

ANDERSON CREEK CLUB CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

Submitted to:

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

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

Submitted by:

**ANDERSON CREEK CLUB CHARTER SCHOOL, INC.
125 Whispering Pines Drive
Spring Lake, North Carolina 28390**

**Contact: David N. Levinson
Chairman of the Board**

Dated:

April 11, 2012

“Our mission is to create a 21st Century learning environment that recognizes students’ multiple intelligences and diverse learning styles with a curriculum and instructional program that includes exploration, discovery, project based learning strategies, cooperative learning strategies, and other active learning strategies focused on the way children learn and achieve academic excellence.”

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL:

ANDERSON CREEK CLUB CHARTER SCHOOL

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: ANDERSON CREEK CLUB CHARTER SCHOOL, INC.

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

NAME OF CONTACT PERSON: David N. Levinson

TITLE/RELATIONSHIP TO NONPROFIT: Chairman of the Board

MAILING ADDRESS: 125 Whispering Pines Drive, Spring Lake, NC 28390

PRIMARY TELEPHONE: (910)814-2633 **ALTERNATE TELEPHONE:** (866)465-3568

E-MAIL ADDRESS: neesondavid@aol.com

Location Proposed Charter School (LEA): Harnett County Schools (LEA#430)

Conversion:

No:

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

Description of Targeted Population: Anderson Creek Club Charter School (ACCCS) will target a diverse student population of about 120 grade K-5 students residing in Harnett County and its surrounding areas. The school will target a mix of underserved highly motivated and academically gifted students, at-risk students, average students, handicapped students, and English Language Learners seeking to participate in a rigorous and academically challenging experience. The target is to reflect the demographics of Harnett County Schools which is about 53% white, 25% black, 16% Hispanic, 4% mixed race, and 2% others.

Proposed Grades Served: K-5

Proposed Total Enrollment: 120

Projected School Opening Year: 2013

Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-5	120	Yes	
Second Year	K-5	120	Yes	
Third Year	K-5	120	Yes	
Fourth Year	K-5	120	Yes	
Fifth Year	K-5	120	Yes	

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



Signature

David N. Levinson

Printed Name

Chairman

Title

April 11, 2012

Date

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MISSION, PURPOSES and EDUCATIONAL FOCUS

MISSION:

“Our mission is to create a 21st Century learning environment that recognizes students’ multiple intelligences and diverse learning styles with a curriculum and instructional program that includes exploration, discovery, project based learning strategies, cooperative learning strategies, and other active learning strategies focused on the way children learn and achieve academic excellence.”

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

The Fayetteville News Observer recently reported that Harnett County experienced 4% population growth placing it among the fastest growing counties in the State. The same article observed that Harnett County has a skyrocketing school-age population and noted the County currently needs at least five new schools. The estimated cost is a minimum of \$145 million which the County government does not have. (See: Appendix A - Fayetteville News Observer Article). School overcrowding in Harnett County is a major problem. The local school district is having difficulty responding to the population growth with adequate new schools. With overcrowding and the strain on the current system, student performance in Harnett County is a major concern for many parents. There is a need for new school facilities and a high quality charter school in Harnett County. Anderson Creek Club Charter School (ACCCS) will help address school overcrowding and academic decline by opening a high quality charter school to open in August, 2013.

ACCCS is a collaborative community effort that grows out of the need for high quality education. In the 2011-2012 school years, Harnett County Public Schools’ student Scholastic Aptitude Test (SAT) scores were 102 points below the State average and 127 points below the national average. This translates into reduced opportunities for higher education for students graduating from Harnett County Schools. A longitudinal review of published data from Harnett County Schools’ NC School Report Cards and the state’s ABC’s Accountability program demonstrates that academic stagnation begins in the early grades. In the 2010-2011 school years, 11 of 17 or 65% of Harnett County elementary schools did not make expected growth (equivalent of one year of growth) under the state’s ABC’s Accountability program. Only 1 of 17 or 6% made high growth.

Harnett County Schools published End-Of-Course (EOC), and End-Of-Grade (EOG) test scores for the 2010-2011 school years demonstrate that students in Harnett County significantly underperformed the state average at the elementary, middle, and high school levels. For example, the percentage of Harnett County Schools’ students who scored proficient on both the reading and math components of the grade 3-8 EOG’s was 11.8 percentage points below the state average. An astounding 44.8 percent of students did not perform combined reading and math at or above grade level.

In 1983, the National Commission on Excellence in Education issued findings in its report entitled; "A Nation At Risk." The Commission warned that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." The report goes on to note that "What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments." In 2007, the United States ranked 9th in math and 11th in science on the *Trends in International Math and Science Study* (TIMSS). In 2009, the United States ranked 17th in Reading, 23rd in Science, and 30th in Math on the *Programme for International Student Assessment (PISA)*. Harnett County student performance is well below International standards and we are consequently losing in the global competition for high quality education.

A significant number of active military and retired duty personnel whom reside in Harnett County are concerned about the quality of education in Harnett County Schools. Residents in Harnett County began to gather information and discuss the educational needs of children in Harnett County Schools after the cap on charter schools was lifted by the North Carolina Legislature in 2011. Parents, individually, had already volunteered time and engaged in efforts to support Harnett County Schools to reverse the negative trends in teaching and student performance. In August 2011, parents and local leaders began to explore the possibility of organizing a high quality public charter school in Harnett County to provide parents with another choice for educating their children. The group collectively decided not to file a fast track application in November 2011. After a series of meetings and discussions, in January 2012 a non-profit corporation and governing board was formed to organize a public charter school. The group developed a collaborative workspace on www.pbworks.com and began to collect data, and engage in school design planning. The group crafted several alternative mission statements which reflected the options determined in the school design phase of development. A survey was conducted of the mission statement options and the schools mission was selected after extensive discussion and input to the board of directors. The organization conducted a separate public survey with the overwhelming majority surveyed supporting the idea of ACCCS filing a charter school application by April 13, 2012. On April 2, 2012, a final public meeting was held in Anderson Creek Township to gain public input into the final design of the proposed charter school (See: Appendix B - Public Meeting Notice).

GOALS FOR THE PROPOSED CHARTER SCHOOL:

Anderson Creek Club Charter School's (ACCCS) primary goal(s) and measurable objective(s) are that >95% of its students demonstrate proficiency (Level III) or greater (Level IV) on State mandated End-Of-Grade (EOG) test each year for the initial charter period of 2013-2023. The school will base its curriculum on the Common Core and North Carolina Essential Standards. As the new testing program unfolds under the Accountability and Curriculum Reform Effort (ACRE), ACCCS will set clear goals to meet and exceed state proficiency standards in all tested subjects. ACCCS has set the following goals and measurable performance objectives for the subject areas of teaching as listed below:

Goals and Measurable Objectives

<u>Subject Area</u>	<u>Goal(s)</u>	<u>Measurable Objective</u>	<u>Evaluation Methods</u>	<u>Time Line</u>
Reading/ELA	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments, EOG (3rd-5th), MAP Assessment	2013-14 2014-15 2015-16 2016-17 2017-18
Math	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments, EOG (3rd-5th), MAP Assessment	2013-14 2014-15 2015-16 2016-17 2017-18
Science	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments, EOG (5th), MAP Assessment	2013-14 2014-15 2015-16 2016-17 2017-18
Writing	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments EOG (4th)	2013-14 2014-15 2015-16 2016-17 2017-18
Social Studies	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
History	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
Information Technology	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
Arts	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
Health	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
Foreign Language	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18

Speaking	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18
Guidance	Grade Level Mastery	>95% proficiency	Formative and Summative Assessments	2013-14 2014-15 2015-16 2016-17 2017-18

ACCCS will use a Study Island like program to monitor and assess proficiency in grades K-5 in the Common Core Standards on a weekly basis to inform its instructional program.

PURPOSES OF PROPOSED CHARTER SCHOOL:

The relationship between the proposed charter school and the six legislated purposes contained in *N.C. Gen. Stat. § 115C-238.29A* is as follows:

(1) Improve student learning:

ACCCS will improve student learning by establishing high expectations for student performance, providing a rigorous curriculum and instructional program, and by establishing a school culture that recognizes individual needs. The school will improve student learning by carrying out a data driven scientific approach to the delivery of instruction within a nurturing school culture.

(2) 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:

ACCCS will provide a rigorous academic program that covers each subject area of the Common Core and Essential Standards and will provide increased learning opportunities for all students. Our review of the local school district's subject offerings indicates that students are not presently offered all grade level objectives in the current North Carolina Standard Course of Study. ACCCS will offer all the subject areas of the Common Core and Essential Standards. Another way ACCCS will increase learning opportunities is by using instructional technology in the classroom and providing 24 hour learning opportunities through use of instructional technology and online access to students and their families. The school will seek State Board approval of an academically and intellectually gifted (AIG) program plan prior to the start of operation in 2013.

ACCCS will use differentiated instruction and cooperative learning strategies to provide expanded learning experiences for students who are identified as at risk of academic failure or who are academically gifted. The school will provide opportunities for students to excel at their own pace by using technology and 24 hour online access to instructional content.

(3) Encourage the use of different and innovative teaching methods:

ACCCS will build its instructional program around a Professional Learning Community (PLC) model. Teachers will be provided professional development and be required to demonstrate proficiency in a toolkit¹ of teaching methods. Teachers will use exploration and discovery, collaborative learning strategies, culturally responsive teaching, technology based learning, active learning strategies, WIKI's, Voki Classrooms, Web Quest, and other 21st Century learning methods. Teachers will be required to document use of innovative teaching methods in their lesson plans. Teachers operating as a PLC will use different teaching methods and evaluate the same for continuous quality improvement and to improve student learning.

(4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

An important part of ACCCS's program is the creation of new professional opportunities for teachers to work as a collaborative group within a PLC with individual responsibilities for the school's learning program. ACCCS's program will encourage teacher innovation and require a scientific approach to teaching and instruction. For example, teachers will receive benchmark performance data on individual students in their classrooms. Each teacher will be required to identify the specific instructional strategies to be used in the classroom, formally assess the strategies, and modify strategies as indicated by data related to student performance.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

Harnett County currently lacks a public charter school choice. ACCCS will expand the opportunities of parents and students by providing a charter school choice that is distinct and different from the options currently available in the Harnett County School system. ACCCS rigorous curriculum and accelerated pace will challenge students beyond the challenge offered in the traditional public schools. Many parents have expressed a desire for a high quality public charter school through survey responses and in our public meeting held on April 2, 2012.

(6) Hold the schools under *the N.C. Charter School Act* accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

ACCCS will be accountable for meeting State performance standards under the ABC's Accountability program and subsequently under the ACRE program as it is fully implemented by the N.C. State Board of Education. ACCCS will begin its operations under a performance-

¹ "Toolkit" refers to a menu of instructional strategies that teachers need to know and be able to select from to provide the most effective and efficient learning experience for students. Some examples of toolkit strategies include subgroups from cooperative learning strategies, active learning strategies, discovery learning, project-based learning, and so forth.

based accountability system. Charter schools in North Carolina are subject to rules of the N.C. State Board of Education and other state, federal, and local laws. ACCCS will adhere to all established promulgated legal authority. The central focus of ACCCS is student performance and the systematic perfecting of a scientific approach to obtaining maximum student performance.

EDUCATIONAL FOCUS:

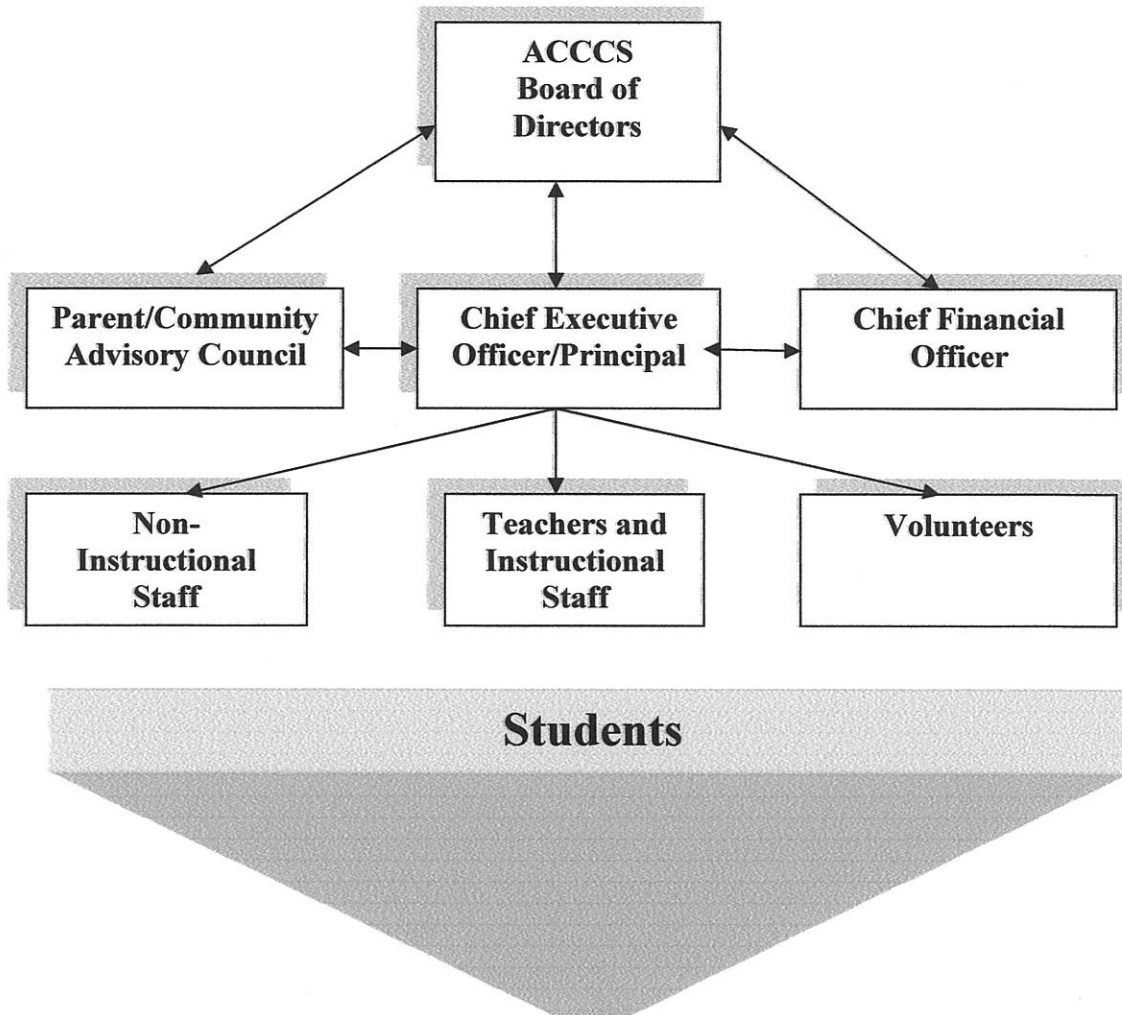
Anderson Creek Club Charter School (ACCCS) will create a modern learning environment that recognizes multiple intelligences and diverse learning styles. Focusing on the interests of children, our challenging curriculum will be based upon exploration, discovery, project based learning, active learning strategies, culturally responsive teaching strategies, cooperative learning strategies, and other 21st Century based learning technologies. Inspired highly motivated learners, involved parents or mentors, and innovative teachers will partner to achieve positive self-discipline, positive self-concept, and academic excellence in students.

ACCCS is dedicated to inspiring and motivating students to become life-long learners. At ACCCS we believe it is our responsibility to empower students by stimulating curiosity to inspire them to acquire new knowledge. The school will provide a multisensory approach to learning so that students will have the opportunity to learn in a manner that is conducive to their personal learning styles. A "program for reading" will be launched to instill in children a love of books. The school reading program will use Lexile measures to track student progress and inform instruction. We believe in focusing on meeting students individual academic needs. We believe that all students can achieve academic excellence and need to be instructed in ways that accentuate their strengths and address their areas of need. Students will work in small classrooms where they may feel free to try new things and be creative in their learning. A low student-to-teacher ratio will give teachers increased time to address individual student needs. Students will have opportunities to work effectively in small group and in individual settings.

Our students will blossom in a school culture where teachers, parents, mentors, and peers are reinforcing the knowledge that excelling in school has important social and practical utility. Together we will inspire success and courageously make a difference by facilitating the development of student's reading comprehension skills, writing, speaking, critical thinking, logic, abstract reasoning, and problem solving skills.

An organizational chart showing the relationship of the Board of Directors to the Parents and Staff of the proposed charter school as well as any Parent/Community Advisory Council is below:

ORGANIZATIONAL CHART



BOARD OF DIRECTORS

RESUMES

DAVID NEESON LEVINSON

Spring Lake, North Carolina

Mr. Levinson is the developer of Anderson Creek Club where he serves as corporate President of Anderson Creek, Inc. The community features 1,742 acres of rolling pine forest and a Davis Love III golf course that was voted Best New Course in North Carolina and received a Five Star rating. Mr. Levinson has an extensive career as a neighborhood developer and is responsible for the construction of thousands of homes throughout the United States. He served two terms as Delaware's elected Insurance Commissioner, and was appointed to two federal government panels where he served three (3) separate U.S. Presidents.

Mr. Levinson holds a A.B. Degree from Harvard College, and L.L.B./J.D. Degree from Harvard Law School. He holds an Executive Certificate in Counter-terrorism.

(Full Resume attached as Appendix C)

OZIE LEE HALL, JR.

Winterville, North Carolina

Mr. Hall is the current Chief Executive Officer/Principal of Kinston Charter Academy where has served for over four years. Kinston Charter Academy operates with an approximate 90 percent free and reduced price lunch eligible population in a low wealth county. Last year the school was represented in the Scripps National Spelling Bee by a 7th grade student attending the school that made her way through the local and regional competition. The school has always made expected growth and has out-performed the local school district's similar demographic. The school's students have been success participants in several math and science competitions and many of its 8th graders attend early college. The school operates from a 52,000 square foot facility on a 14 acre site in Lenoir County. Mr. Hall is a member of Kappa Delta Pi International Honor Society in Education.

Mr. Hall holds a B.S. Degree in Business Administration from Mount Olive College; Master of Science in Administration Degree and Master of Arts in Education Degree (focus on Curriculum and Instruction) from Central Michigan University. Mr. Hall recently completed a Certificate from Harvard University Graduate School of Education in Charter School Practices for High Performance. He has over 30 years experience as an educational advocate.

(Full Resume attached as Appendix D).

TAMARA (TAMI) STARK

Spring Lake, NC

Ms. Stark is a former Mathematics teacher for Raleigh Charter High School (RCHS). At RCHS she provided services as an instructor in Algebra I, Algebra II, and Pre-Calculus. She taught Algebra I and II at Sanderson High School and Algebra at Fayetteville Tech. Ms. Stark is an experienced teacher. She serves as a volunteer at Anderson Creek Elementary School, is a Member of Relief Society, and is an experienced Home School teacher.

Ms. Stark holds a B.A. Degree from Brigham Young University. She is a parent and resident of Harnett County, and is a founding organizer of Anderson Creek Club Charter School, Inc.

JENNIFER M. LUCERO- JOHNSON

Spring Lake, NC 28390

Ms. Lucero-Johnson is retired from a military career. She had about 20 years of active service. Her last assignment was to the 95th Civil Affairs Brigade (4/1/2008 to 10/31/2010) at Fort Bragg, North Carolina. Ms. Lucero-Johnson served as a Senior Logistics Advisor, including responsibility for supervision, evaluation, and direction of 4 civilian and 5 military personnel. She managed a budget of more than \$2 million dollars.

Ms. Lucero-Johnson holds a B.A. Degree in Business Management with a Minor in Sociology. She attended college at the University of Maryland and in Germany. She received special education in Environmental Compliance, Logistics, and Commanders Course work in the U.S. Military. Ms. Lucero-Johnson is also a parent residing in Harnett County.

(Full Resume attached as Appendix E).

STEVEN J. SHOTZ, CPA

Mr. Shotz was a founding director and served as Vice Chairman of the Board of Directors of Republic First Bancorp and Chairman of the bank's loan committee. He also served as a Director of the First Bank of Delaware and Chairman of its loan committee and its audit committee. Previously, Mr. Shotz served as President and Managing Shareholder of Shotz, Miller, Glusman, Footer & Magarick, P.C., Certified Public Accountants/Management Consultants of Philadelphia.

Mr. Shotz is a graduate of Temple University. His professional affiliations include membership in the American Institute of Certified Public Accountants. His civic and charitable affiliations include being a former member of the Small Business Council for the Federal Reserve Bank of Philadelphia, past President of the International Group of Accounting Firms Board, former advisory board member of the Temple University Department of Accounting, and an advisory board member of the National Tay-Sachs and Allied Diseases Association.

