chair*

ENROLLMENT

- ❖ Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F (g) (5))

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-3	189		X
Second Year	K-4	210		X
Third Year	K-5	231		X
Fourth Year	K5	252		X
Fifth Year	K-5	252		X

AMCS will make every attempt to achieve racial and ethnic balance by being open to any at-risk student residing within the county by openly marketing to every subsection of the potential student population. We will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

We will advertise in the smaller local community newspapers (particularly those published for minority groups). Advertising will also include emphasis on the ELL services the school can provide for ELL students.

To ensure representation from various constituencies we will work with a range of community organizations and will further emphasize in our application and marketing materials that the School is fully accessible to all racial groups including those harder to reach families. Students with Special Needs will be provided assistance with an educational plan consistent with Section 504 of the Rehabilitation Act of 1973 and I.D.E.A.

ORDERLY TRANSITION OF STUDENTS

When a child withdraws from the school, the school will promptly notify the district so that the local school board may verify the student’s compliance with compulsory attendance laws. In accordance with NC Law, AMSC will document and establish the following procedures for transition of students as stated herein, *When any child transfers from one school to another school, the receiving school will be required, within 30 days of the child's enrollment, obtain the child's record from the sending school. If the child's parent, custodian, or guardian provides a copy of the child's record from the school from which the child is transferring, the receiving school will, within 30 days of the child's enrollment, request written verification of the school record by contacting the school named on the transferring child's record. Upon receipt of a request, the Principal or the principal's designee of the school from which the child is transferring shall not withhold the record or verification for any reason, except as is authorized under the Family Educational Rights and Privacy Act.*

TRANSITIONAL CODES

As students journey within the school system, AMSC will follow them and enter the appropriate entry, transfer and withdrawal codes into NC WISE student reporting system to ensure an orderly transfer of students in the system. Our staff will be trained to input the following classification codes (among others) into the system to track transition of students:

MST1 Member = Standard Day Program - this code will be applied to students that are included in ADM funding. These students will be included in the Principal’s Monthly Report Data. When a

student withdraws from school during the school year, such withdrawals will be designated by the appropriate code listed below:

- **E1 - Initial Entry = No Previous Public School Enrollment**

Student's first enrollment in a public school this school year. This means the student has not been enrolled in a public school in North Carolina or another state this school year, although the student may have been enrolled in a non-public school this school year either in North Carolina or another state.

- **E2 - Initial Entry = Previous Public School Enrollment Outside State**

Student's first enrollment in a public school in North Carolina this school year. This means the student was enrolled previously in a public school in another state this school year.

- **R1 - Re-entry = Previous Internal W1**

Student's subsequent enrollment in this school this school year. This means the student has withdrawn as an internal transfer and re-entered into another grade/homeroom/attendance category in the same school and under the same Principal.

- **W1 - Transfer Withdrawal** - Student withdrew for one of the following reasons:

- Transferred to another homeroom

- Transferred to another grade

- Transferred to another attendance category

- Transferred to another school or appropriate educational program.

MARKETING PLAN (GS 115C.238.29F (g) (1-7))

- ❖ **.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**

AMCS will initiate an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. AMCS will also utilize targeted publicity/recruitment efforts to specific populations to help ensure representation from various constituencies. Both broad-based publicity efforts and targeted marketing will emphasize the mission of the school so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The following steps will be taken to ensure maximum publicity for the school. AMCS will employ the following strategies to attract and maintain student enrollment.

Develop General Community Awareness of the School through Print and Electronic Media

A series of public relations endeavors will be employed by AMCS to publicize the school to the community at large so that all interested parties will be aware of the school and the potential for enrollment.

Internet: School opening and student enrollment information will be placed on the school's website.

Press: Local newspaper and radio, including minority media who distribute/broadcast in the district.

Radio Talk Shows: AMCS will schedule appearances on local radio talk shows to further publicize the school. AMCS representatives will explain the application process and selection criterion.

Paid Advertisements: Local newspapers and press releases will be issued to media such as education and community radio and newspapers.

Target Marketing to Ensure Appropriate Match of Students to AMCS's Mission

To ensure an appropriate match between AMCS's mission and the educational and personal needs of applicants, AMCS's will initiate a series of targeted marketing efforts aimed at students who have the greatest potential to be successful.

RACIAL BALANCE

AMCS will make every attempt to achieve racial and ethnic balance by being open to any at-risk student residing within the county by openly marketing to every subsection of the potential student population. AMCS will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

We will advertise in the smaller local community newspapers (particularly those published for minority groups). Advertising will also include emphasis on the ELL services the school can provide for ELL students.

To ensure representation from various constituencies the school will work with a range of community organizations and will further emphasize in our application and marketing materials that the school is fully accessible to all racial groups including those harder to reach families. Students with Special Needs will be provided assistance with an Individualized Education Plan consistent with state and federal requirements and Section 504 of the Rehabilitation Act IDEA. The school will also seek to target and distribute information to the community it serves with the intention of reflecting in its student population the diversity of the district. This will be accomplished by distributing recruitment information throughout the district via churches, minority organizations, minority media outlets, YMCA, YWCA, and school social workers.

Additionally, special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. Flyers will be developed in multiple languages (English, Spanish (if necessary)) for distribution at area businesses, community centers, churches, and child care facilities.

IMPACT THE SCHOOL WOULD HAVE ON NEARBY TRADITIONAL SCHOOLS

The emergence of charter schools as a type of institutional reform provides an important opportunity to test the systemic effect of competition on public school students. A central issue in testing for the impact of charter competition is to select an appropriate measure of competition. To measure the impact the new charter school will have on nearby schools would be to measure whether competition from the charter school leads to improved scores of students remaining in the traditional public school. The issue is challenging at both the conceptual and the empirical levels. There are at least three conceptual approaches to measuring the competitiveness of charters.

CONTESTABILITY

From a pure contestability perspective, the potential for the new charter school in the area is key, i.e.,

- the nearby traditional school might respond to the threat of competition without a new charter school ever forming in the area
- a modified form of contestability would suggest that it is the presence of established charters in the area that creates a meaningful competitive threat.
- competition may be measured by the realized loss of students (reduced market share) to the new charter school, rather than by the potential for such loss.

Under the first approach, an empirical strategy to measure impact could involve competition measured by the date the new charter school was established in the area. Under the second approach, an empirical strategy to measure impact could involve competition by the number, spatially-adjusted, of charter schools in the area. The third approach might measure the percentage of students from the nearby school who have exited to the new charter.

This approach will measure competition by the actual number of students - and accompanying dollars of funding - lost from the traditional school to the new charter school. An advantage of this approach is that it counts not the number of charter schools in the area regardless of size but instead counts the number of students that the new charter has successfully attracted away from the traditional public schools. AMCS's impact on traditional schools in the area is minimal from a contestability standpoint.

The Downtown (now STEAM) Mosaica charter school is a middle school which utilizes and integrates technology as a methodology in classroom instruction. As the case with AMCS, an integrated high-tech and blended direct instructional approach encourages all students to realize their full potential, and to benefit from a world-class curriculum with effective teaching strategies woven seamlessly into rich, relevant content for today's global economy. AMCS begins at an early age and matriculating students who choose to enroll at the middle school will be prepared to succeed in a technology-rich learning environment.

Simon G. Atkins Academic & Technology High School is a technology magnet high school in the zip code 27101. The school essentially houses three separate schools: Biotechnology, Computer Technology, and Pre-Engineering. The School of Computer Technology offers technology as its theme including an array of courses in computer engineering and scientific and technical visualization. The curriculum is supported by state-of-the-art technology equipment and software that will prepare students to learn the concepts, principles, and skills necessary to succeed in a technology rich society. Students have access to industry software, video editing equipment, SMARTBoards, classroom performance systems, components for building and upgrading computers, module labs, and wireless laptop carts. At the elementary level, AMCS will offer students the opportunity to acquire technological acumen at an early age.