Mr. Shotz is married to Barbara Berman Shotz and they have four children: Todd, Dan, George, and Annette.

BETTY M. HUNNICUTT

Ms. Hunnicutt is the owner, founder, and manager of Wonder Years Pre-School in Harnett County, North Carolina. She specializes in early childhood education. Ms. Hunnicutt worked with the Partnership for Children of Cumberland County (PFC) since 1997. She served on the board of directors for 6 years, the executive committee for 3 years, 4 years on the allocation team (Chair 1 year), as board treasurer for 1 year, and in various other capacities. She founded Wonder Years in 1994 and is currently a Level III Administrator of two, FOUR STAR, and one FIVE STAR Early Childhood Facility including the facility located in Harnett County at Anderson Creek Club.

Ms. Hunnicutt holds a B.S. Degree in Home Economics from UNC at Greensboro with education and early childhood specific coursework. Her Masters studies were at UNC Greensboro and Appalachian State University.

(Full Resume attached as Appendix F)

BY-LAWS AND CONFLICT OF INTEREST POLICY

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

BYLAWS OF Anderson Creek Club Charter School, Inc. Draft

ARTICLE I INTRODUCTION; LEGAL STATUS

Section 1: Name

The name of the non-profit corporation is ANDERSON CREEK CLUB CHARTER SCHOOL, INC., of Harnett County, duly authorized under the statutes of the State of North Carolina.

Section 2: Principle Office

The Principle office of the Corporation is located in Harnett County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 125 Whispering Pines Drive, Spring Lake, NC 28390 and the name of the initial registered agent at such address is David N. Levinson.

ARTICLE II – Purposes

Section 1: Purposes

The mission of Anderson Creek Club Charter School, Inc. is as follows:

“Our mission is to create a 21st Century learning environment that recognizes students’ multiple intelligences and diverse learning styles with a curriculum and instructional program that includes exploration, discovery, project based learning strategies, cooperative learning strategies, and other active learning strategies focused on the way children learn and achieve academic excellence.”

ARTICLE III - Board of Directors

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Number, Qualifications, Election, and Tenure

- a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than nine (9).
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may serve on the Board of Directors only as Non-Voting Members.
- c) Any qualified person seeking to become a Director of the ANDERSON CREEK CLUB CHARTER SCHOOL, INC. Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining ANDERSON CREEK CLUB CHARTER SCHOOL, INC. Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the ANDERSON CREEK CLUB CHARTER SCHOOL, INC. Board of Directors.
- d) The sitting Board Members may conduct interviews with the perspective Board Candidates.
- e) With the exception of the very first planning board, each Director shall hold office for a period of two years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of two years, and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve two-year terms.
- f) Except non-voting employee Directors, no person appointed or elected shall serve more than five (5) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that Director is removed.

Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation shall during his or her respective term serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Directors, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 4: Duties

- a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

- b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also known as the School Director or Principal) of the Corporation.
- c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.
- d) Directors shall meet at such times and places as required by these Bylaws. The Board may consider a director with two consecutive un-excused absences from regular meetings as having resigned.
- e) Directors shall register their addresses with the Secretary of the Corporation.

Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds.

Section 7: Compensation

Directors shall serve without compensation for their services to the Board. However, a person who is a Director may receive compensation for serving in another capacity in the Charter School for which there should be reasonable compensation, e.g., compensation as a substitute teacher for a short period of time and so forth.

Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 10: Conflict of Interest

Board members shall be completely objective and free of personal conflict when making decisions on the board. The Board shall adopt and update on an annual basis a separate Conflict of Interest Policy which shall be deemed a part of these By-Laws.

Section 11: Removal

Members of the Board of Directors (Member) as defined by Section 2 of this Article III may be removed with cause in accordance with the Board Handbook, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The removal of any person from the Board of Directors shall be done without prejudice to the contract rights, if any, of the person so removed, if any.

ARTICLE IV – MEETINGS

Section 1: Open Meetings

The Board will conduct open meeting within the meaning of the North Carolina General Statutes for open meetings laws of public entities. The provision of the North Carolina General Statutes shall supersede any provisions in these By-Laws that are contrary.

Section 2: Regular Meetings

The Board of Directors will meet a minimum of six (6) times per year with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meeting shall be the annual meeting (Section 5) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors. Proxy voting is prohibited and policy matters shall require public hearing prior to voting. Each meeting shall be publicly noticed and include as public comment period. The Board may establish specific rules of procedure governing the public comment period.

Section 3: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 2, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting and shall be publicly notice.

Section 4: Special Meetings

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 6, below.

Section 5: Annual Meeting.

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

Section 6: Notice of Meetings

Notice of any regular, substitute regular, or special meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least four (4) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email, telegram, or fax to the address of each Director as shown on the records of the Corporation. All meeting of the entire Board shall be noticed to the public on the school's website and placed in a local newspaper of general circulation.

Section 7: Quorum

The presence of one half (1/2) of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 8: Decision Making

Notwithstanding any provision of these Bylaws to the contrary, requiring consensus, unanimity, or any other percentage of votes by members of the Board, including, without limitation, any vote to amend these Bylaws or to elect or replace a director, decisions of the Board shall be by a simple majority vote of the directors present and constituting a quorum. In all cases, in the event of a tie, the vote of the Chairperson shall break the tie. The aforementioned provisions shall apply to all decisions of the Board.

Roll Call Voting Process

The Chair shall inquire, prior to the vote, if any member requests the use of the roll call process. The Chairperson may, at their discretion, ask for Roll Call Vote even if no request is made by other members. If no request is made, the vote may be held immediately. Should a request for Roll Call Vote be made, each member of the board, in sequence, is asked to voice their summary opinion on the issue. Upon conclusion of the Roll Call, the vote shall be taken.

ARTICLE V - Officers

Section 1: Designation of Officers

The officers of the Board of Directors of this Corporation shall include the Chairman, Vice-Chairperson, Secretary and Treasurer. The Directors may designate and fill other corporate officers as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

Section 3: (Reserved)

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

Section 8: School Director/ Chief Executive Officer

The School Director/Chief Executive Officer shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Director shall serve an ex-officio member of the Parent/Community Advisory Council and the Board of Directors as well as work in partnership with these groups to achieve the mission of the ANDERSON CREEK CLUB CHARTER SCHOOL, INC. The Board shall have ultimate authority in the hiring or discharge of Teachers and other professional personnel.

Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all

documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

ARTICLE VI – Committees

Section 1: General

The Board shall have two (2) standing committees – Executive and Finance. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice Chairperson, the Secretary, and the Treasurer. The Executive Committee shall be vested with the powers to conduct business of the board subject to the provisions of the Open Meetings Laws.

Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Parent/Community Advisory Committee.

Parents of ANDERSON CREEK CLUB CHARTER SCHOOL, INC. students shall form the Parent/Community Advisory Committee and shall nominate and elect the committee's officers. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Parent/Community Advisory Committee. The Parent Advisory Committee shall work with the school involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs.

Section 5: Additional Committee

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII – Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. All contracts executed by the Corporation shall contain the mandatory language provided in the N.C. Charter School Act.

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 and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such

other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational proposes of ANDERSON CREEK CLUB CHARTER SCHOOL, INC.

ARTICLE VIII - General Provisions

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be July 1 through June 30.

Section 3: Amendments to Bylaws

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a vote of the Directors then in office provided however, that notice shall be given of the intention to alter, amend, or repeal or to adopt new Bylaws at such meeting at least seven (7) days prior to such meeting in writing delivered personally or sent by mail, e-mail or fax to the address of each Director as shown on the records of the Corporation.

Section 4: 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 of Directors.

Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-17.3 or North Carolina.

General Statutes or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability. Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these Bylaws.

Section 7: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 8: Disposal of Assets

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 directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing Bylaws have been adopted as the revised Bylaws of the Corporation, in accordance with the requirement of the Corporation Law.

Date Adopted:

Chairman of the Board

Attest: Board Secretary

CONFLICT OF INTEREST POLICY

Anderson Creek Club Charter School, Inc.. hereby adopts the following Conflict of Interest Policy:

Article I Purpose

The purpose of the conflict of interest policy is to protect Anderson Creek Club Charter School, Inc.'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or result in a possible excess benefit transaction.

Article II Definitions

1. Interested Person- Any director, principal officer, or member of a committee with governing board delegated power, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (a) an ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (b) a compensation arrangement with the Organization or with an entity or individual with which the Organization has a transaction or arrangement, or (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
3. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exist.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization' best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangements.

4. Violations of the Conflict of Interest Policy

- a. If the governing board or committee have reasonable cause to believe a member has failed to disclose actual or possible conflicts if interest, it shall inform the member of the basic for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict or interest, it shall take appreciate disciplinary and corrective action.

**Article IV
Records of Procedures**

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

- a. The names of the persons disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion , including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**Article V
Compensation**

- a. A voting member of the governing board who received compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**Article VI
Annual Statements**

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

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**Article VII
Periodic Reviews**

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

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the results of arm's length bargaining.
- b. Whether partnership, joint ventures, and arrangement with management organizations conform to Organization written policies, are properly recorded, reflect reasonable investment or payments of goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in and excess benefit transaction.

Article VIII
Use of Outside Experts

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

Date Adopted:

Chairman of the Board

Attest: Board Secretary

SOSID: 1241694
Date Filed: 2/1/2012 3:28:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201203000269

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

ANDERSON CREEK CLUB CHARTER SCHOOL, INC.

1. The name of the corporation is: _____

2. _____ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The street address and county of the initial registered office of the corporation is:

125 Whispering Pines Drive
Number and Street _____

Spring Lake, NC 28390 Harnett County
City, State, Zip Code _____ County _____

4. The mailing address *if different from the street address* of the initial registered office is:

(Same)

5. The name of the initial registered agent is: David N. Levinson

6. The name and address of each incorporator is as follows: _____

David N. Levinson
125 Whispering Pines Dr.
Spring Lake, NC 28390

Ozie Lee Hall, Jr.
P.O. Box 1699
Winterville, NC 28590

Tamara Stark
161 Heathdrow Drive
Spring Lake, NC 28390

Betty Hunnicutt
351 Wagoner Drive, Suite 155
Fayetteville, NC 28303

Jennifer Johnson
216 Anderson Creek Drive
Spring Lake, NC 28390

7. (Check either a or b below.)

a. ___ The corporation will have members.

b. X The corporation will not have members.

8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution. (See: Attachment 1)

9. Any other provisions which the corporation elects to include are attached. (None)

10. The street address and county of the principal office of the corporation is:

125 Whispering Pines Drive
Number and Street _____

Spring Lake, NC 28390

Harnett County

City, State, Zip Code

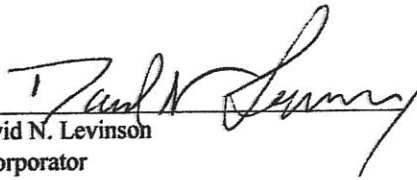
County


11. The mailing address *if different from the street address* of the principal office is:

(Same)

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

This is the 20th day of January, 2012.


David N. Levinson
Incorporator


Ozie Lee Hall, Jr.
Incorporator


Betty M. Huncutt
Incorporator


Jennifer Johnson
Incorporator


Tamara Stark
Incorporator

ATTACHMENT 1**ANDERSON CREEK CLUB CHARTER SCHOOL, INC.**
Articles of Incorporation**Purpose of Corporation**

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

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

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

Prohibited Activities

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

Distributions Upon Dissolution

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

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

ACCCS Board of Directors functions include establishing all policies and procedures for the operation of the organization including, but not limited to, fiscal policies and procedures, internal controls, personnel policies and procedures, student and staff grievance procedures, student discipline codes, Internet safety, emergency policies and procedures, procure statutorily required insurances, secure and maintain facilities, and hire the Chief Executive Officer, and confirm the Chief Financial Officer of the school. The Board shall be responsible for the hiring and termination of teachers. The Board shall monitor student performance and the schools’ compliance with all state, federal, and local regulations. The Board of Directors shall establish a periodic strategic plan which aligns with the schools mission and it shall monitor and assure the school is operating in accordance with the strategic plan.

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

The Board of Directors shall hold regularly scheduled public meeting that are advertised in advance in a local newspaper of general circulation and through such other methods as will assure that parents, members of the general public, and interested parties have actual public notice of the meetings. The Board shall have a public comment period during each public meeting. All school policies and procedures shall first be introduced in a public meeting and the public shall have an adequate opportunity to comment on such policies and procedures before any final vote is taken on whether to adopt such policies and procedures. Individual votes shall be made openly during a public meeting. The Board shall conduct meetings in accordance with its By-Laws, Open Meetings Law, and the latest version of Robert’s Rules of Order for non-profit organizations.

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

The Board of Directors shall establish a parent/community advisory council. The advisory council may have committee’s of interest that track the schools programs and activities. For example, the advisory council may have parent/community/mentor volunteer committee that actively engages in recruiting volunteers for the school. The advisory council may present to the Board of Directors any issue and make recommendations on any governance issue.

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

The Board of Directors shall establish performance based goals and measurable objectives regarding fundraising, fiscal management and compliance. The Board shall engage in

strategic planning and establish performance based goals and measurable objectives regarding student achievement, parental participation, and community involvement.

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

The Board of Directors shall include a conflict of interest provision in its By-Laws and adopt a separate Conflict of Interest Policy that addresses conflicts of interest as noted above. The Board will require that all members complete Board of Directors Training and make written disclosures of potential conflicts of interest.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Any child who is qualified under the laws of the State of North Carolina for admission in grades K-5 to a public school is qualified for admission to ACCCS. The school shall establish enrollment targets and adopt a comprehensive policy and procedure for advertising and establishing an effective period for submission of enrollment applications. For the first year and subsequent years of operations, once the enrollment period ends all eligible applications shall be considered as follows:

- (1) If the number of eligible applicants does not exceed the number of established seats available, then all students shall be accepted.
- (2) If the number of eligible applicants does exceed the number of established seats available, then the school shall conduct a lottery.
- (3) In the event of a lottery, the school shall contact, all eligible applicants and notify them of the date, time, and location of the lottery.
- (4) Applicants must certify acceptance of enrollment within five (5) business days in the event they are accepted by lottery.
- (5) The school shall give enrollment priority to eligible siblings of enrolled students, children of the school's principal, teachers, and teacher assistants.
- (6) During the first year only, the school may give enrollment priority to children of the school's board of directors, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students whichever is less.
- (7) In any lottery where multiple birth siblings have applied for admission, only one surname shall be entered in the lottery.
- (8) If the surname of a multiple birth sibling is admitted, then all of the multiple birth siblings shall be admitted.
- (9) Once a student is enrolled, said student shall not be required to reapply in subsequent periods so long they maintain enrollment.
- (10) During subsequent enrollment periods, ACCCS shall enroll eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case students are accepted by lot.
- (11) It is ACCCS goal that its student population shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in

- which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.
- (12) Unless otherwise provided by law, ACCCS may refuse admission to any student who has been expelled or suspended from a public school under *N.G. Gen. Stat. § 115C-391* until the period of suspension or expulsion has expired.
 - (13) The Board of Directors shall adopt policies and procedures for student withdraws and transfers that shall establish documentation requirement for student withdraws and transfers.
 - (14) The Board of Directors shall cause the publication of open and closing of the enrollment application period in a newspaper of general circulation and establish a policy and procedure to assure that all demographic groups receive notice of enrollment deadlines.

EDUCATION PLAN (See: Appendix K – Bibliography)

Anderson Creek Club Charter School (ACCCS) education plan offers significant and meaningful innovation in education. Early pioneers of educational thought such as John Dewey (1859-1952), Maria Montessori (1870-1952), Friedrich Frobel (1782-1852), Johann Heinrich Pestalozzi (1746-1827), and Jean-Jacques Rousseau (1712-1778) set forth theories of education that built upon the existing foundations of educational models of their times. Today, theories of Objectivism, Cognitivism, and Constructivism find their foundations in this early educational thought. Each of these theories offers profound ideas and observations to inform modern educators and practitioners. Educational thought has been evolving toward a “Science of Education.” ACCCS recognizes Objectivism, Cognitivism, and Constructivism as providing foundations for its instructional program.

ACCCS believes that a truly scientific approach to instructional delivery is best deployed through operation of a well organized and efficiently operated Professional Learning Community (PLC) (DuFour and Eaker 1998). A data driven approach with well documented strategies and evaluation of those strategies and their impact on student performance moves the profession of teaching toward becoming a science. The innovative features of ACCCS educational program include teachers and administrators establishing a data driven quality control system to monitor student progress and having the flexibility to abandon instructional methods that are not working or which demonstrate inefficiencies in operation. The PLC will have the capacity to embrace new ideas and seek out the best ways of delivering instruction in the interest of student progress.

The guiding principles of ACCCS’s educational plan is the belief that all students can achieve academic excellence, that students come to school with preconditioned learning preferences of how they perceive and process information, that all children have multiple domains of intelligence, and that culture is at the center of all learning.

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

Educational Theory

Objectivism asserts that “students must be engaged actively in the subject matter to learn” (Noll, 2009). As Objectivists we embrace the idea that “one reality exists independent of anyone perceiving it,” and that students are capable of knowing this reality only by the faculty of reason, objective knowledge, and truth. Id. ACCCS will use three primary Objectivists instructional models including (1) Individualized Instruction, (2) Contract Learning, (3) Computer-Based Instruction.

Cognitivism asserts that the “outcome of learning is not only dependent on what the teacher presents but also on what the learner does to process this information” (Noll, 2009). ACCCS will use one of Cognitivism’s recent instructional design synthesis to establish learning phases including (1) activation of prior experience, (2) demonstration of skills, (3) application of skills, and (4) integration of these skills into real world activities (Merrill, 2007).

Constructivism asserts that “learning is an active process of constructing knowledge”, and that “children have their own ways of knowing and that these have to be valued and respected” (Noll 2009). ACCCS will use (1) Action Learning, (2) Authentic Learning, (3) Case-Based Learning, (4) Collaborative Learning, (5) Discovery Learning, (6) Problem-Based Learning, and Web Quest(s) as part of teacher’s instructional toolkits.

ACCCS proposes five innovative offerings that draw from the three major educational traditions (Objectivism, Cognitivism, and Constructivism) upon which its instructional program is built.

- I. A responsive Professional Learning Community (PLC) with teachers empowered to periodically adjust the instructional program based upon scientific observations.
- II. An accelerated curriculum and instructional program with responsive support system to assure student growth.
- III. The use of a multi-sensory approach to instruction that recognizes diverse learning styles and multiple intelligences.
- IV. Content rich instruction supported by 24 hour online content support and access to Student Learning Teams.
- V. An instructional program designed to fulfill the dual purposes of educating children to become more efficient to achieve life goals, while at the same time training students to engage in quick, resolute, and effective thinking.

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

(a) Teaching Approach

ACCCS's teaching approach starts with detailed planning by the teachers. The Professional Learning Community (PLC) shall collectively and individually engage in detailed planning prior to receiving students for the start of the school year. The planning process includes the creation of a strategic plan to guide the school year. The process involves creating pacing guides, and developing lesson plans. The PLC will create protocols for classroom management, student grades, management of the student population (within and outside of the facility), homework, and parental involvement. The PLC shall plan the creation of the school culture.

The teaching approach requires that teachers establish an early positive relationship with parents and/or mentors of students. Teachers shall be required to conduct an orientation of the students and parents to the teachers' expectations and provide parents with a course syllabus for core subjects including reading/English Language Arts, Math, Science, Social Studies, and Writing. Teachers shall create classroom décor that maximizes the featuring of students' works.

The school's teaching approach shall be characterized by high expectations, rigor, and accelerated pacing. The core teaching approach shall be problem-based and include an instructional design with four distinct phases of learning including (1) activation of prior experience, (2) demonstration of skills, (3) application of skills, and (4) integration of these skills into real world activities (Merrill, 2007).

The teaching approach shall use North Carolina's adopted modified version of Bloom's Taxonomy and shall embrace the idea that students come to school with preconditioned learning style preferences that teachers shall identify in order to plan the most effective approach to teaching this particular set of students. The teaching approach shall address the cognitive (Bloom's), psychomotor, and affective domains of learning. Teachers shall also determine students' dominate intelligence domains (Starko, Sparks-Langer, Pasch, et' al., 2003). Teachers shall be required to reflect understanding and consideration of learning styles and multiple intelligences in their weekly written lesson plans.

The teaching approach shall embrace culturally responsive pedagogy. Culturally responsive pedagogy is a method of recognizing diversity and showing respect and sensitivity for all students ethnic and cultural heritage. Culturally responsive teachers gain greater rapport with students and maintain a more effect teacher/student relationship which results in higher student performance (Gay, 2000; Gay 2003). Teachers must demonstrate applications of culturally responsive pedagogy in their weekly lesson plans.

Teachers shall use subject appropriate deductive (direct) and inductive (indirect) teaching. The teachers shall differentiate instruction to reach all learners based upon considerations of learning styles, multiple intelligences, and cultural congruence with the learners.

The ACCCS teaching approach requires teachers to master an assortment of teaching skills and techniques designed to maximize student performance. This toolkit approach to teaching shall be enhanced and reinforced with ongoing professional development and support of the PLC.

Teachers shall be required to master the techniques of discovery learning, cooperative/collaborative learning structures, problem-based learning strategies, active learning strategies, culturally responsive teaching strategies, and technology integration. Teachers shall be required to master the use of study manipulative(s), use of Smart Boards, Smart Tables, Voki Classrooms, WIKI's, Web Quest, and social/classroom adhesion technologies like Gaggle. Every lesson plan shall include and identify strategies to accommodate academically and intellectually gifted (AIG) students, at-risk students, limited English proficient students, and students who are exceptional under the IDEA Act.

The teaching approach shall follow the scientific method and be data driven. Teachers shall inform their instruction through use of formative and summative assessments, end of grade test data, benchmark test, and other sources of collected data. The school shall use a Study Island like program aligned to the North Carolina's Common Core and Essential Standards to track student progress and identify areas needing remediation and re-teaching. This data shall be used by teachers to guide and prescribe instruction.

ACCCS teachers shall operate within the framework and context of the PLC structure with the team divided into grades K-2 and 3-5 sub-groups. The school administration and PLC shall closely monitor student progress and provide a strong support base for the individual classroom teacher.

(b) Classroom Structure

Our design proposes classroom space of approximately 900-1,000 square feet per class with no more than a 20 to 1 student/ teacher ratio. Each classroom shall have a flexible seating arrangement capability to accommodate diverse teaching strategies. For example, cooperative learning strategies may require students sit in small groups with five seating clusters containing four students each. Exploration/discovery learning strategies may require moving desks and chairs aside have students on sit on the floor and use manipulative(s). A didactic approach may require the seating to be arranged in a theater style.

All classrooms shall conspicuously post the student creed, classroom rules, "Do Now" instructions, homework assignments, as well as goals and objectives for the day. Teachers shall turn in lesson plans to the school administration one full week in advance of delivering the instruction to allow for review and discussion in the PLC and by the school's administration.

Class periods shall be approximately 50 minutes. Classes shall be arranged in 9 week periods with an interim progress viewable by parents through a secure online portal throughout the marking period. Classrooms shall be wired or have wireless Internet access with sufficient computers to permit students a minimum of 50 minutes of computer time each instructional day, exclusive of usage of other personal digital devices for instructional purposes. Classrooms shall be equipped with audio/visual equipment.

Teachers shall publish to parents and students their grading system and scale to be used, and establish an online connection with parents through Gaggie, email, drop boxes, Pearson's, or similar technology.

Nine week marking period grades shall be a weighted average of all Tests, Quizzes, Homework, Class Assignments, as well as Projects assigned during the grading period. Students that fall behind shall be given the opportunity for remediation, make-up work, and to demonstrate mastery of the materials presented during the grading period.

Teachers shall efficiently plan class time to maximize use of instructional time. Class transitions shall be structured, orderly, and teacher managed.

(c) Curriculum Design

ACCCS shall utilize the North Carolina Common Core and Essential Standards as the foundation of its curriculum and instructional program. The school will use at least eight (8) common curriculum designs including (1) content based instruction, (2) skills based instruction, (3) inquiry approach, (4) conceptual learning, (5) interdisciplinary learning, (6) cooperative learning, (7) problem solving, and (8) critical and creative thinking (Starko, Sparks-Langer, Pasch, et' al., 2003).

The school shall use a Lexile measures approach to reading. Students shall be required to engage in extensive reading. The school's reading program shall consist of daily public and private reading experiences. The school will use Phonics and vocabulary building to enhance reading. The school shall take a rigorous approach to vocabulary building. ACCCS shall participate in the Scripps National Spelling Bee program and promote a school-wide system of vocabulary building. Students shall begin vocabulary training in Kindergarten. The vocabulary regimen shall consist of a minimum of 10 words per week. Students shall demonstrate mastery of a minimum of 370 works per year.

Vocabulary Regimen

<u>Grade</u>	<u>Word Mastery</u>
K	370
1	370
2	370
3	370
4	370
5	370
Total	2,220

Students will be provided an intensive literary experience including exposure to classical writings. The school shall target Lexile-to-Grade level conversions that are a minimum of 10 percent above national Lexile norms. The school will use a synthesized version of Orton-Gillingham, Wilson Reading, and Langer approaches to teaching reading, including peripheral reading mechanics and techniques. ACCCS will

approach reading as an active learning problem solving task. The “Reading Challenge” will expose students to increasingly advance reading opportunities.

ACCCS will use an adapted version of Singapore Math and Shanghai Math. These approaches have produced top global rankings on international math tests. ACCCS math curriculum will include “(a) teaching with variation; (b) emphasis of precise and elegant mathematical language; (c) emphasis on logical reasoning, mathematical thinking and proofing during teaching; (d) order and serious classroom discipline; (e) strong and coherent teacher-student rapport, and (f) strong collaborative culture amongst mathematics teachers.” (Lim, 2007).

(d) Course of Study

ACCCS shall offer the following course of study:

<u>Subject</u>	<u>Source</u>	<u>Marking Period</u>
Reading/English Language Arts	Common Core	1,2,3,4
Math	Common Core	1,2,3,4
Science	Common Core and Essential Standard	1,2,3,4
History	Common Core and Essential Standards	1,2,3,4
Technology	Essential Standards	1,2,3,4
Social Studies	Common Core and Essential Standards	1,2,3,4
Health Education	Essential Standards	1,2,3,4
Arts Education	Essential Standards	1,2,3,4
Foreign Language	Essential Standards	1,2,3,4
Financial Literacy	AACPA's	1,2,3,4
Writing	Essential Standards	1,2,3,4
Physical Education		1,2,3,4

(e) Daily Sample Schedule

ACCCS shall operate on a modified year round schedule with four nine (9) week instructional sessions. The school will establish a daily schedule that will be modified each nine (9) week marking period. Some classes will be offered on alternate days. Adopted schedules will provide each teacher daily planning time and adequate breaks.

8:00-8:25 a.m.-	Morning Meeting
8:30-9:20 a.m.-	Math
9:25-10:15 a.m.-	Reading/English Language Arts
10:20-11:10 a.m.-	Science
11:15-12:05 p.m.-	Physical Education/Health Education
12:05-12:35 p.m.-	Lunch
12:40-1:30 p.m.-	Arts Education/Foreign Language
1:35-2:25 p.m.-	Social Studies/History

(f) Pillars of the School Culture

ACCCS embraces the idea that the pillars of an excellent school culture includes: “(1) a strong belief that culture determines outcome; (2) a nurturing but demanding culture; (3) a culture committed to student success, and (4) a culture of people, principles, and purpose” (Carter, 2011). ACCCS embraces the belief that:

- All students can achieve academic excellence,
- High expectations coupled with diligent action produces excellent results,
- Excellent teaching is a critical component in high student performance,
- Time on task, or practice, practice, and practice are essential to academic success,
- Student learning communities and a shared vision of future progress is essential to creating a school environment that promotes individual and group achievement,
- Proper school etiquette includes respect for authority, personal discipline, and excellent personal conduct,
- Strong parental or mentor² support is vital to providing children the emotional stability to engage in a rigorous academic curriculum.

(g) Instructional Methodology Alignment

There is a direct alignment between ACCCS instructional methodology and the school’s mission. The quintessential components of ACCCS’s mission statement are “21st Century learning environment” “focused on the way children learn and achieve academic excellence.” Students have at least three

² It is well known that students with strong parental support generally show greater school performance. Merseth (2010) has documented how many successful charter schools provide mentors from parents and college students to support student learning as a substitute for absent parental support.

critical learning preference pathways, including visual, auditory, and body/kinesthetic. Students differ or have pre-conditioned preferences in how they perceive and organize information and experiences (for example: some linear sequence and others may random sequence information). Students further amass critical intelligence areas which in general do not equally develop including (1) linguistic, (2) spatial, (3) bodily-kinesthetic, (4) naturalist, (5) existentialist, (6) interpersonal, (7) intrapersonal, (8) logical mathematical, and (9) musical (Armstrong, 1998).

The school's mission in creating a "21st Century learning environment," means that ACCCS will establish a physical environment with enlightened teachers and administration which applies the research based toolkit of instructional strategies and techniques to increase student learning. The PLC, administration, and individual teachers will continuously monitor student progress and evaluate strategies and techniques for appropriate adjustments.

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

ACCCS's primary objective is that <95 percent of its students demonstrate proficiency (Level III), or greater (Level IV), on state mandated End-Of-Grade (EOG) test during each year of the school's operation. This goal can be directly measured by review of N.C. Schools Report Cards and the ABC's or ACRE accountability releases by the N.C. Department of Public Instruction showing composite results of the actual test. The <95 percent goal is ambitious considering the available published data on the local school district demonstrates that only 55.2 percent of tested students passed both the reading and math EOG's for the 2010-2011 school year. The local school district's highest performance composite for a single school was 79.1 percent and its lowest 32.5 percent during the same period.

ACCCS submits the <95 percent goal is attainable given the school can be successful in creating a strong and supportive school culture, procure and train enlightened teachers, organize an efficient PLC, and carry out the toolkit approach to instruction.

The school calendar and how it coincides with the tenets of the proposed mission.

ACCCS shall establish a minimum 185 day school instructional calendar. The instructional calendar supports the school's mission by providing four (4) academic sessions of about 46.25 instructional days each distributed across a 12 month calendar. Evidence suggests that student learning degrades during an idle summer (Noll, 2009). Many public school teachers, operating within the traditional school calendar, spend the first month of school remediating or re-teaching prior year knowledge to rebuild a foundation from which to launch the current year's instructional program resulting in a major loss of valuable current year instructional time.

ANDERSON CREEK CLUB CHARTER SCHOOL "Draft"

Instructional Calendar

2013-2014

July 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
29	30	31				

August 2013

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2013

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	24	25	26
27	28	29	30	31		

April 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- First Academic Session
- Second Academic Session
- Third Academic Session
- Fourth Academic Session

A concise description of any evaluation tools or test.

ACCCS shall use state mandated EOG test scores as the primary data to drive instruction for 4th and 5th grades. The school will use data collected from a Study Island like program to drive instruction for grades K-3. The school will also use MAP Assessments for grades K-5 as an assessment tool. Teachers will create formative assessments to evaluate units of instructions, and summative assessments to evaluate academic session progress. The PLC will form a formative assessment committee to help guide its ongoing formative assessment practices. The school will evaluate available assessment tools, offered by the N.C. Department of Public Instruction, that align with and support the Common Core and Essential Standards and select a K-5 evaluation tool that meet the school's data/instructional needs.

ACCCS's administration, Professional Learning Community (PLC), and individual teachers will use data to monitor student performance progress and guide teachers in targeting remediation, directing cooperative learning, and re-teaching concepts and skills. The school will explore response to intervention (RTI) strategies.

Provide an overview of the professional development needs associated with the mission and proposed instructional program.

ACCCS shall provide professional development to its teachers and staff through its Professional Learning Community (PLC) and through outside trainers, workshops, seminars, and continuing college education programs. The school, in conjunction with each staff member, will develop individual Professional Development Plans for its teachers and teacher assistants. The school will conduct surveys of staff and compile inventories of toolkit skills and assess professional development needs.

ACCCS will provide an aggressive professional development program that at a minimum includes effective operation of the PLC, use of technology in the classroom, content information and sources, cooperative learning structures and strategies, effective classroom management, discovery learning strategies, active learning strategies, use of manipulative(s) in instruction, culturally responsive teaching, and effective speech and communication skills. The school will budget \$15,000 each school year to support its professional development program.

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.

ACCCS expects that each student will complete each assignment with a minimum of 80 percent accuracy as determined by formative assessments, summative assessment, and other progress measuring tools like a Study Island program. Weekly reviews by the school administration and the PLC will identify students who are not performing at expected levels. Individual teachers will also be required to report on student progress in the weekly PLC meeting.

Students that are identified as not performing at expected levels will be provided targeted remediation in small group or individual sessions. Student learning teams will be guided by

teachers to provide additional academic support, and the Student Learning Community (SLC)³ will work as a team (cooperative learning projects) to raise all students beyond 80 percent proficiency on individual assignments. When students fall behind in academic proficiency, the individual teacher and the PLC will review the instructional methods and strategies being used and possibly alter the instructional strategy to assure that all students reach the target goals. Teachers are required to use multi-modal instruction to address diversity of learning styles and to reinforce learning and reach all students.

The school will offer 24 hour Internet based support for students through a secure Internet based tool like Gaggle. Teachers will offer Web Quest, access to Khan Academy, educational content videos, a Study Island like program, Voki Classrooms, and other online resources. Student Learning Teams will be connected to each through a Gaggle like program.

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

ACCCS shall conduct an aggressive parental/community involvement program. The school shall actively solicit parents and mentors to volunteer time in the school in various capacities. ACCCS shall organize an active Parent/Community Advisory Council to advise the school's Board of Directors. Teachers will be required to make initial parent contacts to establish teacher expectations regarding student achievement and parental involvement. Teachers shall make regularly scheduled communications with parents regarding student progress, remedial needs, and homework support. The school will provide a secure online communications link between parent, teachers, and the school to post grades, progress reports, and maintain an open channel of communication.

The school will develop partnerships with the local business community to provide speakers to support its academic program, and secure resources to support the school. The school shall conduct special events as volunteer projects for parents, business leaders, and the local community. The school shall organize and operate a Parent/Teacher Organization (PTO).

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

ACCCS shall develop and submit an academically and intellectually gifted (AIG) program, policy, procedure, and plan for the school for approval by the N.C. State Board of Education. The plan shall adopt nationally accepted best practices in gifted education and the current North Carolina Academically/Intellectually Gifted Standards. The plan shall include early identification of gifted students and multiple factors that teachers and parents should observe before making a referral. The plan will prescribe testing and official recognition of AIG students. The plan will provide for

³ Student Learning Community (SLC) is an environment where students are activity engaged in the process of learning and exploration. The term implies a student culture that places a high value on educational achievement.

differentiated instruction in the regular classrooms to assure an appropriately accelerated academic program for AIG students. The plan will include special activities and projects for AIG students which align to their intellectual and emotional needs. A fully licensed AIG teacher will coordinate the school's AIG program. The ACCCS accelerated academic program will target the population of gifted students and embraces the idea that all students are naturally gifted in at least one domain of intelligence which can be used by skilled teachers as a foundation to transfer skills development to other domains to achieve a fully integrated intellect.

Students who are at-risk will be identified through academic records, family income status, and other evidence that identify students at risk. The school will use Educational Value Added Assessment (EVAAS) data to identify at-risk students in 4th and 5th grades. The school will rely on data generated through the Study Island like program for grades K-3. The school's at-risk students will receive targeted remediation and special targeted assistance including an academic mentor. The school's general academic program is designed to accommodate at-risk students. The program will use a multi-sensory approach to teaching and learning that will facilitate growth in at-risk students.

ACCCS shall make a Home Language Survey part of its regular enrollment process. Any student enrolled which identifies a home language other than English shall be administered the WIDA Access Placement Test (W-APT) within 30 days of enrollment. Students which qualify under state standards will be provided English Language Services (ELS). The school will provide an ELS program as a contracted service. Students will receive appropriate testing accommodations and shall be eligible to receive such services until the students obtains a passing exist score on the Comprehensive Objective Composite (COC).

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

ACCCS may offer extra-curricular activities such as before school "Homework Helpers," and various after school programs in dance, art, music (in many forms), chess, sports, and possibly others. ACCCS will offer programs which help develop a well rounded individual character and fulfill the social needs of students. This is consistent with the school's mission.

SPECIAL EDUCATION

ACCCS shall engage in early identification of students with disabilities. Teachers will receive adequate training to identify potential candidates for exceptional children's services. The school shall employ an appropriately licensed Exceptional Children's Teacher/Coordinator. Teachers shall implement required remedial strategies and interventions prior to making a referral for testing. A parent and/or a teacher may request that a student be tested upon presentation of proper justification. Students that are classified as having a disability within the meaning of the Individual Disabilities Education Act (IDEA) shall be afforded all safeguards and protections available under IDEA and shall continue to receive appropriate services until properly exited from the program.

ACCCS shall favor mainstreaming students where appropriate. The school shall convene regular Individual Education Plan (IEP) team meetings, provide for a contracted psychologist, speech therapist, occupational therapist, and other supports as required. ACCCS general curriculum and instructional program is designed to address the needs of a wide range of students. Regular classroom teachers are required to plan lessons that include exceptional children.

ACCCS discussed in a previous section of this application how it will accommodate students that are at-risk, gifted, and students that are LEP. The CEP/Principal will be the lead contact for exceptional children's services.

Anderson Creek Club Charter School

STUDENT HANDBOOK

DRAFT

**Note: Contained herein is an Excerpt of the current Draft of ACCCS's Student Handbook regarding Discipline, Appeals which includes Discipline for Exceptional Children and General Parent / Student Grievance Procedures*

All students are required to be on their best behavior at all times. The ACCCS Student/Parent Handbook is our guide to assure that we understand the basic rules we are expected to live by as a scholar at ACCCS. We acknowledge that there are other rules which also govern our behavior including, state and federal laws, school policies set by the Board of Directors, and local rules governing conduct. In order to accomplish great things it is important that we be at our best in all school activities whether on ACCCS campus or away at an event or in cyberspace.

Students and Parents are expected to be familiar with all rules of behavior in the Student Handbook. Students are to help in creating a safe and enjoyable school environment. To keep us all safe Students will report to teachers and the Principal anything they see which makes them feel unsafe and/or which is a serious violation of the Student Rules of Behavior.

ACCCS will use a variety of behavioral interventions and disciplinary consequences to accomplish a positive change in student behavior. When a student violates the Rules of Behavior and a behavioral intervention or in-school discipline consequence is imposed, the school will attempt to notify the parent/guardian through all immediate communication methods which the parents/guardians have provided (voice and text to phone numbers and emails provided). For out of school suspensions the administration will provide notice to parents as required by Board Policy.

Most consequences can occur with the student remaining in school. Examples of in-school interventions include, but are not limited to: behavior contract, peer mediation, conflict resolution, restitution, loss of privileges, and school or community service. If the Principal deems it appropriate to require a student to stay after school to address a discipline, matter the principal must give the parent or guardian a least one school day notice and ACCCS will provide whatever transportation was provided for the child under normal circumstances.

In order to require an out-of-school suspension the school Principal and/or the Disciplinary Team (DT) will first seek to obtain a full understanding of the incident giving rise to the student's behavior and the true reasons for the student's behavior. After a thorough inquiry into the facts and circumstances is conducted the Principle/Disciplinary Team shall determine the necessary consequence of the student's behavior.

Serious violations of the Rules of Behavior may require a short-term suspension (less than 10 days) or a long-term suspension (greater than 10 days). Under the most extreme circumstances and only where no other alternative remains a suspension for the balance of the academic year will be imposed to the extent required and allowed by law and this policy. In no event shall any child be expelled nor suspended, except in

accordance with law, but in no instance shall a suspension be for greater than 185 school days.

The Principal / CEO must approve any suspensions of greater than 10 days. The Board of Directors must approve any long term suspension of more than two (2) consecutive 9 week grading periods from school based on a recommendation of both the Disciplinary team and the Principal / CEO.

Under state and federal law, if a student in any grade brings a firearm on to school property, the student can be suspended for the balance of the academic year.

All policies will be applied by the Principal / Disciplinary Team on a case-by-case basis and to conform to the "General Disciplinary Policies" and "Policies Governing Services for Student with Disabilities".

Because ACCCS Students are in grades K-5 they are not generally subject to long-term suspension except as required by law or in cases involving serious injury to students or staff or serious threat to the safety or welfare of members of the school community.

The Student Rules of Behavior are leveled, indicating the severity of violation and type of consequence which could result. The Disciplinary Team shall be the initial decision maker in Level I and II violations. In violations of Level III, IV and V matters (and in Level II violations in which the Disciplinary Teams finds grossly aggravating factors), the Principle/CEO or his/ her designee shall make the initial disciplinary decision on the Disciplinary Team's recommendation.