Addie C. Morris Children's School

**PROJECTED
ENROLLMENT
2013-14 through
2017-2018**

List LEA #1 – Winston Salem /Forsyth County

<u>GRADES</u>	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
First	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Second	42	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Third	21	0	0	42	0	0	42	0	0	42	0	0	42	0	0
Fourth	21	0	0	21	0	0	42	0	0	42	0	0	42	0	0
Fifth	21	0	0	21	0	0	21	0	0	42	0	0	42	0	0
LEA Totals	189	0	0	210	0	0	231	0	0	252	0	0	252	0	0
Overall Total Enrollment	189			210			231			252			252		

Addie C. Morris Children's School

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>State Per Pupil ADM Funds (\$4,768)</i>	\$901,152	\$1,001,280	\$1,101,408	\$1,201,536	\$1,201,536
<i>Local Per Pupil Funds (\$1,850)</i>	\$309,204	\$280,280	\$377,916	\$412,272	\$412,272
<i>State EC Funds (\$3,700 X 10% of students)</i>	\$69,930	\$77,700	\$85,100	\$92,500	\$92,500
<i>Federal Funds</i>	\$0	\$0	\$0	\$0	\$0
<i>Grants</i>	\$0	\$0	\$0	\$0	\$0
<i>Foundations</i>	\$0	\$0	\$0	\$0	\$0
<i>Private Funds</i>	\$0	\$0	\$0	\$0	\$0
<i>Other Funds (student activity funds @\$30 per student)</i>	\$5,670	\$6,300	\$6,930	\$7,560	\$7,560
TOTAL INCOME	\$1,285,956	\$1,365,560	\$1,571,354	\$1,713,308	\$1,713,308

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

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL	Charter school located in Winston Salem /Forsyth County School District:
	$\$4,768 \times 189 = \$901,152$ State Operating Income $\$1,850 \times 189 = \$309,204$ Local Operating Income $\$3,700 \times 10 = \$37,700$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 189 = \$1,285,956$ Student Activity Fees
	Year one $\$4,768 \times 189 = \$901,152$ State Operating Income $\$1,850 \times 189 = \$309,204$ Local Operating Income $\$3,700 \times 18 = \$69,930$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 189 = \$5,650$ Student Activity Fees TOTAL: \\$1,285,936
	Year two $\$4,768 \times 210 = \$1,001,280$ State Operating Income $\$1,850 \times 210 = \$388,500$ Local Operating Income $\$3,700 \times 21 = \$77,700$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 210 = \$6,300$ Student Activity Fees TOTAL: \\$1,473,780
	Year three $\$4,768 \times 231 = \$1,101,408$ State Operating Income $\$1,850 \times 231 = \$427,350$ Local Operating Income $\$3,700 \times 23 = \$85,100$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 231 = \$6,930$ Student Activity Fees TOTAL: \\$1,620,788
	Year four $\$4,768 \times 252 = \$1,201,536$ State Operating Income $\$1,850 \times 252 = \$466,200$ Local Operating Income $\$3,700 \times 25 = \$92,500$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 252 = \$7,560$ Student Activity Fees TOTAL: \\$1,767,796
	Year five $\$4,768 \times 252 = \$1,201,536$ State Operating Income $\$1,850 \times 252 = \$466,200$ Local Operating Income $\$3,700 \times 25 = \$92,500$ State EC Funding (Estimate EC children at 10% of enrollment) $\$30.00 \times 210 = \$7,560$ Student Activity Fees TOTAL: \\$1,767,796

Addie C. Morris Children's School

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#23	\$663,023	#24	\$770,368	#25	\$898,994	#26	\$991,814	#26	\$1,015,249
<i>Principal</i>	#1	\$55,000	#1	\$56,100	#1	\$57,222	#1	\$58,366	#1	\$59,533
<i>Assistant Principal</i>	#1	\$50,000	#1	\$51,000	#1	\$52,040	#1	\$53,808	#1	\$54,884
<i>Clerical</i>	#1	\$27,000	#1	\$27,540	#1	\$28,090	#1	\$28,651	#1	\$29,224
<i>Classroom Teachers</i>	#13	\$481,000	#14	\$518,000	#15	\$555,360	#16	\$640,000	#16	\$656,000
<i>Reading Teacher</i>	#		#1	\$34,680	#1	\$35,373	#1	\$36,080	#1	\$36,801
<i>PE/Teacher</i>	\$1	\$23,000	#1	\$23,460	#1	\$23,929	#1	\$24,407	#1	\$24,895
<i>Teacher Assistants</i>	#2	\$40,000	#2	\$40,800	#2	\$40,000	#2	\$41,600	#2	\$43,432
<i>Data Entry</i>	#		#1	\$27,540	#1	\$28,090	#1	\$28,651	#1	\$29,224
<i>Technology Specialist</i>	#1	\$27,000	#1	27,540	#1	\$28,090	#1	\$28,651	#1	\$29,224
<i>Contract Maintenance</i>	#1	\$30,000	#1	\$30,000	#1	\$30,000	#1	\$30,000	#1	\$30,000
<i>Cafeteria Aide</i>	#1	\$20,000	#1	\$20,400	#1	\$20,800	#1	\$21,600	#1	\$22,032
<i>Consultant</i>		\$35,000		\$35,000						
<i>EMPLOYEE BENEFITS @ 20%</i>		\$132,604		\$154,073		\$179,798		\$198,362		\$203,049
<i>STAFF DEVELOPMENT</i>		\$5,000		\$5,000		\$12,000		\$12,000		\$12,000
<i>MATERIALS/ SUPPLIES</i>		\$7,000		\$7,000		\$7,000		\$7,000		\$7,000
<i>OFFICE SUPPLIES</i>		\$5,000		\$5,000		\$5,000		\$5,000		\$5,000
<i>LAPTOP COMPUTERS</i>		\$15,250		\$15,000		\$12,000		\$10,000		\$10,000
<i>TECHNOLOGY EQUIPMENT</i>		\$22,000		\$19,000		\$10,000		\$10,000		\$10,000
<i>OFFICE EQUIPMENT</i>		\$12,000		\$7,000		\$7,000		\$7,000		\$7,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	\$6,000	\$6,500	\$7,000	\$7,000	\$7,000
<i>COMPUTER SOFTWARE AND LICENSE</i>	\$18,000	\$23,500	\$27,000	\$27,000	\$27,000
<i>BOOKKEEPING SERVICES</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>ANNUAL AUDIT</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>INSURANCE</i>	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
<i>UTILITIES</i>	\$27,000	\$27,000	\$29,000	\$29,000	\$29,000
<i>RENT</i>	\$4,167 X 12 = \$50,000	\$50,000	\$5,000 X 12 = \$60,000	\$60,000	\$60,000
<i>MAINTENANCE & REPAIR</i>	\$30,000	\$15,000	\$9,000	\$9,000	\$9,000
<i>TRANSPORTATION</i>	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500
<i>MARKETING</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>FOOD/CAFETERIA SUPPLIES</i>	\$3,000	\$3,500	\$4,000	\$4,500	\$4,500
<i>PROFESSIONAL DEVELOPMENT</i>	\$5,000	\$5,000	\$9,000	\$9,000	\$9,000
<i>FINANCIAL AUDIT</i>	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
TOTALS	\$1,048,877	\$1,203,181	\$1,311,502	\$1,442,176	\$1,470,298
BALANCE	\$237,059	\$270,599	\$309,286	\$325,620	\$297,498

BUDGET NARRATIVE

PERSONNEL

Add: 1 classroom teacher in Year 2,3,4
2% pay increase each year
20% benefits for additional teacher in Year 2,3, 4
Custodian services are contracted without benefits
Curriculum Consultant Contracted Services for Year 1-2 without benefits

STAFF DEVELOPMENT

NC FALCON training for teachers (costs TBD – if applicable)
Technical assistance provided by technology and curriculum vendors
NC WISE eSIS (costs TBD – if applicable)

INSTRUCTIONAL MATERIALS

Books , manipulatives, consumables
Saxon Math with On-line Assessments
Open Court *Imagine It* with On-line Reading and Assessments

TESTING MATERIALS

Children's Progress Academic Assessment (CPAA) Title I and IDEA Funds
K-2 Literacy Tests

INTERACTIVE TECHNOLOGY CLASSROOM EQUIPMENT

QUOMO
Mimio
Promethean Smart Boards

LAPTOP COMPUTER EQUIPMENT

40 discounted ACER laptops using CDWG Distributers Year 1-3
3 Mobile Laptop Carts
Add: 38 Laptops in Year 2-3

STUDENT INFORMATION SYSTEM

RenWeb

COMPUTER SOFTWARE AND LICENSE

ThinkQuest License for 150 students in Years 2-5
Easy Tech License for 150 students in Years 2-5

STUDENT ACTIVITY FEES

Families unable to pay fees will be subsidized

TRANSPORTATION

As required by IEP

BUILDING SECURITY

Rapture Security System

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ 0
Certificates of Deposit	\$ 0
Bonds	\$ 0
Real Estate	\$ 0
Capital Equipment	\$ 0
Motor Vehicles	\$ 0
Other Assets	\$ 0
TOTAL	\$ 0

AMCS’s Spending Priorities

The school’s spending priorities are based on the need to provide quality education at the most efficient cost. The cash flow statement provides a ratio analysis of the items that will be focused on by the Board of Directors and the external accountant. The school’s spending priorities are aligned with AMCS’s academic goals. School funds will be allocated towards:

- Attracting and retaining highly-qualified staff that will engage students and help them to improve their learning.
- Securing, renovating, and maintaining an appropriate school facility.
- Employing a first-rate, technology-enhanced, mastery-based curriculum.
- Marketing and recruiting initiatives designed to attract and retain our target student population.