Level I –Level I rule violations should generally result in in-school interventions in lieu of out of school suspensions. In cases where a student refuses to participate in the in-school interventions or engages in persistent violations of a Level I rule, or where there are other aggravating circumstances the Principal/CEO or Disciplinary Team can impose a short-term suspension which shall not exceed two (2) school days. Level I rule violations shall not result in a long-term suspension.

Level II –Level II rule violations involve more serious misconduct that may warrant a short-term suspension which shall not exceed five (5) school days. The Principal may recommend a long-term suspension based upon aggravating factors regarding the severity of the violation and/or safety concerns which may warrant the recommendation of long-term suspension (10 days or more). Any long-term suspension recommendation based on aggravating factors shall be approved by the Disciplinary Team and signed by the Principal/CEO.

Level III – Level III rule violations are more severe in nature and support long-term suspension (10 days or more). The Principal may impose a short-term suspension (less than 10 days) based on mitigating factors.

Level IV– Level IV rule violations compromise the safety and welfare of students and staff and require a suspension consistent with NC General Statutes Chapter 115C Article 27.

Level V – Level V allows for expulsion of a student, as provided by state statute, for a violation of the Rules of Behavior, if the student is fourteen (14) years of age or older (pursuant to N.C. Gen. Stat. §115C-391(d)) and the student's behavior indicates that his/her continued presence in school constitutes a clear threat to the

safety of other students or employees and the Board determines there is no appropriate alternative educational program. In addition a Student can be expelled for possession of a gun or other incendiary device on campus or at a school event only as is consistent with NC Gen Stat 115C-390.10.

STUDENT RULES OF CONDUCT

LEVEL I – In-School Discipline / Possible Short-Term Suspension not to exceed 2 days

I – 1 Noncompliance - Students shall comply with all directions of school personnel or volunteers who are authorized to give such directions.

I – 2 Disrespect – Students shall exhibit appropriate respect towards school personnel and volunteers.

I – 3 School/Class Attendance - Being tardy to class, skipping class/school, leaving campus without permission, or being in an unauthorized area is prohibited. Out of school suspension should be used as a last resort as a consequence for violation of this rule.

I – 4 Inappropriate Language - Cursing or use of vulgar, profane, or obscene language is prohibited.

I – 5 Inappropriate Dress - Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective school learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include, but are not limited to exposed undergarments; sagging pants; excessively short or tight garments; bare midriff shirts; strapless shirts; attire with messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors; head covering of any kind; see-through clothing; attire that exposes cleavage; any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon; and any attire that is prohibited by Board Policy, Gang and Gang-Related Activities.

If a student's dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work, or otherwise violates this dress code, the principal or principal's designee may require the student to change his or her dress or appearance.

I – 6 Electronic Devices - Except as permitted by this policy, no student shall use, display, transmit or have in the "on" position on school property any wireless communication device or personal entertainment device, including but not necessarily limited to, cell phones, pagers, two-way radios, CD/ MP3 players, and electronic games, or any laser pointer or similar devices until after the conclusion of the instructional day.

Wireless communication devices or laser pointers may be used by students for instructional purposes with the permission and under the supervision of the teacher. School principals may authorize individual students to possess and/or use for personal purposes wireless communication devices if, in the opinion of the principal,

there is a reasonable need for such communication.

Any device possessed or used in violation of this policy shall be confiscated and only returned to the student's parents/guardian. Penalties for violation of this policy are set at the discretion of the principal.

If a student uses a laser pointer in a way that reasonably could or does cause physical harm, the laser pointer may be considered a dangerous instrument and the student may be charged with Level III violation of the Behavior Rules and disciplined accordingly.

I - 7 Trespassing - No student shall be on the campus of school without the knowledge and consent of the officials of that school. Students who remain at school after the close of the school day or come onto school grounds when school is not in session without permission will be considered trespassers. If the student does not leave when instructed to do so may be disciplined under these rules for a Level II violation. A student under suspension from school is trespassing if he/she appears on the property of any school or at any school sponsored activity during the suspension period without the express permission of the principal.

I - 8 Tobacco - No student shall possess, display, or use any tobacco product. This restriction applies even when the student is on school system property or at any school-sponsored activity as a visitor or spectator. For the purpose of this policy:

a. Tobacco Product: cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.

b. Tobacco Use: smoking, chewing, dipping, or any other use of tobacco products.

c. Display: having any tobacco product in a location or position that is visible to students or school personnel.

The exceptions to this policy are:

a. The display of tobacco products does not extend to display that has a legitimate instructional or teaching purpose and is approved by a teacher or school administrator, and

b. A principal may permit tobacco products to be included in instructional or research activities in the school building if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not involve smoking, chewing, or otherwise ingesting the tobacco product.

I-9 Gambling - Students shall not participate in any unauthorized games of chance in which money or items of value may be won or lost.

I-10 Misconduct on School Vehicle - School transportation service is a privilege, not a right. Students at all times while riding a school bus or other school vehicle shall observe the directives of the school bus driver or operator. The following conduct or violation of any other Behavioral Rule while on the school bus or other school vehicle is specifically prohibited:

1. Delaying the bus schedule,

2. Getting off at an unauthorized stop,

3. Failing to observe established safety rules and regulations, and

4. Willfully trespassing upon a school vehicle.

LEVEL II - Short-term Suspension not to exceed five (5) days / Possible Long-Term Suspension with Grossly Aggravating Factors

II – 1 Integrity - Any student who engages in or attempts to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access rules shall be subject to disciplinary action.

The following actions are specifically prohibited:

1. Cheating- giving or receiving of any unauthorized assistance on academic work.
2. Plagiarism- copying the language, structure, or idea of another and representing it as one's own work.
3. Falsification- verbal or written statement of any untruth.
4. Violation of software copyright laws- unauthorized duplication of computer software (computer piracy), printed material related to computer software, and/or the use of pirated computer software.

II – 2 Inappropriate Literature, Illustrations and Images - The display and or possession of literature, illustrations, or other images which significantly disrupt the educational process or which are obscene is prohibited whether the same is in print or accessed by electronic device.

II – 3 Violation of computer access- No student shall engage in conduct prohibited by the Computer Access and Use policy.

II – 4 Class/Activity Disturbance – Any physical or verbal disturbance which occurs within the school environment and which interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited.

II – 5 School Disturbance- No student shall, by use of passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct, cause the disruption of any lawful function, mission, or process of the school.

II – 6 School Transportation Disturbance – Any physical or verbal disturbance which occurs on a school transportation vehicle and which interrupts or interferes with the safe and orderly operation of the vehicle is prohibited.

II - 7 Disruptive Protest- Though the expression of free speech is encouraged in appropriate venues no student on school property or on property adjacent thereto shall engage in any protest, march, picket, sit-in, boycott, walkout, or other activity which has as its purpose the disruption of any lawful function, mission, or process of the school, or in fact creates such a disruption.

II - 8 False Fire Alarm - No student shall set off, attempt to set off, or aid and abet anyone in giving a false fire alarm or other emergency notice. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection, fire extinguishing system or emergency escape system.

II – 9 Fire Setting/Incendiary Material- The possession of any incendiary material (including but not limited to matches, lighters, or lighter fluid) or the use of any material reasonably likely to result in a fire on school

property is prohibited.

II – 10 Property Damage- No student shall intentionally damage or attempt to damage or deface school property, or personal property.

II – 11 Theft - No student shall steal, attempt to steal, or knowingly be in possession of stolen property.

II – 12 Extortion- No student shall attempt to obtain money, personal property, or personal services from others by use of intimidation, violence or threat of communicating private and/or embarrassing information whether or not the information is truthful. This includes pictures, video and/or audio recordings.

II – 13 Indecent Exposure/Sexual Behavior- No student shall engage in behavior which is indecent, overly affectionate, or of a sexual nature.

II – 14 Harassment/Bullying – No student shall engage in conduct prohibited by the Anti-Bullying Rules.

II – 15 Sexual Harassment – No student shall engage in conduct prohibited by Sexual harassment Rules.

II – 16 Threat/False Threat - No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence.

Furthermore, no student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities.

II – 17 Physical Aggression/Fighting – Physical aggression or fighting toward students and other people is prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. No student shall engage in fighting or physical aggression towards others, including but not limited to:

a. Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational or dangerous manner.

b. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.

II – 18 Failure to Report Firearm - Any student who has knowledge that another student possesses or intends to bring a firearm on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately.

II – 19 Hazing - Hazing is prohibited. No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass, or subject him/her to personal indignity.

II – 20 Search and Seizure - A student's failure to permit searches and seizures as provided in Policy 6600 is prohibited. (Reference entire policy)

II – 21 Aiding and Abetting- No student shall aid or abet another student in violating any rule in the Rules of Behavior.

LEVEL III - Long-Term Suspension / Possible Short-Term Suspension with Mitigating Factors

III – 1 Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia - No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed. In authorized instances ACCCS shall have a Parent Request and Physician's Order Form for Medication in the student's file.

Definitions

Possession: having the prohibited substance on the student's person or in another place where the student, either alone or jointly with others, has control over it. This may include, but is not limited to, possession of a prohibited substance in a book, locker, book bag, or desk.

Use: the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.

Under the influence: the use of any prohibited substance when the prohibited substance would influence a student's mood, behavior, or mind state to any degree.

Counterfeit Substance: any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.

Unauthorized Prescription Drug: Any drug or medication that has not been prescribed for the student.

Drug Paraphernalia: Objects used for ingesting, inhaling, or otherwise introducing controlled substances into the body, e.g., pipes, rolling papers, "roach" clips. Relevant evidence may be considered in determining whether an object is drug paraphernalia.

Conspiracy: An agreement by two or more persons to commit an unlawful act in violation of this policy.

Sell: the exchange of a prohibited substance for money, property, or any other benefit or item of value.

Possess with Intent to Distribute/Sell: Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.

Distribute: to give, share, or pass a prohibited substance for any benefit or item of value, or when the student

possessed the substance, at school in part, for the purpose of distribution.

III – 2 Gang and Gang Related Activity - The Board of Directors believes that gangs and gang-related activities pose a serious safety threat to students and staff members of ACCCS and can significantly disrupt the educational environment.

A. No student shall participate in any gang-related activities. For purposes of this policy:

1. a “gang” is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, and having a common name or common identifying sign, colors or symbols.

2. “gang-related activities” are any activities engaged in by a student on behalf of an identified gang; to perpetuate the existence of an identified gang; to effect the common purpose and design of an identified gang; or to represent gang affiliation, loyalty, or solidarity.

B. Conduct prohibited by this policy includes:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, with the intent to convey or promote membership or affiliation in any gang;

2. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership or affiliation in any gang;

3. Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;

4. Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity;

5. Inciting other students to intimidate or to act with physical violence upon any other person in connection with gang-related activity;

6. Soliciting others for gang membership;

7. Committing or conspiring to commit illegal act in connection with gang-related activity.

C. When a first infraction involves only the wearing of gang-related attire, the student shall receive a warning and be allowed to immediately change or remove the attire as an alternative to disciplinary action.

D. The Principal / CEO, Disciplinary Team or Principal / CEO’s designee shall regularly consult with law enforcement officials to identify examples of gang-related items, symbols and behaviors and shall provide each principal with this information. Parents and students shall be notified that such information is maintained in the principal’s office, that it is subject to change, and that the principal’s office may be consulted for updates. In providing this information for parents and students, the school system acknowledges that not all potential gang indicators connote actual membership in a gang.

III – 3 Weapons/Dangerous Instruments/Substances – No student shall possess, handle, or transmit any weapon, facsimile of a weapon, dangerous instruments, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument/substances. This does not apply to any student who finds a weapon or dangerous instrument /substances on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument/substances to school or law enforcement authorities.

Weapon: any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, blackjack, metallic knuckles, razors, razor blades (except cartridge razors used solely for personal shaving), box-cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance or similar device.

Dangerous Instruments/Substances: Any object or substance that is possessed, handled, transmitted, or used for the purpose of causing or attempting to cause physical injury.

Facsimile of a Weapon: any copy of a weapon that could reasonably be perceived to be a real weapon.

III – 4 Assault on a Student - No student shall cause or attempt to cause serious physical injury to another student.

For the purposes of this policy “serious physical injury” shall refer to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.

III – 5 Assault on School Personnel or Other Adult – No student shall cause or attempt to cause physical injury to any school employee or other adult.

III – 6 Assault Involving Weapon/Dangerous Instrument/Substances – No student shall assault another using a weapon, dangerous instrument, or dangerous substances.

III – 7 Bomb Threat -No student shall make a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises or at the site of school activities.

No student shall with the intent to perpetrate a hoax, conceal, place or display on school property or the site of school activities any device or artifact so as to cause any person reasonably to believe the same to be a bomb or other destructive device.

III – 8 Bomb Threat: Aiding/Abetting – No student shall aid, and/or abet in making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school property or at the site of school activities.

III – 9 Acts of Terror –

a. No student shall make a report that he or she knows or should know is false, that any device, substance or material designed to cause harmful or life threatening illness or injury to another person, is located on school property or at the site of a school activity.

b. No student shall, with intent to perpetrate a hoax, conceal, place, disseminate or display on school property or at the site of a school activity any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of

causing harmful or life-threatening illness or injury to another person.

c. No student shall threaten to commit an act of terror on school property or at the site of a school activity that is designed to cause, or is likely to cause, serious injury or death to another person, when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school sponsored activity.

d. No student shall make a report that he or she knows is false, that an act of terror designed to cause, or likely to cause, serious injury or death to another person on school property or at the site of a school sponsored activity is imminent, when that report is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.

e. No student shall aid, abet, and/or conspire to commit any of the acts described in section 1-4 of this policy.

LEVEL V – Expulsion (*Pursuant to NC Gen Stat 115C-390.10 and 115C-390.11*)

A student fourteen (14) years of age or older or a student who possesses a firearm or other incendiary device may be expelled if the student's continued presence in the school constitutes a clear threat to the safety of other students or employees, and the Board determines there is no appropriate alternative educational program offered by ACCCS.

REPORTABLE OFFENSES

Pursuant to NC State Board of Education Policy HRS - A - 000, NC Gen Stat 115C-288(g) and / or NC Gen Stat 115C - 12(21) the following offenses are required to be reported to law enforcement and/or the State Board of Education:

- (1) Assault resulting in serious personal injury as defined in G.S. §14-32.4;
- (2) Sexual assault as defined in G.S. §14-27.5A and 14-33(c)(2);
- (3) Sexual offense as defined in G.S. §14-27.4 through 14-27.5 and 14-27.7A;
- (4) Rape as defined in G.S. §14-27.2 through 14-27.3 and 14-27.7A;
- (5) Kidnaping as defined in G.S. §14-39;
- (6) Indecent liberties with a minor as defined in G.S. §14-202.1, 14-202.2 and 14-202.4;
- (7) Assault involving the use of a weapon as defined in G.S. §14-32 through 14-34.9;
- (8) Possession of a firearm in violation of the law as defined in G.S. §14-269.2;
- (9) Possession of a weapon in violation of the law as defined in G.S. §14-269.2;
- (10) Possession of a controlled substance in violation of the law as defined in the North Carolina Controlled Substances Act as defined in Article 5 of G.S. §90-86 through 90-113.8;
- (11) Assault on school officials, employees, and volunteers as defined in G.S. §14-33(c)(6);
- (12) Homicide as defined in G.S. §14-17;
- (13) Robbery with a dangerous weapon as defined in G.S. §14-87;
- (14) Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages as defined in G.S. §18B-302;
- (15) Making bomb threats or engaging in bomb hoaxes as defined in G.S. §14-69.2; and
- (16) Willfully burning a school building as defined in G.S. §14-60.

MITIGATING AND AGGRAVATING CIRCUMSTANCES

When considering the appropriate consequence for specific student misconduct the Principals, and/or Disciplinary Committee should consider possible mitigating or aggravating circumstances, including the student's intent, disciplinary and academic history, the potential benefits to the student of alternatives to suspension, and other mitigating or aggravating factors including but not limited to:

A. Mitigating Factors

1. The student's age/maturity level,
2. No recent disciplinary history,
3. Being a passive participant or playing a minor role in the offense,
4. Making appropriate restitution,
5. Reasonably believing the conduct was allowed, 18
6. Acting under strong provocation,
7. Aiding in the investigation,
8. Making a full and truthful statement admitting guilt at an early stage in the investigation of the offense, or
9. Displaying an appropriate attitude and giving respectful cooperation during the investigation and discipline process.

B. Aggravating Factors

1. Inducing others to take part in the prohibited behavior or occupying a position of school leadership or dominance of other participants,
2. Attempting to flee or conceal guilt,
3. Falsely blaming another individual,
4. Receiving money or something of value from the misbehavior,
5. Committing other disciplinary offenses during the same school year,
6. The misconduct was associated with gang activity,
7. The victim of the misconduct is a teacher or other staff member,
8. Victimizing a significantly younger or smaller student or a mentally or physically disabled person,
9. Repetitive blatant disrespect for authority,
10. Taking advantage of a position of trust or confidence to commit the offense, or
11. Committing an offense on other school system property.

Under no circumstances shall punishment be awarded based upon conduct for which no reasonable investigation into the facts and circumstances has been conducted by the Principal and /or Disciplinary Team.

Under state and federal law, students are entitled to due process before being removed from school for misconduct. The procedures that follow are required to provide a fair and thorough process for disciplinary suspensions from school.

A. SUMMARY SUSPENSION

If the Principal/CEO witnesses or is made aware of serious student misconduct and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on the school

grounds, the Principal/CEO may suspend the student immediately. In such cases, the Principal/CEO is not required to conduct a full investigation before suspending the student. In all cases, minimal due process must be given to the student as soon as is reasonably possible, usually the following school day.

B. SHORT-TERM SUSPENSION

1. A short-term suspension is a removal from school for a period of ten (10) school days or less.
2. The Disciplinary Team should recommend to the Principal/CEO a short-term suspension only after investigating the misconduct, confronting the student with the charges and the basis for those charges, and allowing the student to respond in his/her own defense and offer mitigating circumstances. Once the Disciplinary Team decides to recommend short-term suspension, procedures promulgated by the Principal/CEO shall be followed for the formal recommendation to be submitted to the Principal/CEO.
3. The Principal/CEO shall notify the student and parent of his/her decision to impose a short-term suspension, including the reason for the suspension and a description of the alleged conduct upon which the suspension is based. The notice shall be given by the end of the workday on which the suspension was imposed when reasonably possible but in no event more than two (2) school days after the suspension was imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.
4. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English and both versions shall be in plain language and easily understandable.
5. The Principal/CEO shall notify the student and parent that during a short-term (10 days or less) suspension a student shall be provided:
 - a. The opportunity to take textbooks home for the duration of the suspension.
 - b. The opportunity to obtain homework assignments for the duration of the suspension.
 - c. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.
6. A student is not entitled to appeal the Principal's decision to impose a short-term suspension to the Board of Directors.
7. The removal of a student from class by the teacher, principal, or other authorized school personnel for the remainder of the class period or school day and her/his relocation on the school premises shall not be considered a short-term suspension.
8. Assignment to an in-school resource program shall not be considered a suspension from school.

C. SUSPENSIONS EXCEEDING TEN (10) DAYS

1. A long-term suspension is a suspension for a period of time in excess of 10 school days. If the offense

warranting a long-term suspension occurs before the final quarter of the school year, the suspension may not be longer than the remainder of the academic year. If the offense occurs during the final quarter of the school year, the suspension may continue through the first semester of the following school year.

2. If the Principal, following an investigation, determines that long-term suspension is appropriate, she/he shall invoke a short-term suspension of ten (10) school days, follow the due process procedures, and inform the student and parent/guardian of the recommendation for long-term suspension according to the notice procedures contained in these rules.

3. The student shall be provided the same opportunities as stated in the due process requirements during the appeal process.

D. SUSPENSION OF MORE THAN 15 DAYS

1. The Disciplinary Team (DT) comprised of the Principal / CEO and other faculty and staff to serve as the Principal / CEO's designee to consider offering alternative education services in lieu of long-term suspension where long term suspension of more than 15 consecutive days is recommended. Students who are recommended for more than 1 days of long-term suspensions shall be offered access to ACCCS's alternative education program unless the DT identifies a significant or important reason for denying such access.

Depending on the circumstances, significant or important reasons for denying alternative education may include, but are not limited to, the following:

- a. The student exhibited violent behavior;
 - b. The student threatened staff or other students;
 - c. The student substantially disrupted the school learning process;
 - d. The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible;
 - e. Educationally appropriate alternative education services are not available due to limited resources;
- or
- f. The student failed to comply with reasonable conditions for admittance into an alternative education program.

2. If an alternative education in lieu of suspension is denied the student/parent may appeal the DT's decisions to the Board of Education.