AMCS anticipates that the following items will constitute the most significant expenditures during the start-up phase of operations:

- Facility Lease and Renovation
- Staffing and Employment
- Furniture, Technology, and Software
- Marketing and Student Recruitment
- Training and Professional Development

MANAGEMENT PLAN FOR STARTUP FUNCTIONS

AMCS will secure 90 day invoicing from vendors including:

- Saxon Math Curriculum
- Open Court Reading
- RenWeb – Student Information Management System
- CDW-G - Computers
- Mimio, QUOMO – Computer Software Licenses
- Sixty – day lease abatement for facility
- Principal and one administrative staff hired mid-July and go on payroll on August 1st.

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.

AMCS will routinely gather information from faculty, students and parents about the strengths and weaknesses of the school's programs.

- AMCS faculty will closely review the EOG, Benchmark Assessment tests, and success and achievement rates. The faculty will make changes and modifications to the education focus and curriculum if necessary.
- Parents will be given surveys to complete anonymously that address satisfaction of the school's education program and the school climate.

AMCS will adhere to all reporting requirements of the district, state and federal including submission of the following reports.

(1) Student Accounting - comprises the collection and use of Student and School Activity data. This data also provides guidance on state law and State Board policies related to student accounting.

(2) The Principal's Monthly Report - collected monthly from the school which calculates: Average Daily Membership (ADM), Average Daily Attendance (ADA), Initial Enrollment (E12), and Membership Last Day (MLD).

(3) The School Activity Report (SAR) - collected annually at the end of the second school month includes information about certified staff, staff assignments, course subjects, class enrollment, and class length. The SAR data is the source of legislated Class size reporting, as well as highly qualified NCLB compliance.

(4) Other annual data collections including Membership by Grade, Race, and Sex (GRS), Retention, Promotions, and Graduation (RPG) and high school graduate information.

(5) Annual financial reporting to the SBE which will follow guidelines applicable to GASB #34 and where applicable, OMB Circular A-133 Cost Accounting and Reporting

(6) Annual school improvement plans as set by the State Board under G.S. 115C-105.35.G.S. 115C-105.35.

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

INDEPENDENT FINANCIAL AUDIT

The Board of Directors will establish an Auditing Subcommittee to select an independent auditing firm to conduct year end audit for submission to NCSBOE .

Selection Process

Following the solicitation of three potential companies, the Audit Subcommittee will work together to determine the best firm to conduct the School's audit.

- The Audit Subcommittee will make a recommendation to the Board of Directors regarding the auditing firm.
- The firm selected to conduct the audit will conduct the audit after the conclusion of the school-year and will report its results to the Board and the School District.

BOOKKEEPING AND FINANCIAL SERVICES

Specifically, the school plans to engage the services of Thomas & Gibbs CPAs at 6114 Fayetteville Rd, Durham, NC to provide general accounting services and to provide reports and records per the requirements of the NCDPI and the School Board. These services will include:

ACCOUNTING, BOOKKEEPING SERVICES

Perform accounting duties including, but not limited to, processing of accounts payable, payroll, payroll taxes, and payroll tax benefits based upon the following assumptions:

- Invoices processing for payment twice per month
- To the extent possible, electronic payments to vendors,
- Monthly payroll and employees paychecks on direct deposit.
- Compile monthly financial statements.
- Perform monthly budget monitoring and reporting.
- Perform allotment management and tracking functions and process budget revisions and amendments.
- Perform monthly maintenance of financial records in compliance with the Uniform Education Reporting (U.E.R.S.) requirements.
- Record accounting transactions utilizing the iSIS general ledger and payroll systems.
- Review the accounting policies and procedures to record transactions in the general ledger and ensure that reconciling items are recorded correctly as to account, amount and period.
- Assist in developing an action plan to address any findings and recommendations from oversight agencies.

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

❖ State the proposed coverage for:

(See AMCS's Risk Insurance Program discussion below)

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	Replacement Cost
Motor Vehicle Liability	\$1,000,000
Bonding	See below
Minimum amount:	See Below
Maximum amount:	See Below

AMCS RISK INSURANCE PROGRAM

To the extent permitted AMCS will arrange for a Risk Insurance Program that encompasses property, liability, automobile, Board of Directors liability, crime and workers compensation insurance. Coverage will extend to the Board of Directors, employees and school activities

Indemnification of the School District:

AMCS will agree to indemnify the District, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

- The negligence, intentional wrongful act, misconduct or culpability of the school's employees or other agents in connection with and arising out of their services within the scope of this school charter;
- the school's material breach of this school charter or law;
- any failure by the school to pay its employees, contractors, suppliers, or any subcontractors;
- the failure of the school's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the school or the providing of educational services set forth in this school charter. However the school will not be obligated to indemnify the District against claims, damages, expenses or liabilities to the extent these may result from the negligence of the District, its members, officers, employees, subcontractors or others acting on its behalf.
- Professional errors or omissions, or claims of errors or omissions, by the school employees, agents, or Board of Directors.

The school will also indemnify and hold the District harmless against all claims and actions brought against the District by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the school.

Indemnification of school: The District, to the extent immunity is waived will agree to indemnify and hold the school, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

- The negligence, intentional wrongful act, conduct or culpability of the District's employees or other agents in connection with and arising out of their services within the scope of this charter;
- The School Districts' material breach of this charter or law; and
- Any failure by the District to pay its suppliers or any subcontractors.

Sovereign Immunity: Notwithstanding anything herein to the contrary neither party will waive any of its sovereign immunity, and any obligation of one party to indemnify, defend or hold harmless the other party a stated above shall extend only to the limits, if any, permitted by North Carolina Department of Insurance, and will be subject to the monetary limitations.

Notice of Claims: The school and the District will notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same, provided that if the school or District shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the school or District, which they agree to assume. The school and District will make available to each other such information and assistance as each will request in connection with the defense of a Third Party Claim.

Evidence of Insurance: Without limiting any of the other obligations of the school, the school will procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this school charter. The school will provide evidence of such insurance in the following manner:

Time to Submit: The school will furnish the school District with fully completed certificates(s) of insurance, signed by an authorized representative of the insurer(s) providing the coverage, before the initial opening day of classes. The insurance will be maintained in force, without interruption, until this school's charter is terminated.

Notice of Cancellation: Each certificate of insurance will provide and require that the District will be given no less than sixty (60) days written notice prior to cancellation.

Renewal/Replacement: Until such time as the insurance is no longer required to be maintained by the school, the school will provide the District with evidence of the renewal or replacement of the insurance no less than (30) days before the expiration or termination of the required insurance for which evidence was provided.

Acceptable Insurers: Insurers providing the insurance required of the school by this school's charter must meet the following minimum requirements:

Be authorized by certificates of authority from NCGC 15-7-15; the Department of Insurance of the State of North Carolina, or an eligible surplus line insurer under North Carolina Statute.

If, during the period when an insurer is providing insurance required by this charter, an insurer fail to comply with the foregoing minimum requirements, the school will, as soon as it has knowledge of any such failure, immediately notify the District and immediately replace the insurance with new insurance from an insurer meeting the requirements.

Commercial Liability Insurance: The school will procure maintain and keep in force Commercial General Liability Insurance which will conform to the following requirements:

Minimum Limits: The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) will be one million (\$1,000,000) dollars per occurrence/two million (\$2,000,000) dollars annual aggregate.

Deductible/Retention: Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of one thousand (\$1,000) dollars per occurrence.

Occurrence/Claims: Subject to reasonable commercial availability, coverage will be on an occurrence basis. If on claim made basis, the school will maintain without interruption, the Liability Insurance until four (4) years after termination of this charter.

Additional Insured: The school will include the school District and its members, officers and employees and agents as 'Additional insured' on the required Liability Insurance. The coverage afforded such Additional Insured will be no more restrictive than that which would be afforded by adding the District as Additional Insured using the latest Additional Insured – Owners, Lessees or Contractors. The certificate of insurance will be clearly marked to reflect, "*The School District, Its Members, Officers, Employees And Agents As Additional Insured*".

Automobile Liability Insurance: The school will procure, maintain and keep in force Automobile Liability Insurance which will conform to the following requirements:

Liabilities Covered: The school's insurance will cover the school for those sources of liability which would be covered in the State of North Carolina. Coverage will be included on all owned, non-owned and hired autos and buses used in connection with the school.

Occurrence/Claims: Subject to reasonable commercial availability, coverage will be on occurrence basis. If on a claim made basis, the school will maintain, without interruption, the Automobile Liability Insurance until four (4) years after termination of this charter.

Minimum Limits: The minimum limits to be maintained by the school (inclusive of any amount provided by an umbrella or excess policy) will be one million (\$1,000,000) dollars per occurrence, and if subject to an annual aggregate, two million (\$2,000,000) dollars annual aggregate.

Workers' Compensation/Employer's Liability: The school will provide, maintain and keep in force Worker's Compensation/Employer's Liability Insurance which will conform to the following requirements:

Coverage(s): The school's insurance will cover the school (and to the extent its subcontractors and its sub-contractors are not otherwise insured, its subcontractors and sub-contractors) for those sources of liability which would be covered by the latest edition of the Standard Worker's Compensation Policy. In addition to coverage for the Workers' Compensation Act, where

appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal and state law.

Minimum Limits: Subject to restrictions found in the Standard Workers' Compensation Policy, there will be no maximum limit on the amount of coverage for liability imposed by the North Carolina Workers' Compensation Act or any other coverage customarily insured under Part One of the Standard Workers' Compensation Policy. The minimum amount of coverage for those coverage's customarily insured under Part Two of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) will be one million (\$1,000,000) dollars per occurrence/two million (\$2,000,000) dollars annual aggregate. Should the school lease employees, it will provide certified proof that the corporation from which it leases service maintains appropriate Worker's Compensation Coverage.

Leader's Errors and Omissions Insurance: Subject to reasonable commercial availability the school will procure, maintain and keep in force the school Leader's Errors and Omissions Liability Insurance which will conform to the following requirements:

Form of Coverage: AMCS Leader's Errors and Omissions Liability Insurance will be on a form acceptable to the school District and will cover the school for those sources of liability arising out of the rendering of or failure to render professional services in the performance of this charter, including all provisions of indemnifications which are part of this charter.

Coverage Limits: The insurance will be subject to a maximum deductible not to exceed five thousand (\$5,000) dollars per claim. The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) will be one million (\$1,000,000) dollars per claim/two million (\$2,000,000) dollars annual aggregate.

Occurrence/Claims: Subject to reasonable commercial availability, coverage will be on a claims made basis, the school will maintain, without interruption, the Errors and Omissions Insurance until four (4) years after termination of this charter.

Alternative: If the school Leader's Errors and Omissions liability insurance is not commercially available, the school will provide Officers, Directors and Employees Errors and Omissions liability insurance in lieu thereof with the same minimum limits of coverage as set forth above. Subject to commercial availability, coverage will be on an occurrence basis. If such insurance is on a claims made basis, the school will maintain, without interruption, the insurance until four (4) years after termination of this charter.

Liability and Remedies: Compliance with the insurance requirements will not limit the liability of the school, its subcontractors, its sub-subcontractors, its employees or its agents to the District or its members, officers, employees or agents by the insurance will be in addition to and not in lieu of any other remedy available under this charter or otherwise.

Subcontractors: AMCS will require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this charter does not establish minimum insurance requirements for subcontractors or sub-subcontractors.

Approval by the District: Neither approval by the District nor failure to disapprove the insurance furnished by the school will relieve the school of the school's full responsibility to provide the insurance as required.

Property Insurance: AMCS will maintain hazard insurance on its own buildings and property during the term of this charter.

Fidelity Bonds: AMCS will maintain fidelity bonds no less than \$250,000 to cover employee dishonesty.

STORAGE OF STUDENT AND FINANCIAL RECORDS (Chap. 132 G.S)

Records Definition

Records are information fixed on any media. School records are those that the school employees create or receive in any format in the course of the school's business. School records are the property of the school. The school records exist in a variety of forms, including but not limited to, paper and electronic documents, microforms, audio and video recordings, databases, and electronic mail messages. School records include but are not limited to minutes; correspondence; memoranda; financial records, such as invoices, journals, ledgers, purchase orders, grant documentation, and other information pertaining to fiscal matters; published materials, including reports and newsletters; moving images and photographs; sound recordings; drawings and maps; and computer data or other machine readable electronic records, including electronic mail. Typically, but not necessarily, school records fall into the following categories: personnel (staff and faculty), student, parent, vendor, financial, research administration, health and safety, physical plant, and general administration and management records.

Exceptions

The following records and documents are not school records.

- Teacher records. These are records that they create or receive in the conduct of their teaching, research, or professional activities. However, records held by faculty that they create or receive in the conduct of student advising, committee work, research administration, or program, department, or school administration, are school records.
- Staff members' records that they create or receive in the course of their non-school professional activities.
- Personal or private documents neither created nor received in the conduct of school business.
- Reference objects such as library, museum, and specimen material made or acquired solely for reference, research, or exhibition activities.

Best Practices for Managing Records

AMCS will manage school records in a trustworthy manner that ensures their authenticity. In order to do this, offices must:

- Create records that accurately document their core activities.
- Manage and store their records in a manner that facilitates timely and accurate retrieval.
- Ensure that they store their records in secure locations and safe, stable environments.
- Allow only those with the proper authority to have access to their records.
- Know and carry out the proper disposition of their records, that is, know what to do with their records when they no longer actively use them.
- Know and comply with school policies and the external laws, regulations, standards, and professional ethics that affect the management of their records.

Records Creation

The school will create school records that accurately document its core activities. To do this, AMCS will:

- Determine what records are needed to create and use to conduct business.
- Determine which staff has the responsibility and authority to create their records.
- Incorporate the records creation activities and responsibilities into policies and procedures.
- Periodically review the records creation procedures.

RECORDS STORAGE

The school will store its records in a safe (fire-proof) with certified proper specifications in a stable, and secure manner and area that supports their timely and accurate retrieval and appropriate controls on their accessibility. To do this, all staff at AMCS will:

- Develop filing, classification, and/or indexing systems for the records that all staff members understand and follow. These systems need not be complex- they only need to enable people to find the appropriate records quickly.
- Know the location of all records.
- Store records in stable environments. For the physical storage of records this means storing records in dry and clean areas that are protected from the elements and have appropriate temperature and humidity levels. For the electronic storage of records this means ensuring that records are stored on stable media and in readable software formats.
- Periodically check the stability of their physical and electronic storage environments.
- Ensure that physical and electronic records storage areas are secure. Know who has access to their physical storage areas. Make sure these areas are locked when unattended. For electronic records storage areas, ensure that they are complying with the school's IT Policy.
- Determine the confidentiality and privacy status of all records. A variety of internal policies, such as the district's general policy on access to school records, or external laws and regulations, such as FERPA and HIPAA, may help to determine the confidentiality and privacy status of records.
- Know who has the proper authority to view records.
- Ensure that records storage security measures meet the confidentiality and privacy needs of records.
- Document the records organization system, storage locations, and security procedures in policies and procedures.

RECORDS DISPOSITION

All employees must know what they need to do with school records once they no longer actively use them.. The school gives the district the authority and responsibility to determine the appropriate disposition for records. The district has the authority and responsibility to articulate these disposition decisions in records retention schedules. In order to determine and properly undertake the disposition of the records and comply with the district and school Records Policy AMCS will:

- Consult with the school's records retention schedules to determine the disposition of its records.
- Contact the district for assistance in interpreting the records schedules or creating new schedules if needed.
- Ensure that staff will not destroy records that are currently part of, or are likely to be part of, any legal action or proceeding, litigation, audit, investigation, or review, even if the records retention schedules or other policies or procedures indicate that the records are eligible for destruction.