3. Participation and completion of any alternative educational program offered by ACCCS will result in the reduction of the long-term suspension to a short-term suspension. Withdrawal from the alternative educational program reactivates the long-term suspension.

4. A student who is placed in an alternative education program in lieu of suspension is not permitted to participate in school system activities including graduation without the express permission of the Principal/CEO.

E. LONG-TERM SUSPENSION APPEAL - More than 10 days

The Principal / CEO shall develop procedures, consistent with state and federal law, for the appeal of a long-

term suspensions and a copy of these procedures shall be provided to a student/parent at the time the student is recommended for long-term suspension. The procedures shall include, but not be limited to the following:

1. Suspension Appeal Hearing: A student shall be given an opportunity for appeal of a decision to impose a long-term suspension before the Board of Directors. In all long-term suspensions a written notice shall be provided to the student / parent of this right to appeal. Parents must provide notice of the desire for an appeal hearing within four (4) school days of the notice of suspension. An appeal hearing shall be scheduled upon the written request of the parent by signature on the appeals request form which must accompany each notice of suspension, be posted on the ACCCS website and provided as an appendix to the Student/Parent handbook.

a. If the student/parent does not make a timely request (within four (4) school days) for a hearing the right to appeal to the Board of Directors shall be lost. The student is not entitled to return to school pending the hearing.

b. After a hearing before the Board, the Board of Directors shall issue a written decision that shall contain:

i. the basis for the decision, including a reference to any policy the student is determined to have violated;

ii. notice of what information will be included in the student's official record pursuant to G.S.

115C-402.

2. In an appeal to the Board, the Principal/CEO's factual findings shall be adopted unless they are not supported by substantial evidence in the record or the student successfully rebuts the same.

3. If, at any level of investigation or appeal, the student is determined not guilty of the misconduct in question, the student's absences will be considered excused and the student shall have the right to make up missed work for full academic credit.

5. If the student/parent does not request an appeal and/or accepts the offer of an alternative educational program within four (4) school days of receiving notice, the suspension decision is deemed final.

DUE PROCESS - Suspension Hearings and Appeals*

**Note the process for general grievances is found under Parent/Student Grievances*

NOTICE AND AN OPPORTUNITY TO BE HEARD.

Any student who will be involuntarily removed from school as a result of a disciplinary infraction for any period of time is entitled to oral or written notice of the alleged offense the student is believed to have committed. If the student denies the allegation, he must be given an explanation of the evidence the school has against him and an opportunity to present his side of the story.

For a short-term suspension, which is defined as fewer than ten (10) days, this initial hearing will be provided by the Disciplinary Team. Thereafter the Disciplinary Team shall make a recommendation to the Principal. The Principal will sign off on and execute the recommendation unless the Principal disagrees or the student has requested a hearing before the Principal.

For short term suspensions no formal hearing will be required. In most cases, this informal notice and opportunity to respond should occur prior to the suspension, although if the school authority determines that the continuing presence of the student represents a danger to the other students or staff, the student may be removed immediately. In such a case, the necessary notice and rudimentary hearing must occur as soon as practicable. No appeal is allowed for suspensions of less than ten(10) days.

INITIAL INFORMAL HEARINGS.

More formal procedures are required for a long-term suspension (suspension of more than ten (10) days, as follows:

1. Once the Disciplinary Team has made a recommendation for long term suspension and the Principal/CEO has accepted executed the same the Student shall be provided:
 - a. Written notice to parents and the student of specific statement of behavioral violations;
 - b. A full hearing, after adequate notice, before the full Board of Directors; and
 - c. In preparation for the hearing the Student can examine evidence against him/her.

HEARING BEFORE THE BOARD OF DIRECTORS.

1. After the initial determination and the notice listed 1. a. - c. above the Student who makes a timely request for an appeal hearing before the Board of Directors shall be provided:
 - a. The right to examine evidence against him/her
 - b. The right to be represented by counsel or other advocate, though not at ACCCS or state expense
 - c. The right to confront and examine adverse witnesses
 - d. The right to present evidence
 - e. The right to a record of the proceeding
 - f. The right to have the decision based on substantial evidence.

PARENT/STUDENT GRIEVANCES

A student, parent, or guardian may initiate this grievance procedure to appeal any final decision of school personnel within the school system, except as provided in section A below. Grievances that involve an alleged violation of Board policy or state or federal law or applicable administrative law may be appealed to the Board of Directors.

All other grievances may be appealed to the Principal / CEO/Designee but are only appealable to the Board in its discretion as outlined below.

A. This policy does not apply in the case of long-term suspension listed above.

B. Step I - Conference

Except in the case of grievances involving transportation issues, a student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Principal/CEO to discuss the grievance and seek resolution. The request shall detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The following additional guidelines shall be observed in Step I.

1. No grievance shall be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and states with particularity the basis for the grievance, the policy, regulation and procedure, rule or law believed to have been violated, and the remedy being sought.

2. The Principal / CEO shall grant the conference within five (5) school days following receipt of the request. The Principal / CEO will state in writing his/her position on the question to the student or parent within five (5) school days following the conference.

3. Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the Principal / CEO.

4. If the grievance involves a transportation issue the student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Transportation Coordinator to discuss the grievance and seek resolution.

C. Step II - Appeal to the Principal / CEO

If the grievance is not resolved at Step I the student, parent, or guardian may appeal the decision in writing to the Principal / CEO. The appeal must be made within five (5) school days following receipt of the written response in "B" of Step I. The Principal / CEO or his/her designee shall review the grievance within five (5) school days following receipt of the appeal. If the Principal/ CEO or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen (15) additional days (or longer if by mutual agreement) to allow time for investigation. A written response shall be made to the student, parent, guardian, and Principal / CEO from the Principal / CEO or his/her designee within ten (10) school days following the review.

D. Step III - Appeal to Board of Directors

If the grievance is not resolved at Step II, and it involves an alleged violation of state or ACCCS board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the Board of Directors. This written appeal must be made within ten (10) school days following the written response from the Principal / CEO at Step II. The board's consideration of these appeals will take place in closed session and will be limited to the written record unless the board determines that additional information is necessary. The board may affirm, reverse, or modify the decision of the Principal / CEO. The Step II decision will be reversed only if the board determines that there has been a material violation of board policy or state or federal law or regulation, or that the decision is unsupported by substantial evidence in view of the entire record as submitted. The board shall offer a final written decision within thirty (30) days.

E. A grievant who is not entitled to appeal to the Board may seek discretionary review by submitting a written appeal to the Principal / CEO's office within ten (10) school days following the written response from the Principal / CEO at Step II. The Chair and Vice-Chair of the Board shall review the request and notify the grievant within ten (10) school days from receipt of the request whether the Board will grant a hearing. If the Chair and Vice-chair do not agree on whether to grant the request, a Board hearing will be allowed.

F. The Principal / CEO shall disseminate the grievance policy to students/parents at the beginning of each school year it shall be posted on the school website and available in electronic and print form at all times at the Principal/CEO's office.

G. If the school system fails to comply with the time periods or other procedures outlined in this policy, the grievant may advance the grievance to the next level. If the grievant fails to comply with the time periods or other procedures outlined in this policy, the grievant waives any further rights of appeal and the grievance will be considered resolved.

H. The grievance may be voluntarily withdrawn at any level. Once a grievance is withdrawn it cannot be reopened. If at any time during the grievance process the school system grants the grievant the relief requested, the grievance shall be terminated at that time.

ANTI-DISCRIMINATION ANTI-BULLYING POLICY

It is the policy of the Anderson Creek Club Charter School Board of Directors to maintain a learning environment that is free from harassment, bullying, and discrimination. This includes, but is not limited to, harassment, bullying, and discrimination based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability. The Board prohibits any and all forms of harassment because of those differences.

It shall be a violation of this policy for any student, teacher, administrator, or other school personnel to harass, bully, or discriminate against any person based upon any of the differences listed above. It shall also be a violation of this policy for any teacher, administrator or other school personnel to tolerate such harassment, bullying or discrimination of any person by a student, teacher, administrator, other school personnel, or by any third parties subject to supervision and control of Anderson Creek Club Charter School.

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START-UP PLAN TASK, TIMELINES, AND RESPONSIBLE PERSONS

<u>Major Task</u>	<u>Timeline</u>	<u>Person(s) Responsible</u>
Approval by State Board of Education.	9/2012	SBE
Begin and complete construction of facility.	10/1/2012 to 6/30/2013	Board of Directors
Develop and adopt policies and procedures for student handbook, staff handbook, fiscal policies, and health and safety policies and procedures.	9/2012 to 12/2012	Interim CEO/Principal
Complete board of directors training.	9/2012 to 12/2012	Board of Directors
Purchase and install furnishings and equipment.	By 7/30/2013	CEO/Principal
Recruit and contract teachers and other key personnel.	1/1/2013 to 5/30/2012	Board of Directors and Interim CEO/Principal
Establish Parent/Community Advisory Council.	By 10/1/2012	Interim CEO/Principal
Organize Professional Learning Community and begin Professional Development.	7/1/2013 to 8/15/2012	CEO/Principal
PLC Develops Strategic Plan for 2013-2014 school years.	7/1/2013 to 8/15/2013	CEO/Principal and PLC
Set-up financial account system, recordkeeping processes, and other infrastructures.	10/2012 to 8/15/2013	Board of Directors, CEO, and CFO
Curriculum Development.	10/2012 to 8/15/2013	Board of Directors and CEO
Fundraising.	Ongoing	Board of Directors
AIG Plan	By 8/15/2013	Board of Directors
Technology Plan.	By 8/15/2013	Board of Directors
Transportation and Food Services vendors.	By 8/15/2013	Board of Directors and CEO
Marketing and Student Enrollment	3/2013 to 6/2013	Board of Directors and CEO
Conduct Lottery for Student Enrollment.	By 7/20/2013	Board of Directors and CEO

BUSINESS PLAN

PROJECTED STAFF:

ACCCS finds that the plethora of evidence demonstrates that a high quality staff is essential to the operation of a successful charter school. ACCCS anticipates the following positions for operations beginning in the 2013-2014 school years.

Position Title	# of Positions	Classification	# Months
CEO/Principal	1	Full Time	12
CFO*	0	0	0
Administrative Assistant	1	Full Time	12
Secretary/Clerical	1	Full Time	12
Teachers	7	Full Time	12
Teacher Assistants	2	Full Time	12
Custodial	1	Full Time	12

**[The role of CFO (Chief Financial Officer will be served by the CEO/Principal working in conjunction with a Certified Public Accounting firm acting as a Comptroller.]*

ACCCS shall advertise available positions in www.teachers-teachers.com, a local newspaper of general circulation, and education trade journals. The school shall establish a cutoff date for employment applications. The board of directors shall appoint a personnel committee to conduct interviews of candidates for employment. The personnel committee shall make final recommendations on employment to the full board. Successful applicants shall be offered an employment contract.

Each employee shall develop, in collaboration with the school administration, a personal professional development plan which will be updated annually. During the hiring/interview process for teachers, a teaching strategy skills inventory shall be conducted with each candidate. Teacher professional development plans shall identify teaching strategy skills that teachers will be required to perform and provide for their acquisition or enhancement through professional development. Each teacher is required to possess or commit to developing a toolkit of instructional strategies for the classroom.

ACCCS's Professional Learning Community (PLC) and the school Principal will assign mentor relationships among the staff and establish protocols for the mentor-mentee relationship. The school's staff evaluation may include the State's teacher, principal, and other staff online evaluation tools. The school will also use videotaping of instruction and review, participation in the PLC, peer review, facilitation of parent involvement, and student performance data as part of the evaluation process.

The following action steps will be taken as part of the staffing process:

ACTION STEPS

<u>Steps</u>	<u>Lead Contact</u>	<u>Time Line</u>
Assign Mentors.	Principal	7/15/2012 to 8/15/2013
Professional Development Plans	Principal	7/15/2013 to 10/15/2013
Implement Professional Development	Principal	Ongoing
Conduct working conditions survey	Principal	2/15/2014
Conduct teacher evaluation	Principal	8/15/2013 to 5/30/2014
Conduct all other staff evaluations	Board and Principal	8/15/2013 to 5/30/2014

Process for Advertising.

ACCCS will create written job descriptions for all positions authorized by the school's board of directors. The Board will cause the job positions to be posted in www.teachers-teachers.com, advertise the positions in a local newspaper of general circulation, and publish the positions in trade journals. The Board of Directors will take reasonable steps to assure the availability of the job positions a widely published to assure fairness and to facilitate obtaining the best suited candidates for the positions.

Procedures for grievance and/or termination.

Employees of the charter school are employed at-will and do not obtain vested rights in permanent employment. Any employment rights accrue from the employment contract and applicable federal, state, and local law. The school will establish personnel policies and procedures to assure fairness and due process for all employees. At a minimum, the adopted personnel policies and procedures shall provide that any terminated employee will have the right to appeal any decision to terminate to the Board of Directors by giving written notice to the school's CEO within 10 business days of the termination. Any terminated employee who gives notice of appeal within the establish time shall have a hearing before the Board of Directors scheduled within five business days. The terminated employee shall have the right to a copy of his/her personnel file and any related information at least five days before the scheduled hearing before the Board of Directors. The terminated employee shall have the right to be represented by legal counsel at his/her own expense. After concluding the hearing, the Board of Directors shall issue a final written decision within five business days.

ACCCS shall develop a grievance procedure that allows employees to lodge complaints or grieve any matter by completing a designated form and submitting the same to the CEO/Principal. The CEO/Principal shall hear the complaint or grievance within five (5) business days of submission.

The CEO/Principal shall conduct an appropriate investigation and issue a written decision within five business days of concluding the hearing. The complaining or grieving employee may appeal any decision of the CEO/Principal to the Board of Directors by giving written notice within five (5) business days of the written decision. Appeals to the Board of Directors for complaints and grievances shall follow the same procedures as that for terminations of employment.

Anderson Creek Club Charter School

EMPLOYEE MANUAL

Revised April 2012

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SECTION 1

INTRODUCTION

This Manual is designed to acquaint you with Anderson Creek Club Charter School and provide you with information about working conditions, benefits, and policies affecting your employment.

The information contained in this Manual applies to all employees of Anderson Creek Club Charter School. Following the policies described in this Manual is considered a condition of continued employment. However, nothing in this Manual alters an employee's status. The contents of this Manual shall **not** constitute nor be construed as a promise of employment or as a contract between the Company and any of its employees. The Manual is a summary of our policies, which are presented here only as a matter of information.

You are responsible for reading, understanding, and complying with the provisions of this Manual. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

1.1 CHANGES IN POLICY

This Manual supersedes all previous employee manuals and memos that may have been issued from time to time on subjects covered in this Manual.

However, since our business and our organization are subject to change, we reserve the right to interpret, change, suspend, cancel, or dispute with or without notice all or any part of our policies, procedures, and benefits at any time. We will notify all employees of these changes. Changes will be effective on the dates determined by the Company, and after those dates all superseded policies will be null.

Only the Board of Directors has the authority to change policies and can do so at any time. If you are uncertain about any policy or procedure, speak with your direct supervisor.

1.2 EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application you submit and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, immediate termination of employment.

1.3 EMPLOYMENT RELATIONSHIP

You enter into employment voluntarily, and you are free to resign at any time for any reason or no reason. Similarly, Anderson Creek Club Charter School is free to conclude its relationship with any

employee at any time for any reason or no reason. Following the probationary period, employees are required to follow the Employment Termination Policy (See Section 3.13).

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SECTION 2

DEFINITIONS OF EMPLOYEES STATUS

“EMPLOYEES” DEFINED

An “employee” of Anderson Creek Club Charter School is a person who regularly works for Anderson Creek Club Charter School on a wage or salary basis. “Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons, and others employed with the Company who are subject to the control and direction of Anderson Creek Club Charter School in the performance of their duties.

EXEMPT

Salaried employees (i.e. teachers, administrative staff) are exempt from overtime pay requirements.

NON-EXEMPT

Support staff positions (i.e. cafeteria staff, transportation, part-time, hourly employees) are employees who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week.

REGULAR FULL-TIME

Employees who have completed the 90 day probationary period and who are regularly scheduled to work 35 or more hours per week and are eligible for the Company’s benefit package, subject to the terms, conditions, and limitations of each benefit program.

REGULAR PART-TIME

Employees who have completed the 90-day probationary period and who are regularly scheduled to work less than 35 hours per week. Regular part-time employees may be eligible for some benefits sponsored by the Company, subject to the terms, conditions, and limitations of each benefit program.

TEMPORARY (FULL-TIME or PART-TIME)

Those whose performance is being evaluated to determine whether further employment in a specific position or with the Company is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any of the Company’s benefit programs. Substitute teachers are temporary unless some additional contract for employment has been entered.

PROBATIONARY PERIOD FOR NEW EMPLOYEES

A new employee whose performance is being evaluated to determine whether further employment in a specific position or with Anderson Creek Club Charter School is appropriate. When an employee completes the probationary period, the employee will be notified of his/her new status with Anderson Creek Club Charter School.

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SECTION 3

EMPLOYMENT POLICIES

3.1 NON-DISCRIMINATION

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Anderson Creek Club Charter School will be based on merit, qualifications, and abilities. Anderson Creek Club Charter School does not discriminate in employment opportunities or practices because of race, color, religion, sex, national origin, age or disability.

Anderson Creek Club Charter School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Employees with questions or concerns about discrimination in the workplace are encouraged to bring these issues to the attention of the Principal/CEO. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in unlawful discrimination will be subject to disciplinary action, including termination of employment.

3.2 NON-DISCLOSURE/CONFIDENTIALITY

The protection of confidential student information and business information is vital to the interests and success of Anderson Creek Club Charter School. Such confidential information includes, but is not limited to, the following examples:

- . Compensation data,
- . Financial information,
- . Marketing and recruitment strategies,
- . Pending projects and proposals,
- . Personnel/Payroll records, and
- . Conversations between any persons associated with the company.
- . Student records and information

All employees are required to sign a non-disclosure agreement as a pre-condition to employment.

Employees who improperly use or disclose confidential, business or trade secrets information will be subject to disciplinary action, including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

3.3 NEW EMPLOYEE ORIENTATION

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the company, and prepared for their position. New employee orientation is conducted by an Administrative representative, and includes an overview of the company history, an explanation of the company core values, vision, and mission; and company goals and objectives. In addition, the new employee will be given a overview of benefits, tax, and legal issues, and complete any necessary paperwork.

Employees are presented with all codes, keys, and procedures needed to navigate within the workplace. The new employee's mentor or an Administrator then introduces the new hire to staff throughout the company, reviews their job description and scope of position, explains the company's evaluation procedures, and helps the new employee get started on specific functions.

3.4 PROBATIONARY PERIOD FOR NEW EMPLOYEES

The probationary period for regular full-time and regular part-time employees lasts up to 90 days from date of hire. During this time, employees have the opportunity to evaluate our Company as a place to work and management has its first opportunity to evaluate the employee. During this introductory period, both the employee and the Company have the right to terminate employment without advance notice.

Upon satisfactory completion of the probationary period, a 90-day review will be given and benefits will begin as appropriate. All employees, regardless of classification or length of service, are expected to meet and maintain Company standards for job performance and behaviour (See Section 4, Standards of Conduct).

3.5 OFFICE HOURS

Anderson Creek Club Charter School is open for business from approximately 8 a.m. to 4 p.m. Monday through Friday, except for Holidays (See Section 6.7, Holidays). Please refer to the current School calendar adopted by the Board of Directors.

The standard work week is 40 hours of work (see Section 5.3, Overtime). In the computation of various employee benefits, the employee work week is considered to begin on Sunday (starting at 12:01 a.m.) through Saturday (ending at 12:00 a.m.), unless the Principal / CEO makes other prior arrangements with the employee.

3.6 LUNCH PERIODS

Employees are allowed a one-hour lunch break. Lunch breaks generally are taken between the hours of 11 a.m. and 2:00 p.m. depending upon your assigned duties and schedule. In addition lunch schedules are on a staggered schedule so that your absence does not create a problem for co-workers or students.

3.7 BREAK PERIODS

We provide all instructional staff with adequate planning periods for effective classroom management. We are a non smoking campus. Tobacco and all similar products are banned from Anderson Creek Club Charter School's campus.

If employees have unexpected personal business to take care of, they must notify the necessary staff to assure that their duties are covered. All instructional staff must assure that there is coverage for all students to which they are responsible at all times.

Employees who do not adhere to the break policy will be subject to disciplinary action, including termination.

3.8 PERSONNEL FILES

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Employee personnel files include the following: job application, job description, résumé, records of participation in training events, salary history, records of disciplinary action and documents related to employee performance reviews, coaching, and mentoring.

Personnel files are the property of Anderson Creek Club Charter School, and access to the information is restricted. Administrative personnel of Anderson Creek Club Charter School who have a legitimate reason to review the file are allowed to do so.

Employees who wish to review their own file should make a written request to the Administrative Assistant or Principal/CEO. With reasonable advance notice, the employee may review his/her personnel file in the Administrative Assistant's office and in the presence of the Administrative Assistant.

3.9 PERSONNEL DATA CHANGES

It is the responsibility of each employee to promptly notify the Principal/CEO of any changes in personnel data such as:

- Mailing address,
- Telephone numbers,

- Name and number of dependents, and
- Individuals to be contacted in the event of an emergency.

An employee's personnel data should be accurate and current at all times.

3.10 INCLEMENT WEATHER/EMERGENCY CLOSINGS

At times, emergencies such as severe weather, fires, or power failures can disrupt the school's operations. The decision to close the office will be made by the Principal / Chief Executive Officer.

When the decision is made to close the office, employees will receive official notification from the call notification system.

Time off from scheduled work due to emergency closings will be unpaid for all non-exempt employees. However, if employees would like to be paid, they are permitted to use vacation time if it is available to them.

3.11 EMPLOYEE PERFORMANCE REVIEW AND PLANNING SESSIONS

The Principal/CEO will conduct performance reviews and planning sessions with all regular full-time and regular part-time employees after six (6) months of service. The Principal/CEO may conduct informal performance reviews and planning sessions more often if they choose.

Performance reviews and planning sessions are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The planning sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Anderson Creek Club Charter School directly links wage and salary increases with performance. Your performance review and planning sessions will have a direct effect on any changes in your compensation. For this reason among others, it is important to prepare for these reviews carefully, and participate in them fully.

New employees will be reviewed at the end of their probationary periods (see Section 3.3, Probationary Period for New Employees). After the initial review, the employee will be reviewed according to the regular academic schedule.

3.12 OUTSIDE EMPLOYMENT

Employees may hold outside jobs in non-related businesses or professions as long as the employee meets the performance standards of their job description with Anderson Creek Club Charter School. Unless an alternative work schedule has been approved by Anderson Creek Club Charter School, employees will be subject to the company's scheduling demands, regardless of any existing outside work assignments.

Anderson Creek Club Charter School's office space, equipment, and materials are not to be used for outside employment.

3.13 CORRECTIVE ACTION

Anderson Creek Club Charter School holds each of its employees to certain work rules and standards of conduct (see Section 4). When an employee deviates from these rules and standards, Anderson Creek Club Charter School expects the employee's supervisor to take corrective action.

Corrective action at Anderson Creek Club Charter School is progressive. That is, the action taken in response to a rule infraction or violation of standards typically follows a pattern increasing in seriousness until the infraction or violation is corrected.

The usual sequence of corrective actions includes an oral warning, a written warning, probation, and finally termination of employment. In deciding which initial corrective action would be appropriate, a supervisor will consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record.

Though committed to a progressive approach to corrective action, Anderson Creek Club Charter School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, vandalism or destruction of company property, being on company property during non-business hours, the use of company equipment and/or company vehicles without prior authorization by the Principal/CEO, untruthfulness about personal work history, skills, or training, divulging Company business practices, and misrepresentations of Anderson Creek Club Charter School to a customer, a prospective customer, the general public, or an employee.

3.14 EMPLOYMENT TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:

§ **Resignation – voluntary employment termination initiated by an employee.**

§ **Termination** – involuntary employment termination initiated by Anderson Creek Club Charter School.

§ **Layoff** – involuntary employment termination initiated by Anderson Creek Club Charter School for non-disciplinary reasons.

When a non-exempt employee intends to terminate his/her employment with Anderson Creek Club Charter School, he/she shall give Anderson Creek Club Charter School at least two (2) weeks written notice. Exempt employees shall give at least four (4) weeks written notice.

Since employment with Anderson Creek Club Charter School is based on mutual consent, both the employee and Anderson Creek Club Charter School have the right to terminate employment at will, with or without cause during the Introductory/Probationary Period for New Employees (See Section 3.3, Introductory/Probationary Period for New Employees).

Any employee who terminates employment with Anderson Creek Club Charter School shall return all files, records, keys, and any other materials that are property of Anderson Creek Club Charter School. No final settlement of an employee's pay will be made until all items are returned in appropriate condition. The cost of replacing non-returned items will be deducted from the employee's final paycheck. Furthermore, any outstanding financial obligations owed to Anderson Creek Club Charter School will also be deducted from the employee's final check.

Employee's benefits will be affected by employment termination in the following manner. All accrued vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense (See Section 5, Benefits) if the employee elects to do so. The employee will be notified of the benefits that may be continued and of the terms, conditions, and limitations.

3.15 SAFETY

Anderson Creek Club Charter School provides information to employees about workplace safety and health issues through regular internal communication such as:

1. Training sessions
2. Team meetings
3. Bulletin board postings
4. Memorandums
5. Other written communications

Each employee is expected to obey safety rules and exercise caution and common sense in all work activities. Employees must immediately report any unsafe conditions to the Administration.

Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report, or where appropriate, remedy such situations, may be subject to disciplinary action including termination of employment.

In the case of an accident that results in injury, regardless of how insignificant the injury may appear, employees should notify their supervisor (See Section 3.16, Employee Requiring Medical Attention).

3.16 HEALTH-RELATED ISSUES

Employees who become aware of any health-related issue, including pregnancy, should notify the Principal/CEO or designated Administrator of health status. This policy has been instituted strictly to protect the employee.

A written “permission to work” from the employee’s doctor is required at the time or shortly after notice has been given. The doctor’s note should specify whether the employee is able to perform regular duties as outlined in his/her job description.

A leave of absence may be granted on a case-by-case basis. If the need arises for a leave of absence, employees should notify the Principal/CEO.

3.17 EMPLOYEE REQUIRING MEDICAL ATTENTION

In the event an employee requires medical attention, whether injured or becoming ill while at work, the employee’s personal physician must be notified immediately. If it is necessary for the employee to be seen by the doctor or go to the hospital, a family member will be called to transport the employee to the appropriate facility. If an emergency arises requiring Emergency Medical Services to evaluate the injury/illness of an employee on-site, the employee will be responsible for any transportation charges. Furthermore, Anderson Creek Club Charter School’s employees will not be responsible for transportation of another employee due to liabilities that may occur.

A physician’s “return to work” notice may be required.

3.18 BUILDING SECURITY

All employees who are issued keys to the office are responsible for their safekeeping. These employees will sign a Building Key Disbursement form upon receiving the key. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on Company property after hours without prior authorization from the Principal/CEO.

3.19 INSURANCE ON PERSONAL EFFECTS

All employees should be sure that their own personal insurance policies cover the loss of anything occasionally left at the office. Anderson Creek Club Charter School assumes no risk for any loss or damage to personal property.

3.20 SUPPLIES; EXPENDITURES; OBLIGATING THE COMPANY

Only authorized persons may purchase supplies in the name of Anderson Creek Club Charter School. No employee whose regular duties do not include purchasing shall incur any expense on behalf of Anderson Creek Club Charter School or bind Anderson Creek Club Charter School by any promise or representation without written approval.

3.21 EXPENSE REIMBURSEMENT

Policy Under Development

3.22 PARKING

Employees must park their cars in areas indicated and provided by the Company.

3.23 VISITORS IN THE WORKPLACE

To provide for the safety and security of employees, visitors, and the facilities at Anderson Creek Club Charter School, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps ensure security, decreases insurance liability, protects confidential information, safeguards employee and student welfare, and avoids potential distractions and disturbances.

All visitors must enter through the main reception area, sign-in and present official identification and sign-out at the front desk and receive a 'Visitor' badge to wear while on premises. Authorized visitors will be escorted to their destination and must be accompanied by an employee at all times. Visitors shall sign-out at the front desk upon exit

3.24 IMMIGRATION LAW COMPLIANCE

Anderson Creek Club Charter School employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9

with Anderson Creek Club Charter School within the past three years or if their previous I-9 is no longer retained or valid.

SECTION 4

STANDARDS OF CONDUCT

The work rules and standards of conduct for Anderson Creek Club Charter School are important, and the Company regards them seriously. All employees are urged to become familiar with these rules and standards. In addition, employees are expected to follow the rules and standards faithfully in doing their own jobs and conducting the Company's business. Please note that any employee who deviates from these rules and standards will be subject to corrective action, up to and including termination of employment (see Section 3.12, Corrective Action).

While not intended to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of rule infractions or misconduct that may result in disciplinary action, including termination of employment.

- § Theft or inappropriate removal or possession of property;
- § Falsification of timekeeping records (See Section 5.2, Timekeeping);
- § Working under the influence of alcohol or illegal drugs (See Section 4.6, Substance Abuse);
- § Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace (See Section 4.6, Substance Abuse);
- § Fighting or threatening violence in the workplace;
- § Boisterous or disruptive activity in the workplace;
- § Negligence or improper conduct leading to damage of company-owned or customer-owned property;
- § Insubordination or other disrespectful conduct;
- § Violation of safety or health rules;
- § Smoking in the workplace;
- § Sexual or other unlawful or unwelcome harassment (See Section 4.3, Harassment, Including Sexual Harassment);
- § Excessive absenteeism or any absence without notice (See also, Section 4.1 Attendance/Punctuality and 4.2, Absence without Notice);
- § Unauthorized use of telephones, or other company-owned equipment (See Section 4.4, Telephone Use);
- § Using company equipment for purposes other than business (i.e. playing games on computers or personal Internet usage);
- § Unauthorized disclosure of business "secrets" or confidential information;
- § Violation of personnel policies; and
- § Unsatisfactory performance or conduct.

4.1 ATTENDANCE/PUNCTUALITY

ACCCS expects that every employee will be regular and punctual in attendance. This means being in the school, ready to work, at their starting time each day. Absenteeism and tardiness places a burden on other employees and is not beneficial to our students.

If you are unable to report for work for any reason, notify the Administrative Assistant before regular starting time. You are responsible for speaking directly with the Principal/CEO or Administration about your absence. It is not acceptable to leave a message on voice mail, except in extreme emergencies. In the case of leaving a voice-mail message, a follow-up call must be made later that day. The company phone number is *TBD*.

Should undue tardiness become apparent, disciplinary action may be required.

If there comes a time when you see that you will need to work some hours other than those that make up your usual work week, notify your supervisor at least seven (7) working days in advance. Each request for special work hours will be considered separately, in light of the employee's needs and the needs of the Company. Such requests may or may not be granted.

4.2 ABSENCE WITHOUT NOTICE

When you are unable to work owing to illness or an accident, please notify your supervisor. This will allow the Company to arrange for temporary coverage of your duties, and helps other employees to continue work in your absence. If you do not report for work and the Company is not notified of your status, it will be assumed after two consecutive days of absence that you have resigned, and you will be removed from the payroll.

If you become ill while at work or must leave the office for some other reason before the end of the workday, be sure to inform the Principal /CEO or his/her designee of the situation and check out with the receptionist.

4.3 HARASSMENT, INCLUDING SEXUAL HARASSMENT

Anderson Creek Club Charter School is committed to providing an environment that is free of discrimination and unlawful harassment. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, sexual orientation, religion, or any other legally protected characteristic will not be tolerated.

If you believe you have been the victim of harassment, or know of another employee who has, report it immediately. Employees can raise concerns and make reports without fear of reprisal.

Any supervisor who becomes aware of possible harassment should promptly advise the Principal / CEO who will handle the matter in a timely and confidential manner.

4.4 TELEPHONE USE

ACCCS telephones are intended for the use of serving our students and in conducting the school's business.

Personal usage during business hours is discouraged except for extreme emergencies. All personal telephone calls should be kept brief to avoid congestion on the telephone line.

To respect the rights of all employees and avoid miscommunication in the school, employees must inform family members and friends to limit personal telephone calls during working hours.

If an employee is found to be deviating from this policy, he/she will be subject to disciplinary action (See Section 3.12, Corrective Action).

4.5 PUBLIC IMAGE

A professional appearance is important anytime that you come in contact with students, parents, potential students and their parents. Employees should be well groomed and dressed appropriately for our school and for their position in particular.

The following items are considered inappropriate working attire for Anderson Creek Club Charter School:

1. Open-toed sandals
2. Spaghetti-strapped shirts
3. Tank tops or revealing shirts
4. Short mini skirts
5. Sheer clothing
6. T-shirts with inappropriate or offensive gestures or advertising
7. List other items inappropriate for your company

Examples of appropriate attire are:

Slacks and dress shirt or blouse

Dress or skirt and blouse

If the Administration occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult the Administrative Assistant if you have any questions about appropriate business attire.

4.6 SUBSTANCE ABUSE

The Company is committed to providing a safe and productive academic environment for its students and employees. In keeping with this commitment, the following rules regarding alcohol and drugs of abuse have been established for all employees, regardless of rank or position,

including both regular and temporary employees. The rules apply during working hours to all employees of ACCCS while they are on school premises or elsewhere on ACCCS business.

The manufacture, distribution, possession, sale, or purchase of controlled substances of abuse on School property is prohibited.

Being under the influence of illegal drugs, alcohol, or substances of abuse on School property is prohibited.

Working while under the influence of prescription drugs that impair performance is prohibited.

So that there is no question about what these rules signify, please note the following definitions:

School property: All School owned or leased property used by employees.

Controlled substance of abuse: Any substance listed in Schedules I-V of Section 202 of the Controlled Substance Act, as amended.

Drug: Any chemical substance that produces physical, mental, emotional, or behavioral change in the user.

Drug paraphernalia: Equipment, a product, or material that is used or intended for use in concealing an illegal drug, or otherwise introducing into the human body an illegal drug or controlled substance.

Illegal drug:

- a. Any drug or derivative thereof whose use, possession, sale, transfer, attempted sale or transfer, manufacture, or storage is illegal or regulated under any federal, state, or local law or regulation.
- b. Any drug, including – but not limited to – a prescription drug, used for any reason other than that prescribed by a physician.
- c. Inhalants used illegally.

Under the influence: A state of not having the normal use of mental or physical faculties resulting from the voluntary introduction into the body of an alcoholic beverage, drug, or substance of abuse.

Consistent with the rules listed above, any of the following actions constitutes a violation of the School's policy on drugs and may subject an employee to disciplinary action, up to and including immediate termination.

Using, selling, purchasing, transferring, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting to or assisting another to do so, while in the course of employment.

Working or reporting to work, conducting School business or being on School property while under the influence of an illegal drug or alcohol, or in an impaired condition.

4.7 TOBACCO PRODUCTS

The use of tobacco products is not permitted anywhere on the School's premises.

4.8 INTERNET USE

Anderson Creek Club Charter School employees are allowed use of the Internet and e-mail when necessary to serve our customers and conduct the School's business.

Employees may use the Internet when appropriate to access information needed to conduct business of the School. Employees may use e-mail when appropriate for School business correspondence.

Use of the Internet must not disrupt operation of the school computer network. Use of the Internet must not interfere with an employee's productivity. Employees are responsible for using the Internet in a manner that is ethical and lawful.

Internet messages are public and not private. Anderson Creek Club Charter School reserves the right to access and monitor all files and messages on its systems.

SECTION 5

WAGE AND SALARY POLICIES

5.1 WAGE OR SALARY INCREASES

Policy Under Development

5.2 TIMEKEEPING

Accurately recording time worked is the responsibility of every non-exempt employee. Time worked is the time actually spent on a job(s) performing assigned duties.

Anderson Creek Club Charter School does not pay for extended breaks or time spent on personal matters.

The time clock is a legal instrument. Altering, falsifying, tampering with time records, or recording time on another team member's time record will result in disciplinary action, including termination of employment.

Authorized personnel will review time records each week. Any changes to an employee's time record must be approved by the Principal/CEO. Questions regarding the timekeeping system or time cards should be directed to the.

Time Cards – Non-exempt employees will be issued a time card on their first day of employment. The employee will be given thorough instructions on usage and instructions on what to do should a problem occur.

5.3 OVERTIME

Policy Under Development

Anderson Creek Club Charter School is open for business 45 to 50 hours per week. Overtime compensation is paid to non-exempt employees in accordance with federal and state wage and hour restrictions. Overtime is payable for all hours worked over [40] per week at a rate of one and one-half times the non-exempt employee's regular hourly rate. Time off on personal time, holidays, or any leave of absence will not be considered hours worked when calculating overtime. In addition, vacation time does not constitute hours worked.

All overtime work performed by an hourly employee must receive the Administration's prior authorization. Overtime worked without prior authorization from the Principal/CEO may result in

disciplinary action. Principal/ CEO's signature on a timesheet authorizes pay for overtime hours worked.

5.4 PAYDAYS

Policy Under Development

All employees are paid monthly. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the last business day before.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his/her return from vacation.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Paychecks may also be mailed to the employee's address or deposited directly into an employee's bank account upon request.

DRAFT

SECTION 6

BENEFITS AND SERVICES

Policy Under Development

Anderson Creek Club Charter School offers a benefits program for its _____ and _____ employees. However, the existence of these programs does not signify that an employee will necessarily be employed for the required time necessary to qualify for the benefits included in and administered through these programs.

6.1 GROUP INSURANCE

HEALTH INSURANCE

Policy Under Development

LIFE INSURANCE

Policy Under Development

The employee's portion of the premium deduction for health insurance begins on the pay period prior to coverage start date.

This Manual does not contain the complete terms and/or conditions of any of the School's current insurance benefit plans. It is intended only to provide general explanations. If there is ever any conflict between the Manual and any documents issued by one of the School's insurance carriers, the carrier's guideline regulations will be regarded as authoritative.

6.2 COBRA BENEFITS

Policy Under Development

6.3 SOCIAL SECURITY/MEDICARE

Anderson Creek Club Charter School withholds income tax from all employees' earnings and participates in FICA (Social Security) and Medicare withholding and matching programs as required by law.

6.4 SIMPLE IRA

Policy Under Development

The Simple Investment Retirement Account (Simple IRA) plan offers ACCCS employees a unique opportunity for savings, financial growth and favorable tax treatment.

The IRA plan helps contributors save in several ways:

- Gross taxable income is reduced
- Anderson Creek Club Charter School makes a matching contribution of the employees' contributions
- Convenience of payroll deduction (amount you choose)

The Simple IRA plan is administered through an Investment firm and managed internally by Anderson Creek Club Charter School. Anderson Creek Club Charter School makes matching contributions equal to 100% of Elective Deferrals that does not exceed 3% (and not less than 1%) of annual compensation. Each year Anderson Creek Club Charter School chooses the percentage of matching funds for the year (between 1% and 3%). For any year, a Contributing Participant's Elective Deferrals shall not exceed \$6,000 (indexed for cost-of-living increases according to law). Please see the _____ for the current percentage.

Eligibility occurs after _____ months of continuous employment for regular full-time and regular part-time employees.

6.5 VACATION

Policy Under Development

6.6 RECORD KEEPING

Policy Under Development

6.7 HOLIDAYS

Policy Under Development

6.8 JURY DUTY/MILITARY LEAVE

Employees will be granted time off to serve on a jury or military leave without pay. However, all regular employees both full-time or part-time will be kept on the active payroll until their civic duties have been completed. A copy of the jury duty summons and all other associated paperwork are required for the personnel file.

6.9 EDUCATIONAL ASSISTANCE

Policy Under Development

6.10 TRAINING AND PROFESSIONAL DEVELOPMENT

Policy Under Development

DRAFT

SECTION 7

EMPLOYEE COMMUNICATIONS

7.1 STAFF MEETINGS

Policy Under Development

7.2 EMPLOYEE GRIEVANCES

Policy Under Development

Employees of the charter school are employed at-will and do not obtain vested rights in permanent employment. Any employment rights accrue from the employment contract and applicable federal, state, and local law. The school will establish personnel policies and procedures to assure fairness and due process for all employees. At a minimum, the adopted personnel policies and procedures shall provide that any terminated employee will have the right to appeal any decision to terminate to the Board of Directors by giving written notice to the school's CEO within 10 business days of the termination. Any terminated employee who gives notice of appeal within the establish time shall have a hearing before the Board of Directors scheduled within five business days. The terminated employee shall have the right to a copy of his/her personnel file and any related information at least five days before the scheduled hearing before the Board of Directors. The terminated employee shall have the right to be represented by legal counsel at his/her own expense. After concluding the hearing, the Board of Directors shall issue a final written decision within five business days.

ACCCS shall develop a grievance procedure that allows employees to lodge complaints or grieve any matter by completing a designated form and submitting the same to the CEO/Principal. The CEO/Principal shall hear the complaint or grievance within five (5) business days of submission.