TRANSPORTATION PLAN (G.S. 115C238.29F(h))

Transportation will be provided consistent with the requirements of G.S. 115C238.29F(h). Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so. Notwithstanding the foregoing, AMCS will not provide transportation to students. Parents will drop-off and pick up their children to and from school. However, to ensure that transportation is not a barrier to equal access to all students, AMCS will assist in arranging carpools and all necessary arrangements to ensure that transportation is available to students regardless of distance, and particularly so in cases of hardship and for students with disabilities

FACILITY DESCRIPTION (G.S. 115C238.29D(c))

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional

methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Name of the facility: TBD

Address:

City/State/Zip:

Total square feet:

Number of Classrooms:

Number of Restrooms:

Other Rooms:

Multipurpose Room:

Music Room:

Computer Lab:

Ownership:

Fee Simple [] or Lease [X]:

Lease

(a) Term of the Lease: TBD

(b) Type of Lease: TBD

(c) Rent: TBD

Name Of Landlord:

TBD

Document inspections for the following:

(a) Fire: Yes

(b) Safety: Yes

(c) Handicapped accessibility? Yes

Maintenance

AMCS will have contracted maintenance services for the facility

FACILITY ACQUISITION AND LEARNING ENVIRONMENT

AMCS is currently reviewing a former school facility for a potential site for the school. During this process, we will utilize a comprehensive range of real estate market area surveys and selection tools in conjunction with a commercial real estate broker to identify, negotiate, and secure school facilities that meet the specifications for our school.

While working to identify and select our preferred location, back-up locations will also be identified. In conjunction with the above efforts, we will utilize other parameters in our search for an acceptable site. These parameters will take into consideration such factors as:

- costs,
- square footage,
- accessibility,
- zoning,
- safety,
- exterior lighting,
- parking,
- public transportation routes, and
- neighborhood demographics.

This learning environment includes both the interior and exterior presence of the facility. Most importantly, all efforts will be made to ensure the attained facility provides an environment conducive to learning.

In conjunction with the above requirements, specifically, we will seek a facility of no less 20,000 square feet with spacious administrative offices. Capacity and Utilization rate will reflect our aspirational goals for the school. Our capacity and utilization goal is for all classrooms to have twenty-one or fewer students. Capacity and utilization will change as our goals and state mandated class-size restrictions change. Some of the specific characteristics of the facility will include:

- Twenty-four hour inside/outside monitoring system.
- Sprinkler system throughout the building
- Fire/Burglar system
- Classrooms 24x32 including classroom entry doors with windows
- Administrative suites; conference room
- IDEA accessible restrooms
- Parking spaces ratio 10:1
- Air conditioning and heating throughout the building
- Technologically sufficient for Internet connection.

Upon the granting of a charter contract to begin operations as a school, the proposed site will be confirmed and leased. Any and all necessary renovations will begin according to the site development plan and the receipt of all necessary governmental approvals

FACILITY CONTINGENCY PLAN

In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, AMCS will reduce its staffing and student enrollment while ensuring that it is economically viable and would permit quality instruction in concert with our mission at a temporary site to facilitate opening as scheduled. Upon finalization of a permanent site, the school will situate itself at that location and ramp up its staff to accommodate those students who were placed on a waiting list for enrollment at the school.

ENVIRONMENTAL AND SOCIAL RESPONSIBILITY

To contribute to a clean environment and thriving economy for present and future generations, AMCS will be a **GREEN** School.

At AMCS, we believe passionately in the preservation of our environment. As a **GREEN** school, we will continuously focus on every aspect of our organization and our educational initiatives. This applies not only to components of our curriculum wherein ecology and recycling are taught, but also to our building design, materials, equipment, controls, and processes as well as many of the products consumed within our school.

We will carefully select our suppliers and partners and consider their commitment to the **GREEN** movement, along with the quality and cost of their products and services. We will select **GREEN** paper and chemical supply companies to provide our paper and cleaning products, and computer supplies. We will select companies that provide technology products and a wide range of lighting, climate control, and other **GREEN** building materials that will be utilized in the construction of our facilities. The school will also practice good environmental policy which will include a comprehensive recycling program.

AMCS is committed to do more with less. This goes hand in hand with our environmental initiatives - to use resources in an economical and careful way. We will establish business procedures that gives a premium to environmentally sustainable practices. The school will attain this goal by:

- Minimizing its impact on the use of finite natural resources and the environment as a whole
- Promoting an understanding of the importance of environmentally appropriate practices
- Using best practices in the purchase, use and disposal of material
- Reduce the waste of energy, water, paper, food and other resources by educating teachers and students on resource conservation
- Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water
- Purchase products that are durable, reusable, made of recycled materials and non- toxic.
- Encourage activities that will reduce air pollution such as public transportation, carpooling, and bike riding
- Implement an integrated pest management program that includes reducing or eliminating where feasible, the use of chemical pesticides

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C238.29F(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:

SCHOOL SAFETY

AMCS will have an Emergency Management Plan in place. This plan will be replaced by the district's plan should the district require the charter school to implement its Emergency Management Plan. The purpose of the Plan is to provide specific instruction for the school regarding fire alarms, building evacuation and evacuation drills.

BUILDING SECURITY

Security cameras will be positioned throughout the interior and exterior of the facility with enabled PC monitoring at the school. Students will enter and exit the school through the public lobby. Visitors will be screened through an electronic web based law enforcement criminal background checking system developed by Raptor. The Raptor System is designed for use by schools. The Raptor secure system identifies sexual predators along with school inserted instructions relating to parents and guardians that may be restricted from entering the school premises or leaving campus with a student. The Raptor System is designed to immediately notify the Principal in the event of a sexual predator detection from the Raptor System or other designated alert. All classrooms will be equipped with telephonic equipment and two way PA Systems to further enhance communications and safety.

IMMUNIZATION

As stated earlier, parents of all children must present to the school acceptable medical evidence indicating that the required immunizations have been received, which are:

- a. 5 DTP doses (If the 4th dose is after the fourth birthday, a 5th is not required)
- b. 4 Polio doses (If the 3rd dose is after fourth birthday, a 4th dose is not required)
- c. 1-4 Hib dose
- d. 2 Measles, Mumps, Rubella doses (On or after first birthday and before entering school)

Religious and/or medical exemptions must be appropriately documented. Students not in compliance with the immunization policy will not be allowed to attend school.

SCHOOL EMERGENCY MANAGEMENT AND SAFETY PLAN

AMCS will protect others from violent or disruptive student behavior in accordance with the provisions of the Code of Conduct enacted by the District and established by the school. The plan will be similar to the proposed plan outline that follows. This plan will be replaced by the District's plan should the District require the charter school to implement its Emergency Management Plan.

I. Purpose:

The purpose of this Plan is to provide specific instruction for the school regarding fire alarms, building evacuation and evacuation drills.

II. Policy:

AMCS will establish the SAFE TEAM concept in responding to emergency situations. The plan will consist of a series of checklists that cover a wide range of circumstances that may arise within the school. It is impossible to cover every incident with a checklist as some circumstances would require a variety of different responses.

A SAFE TEAM is a group of administrators and non-administrators who will respond to different areas of the school to expedite EMS personnel into the school for an emergency. A list of emergency codes will also be included in the Plan.

The school will establish specific procedures in order to:

- Protect life and property
- Provide responsible leadership during emergencies
- Restore educational activities as quickly as possible

III. Scope:

This policy will apply to all staff, faculty and visitors.

IV. Procedures:

All persons should follow the procedures outlined during an emergency.

V. Reporting Emergencies:

To report a fire or other emergency condition, pull the nearest fire alarm station.

Do not call the administrative team during an emergency except to report a fire or smoke in your immediate area or to request assistance in evacuating a handicapped person.

Although fire extinguishers are located throughout the building, only trained personnel should handle this equipment. No one else is either expected or designated to fight a fire.