The CEO/Principal shall conduct an appropriate investigation and issue a written decision within five (5) business days of concluding the hearing. The complaining or grieving employee may appeal any decision of the CEO/Principal to the Board of Directors by giving written notice within five (5) business days of the written decision. Appeals to the Board of Directors for complaints and grievances shall follow the same procedures as that for terminations of employment.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

ACCCS shall operate serving grades K-5. A minimum of 75% of all teachers employed by the school shall hold a North Carolina Teaching License covering the subject area they will be assigned to teach. A total of 100% of teachers shall be Highly Qualified under the No Child Left Behind Act, as applicable. The school shall observe licensure and qualification requirements when making employment decisions.

The following employment positions and qualifications listed below are subject to modification by the Board of Directors:

CEO/Principal-shall possess a minimum of a Masters Degree in a related academic area and have a minimum of four years experience in administration. Must have knowledge of school finance, curriculum and instruction, human resources, and demonstrate knowledge of charter school operations. Candidate must demonstrate knowledge of learning styles, multiple intelligence theory, and at least 12 cognizable instructional strategies.

Administrative Assistant-shall possess a minimum of a Bachelors Degree in a related academic area and have a minimum of two years experience in administration. Candidates must demonstrate knowledge of learning styles, multiple intelligence theory, and at least 12 cognizable instructional strategies.

Teacher- shall possess, or be eligible to possess, a valid North Carolina Teaching License in the subject area to be taught. Candidate must demonstrate knowledge of learning styles, multiple intelligence theory, and at least 12 cognizable instructional strategies.

Teacher Assistant-shall possess a minimum of an Associate Degree in a related subject. Candidate must have two years of experience working with elementary school age children.

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

ACCCS will develop a written marketing plan that includes at minimum the creation of a target marketing strategy to attract a student population that reflects the diversity of the local school district. The plan will include a public message that is appealing to a diverse population of Harnett County residents. The public message may be conveyed by video, audio, web, fliers, and other means of communications. The marketing plan will include the creation of a contact list throughout the community and is specifically designed to give notice to all community interest groups including community ethnic groups, teachers, civic groups, and the general public. The school will post its no-discrimination policy on its website, and on publications marketing the start of the school.

ACCCS's spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development by creating a prudent spending plan that will enable the school to fulfill its plans and stay within budget. The budget adequately funds all proposed

activities. The school will have a Fund Balance of \$37,949.58 at the end of the first year (excluding 8% reserve). The school will reserve at least 8% or \$58,812.68 of its total budget in a rainy day fund. The school plans to reserve the Fund Balance to increase teachers' salaries or provide a performance bonus to teachers and staff.

<u>Item</u>	<u>Amount</u>
Revenues	\$735,158.44
Expenses	\$638,396.00
Reserve of 8%	\$58,812.68
Fund Balance	\$37,949.58

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – 100 Hammett County Schools

List LEA #2 – 20 Cumberland County Schools

List LEA #3 – 0

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	
Kindergarten	K	16	4	0	16	4	0	16	4	0	16	4	0	16	4	0
First	1	16	4	0	16	4	0	16	4	0	16	4	0	16	4	0
Second	2	16	4	0	16	4	0	16	4	0	16	4	0	16	4	0
Third	3	17	3	0	17	3	0	17	3	0	17	3	0	17	3	0
Fourth	4	17	3	0	17	3	0	17	3	0	17	3	0	17	3	0
Fifth	5	18	2	0	18	2	0	18	2	0	18	2	0	18	2	0
Sixth	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	0	0	7	0	0	7	0	0	7	0	0	7	0	0
Eighth	8	0	0	8	0	0	8	0	0	8	0	0	8	0	0
Ninth	9	0	0	9	0	0	9	0	0	9	0	0	9	0	0
Tenth	10	0	0	10	0	0	10	0	0	10	0	0	10	0	0
Eleventh	11	0	0	11	0	0	11	0	0	11	0	0	11	0	0
Twelfth	12	0	0	12	0	0	12	0	0	12	0	0	12	0	0
LEA Totals	100	20	0	100	20	0	100	20	0	100	20	0	100	20	0
Overall Total Enrollment	120			120			120			120			120		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$606,232.84</u>	<u>\$606,232.84</u>	<u>\$606,232.84</u>	<u>\$606,232.84</u>	<u>\$606,232.84</u>
--Local Per Pupil Funds	<u>\$128,925.60</u>	<u>\$128,925.60</u>	<u>\$128,925.60</u>	<u>\$128,925.60</u>	<u>\$128,925.60</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$735,158.44</u>	<u>\$735,158.44</u>	<u>\$735,158.44</u>	<u>\$735,158.44</u>	<u>\$735,158.44</u>

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

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

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

<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data The formula for figuring these allotments can be found in the Resource Guide.</p> <p>Harnett County Schools</p> <p>$\\$4,720.56 \times 100 = \\$472,056.00$ State Operating Income</p> <p>$\\$1,001.16 \times 20 = \\$100,116.00$ Local Operating Income</p> <p>Cumberland County Schools</p> <p>$\\$4,519.43 \times 20 = \\$90,388.60$ State Operating Income</p> <p>$\\$1,440.48 \times 20 = \\$28,809.60$ Local Operating Income</p> <p>Exceptional Children Headcount (Harnett County Schools-Total 12)</p> <p>$\\$3,649.02 \times 12 = \\$43,788.24$ EC State Operating Income</p> <p>Total Amount of State Operating Income: \$66,232.84</p> <p>Total Amount of Local Operating Income: \$129,925.60</p> <p>Total Income from State and Local: \$735,158.44</p>
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Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PERSONNEL					
Total # of staff and Projected Costs	#13 \$372,000	#13 \$372,000	#13 \$372,000	#13 \$372,000	#13 \$372,000
--Administrator(s)	#2 \$68,000	#2 \$68,000	#2 \$68,000	#2 \$68,000	#2 \$68,000
--Clerical	#1 \$20,000	#1 \$20,000	#1 \$20,000	#1 \$20,000	#1 \$20,000
--Teachers	#7 \$231,000	#7 \$231,000	#7 \$231,000	#7 \$231,000	#7 \$231,000
--Librarians	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Guidance	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Teacher Assistants	#2 \$36,000	#2 \$36,000	#2 \$36,000	#2 \$36,000	#2 \$36,000
--Custodian	#1 \$17,000	#1 \$17,000	#1 \$17,000	#1 \$17,000	#1 \$17,000
--Maintenance	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Food Service	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Bus Driver	#0 \$0	#0 \$0	#0 \$0	#0 \$0	#0 \$0
--Other	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
EMPLOYEE BENEFITS	\$75,678	\$75,678	\$75,678	\$75,678	\$75,678
CONTRACTUAL SERVICES	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
MATERIALS AND SUPPLIES	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
OFFICE SUPPLIES	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
INSTRUCTIONAL EQUIPMENT	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
OFFICE EQUIPMENT	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
INSURANCE	\$14,218	\$14,218	\$14,218	\$14,218	\$14,218
UTILITIES	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
RENT	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
MAINTENANCE & REPAIR	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TRANSPORTATION	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
MARKETING	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
FOOD/CAFETERIA SUPPLIES	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
PROFESSIONAL DEVELOPMENT	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
TOTALS	\$638,396	\$638,396	\$638,396	\$638,396	\$638,396

BUDGET NARRATIVE: The budget anticipates revenues of \$735,158.44 from State and Local operating funds only as noted above. The budget assumes \$372,000 in payroll plus total benefits of 20% or \$75,678. Contractual Services includes the cost of a Bookkeeper/Account CPA firm, annual audit fees, and contracted Exceptional Children's services, and school website. Materials and Supplies consist of the cost of books, computer software, and online access for Gaggle and other technology. Office supplies include computer software, paper, folders, and other office materials. Instructional equipment is the cost of purchase of like LCD Projectors, and other instructional equipment. Office equipment is the cost of a copier lease. Testing materials include Study Island. Insurance (See Quote Attached as Appendix G). Utilities cost is estimated at about \$2,000 per month. Rental includes the cost of a retrofitted facility with wireless Internet access, computers, furnishing, and one activity bus. Maintenance and repair is the cost of supplies. Transportation includes the cost of providing transportation for indigent students. Marketing is the cost of advertising for employment postings, student enrollment, and advertising to comply with the Open Meetings Laws. Food/Cafeteria is the cost of providing lunch to indigent students. Professional Development is the cost of providing Instructional Toolkit training to teachers. Revenue of \$735,158.44 over Expenses of 638,396 leaves a fund Balance of \$96,762.44 of which 8% is reserved toward a rainy day fund (\$20,000 for transportation if needed).

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

ADDITIONAL NOTES:

ACCCS will occupy an approximate 10,000 square foot retrofitted facility constructed for the school.
See: Appendix J

SCHOOL AUDITS:

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

ACCCS Board of Directors will require that the school conduct an internal program audit to review actual student performance against the >95% goals. The Board will also review financial compliance, federal program compliance, and develop a review of every aspect of the school's mission and plans as defined in its annual strategic planning progress and mission statement.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

ACCCS will contract for audit services each April and begin preparing for the final annual closeout and audit which shall begin promptly as part of the closeout. The audit will be timely completed and submitted to the LGC. ACCCS will use the audit services of : Thomas & Gibbs, CPA's, PLLC, Fayetteville Road Office Park, 6114 Fayetteville Road, Suite 101, Durham, NC 27713; Telephone (919)544-0555; Fax (919)544-0556. (See: Appendix H)

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

State the proposed coverage for:

Comprehensive General Liability	\$2,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	\$1,000,000
Motor Vehicle Liability	\$1,000,000
Bonding	\$250,000
Other	\$2,000,000

(See Insurance Quote attached as: Appendix G)

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

In order to assure that no child is denied access to the charter school due to lack of transportation the school will contract for transportation services. The school will also organize a parent transportation pool through its PTO and the Parent/Community Advisory Council. As a contingency plan the school will purchase and operate a school bus.

FACILITY (GS 115C-238.29D(c)) (See: Appendix J)

ACCCS will operate from a 10,000 square foot facility located off Anderson Creek Drive in Spring Lake, North Carolina. The facility will be retrofitted for the school and its instructional design plan. The facility will feature a total of six classrooms of approximately 1,000 square foot each with movable furnishings to accommodate a flexible classroom seating structure (i.e. collaborative clusters, theater style, and so forth). The facility will be equipped with wireless Internet access and will features computers and other technology in each classroom. The facility will have a state of the art heating and air conditioning system with computer based climate control and feature a design for energy conservation. The facility will feature restrooms in the three classrooms designed for grades K-2, and male and female common restrooms for grades 3-5. The facility will feature a large multipurpose room that will serve as an auditorium for assemblies, school events, and for dining. The school will feature a child safe playground. The facility will be handicapped accessible. The facility will feature adequate parking lot space and access for transportation pick up and drop off of students. (See: Floor Plan attached as Appendix I and J).

Name of the facility (if known): Anderson Creek Club Charter School

Address: (off) Anderson Creek Drive

City/State/Zip: Spring Lake, NC 28390

Description of the Facility:

Total square feet:	<u>10,000</u>
Number of Classrooms:	<u>6</u>
Number of Restrooms:	<u>5</u>
Other Rooms:	<u>1</u>
Multipurpose:	<u>1</u>
Gymnasium:	<u>0</u>
Music Room:	<u>0</u>
Art Room:	<u>0</u>
Laboratory:	<u>0</u>

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: 5 Year Term to be negotiated (See: Appendix J)
- (b) Type of Lease: Commercial
- (c) Rent: Approximately \$ 6,250 per month

Name of Landlord: Anderson Creek Club

Address: 125 Whispering Pines Drive

City/State/Zip: Spring Lake, NC 28390

Phone: (910)814-2633

Fax: (910)814-2892

Document inspections for the following:

- (a) Fire: Upon Completion of Construction
- (b) Safety: Upon Completion of Construction
- (c) Handicapped accessibility? Yes (Upon Completion of Construction)

Describe how the maintenance will be provided for the facility.

The final terms of maintenance will be negotiated as part of the lease agreement. The school will provide basic custodial services to the facility via one staff custodian and through a janitorial service contract.

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?

ACCS has secured a commitment for a 10,000 square foot facility through Anderson Creek Club to serve about 120 students (See: Appendix J). The school's contingency plan is to lease existing space in the local area. The schools facilities committee will identify several options, analyze cost, and make a recommendation to the full board in selecting an optional location.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the Federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety :**

ACCCS will make safety of students and staff a top priority. The school will develop a safety policy that will at a minimum require regular fire drills, establish lockdown procedures, first aid protocols, communicable disease protocols, inclement weather, hurricane and tornado safety, bomb threats, flood safety, civil disturbance, CPR, and provide for training of staff in emergency medical situations. The school will establish sanitation policies for its facilities, and make hand sanitizing dispensers available throughout the school facility. The school will conduct regular safety inspections and maintain documentation of the same on file at the school.

- **Immunization of Students :**

All students will be required to provide a file copy of all immunizations as required by the Health Department to be maintained in the student's file. The school will monitor immunization records. Any child who does not have up-to-date immunization records on file parents will be placed on notice and provided a time in which the immunization records will be provide or a valid exemption. Students who do not have up-to-date immunization records will not be permitted to attend school until such records are provided or a valid exemption is established.

- **Fire and Safety Regulations:**

The school will conduct regular fire drills and regular building inspections for faire safety. The school will place adequate fire extinguishers throughout the facility and have a fire alarm system. The fire alarms will be tested on a regular basis. The fire extinguishers will be inspected and maintained on a regular basis. All students and staff will participate in fire safety training.

- **Food Inspections:**

The school will maintain adequate food storage facilities and conduct regular inspections to assure compliance with local, state, and federal health and safety regulations. Students will bring their own lunch or be served by an outside vendor. Any contract with a food services vendor will require and authorize regular food safety inspections including but not limited to storage, preparation, serving, and clean up. The school will develop policies regarding heath and nutrition requirement.

- **Hazardous Chemicals:**

The school will adopt policies and procedures regarding the use and storage of hazardous chemical including cleaning supplies. The school will conduct regular safety inspections that include a review for hazardous chemicals.

LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

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

APPENDICES (OPTIONAL)

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

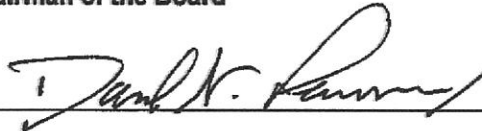
SIGNATURE PAGE

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

Print/Type Name: **DAVID NEESON LEVINSON**

Position: **Chairman of the Board**

Signature: _____



Date: 4/11/2012



Sworn to and subscribed before me this

11TH day of APRIL, 2012.

[Signature]
Notary Public _____ Official Seal

My commission expires: 8/8, 2015.

APPENDICES
ANDERSON CREEK CLUB CHARTER SCHOOL
CHARTER SCHOOL APPLICATION

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BOOM

Our View: Population growth fuels the region's economy.

The numbers are eye-popping. We've got a population boom going here.

The Fayetteville metropolitan area — Cumberland and Hoke counties — has cracked the top-100 national growth list for the first time in more than a decade. And we didn't just crack the list. We were No. 29 in the country. Take Cumberland out of the picture, and Hoke's growth is eighth in the country and at the top of all 100 North Carolina counties.

The numbers released by the U.S. Census Bureau on Thursday chart this region's growth since the federal census was taken in April of 2010. The Cumberland metro area grew by 2.1 percent, or nearly 8,000 people. Hoke added 2,300, which pushed its population up by nearly 5 percent.

Harnett County's growth nearly matched Hoke's, ranking second in the state. Harnett added more than 4,500 people, or 4 percent. Cumberland's growth alone was enough to rank it 15th in the state. The county grew by nearly 5,500 people, or 1.7 percent.

While most of that growth came from local maternity wards, there was also significant migration into the area. It's no secret how that happened: BRAC brought thousands of soldiers and defense civilians to Fort Bragg. That's why the population is growing so rapidly in Hoke and Harnett, parts of which are becoming Fort Bragg bedroom communities.

All this growth brings good things. Thousands of new residents, most making good money, will add fuel to a local economy that was already strong. Income growth here — also fueled by military and defense industry expansion — has been among the best in the nation in recent years. All the new residents will help boost tax revenues in counties that had long been considered "low wealth." The influx of residents arriving for good jobs should be a magnet for the retailing and service industries, which seem certain to expand.

Many communities across the country would feel blessed to deal with the problems that come with growth, but that won't make it any easier for us to solve those problems as they arrive.

There may be no better illustration of this than the fix Harnett County is in, with its skyrocketing school-age population. Harnett needs at least five new schools. That's a minimum of \$145 million — money the county doesn't have and isn't inclined to raise through new taxes.

Also, as anyone who drives around the region can testify, we're going to need to expand many more of our roads soon.

But on balance, the population increase is great news. Boom times feel good.

THE FAYETTEVILLE OBSERVER

4/09/2012

Commissioners weigh employee health care options

By Tom Woerner
Editor

Harnett County commissioners failed to reach a decision on a new health care plan for employees after more than two hours of negotiations with representatives of two companies.

Representatives from the Cigna company and Blue Cross offered competing plans to insure the county's close to 800 employees.

The plans offer different options but commissioners agreed they have one goal in mind.

"We have to take care of our employees because they take care of our customers, the taxpayers of Harnett County," Commissioner Jim Burgin said.

"I agree that we need to take care of our employees, they take care of our customers," said Commissioner Jim Burgin.

"I can lay out a subdivision but I can't figure out the insurance plan we have," Mr. Jeffries said. "I don't want to be challenged, it is stressful for employees to have to go through this every year."

The Cigna plan will cost the county \$512, down from the current \$562 the county pays for each employee.

If the Blue Cross plan is accepted it will cost the county \$527 per employee.

There are additional charges under each plan if other family members are put on the plan. The county contribution remains the same under family plans with the employee making up the difference.

Mr. McNeill said the board needs to be careful about making a decision on the health care issue.

Commissioner's efforts to fund SAFE voted down again

By Tom Woerner
Editor

Harnett County Commissioners voted Monday night not to give additional funding to a local domestic violence protection group which told the board the money is needed to continue helping local victims.

Commissioners voted by a 3-2 margin not to approve a motion by Commissioner Jim Burgin to provide \$20,000 to SAFE of Harnett County. Commissioner Gary House voted for the measure with Commissioners Tim McNeill, Dan Andrews and Beatrice Hill voting to turn down the request.

The vote came after an appeal by Burgin's wife, Beverly, regarding to George M. Cohan, and also performed "For Good" from the musical "Wicked" and "We Go Together" from "Grease."

The highlight of the night came when students from Benhaven Elementary performed a medley of songs from Disney's "Beauty and the Beast" under the direction of Linda Wise. Students were



Burgin

would do it right now but we can't."

Commissioner Andrews, who also voted against the additional funding, said he would also support the group in upcoming budget discussions but could not vote in favor of extra money not approved as a part of last year's budget.

Mr. McNeill followed through with his commitment and presented Ms. Gray with a personal check following the meeting.

The board voted by the same 3-2 margin not to hold a special public forum to discuss this year's budget. Commissioner Burgin also made the motion and again received a second to his motion by Mr. House.

"You Be There" complete with accompanying bongos played by students.

Next, Highland Elementary took to the stage and dialed the time machine to 1967 with a Beatles medley, running through several classics including "O Bla Di," "Yellow Submarine" and "Help."

Dressed in colorful skirts, vi-

ended to 1,448 crisis calls last year so you can see we need the money."

SAFE Client Jerry Bradley said the funding is needed to help people like him.

"I am not the poster child of domestic violence but I was a victim," he said. "I was broken and SAFE put me back together. This funding is vital for what they are doing to help people in the county."

Commissioner Burgin said SAFE is something the county needs to support.

"I am glad SAFE is here tonight," Mr. Burgin said. "They do a lot of good work for the people of Harnett County and we need to support them."

Commissioner McNeill of- fered a second to his motion with act director Katrina Soler-Davis.

Students performed the soul classic "Lean On Me with a choreographed set of moves. Parents enjoyed the surprising procession and colorful costumes as the kids closed their set with "Carwash."

Next, South Harnett Elementary students, dressed in their sig-

meeting.

Anderson Creek charter school There will be a public meeting to discuss the possibility of a charter school at the Anderson Creek Club Monday, April 2 at 7 p.m. at Patriot Hall, 216 Anderson Creek Drive. The school would be for grades first through fifth.

Continued From Page One

School board The Harnett County School Board will hold its regular meeting Monday night. The meeting will begin at 7:30 at the Harnett County Schools Lillington Educational Complex, on 11th Street. The public is invited to attend the

Lawsuit

Continued From Page One

The company acknowledges that the policy affords additional insured status to the county's execu-

Convention

Continued From Page One

only a small group of voters," he said. "I am going to keep working hard to get my message out to voters."