VI. Evacuating the building:

When the alarm sounds:

- Close but do not lock all doors
- Leave all lights on
- Take your grade book
- Evacuate the classroom (The teacher should lead and the last student will close the door)
- Check the nearest student restroom and evacuate any students
- Proceed in an orderly line to the designated assembly area
- Account for all students by taking the roll
- Hold up a green card- all accounted for, red card –someone is missing
- A designated administrator will check each area of the building to ensure everyone has evacuated and is accounted for.
- Do not stop or detain emergency or administrative personnel.

Maps detailing primary and secondary exit routes will be located in each classroom and in other conspicuous locations. Staff will be familiar with the location of the nearest emergency exit. Students in the lunchroom will exit the building and proceed to the designated assembly area. Lunchroom personnel will escort students out of the building. The classroom teacher will immediately report to his/her area to account for all students.

VII. Exit Doors: Lighted "Exit" signs will indicate emergency exits.

VIII. Outside the Building:

Upon evacuation of the building, everyone must:

- Move to the assigned assembly area
- Account for all student, staff and faculty
- Keep roadways clear for building access
- Allow access for emergency personnel
- Remain away from the building until the "All Clear" has been sounded.

IX. Evacuation Drills:

The school will conduct drills in accordance with the county policy of ten per year. These drills will help to insure the safety of all in the event of an actual emergency. Everyone's prompt response to alarms and compliance with these procedures will minimize:

- Danger to students, staff and faculty
- Damage to property
- Disruption of the educational process

X. Bomb Threats

In the event a bomb threat is called into the school, the following procedures checklist should be followed. Only the Principal or designee will make the decision to evacuate the school. The recipient of the bomb threat will follow the bomb threat checklist:

- Ask as many questions as possible
- Pay close attention to the tone of the caller's voice
- Pay close attention to the caller's attitude

After the caller disconnects follow the checklist below:

- _____ Notify the school administration immediately
- _____ Contact the local police department
- _____ Contact all members of the SAFE TEAM and advise them of the situation.

Each member should respond to their posts.

_____ If the decision is made to evacuate, all teachers should be notified via a call or fire alarm. At the end of the announcement, they should be instructed to check their classrooms for anything suspicious or out of place.

_____ Students should be evacuated to the designated assembly area. Teachers are required to supervise their class as during a fire drill.

_____ Once in the designated area, teachers should hold up a green or red card as during a fire drill.

_____ Once fire and police personnel have arrived, the SAFE TEAM should prepare to assist if necessary

_____ Only Fire or Police personnel will make the "All Clear". Students may then return to the building.

_____ If a device is found and the decision is made to close the school, a phone tree will be instituted.

_____ After each incident, the checklist should be reviewed and revised as necessary.

XI. Chemical Spills

The community may have open containers of various chemicals within its boundaries. Many of these chemicals are harmless, others, however may be toxic and even deadly. AMCS will follow the checklist below in the event of a chemical spill emergency.

_____ Ensure that all students and staff have been moved from the affected area.

_____ Notify the school administration. The Principal or designee will make the decision to call 911.

_____ Contact all members of the SAFE TEAM and advise them of the situation. The team will respond to their posts.

_____ If the SAFE TEAM member's post is in the affected area, they will proceed to another area to assist.

_____ Any student or staff member affected by the chemical spill will be moved to a safe area for EMS response. If students are passed out or down, within the affected area, under no circumstances should anyone attempt a rescue. Such an attempt may result in additional casualties.

_____ If the decision is made to evacuate the building, teachers will escort their students to the designated assembly area. The fire alarm will sound and fire drill procedures will be followed.

_____ Upon arrival of the emergency personnel, the SAFE TEAM will follow the instructions given by the scene commander.

_____ Only the scene commander will give the "All Clear" for students to return to class.

_____ In the event the school must be closed, a phone tree will be instituted.

XII. Fire/Explosion

An emergency exists whenever a fire alarm is received from the main fire panel or a pull station. Fire drills are the most practiced of all drills so school personnel should be wary of complacency. Staff and students must be aware of fire evacuation plans and routes that are located in each classroom. Staff and students should be aware of both primary and secondary evacuation routes. In a dire emergency, windows may be used as a form of escape. AMCS will follow the checklist below in the event of a Fire/Explosion emergency

_____ Notify school administration. The Principal may make the decision to call 911.

_____ All members of the SAFE TEAM should respond to their posts.

_____ All teachers and staff will follow the fire evacuation plan.

_____ All teachers will stay with their class until the "All Clear" is given by the fire department.

_____ If the decision is made to close the school, a phone tree will be implemented.

In the event of an explosion the additional checklist items below will be followed:

_____ All injured personnel will be transported to one location for EMS personnel.

_____ All students and staff will be moved as far from the building as possible.

_____ All students and staff will be instructed to get as close to the ground as possible for protection.

XIII. Weather

North Carolina is prone to very erratic and sometimes severe weather patterns. Tornado watches as well as warnings are common stemming from severe thunderstorms. Hurricanes are easier to predict than tornadoes but can change course quickly, creating the need to close school prior to the designated time. AMCS will follow the checklist below in the event of a severe weather emergency

_____ If severe weather is predicted prior to the start of school, the school will follow the policies provided by the school district. Parents are urged to watch local television stations for instructions concerning school closings.

_____ In the event of severe weather during the school day, students will be moved to interior portions of the building away from windows.

_____ If it appears that the weather is threatening for a long period of time, a phone tree will be implemented.

XIX. Tornado Watch

_____ The staff will be advised of the watch and notified of where to proceed in the event the watch turns into a warning. All outside PE classes must proceed inside the building.

XX. Tornado Warning

_____ In the event of a tornado warning, the staff will be notified of a CODE YELLOW. They will then proceed to the designated areas of the building. No students will be permitted to leave the classroom or designated area for any reason. All computer systems will be turned off and unplugged until the "All Clear" is given.

XXI. Gun/Weapon on Campus

Unfortunately due to the times in which we live there is the possibility that a student will bring a gun or weapon onto the campus. If this incident occurs, or there is a rumor of such an occurrence, the checklist below will be followed.

_____ Notify to administration immediately. The Principal will make the decision to notify the police.

_____ The administration and the police will proceed to the location of the student(s) with the weapon. The student(s) will be asked to step into the hallway without their bag or backpack. Once the student has been secured, a search of the student's belongings and person will be conducted.

_____ If a weapon is found, the school will press charges and the student will be arrested. The parent/guardian will be notified.

_____ If no weapon is found, an attempt will be made to determine from where and from whom the rumor originated.

XXII. Hostage

The possibility exists that an incident could turn into a hostage situation. This is a dynamic event that at times can be very tenuous. The administration and staff must maintain close control of other students and possibly staff members. It is paramount that the checklist be followed very closely. It should also be noted that the hostages may include the administration.

_____ Upon notification of a hostage situation the Principal may make the decision to call 911.

_____ The SAFE TEAM will be alerted.

_____ The area where the hostages are being held should be secured and isolated.

_____ Teachers will be alerted to hold all students in their classrooms until the "All Clear" is given.

_____ Once emergency personnel arrive; the event will be turned over to the scene commander.

XXIII. Major Student Disruption/Demonstration

It is possible that students could decide to rise up as a whole group or a portion, if they find a reason to protest an event or situation. Many demonstrations run their course in a short time, others can become violent. No demonstration should be taken lightly. Even a peaceful demonstration can erupt into violence with the right mix of ingredients. It should be noted that following a demonstration, it may be difficult to resume classes as normal.

_____ The administration should be notified of the location of the demonstration.

_____ The Principal may make the decision to call 911.

_____ The SAFE TEAM should be notified and they should proceed to their posts.

_____ The Principal will implement a CODE RED.

_____ The administration will attempt to disperse the group and take action on the leaders.

XXIV. Medical Emergency

Medical emergencies occur from time to time on school campuses.

Upon notification, the administration will implement a CODE BLUE to the area of the emergency.

The administration will respond to render first aid as needed.

If EMS personnel are required; the Principal will make contact by calling 911.

Office staff will make sure a copy of the emergency card is available for EMS personnel and the parent/guardian will be notified.

XXV. Security Codes

The code meanings should not be shared with students or parents. All staff will become familiar with the following security codes:

Code Red

This is a general emergency. It means there are events taking place in the school that requires a lock down. All classroom doors should be locked and the students are to remain quiet so informational announcements can be heard. Students in the hallway will report to the main office or to an administrator. No information about the incident will be announced. The nature of the incident will be relayed to the administration. Teachers will be notified as needed.

Code Blue

This code should be used when there is a medical emergency anywhere on campus. When the announcement is made, the location of the emergency should be given. All available administrators and office staff will respond.

Code Orange

This code should be used when there is an intruder on the school premises. A Code Red Lockdown will follow.

Code Yellow

This code will be used in the event that important information must be relayed to the faculty regarding inclement weather. For example: "Teachers, due to inclement weather..."

XXVI. Bloodborne Pathogens

Annually, all employees will receive mandatory training regarding blood-borne pathogen risks. All classrooms will be provided with protective equipment including latex gloves, non-allergenic gloves, and a resuscitation mask.

XXVII. Diabetic Care Plans

In compliance with North Carolina law, AMCS will develop an "individual diabetes care plan" at the written request of the student's parent or guardian. The diabetes care plan will include the responsibilities and appropriate staff development for teachers and other school personnel,

XXVIII. Lawful Abandonment of a Newborn

N/A

XXIX. Information Concerning Cervical Cancer, Cervical Dysplasia, Human Papillomavirus

At the beginning of each school year AMCS will provide information to parents and guardians about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases.

FOOD AND NUTRITION PROGRAM

Food Service Options

During its first year of operation, AMCS will contract an outside caterer to provide drop-off services for school meals. During year two, we will complete the necessary training with FNS to become our own food service sponsor.

Food Inspections

AMCS will maintain a food safety program including a HACCP Standing Operating Procedures Plan at the site. Hazard analysis & critical control points is a management system in which food safety is addressed through the analysis and control of biological, chemical, and physical hazards from raw material production, procurement and handling, to manufacturing, distribution and consumption of the finished product.

LEA IMPACT STATEMENT

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

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

A copy of this charter application will be delivered to the WS/FCS LEA not later than April 19, 2012.

APPENDIX A

**AMCS TEACHER PERFORMANCE EVALUATION
DETAILED PROCEDURES AND TIMETABLE**

DATE	ACTION	NOTES
Beginning of the school year	Principal/designee or other administrator who is responsible for teacher evaluations must meet with teachers to discuss the evaluation process, review the evaluation form, and answer questions.	It is good practice to give each teacher a copy of the evaluation form at this time.
September	<p>Within six weeks after school opening, teachers are given an interim evaluation based upon a formal and/or informal observation.</p> <p>A teacher who received an interim or year-end evaluation with an overall rating of <i>Does Not Meet Standards</i> during the prior school year is given a letter signed by the Principal/designee warning the teacher that his or her employment may be terminated this school year if the teacher’s job performance does not improve. (A sample letter is attached).</p> <p>Principal/designee will hand deliver this letter and have the teacher sign it to acknowledge receipt. When delivering the letter, the principal/designee will meet with the teacher to discuss expected performance and recommended prescriptions as well as the timetable for upcoming evaluations.</p>	
Classroom observations – at any time	<p>Classroom visits may be announced, unannounced, or both. They may also be a combination of formal and informal observations.</p> <p>If the principal/designee informally observes a teacher and sees a need for improvement, he or she must provide written feedback to the teacher within five school days. This notice is not required within five school days of a formal observation. (A sample memo is attached)</p> <p>Principal/designee may evaluate a teacher not originally identified as being evaluated that school year if assistance, supervision, or intervention are deemed appropriate based on informal observation(s).</p> <p>At the end of the last observation before the evaluation, the principal/designee will let the teacher know in writing that it is the last observation. (A sample notice is attached) This notice will be given whether the last observation is formal or informal.</p>	<p>Formal observation an observation for the purpose of evaluation</p> <p>Informal observation anytime you observe the classroom for purposes other than completing an evaluation. For example, a walk through or drop in visit may include walking by the classroom and seeing something that warrants feedback.</p> <p>If Principal/designee decides, based on informal observation(s), that a teacher will be evaluated when not originally scheduled, should give the teacher a memo stating both that the teacher will be evaluated that year and the reasons why.</p>
	The principal/designee will meet with the teacher to discuss the evaluation. At this meeting: (1) the teacher will be given two copies of the completed written evaluation, which are signed and dated, and (2) the teacher will sign and return one copy of the evaluation indicating receipt. If the teacher refuses to sign, a witness can sign to acknowledge the teacher was given the evaluation.	Check that you have given the teacher a rating in <u>every</u> category before they are given to the teacher.

DATE	ACTION	NOTES
No later than December 1.	<p>Any teacher who received an interim or year-end evaluation with an overall rating of <i>Does Not Meet Standards</i> from the end of the prior school year <u>must</u> receive an evaluation by December 1.</p> <p>The following teachers must be evaluated annually by December 15 <u>if at all possible</u>:</p> <ul style="list-style-type: none"> All teachers who received a year-end evaluation with an overall rating of <i>Does Not Meet Standards</i> during the prior school year All teachers who received a <i>Does Not Meet Standards</i> rating on any part of an evaluation in the prior school year All provisional teachers All teachers who are new to the school <p>Evaluations will be sent to Board of Directors by the Principal immediately if the teacher receives an overall rating of <i>Does Not Meet Standards</i> or a <i>Does Not Meet Standards</i> rating in any section.</p>	<p>Some Principals fail to evaluate this group of teachers</p> <p>Remember that all provisional teachers must be evaluated by December 15</p>
No later than May 14	<p>Permanent teachers must receive a year-end evaluation every two years by this date (except for those who are to be evaluated by December 15).</p> <p>All provisional teachers must be evaluated each year by this date.</p> <p>A year-end evaluation with an overall rating of <i>Does Not Meet Standards</i> should not be given unless the teacher has received an interim evaluation that school year that also has an overall rating of <i>Does Not Meet Standards</i>.</p>	

EVALUATION PROCEDURE FOR TEACHERS RECEIVING AN OVERALL RATING OF “DOES NOT MEET STANDARDS” ON ANY EVALUAUTION

<p>The following evaluation procedures are applicable after each evaluation with an overall rating of <i>Does Not Meet Standards</i>, when the rating is based in whole or in part on classroom observations that take place at any point during the school year.</p>		
<p>Interim evaluation with an overall rating of <i>Does Not Meet Standards</i></p>	<p>The interim evaluation given (1) by December 15 or (2) an evaluation based on informal visits and /or one or more observation visits at any point during the school year.</p>	<p>Send a copy of evaluation to the Board if the overall rating or the rating of any section is <i>Does Not Meet Standards</i></p>
	<p>Principal conducts a follow-up evaluation. If this evaluation is given close to the May 14 deadline, consider whether this should be the year-end or another interim evaluation.</p>	<p>Send a copy of evaluation to the Board if the overall rating or the rating of any section is <i>Does Not Meet Standards</i></p>

TERMINATION REQUIREMENTS

The minimum requirements to proceed with a teacher termination can be met in one of two ways:

Two formal/informal interim evaluations with overall ratings of <i>Does Not Meet Standards</i>	These two evaluations must be given within a 12 month period, which may or may not span more than one school year. The evaluations do not need to be given in consecutive months	Sample letter is attached
Two interim evaluations and one year-end evaluation with overall ratings of <i>Does Not Meet Standards</i>	These evaluations must be given during the same school year. They do not need to be given in consecutive months.	Sample letter is attached

Copies of the following information must be submitted to the Board of Directors in order to move forward with a recommendation for termination:

- All performance evaluations.
- All written feedback to the teacher following an observation in which you saw a need for improvement
- All correspondence regarding pre-evaluation and post-evaluation meetings
- All written notes from pre-evaluation or post-evaluation meetings
- Every syllabus, lesson plan, evidence of planning, etc. submitted to you by the teacher
- All notes and correspondence from the teacher concerning evaluations, classroom observations, and other matters relating to his or her performance
- Correspondence from teachers, parents, or other individuals regarding a teacher’s performance, complimentary or critical
- Attendance and tardiness records and correspondence if attendance and/or tardiness is an issue or if the teacher’s absences have affected contractually required timelines
- Information regarding allegations of discrimination (e.g., race, age, gender)
- All documentation about any disciplinary action taken against the teacher
- The letter from the Principal warning the teacher that his or her employment may be terminated based on unsatisfactory performance

Steps of the termination procedure:

The principal recommends to the Board that a teacher be terminated.
 If the Board approves the recommendation, the teacher receives a letter from the principal notifying him or her of AMCS’s intent to dismiss.
 The teacher has 10 school days after receiving the notice of intent to dismiss to meet with the principal to review the decision.
 After the meeting, if the termination decision remains unchanged, the principal sends the teacher a letter communicating the termination decision.

[TEACHER WARNING - SAMPLE LETTER]

Dear [Teacher's name]:

During the 20--/20-- school year, your performance was judged as not meeting standards for part or all of the school year. The evaluation of your performance was shared with you, and reviewed the diagnostic and prescriptive material with you in an effort to improve those areas of your performance that was deemed below standard. While your performance was not judged during the school year to be sufficiently below standards to warrant a recommendation for dismissal at this time, your performance has caused sufficient concern for me to notify you that you may be subject to dismissal if your performance does not improve during the upcoming academic year.

I will continue to make classroom visits and to share diagnosis and to recommend prescriptions with you in an effort to improve your performance. If at some point in the school year your performance is judged as not meeting standards, recommendation may be made for dismissal during this current academic year.

I trust you will take this opportunity to work with the principal in an effort to improve your performance in the areas of concern.

Sincerely,

I have received this letter, though I may not necessarily agree with its contents.

Signature: _____

Date: _____

[TERMINATION SAMPLE LETTER]

Dear [Teacher's name]:

During the 20---/ 20--- school year, your performance was judged as not meeting standards for part or all of the school year. The evaluation of your performance was shared and reviewed with you along with the diagnostic and prescriptive material in an effort to improve those areas of your performance that was deemed below standard. As such, I have recommended to the Board of Directors your dismissal from AMCS at this time.

In accordance with AMCS's personnel procedures, you have 10 school days after receiving this notice to meet with me to review the decision.

Sincerely,
Principal

AMCS INFORMAL OBSERVATION REPORT

Date:

Teacher:

Subject:

From:

Date and time of informal observation:

Daily Objective Posted	Yes []	No []
Homework Posted	Yes []	No []
Class Reflects Subject Taught	Yes []	No []
Students on-task	Yes []	No []
Effective Student Management	Yes []	No []

Comments: _____

Areas for Development: _____

APPENDIX B

PARENT/GUARDIAN SURVEY

ADDIE C. MORRIS CHILDREN'S SCHOOL

Before you begin, please read the following information.

You are being asked to complete this survey as part of a project to help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about your child's school.

As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your child's experience as a student.

There are no right or wrong answers - this is not a test! We just want to know how you feel.

Your responses will provide us with important information to help your child's school become even better. All of your responses are completely anonymous. No one from the school will ever see your answers, and no identifying information (such as name, child's name or survey ID) will be recorded with your answers.

All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.

The survey should take you approximately 20 minutes to complete. Please try to respond to all items.

Think about your experience with your child's school as you read each statement below. Then fill in the square that best describes how much you agree or disagree with each statement.

- 1 Strongly Disagree
- 2 Disagree
- 3 Neither Agree Nor Disagree (Neutral)
- 4 Agree
- 5 Strongly Agree

1. My child's school tries to get students to join in after school activities.

2. Adults who work in my child's school treat students with respect.

3. In my child's school, he/she talks about ways to help control his/her emotions.

4. Many students at my child's school go out of their way to treat other students badly.

5. Adults in my child's school seem to work well with one another.

6. Students in my child's school respect each other's differences (for example, gender, race, culture, etc.).
7. In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.
8. My child's school tries to get all families to be part of school activities.
9. My child's teachers encourage him/her to try new ideas (think independently).
10. My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school.
11. In school my child talks about the way his/her actions will affect others.
12. Students have friends at school they can turn to if they have questions about homework.
13. In my child's school, he/she discusses issues that help him/her think about how to be a good person.
14. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).

APPENDIX C

PRINCIPAL EVALUATION

PART I: PRINCIPAL LEADERSHIP FOR CONTINUOUS STUDENT ACHIEVEMENT

School Climate and Profile Data

School Report Card - North Carolina Department of Education Accountability System

Other Standardized Test Data - Local Data

Demographic considerations affecting student achievement (i.e., mobility, ELL economic level, IEP, etc.)

PART II: PRINCIPAL SELF-EVALUATION NOTE

AMCS is committed to an evaluation process that includes a self-evaluation component. It is through self-evaluation that the Principal has an opportunity for reflection on his/her performance.

The Principal's self-evaluation will be compared with the evaluation completed by the Principal's evaluator to form a more complete picture of the Principal's performance.

The Principal is encouraged to conduct a survey of employees supervised as a part of the self evaluation process.

The Principal's evaluator makes the final determination regarding strengths, weaknesses and areas of needed improvement, but the Principal's self-evaluation will be an important tool utilized by the evaluator in reaching a final decision.

PART III: PRINCIPAL LEADERSHIP SKILLS AND PROFESSIONAL GROWTH

Principal Leadership Responsibility: Promoting the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

The Principal facilitates processes and engages in activities that creates a shared vision and mission and communicates and models such to all stakeholders.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal recognizes the contributions of the school community to the realizations of the vision and mission.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Principal Leadership Responsibility: Promoting a safe, efficient, and effective learning environment and managing the organization, operations, and resources for the success of all students.

The Principal uses knowledge of learning, teaching, and student development in making management decision based on current, valid research.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal designs and manages operational and organizational procedures that maximize opportunities for successful learning.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal implements high-quality standards, establishes expectations, and continually monitors those standards, expectations, and related performance.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal supervises school facilities, equipment, and support operations providing for a safe, clean, and aesthetically pleasing learning environment.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal uses effective communication skills (e.g., problem framing, problem solving, conflict resolution, group processes, consensus building, and advocacy for students and staff).

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal strives to provide adequate staffing and other resources to support the technology infrastructure and integration in the School

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Principal Leadership Responsibility: Promoting the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.

The Principal develops relationships with community leaders through visibility and involvement within the larger community (e.g., business, political, advocacy groups, and service agencies and organizations).

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal gathers and uses relevant information about family and community concerns, expectations, and needs.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal facilitates opportunities between the school and community to share resources.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal establishes partnerships with area businesses and community groups to strengthen programs and support school goals.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal integrates community and youth/family services with school programs.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal facilitates activities that recognize and value diversity within the family, community, school, and district.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal models collaborative skills and provides opportunities for staff to develop and use collaborative skills.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Principal Leadership Responsibility: Demonstrating personal and professional values, ethics, and integrity.

The Principal behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal demonstrates responsibility for the learning of each student.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal demonstrates sensitivity regarding the impact of administrative practices on others.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal demonstrates appreciation from and sensitivity to the diversity in the school community.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal practices ethical, professional behavior and requires the same of others.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal interacts with all individuals with consistency, fairness, dignity, and respect.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Administrative Leadership Responsibility: Promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The Principal facilitates processes to communicate with the school community concerning trends, issues, and potential forces affecting teaching, learning and public policy.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal engages representatives of diverse community groups in an ongoing dialogue.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal develops lines of communication with decision-makers outside of the school community.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal develops a budget and seeks other resources to support the strategic plan.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal models personal and professional growth, and investigates and supports the personal and professional wellness and growth of the community of learners.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal acts on the belief that each student belongs within an appropriate, and least restrictive environment.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal practices team building, mediation, negotiation, and consensus building.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal promotes highly effective practices in technology integration in the school.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Principal Leadership Responsibility: Promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The Principal develops, implements, evaluates, and refines curriculum and assessment based on research, teacher expertise, student and community needs, and state and national curriculum standards.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal promotes a culture of high expectations for self, students, and staff performance.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal researches and draws from a variety of information sources to make the decisions that organize and align the school for success.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school visions and goals.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal proactively supervises, evaluates, and assists teachers with their own remedial instructional needs using multiple sources of information regarding performance and a variety of supervision and evaluation models.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal personally uses and promotes technology to advance student learning, professional development, adaptive education, and overall school success.

Circle one: 1 — lowest 5 = highest (1 2 3 4 5)

The Principal uses effective leadership models and strategies.

Circle one: 1 - lowest 5 = highest (1 2 3 4 5)

The Principal creates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

The Principal demonstrates respect for and monitors adherence to the law and district policies.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

Administrative Leadership Responsibility Relating to Technology in the School:

The Principal facilitates a shared development of a vision for technology use and widely communicate that vision.

Circle one: 1 = lowest 5 = highest (1 2 3 4 5)