Public notice of charter school meeting

ANDERSON CREEK CLUB CHARTER SCHOOL

Public Meeting

April 2, 2012

Agenda

- Welcome
- Introduction of the Organizers
- What is a Charter School?
- Charter School Interest Survey
- Questions, Answers, and Discussion
- Adjournment

David Neeson Levinson

Address: 52 Broadlake Lane, Spring Lake NC 28390

Phone: (910) 893-5540

Email: neesondavid@aol.com

EDUCATION

St. Andrews School <i>Middletown, Delaware</i> Magna Cum Laude Founders Medal (first in class academically)	1953
University of Delaware <i>Newark, DE</i> Engineering Trigonometry and Public Speaking, Summer Session	1952
Harvard College - A.B. magna cum laude <i>Cambridge, MA</i> Areas of Concentration: Political Theory and Comparative Government Thesis: British Pressure Groups – 3 Case Studies President: Harvard Hillel Foundation and Harvard Interdenominational Council Member Phi Beta Kappa (Alpha of Massachusetts)	1957
Harvard Law School - LL.B. / J.D. <i>Cambridge, MA</i> Thesis: A Comparison of Criminal Law and Penology of the United States and the Soviet Union President and Director, Harvard Law School Forum Law Clerk to the Honorable Collins Seitz (Chancellor of Delaware)	1960
Institute for Counter-terrorism of the Interdisciplinary Center Herzliya, Israel Executive Certificate in Counter-terrorism	2005

BUSINESS EXPERIENCE

• Lusk Corporation , Corporate Vice President of Marketing and Member of the Board of Directors. Worked as a multi-city residential builder.	1960 - 1965
• Real Estate Developer and Builder . Developed and built communities of approximately \$200 million in low and moderate cost homes, apartments, condominiums and shopping centers.	1965 – Present
• Anderson Creek, Inc. , President. Developer of private gated community featuring custom-built homes, wooded homesites, townhomes, condominiums and patio homes. Community features 1742 acres of rolling pine forest and a Davis Love III golf course that was voted Best New Course in North Carolina for 2001 and received a Five Star rating for 2002.	2000 - Present

PUBLIC SERVICE

1981	Appointed to and served on President Carter's Council for Energy Efficiency
1982	Delaware's Democratic Candidate, US Senate
1984	Elected Insurance Commissioner of the State of Delaware
1988	Re-elected Insurance Commissioner of the State of Delaware
1988	Appointed by the Reagan Administration (and retained by the Bush Administration) to serve on the Federal Supplemental Health Insurance Panel. (This five member panel ensured that the individual states met the minimum federal standards for Medicare Supplement insurance regulation. Also served on panel authorized by Congress to set Standards.)
2009	Elected to Governing Board of the Foundation for Ethics in Public Service
2011	Chairman and Founder of The Institute for the Study of Asymmetric Conflict

INTERNATIONAL ACCOMPLISHMENTS

EASTERN EUROPE: Wrote initial drafts of the insurance codes for Russia, Latvia, Estonia, Romania, and Ukraine in the early 1990's, beginning 90 days before the Soviet Union dissolved and continuing for a couple of years thereafter, and the development of the program for the removal of the Russian troops from the Baltic countries immediately after the dissolution of the Soviet Union, which also involved "selling" the program to the leadership of the countries involved, thereby preventing a possible war resulting from the attack on the Lithuanian TV tower by the Russian troops stationed in that country.

MODEL CITY IN BELIZE: The project's objective is to create in the Central American Republic of Belize, an autonomous model city, devoted to principles of peace among, and justice, mercy, and opportunity for all of its citizens. The project is based upon the proposition that social scientists, supported by entrepreneurial enterprise, can engineer in the 21st century legal, economic, and social systems that effectively and efficiently produce a standard of living superior to the unfettered and poorly controlled organic growth that typifies development through most of the world.

EDUCATIONAL INITIATIVES

- **MICAH PROJECT / HUMMINGBIRD CITY:** Washington University in St. Louis.
Series of five seminars and workshops bringing together scholars, government officials, private business representatives, and other experts to promote positive exchange opportunities between Washington University and academic and government entities in Belize.
- **LEVINSON HISTORY LECTURE:** Annual Endowed History Lecture Series at St. Andrew's School

DEVELOPMENT PROJECTS

Project Development:		
Columbia Lakes Apartments	Columbia, IL	138 units
Heatherbrook Condominium	St. Louis, MO	100 units
Chateau de Ville Condominium	St. Louis, MO	156 units
Brazilia Apartments	St. Louis, MO	328 units
Pebble Point Apartments	St. Louis, MO	112 units
Stonegate Apartments	St. Louis, MO	206 units
Stonegate Shopping Center	St. Louis, MO	
Rolling Hills Cluster Housing	St. Louis, MO	100 units
Forum West Condominium	St. Louis, MO	136 units
Forum West Apartments	St. Louis, MO	138 units
Apple Tree Condominium	Olivette, MO	80 units
Chapel Ridge Condominium	Hazelwood, MO	286 units
Village of Three Parks Houses	Florissant, MO	130 units
Briarwood Townhouses	Florissant, MO	26 units
Waters Edge Condominium	Newark, DE	264 units
Fairway Pointe Condominiums	Spring Lake, NC	184 units
Anderson Creek Inn	Spring Lake, NC	48 units

PROFESSIONAL AFFILIATIONS

- National Association of Home Builders (Speaker, 1973 National Convention)
- Advisory Board, Apartment Construction News (Speaker, 1972 and 1973 National Conventions)
- National Association of Insurance Commissioners (1994-1993)

COMMUNITY SERVICE (PAST AND PRESENT)

- Pearl S. Buck International: Instituted program for adoption of Russian children
- Boy Scouts of America: Eagle Scout; Chairman, National Eagle Association (Delmarva Branch)
- Blood Bank of Delaware: Director; Chairman Building Committee for new Blood Center
- Masonic Consistory of Delaware: Nur Temple
- Kiwanis International: Wilmington, DE
- Rotary International: Middletown, DE
- Harvard Club of St. Louis: Member of Schools and Scholarships Committee
- Harvard Club of Delaware
- Jewish Federation of Delaware: Director
- Jewish Federation of St. Louis: Director
- Anti-Defamation League of B'nai B'rith: Associate Member of National Board of Directors; Chairman of Foreign Policy Committee of the National Leadership Advisory Committee
- Temple Israel: Director, Chairman of the Retreat Center Building Committee
- Temple B'nai El: Director; Chairman of the Scholar in Residence Committee
- Temple Beth Shalom: Wilmington, DE
- Washington University Hillel Foundation: President of Board of Trustees; Trustee, Wolfort Foundation Trust Fund
- Jewish Community Center of St. Louis: Director, Camp Sabra Committee; Covenant House Building Committee
- NAACP: Life Member
- St. Andrew's School: Alumni Corporation Board
- Gratz Hebrew High School: Director

AWARDS AND CITATIONS

- St. Andrews School: Headmaster's Distinguished Alumnus Award for Development of Low Income Housing, 1973
- Jewish National Fund – Tree of Life Award
- Anti-Defamation League of B'nai B'rith
- Washington University Hillel Foundation
- International and American Societies of Yad Vashem: National Honoree, 1990
- Delaware Pediatric Association: Person of the Year Award

SUMMARY OF CAREER HIGHLIGHTS

- **REAL ESTATE:** Built several thousand low and moderate cost homes, condominiums and apartments in eight states. Developed 3600 lots in three states.
- **FINANCE:** Secured financing for above real estate development and construction. Spearheaded development of legislation through the National Association of Insurance Commissioners (NAIC) which developed the uniform code of solvency regulation of insurance companies adopted by all states.
- **HEALTH CARE:** Served on the federal commission under Presidents Reagan and Bush that developed the standard forms of Medicare Supplement Insurance and insured that all states adopted these standard forms. Served as Chairman of the NAIC's committee on preventative health care. Developed the first health insurance regulation designed to promote healthy lifestyles.
- **ART EDUCATION:** Through the Delaware Art Museum, contributed the art and developed the first program through which the original art could be used to teach in the Delaware public school system.
- **INTERNATIONAL INSURANCE:** Wrote the draft insurance laws for Russia, Latvia, Estonia, Ukraine, and Romania.
- **FOREIGN POLICY:** Developed the plan for removal of Russian troops from the Baltic countries after the collapse of the Soviet Union.
- **BELIZE:** Vision for model city with strong commitment to environmental sustainability and social justice.

PERSONAL

Date of Birth: December 3, 1935 – Wilmington, Delaware

Wife: Marilyn Wallach Levinson

Washington University A.B., LL.B.

Son: Micah Nathaniel Levinson

Date of Birth: April 23, 1986

Washington University, M.A. - 2008

Harvard University, A.B. 2010

Fellow – American Foreign Policy Council

University of North Carolina at Chapel Hill Ph.D. Candidate – 2011-

VITA

OF

OZIE LEE HALL, JR.
Post Office 1699
Winterville, NC 28590
(252) 520-3397

Education

Harvard University, Graduate School of Education, Cambridge, Massachusetts (2010).
Charter School Practices for High Performance Certificate, November 11-14, 2010.

Central Michigan University, Mt. Pleasant, Michigan (2010). *Masters of Arts in Education*.

Central Michigan University, Mt. Pleasant, Michigan (2003). *Masters of Science in Administration*.

Mount Olive College, Mount Olive, North Carolina (1998). *Bachelors of Science in Business Administration*.

Academy of Executive Management, Cheyney State College, Cheyney, Pennsylvania (1981). *Management Training Certificate*.

DeLaWarr High School, New Castle, Delaware (1976). *High School Diploma*.

Employment

- 2008-2011 CEO/Principal, Kinston Charter Academy, Kinston, North Carolina. Duties include General Administration, Curriculum and Instructional Leadership, Grant Writing, and Professional Development.
- 2007-2008 President & CEO, O. Lee Hall Associates, Inc., Winterville, North Carolina. Duties include general administration and services as Comptroller/Grant Writer for Kinston Charter Academy.
- 2003-2007 President & CEO, West Greenville Regional Resources, Inc., Greenville, North Carolina. Duties included general administration and overall responsibility for the operation of the project.

- 1998-2002 President & CEO, Internet East, Inc., New Bern, North Carolina. Duties included general administration, marketing, planning, staff supervision of a diverse and highly skilled staff, and other duties.
- 1995-1998 Construction Cost Estimator, Lanier Construction Company, Snow Hill, North Carolina. Duties included general construction, planning, and cost estimating.
- 1991-1994 President & CEO, Institute of Fundamental African History & Culture, Inc., Greenville, North Carolina. Duties included general administration accounting and finance, program and staff supervision, grant writing, organizing cultural education program, lectures.
- 1982-1990 President & CEO, Juvenile Awareness Education Program, Inc., Wilmington, Delaware. Duties included general administration, accounting and finance, construction management, grant writing, program and staff supervision, and board of director administration. Organized and operated Umoja Day School (Grades 9-12), Public School Based Juvenile Delinquency Prevention Program, Mentoring Program
- 1981-1982 Special Project Planner, Community Action of Greater Wilmington, Wilmington, Delaware. Duties included grant writing and Program Administration.
- 1978-1981 Executive Director, Vision Law Clinic, Inc., Project of the New Castle Industrial Training & Research Center, New Castle, Delaware. Duties included grant writing and general administration and legal research.
- 1976-1978 General Clerical, Delaware Division of State Service Centers, New Castle, Delaware. Duties included filing, forms preparation, and record-keeping.
- 1974-1976 Proprietor of Hall Lawn & Yard Care. Wilmington, Delaware. Cut grass, and cleaned yards in local neighborhood.

Grant Writing Experience

- Community Services Block Grant
- Maternal Child Health Block Grant
- Center for Disease Control
- U.S. Department of Labor, Coordinated Discretionary Grant Program
- U.S. Department of Health & Human Services, Coordinated Discretionary Grant Program
- Milton S. Eisenhower Foundation
- Longwood Foundation
- Z. Smith Reynolds Foundation

- Bank of Delaware
- Delaware Trust
- Mellon Bank
- Delaware Department of Public Health
- Delaware Department of Community Affairs
- Delaware General Assembly
- New Castle County Executive
- New Castle County Council

Special Projects

- U.S./Japan Police Community Partnership. Visited Japan and was guest of Japanese Consulate in Los Angeles, California and subsequently introduced “Community Orientated Policing” to the Police Foundation and the U.S. Congress (1988). (Project of Milton Eisenhower Foundation).
- Presenter to Poland Criminal Justice Delegation to the U.S., Washington, D.C. (1989). (Project of Milton Eisenhower Foundation).
- Presenter to Russian Criminal Justice Delegation to the U.S., Washington, D.C. (1989). (Project of Milton Eisenhower Foundation).
- Presenter to National Association of Black Psychologist 19th Annual Convention. Oakland, C.A. (1986).
- Presenter to National Conference on Crime in the Black Community. Petersburg, F.L. (1987).
- Participant in Annual National Conference on Educating of Black Children. Washington, D.C. (1985-1989).
- Presenter at Chiekh Anta Diop Conference, University Chiekh Anta Diop (Former Dakar University), Dakar, Senegal (1988).
- Presenter at Lagos University, Lagos, Nigeria (1988).
- Presenter at Ibadan University, Ibadan, Nigeria (1988).
- Completed Masters Club training in medical management, David Singer Enterprises.
- Completed training in Medicare/Medicaid Compliance, U.S. Med Corps.

- Television guest of Rutgers University President, Dr. Bloustein on program hosted by the Dr. Bloustein (1986).
- Presenter at University of Delaware (1983-1990).
- Presenter at Delaware State University (Formerly Delaware State College) (1993-1990).

Publications

- “Impact of Vestiges of *De Jure* Segregation on Student Achievement Gaps in Pitt County, North Carolina,” Central Michigan University (2011)
- “Report on the State of the Black Community in Pitt County, North Carolina (2007).
- “Pitt County Black Leadership Action Plan” (2006).
- “One Mind Behind the Wall,” Heru Book Associates (1988).
- “Grandma’s Wisdom,” Heru Book Associates (1990).
- “Developing a Business Plan for a Securities Investment Training Firm: A Feasibility Study,” Central Michigan University (2003).
- “Developing a Business Plan to Obtain Start Up Financing for the Sale of Ethnic Cultural and Education Products,” Mount Olive College (1998).
- “Peer Counseling in Juvenile Awareness,” The Clearing House (1985).
- Editor, Vision Law Clinic New Letter (1978-1980).
- Executive Produce & Host, Community Window, Rollins Cable Vision, Channel 28, Wilmington, Delaware (1984-1989).
- Executive Producer, Juvenile Awareness Program Special Report, Channel 2, Wilmington, Delaware (1989).
- Guest Host, Minority Voice, Cable Channel 7, Greenville, North Carolina (2006-2007).

Memberships & Volunteer Service

- Member, Kappa Delta Pi, International Honor Society in Education.
- ~~AAUW~~ Member, ECU Chancellors Community Advisory Council.
- Pitt County NAACP.
- Pitt County SCLC.
- Chairman, Pitt County Coalition for Educating Black Children.
- Co-Chair, Culturally Responsive Teaching Conference Steering Committee.
- Member, North Carolina Academy of Trial Lawyers (2007).
- Member, Delaware State Board of Education Desegregation Advisory Council (1985-1987).

Special Skills

- Grant Writing
- Business Plans
- Legal Research
- Technical Research
- Technical Writing
- Board of Directors Training
- Financial Analysis
- Financial Planning
- General Accounting
- Public Speaking

Software Skills

- Microsoft Word
- Microsoft Works
- Microsoft Publisher
- Microsoft Access
- Quickbooks Pro
- Business Plan Pro
- Excel
- Lytec
- Medisoft
- Eclipse

Jennifer M. Lucero-Johnson
54 Blue Pine Dr.
Spring Lake, North Carolina 28390
E-mail: jlu34@yahoo.com
Jennifer.m.lucero@us.army.mil
Home: (910) - 893-8163
Work: (910) - 432-3209

Work Experience

95th Civil Affairs Brigade (04/01/2008 - 10/31/2010) - Brigade
S4 (Senior Logistics Advisor)
Fort Bragg, North Carolina United States
Supervisor: LTC James Brown - 907-3955;

Duties: Served as the Senior Logistics Officer in the only active duty Civil Affairs Brigade assigned to the United States Army Special Operations Command. Responsible for the planning, directing, and coordinating of internal and external logistic support for the brigade in support of world-wide operations in 4 theaters of operation. This includes movement, sustainment, maintenance, contracting and acquisition, and property book operations. Responsible for interviewing and selecting candidates for employment. Supervises, evaluates and directs the actions and workload of 4 civilians and 5 military personnel. Manages an annual budget totaling more than \$2 million. Responsible for writing brigade logistic standard operating procedures, monitoring the Command Supply Discipline Program and brigade compliance with DOD, DA, and USASOC regulations, directives and policies. Sources and tracks wartime statement of requirements in support of high priority missions and humanitarian operations. Monitors property accountability, supply operations, financial liability investigations, Joint Operational Stock loans, fieldings, and unit status reporting within the brigade. Conducts these logistic management procedures using the Property Book Unit Supply Enhanced (PBUSE) and other Army STAMIS systems. Serves as the logistic advisor to the brigade commander and provides advice and mentorship to five logistic officers.

HHC, 97th Civil Affairs Battalion (03/30/2008 - 12/18/2006)
Battalion Logistics Advisor
Fort Bragg, North Carolina United States
Supervisor: LTC Curt Anderson -

Duties: Battalion logistics officer for a Civil Affairs battalion that conducts civil affairs operations in ten separate countries. Responsible for the growth and build of this new battalion by requisitioning equipment and using proper acquisition procedures. Served as the billing official for five separate government purchase cards with a total budget of over \$1 million.

A Co, 704th Support Battalion, 4th Infantry Div (12/18/2004 -
12/17/2006) - Company Commander
Fort Hood, Texas United States

Supervisor: LTC Victor Harmon - 7033801601

Duties: Commander of a Distribution Company in a support battalion that supported the 4th Brigade Combat Team, 4th Infantry Division. Comprised of a Headquarters platoon, Supply platoon, Transportation Platoon, and a Fuel and Water platoon totaling 179 Soldiers and their families. Coached, mentored and trained 5 junior officers. Responsible for pre-deployment training, operational readiness of unit and post deployment reset of company equipment and reintegration. Responsible for the maintenance and accountability of over 90 vehicles and over \$29 million worth of equipment. Responsible for the receipt, storage, transportation and distribution of food, supplies, bulk and packaged fuel products, ammunition, and repair parts. This also included a warehouse that stored and issued over 4,500 types of supplies while deployed in support of Operation Iraqi Freedom. Maintained and operated the forward operating base Fuel System Supply Point which was capable of holding 300,000 gallons of fuel. Maintained the Brigade Ammunition Transfer Holding Point and planned and conducted nightly Combat Logistic Patrols that resupplied coalition forces throughout the Multi-National Division Baghdad.

HHC, 191st Ordnance Battalion (01/22/2002 - 01/01/2003) -
Adjutant/S1 Miesau, Armed Forces Overseas Germany
Supervisor: LTC Charles Kibben -

Duties: Served as the Battalion Adjutant responsible for providing personnel and administrative support for over 600 Soldiers and Civilians of a deployable theater level multi-functional logistics battalion comprised of six different companies supporting the European Theater. Responsible for ensuring that all company commanders and staff are informed of all personnel issues concerning Soldiers. Monitored personnel reports and prepared correspondence for the Commander. Managed the community mailroom which served over 1200 customers. Streamlined multiple personnel systems to ensure timely and accurate personnel reports, awards, congressional correspondence and various other correspondences.

5th Quartermaster Detachment, 21st TSC (06/24/1999 -
12/30/2001) - Platoon Leader/Executive Officer
Kaiserslautern, Armed Forces Overseas Germany
Supervisor: Derell Bibbs - 2102790502;

Duties: Platoon Leader for a 27 person parachute rigging platoon and their families. Responsible for parachute rigging, airdrop support and the packing and storage of all customer units' parachutes within the European Theater. Provided palletization support to the Theater Deployment Processing Center, rigging items for Humanitarian Operations, Special Operations Command and other Government Agencies during the initial stages of Operation Enduring Freedom.

Education

College/University
University of Maryland University College (10/01/2000 -
10/01/2001) amstein, Maryland
Germany
Degree: BA - Major: Business Management; Minor: Sociology;
GPA: 3.0

Additional Information

Specialized Education - Fort Bragg Environmental Compliance
Course (10/20/2009)
Required for all Unit Environmental Compliance Officers.
Teaches ECOs how to comply with environmental regulations
governed by the United States Environmental Protection Agency
and the North Carolina Department of Environment and Natural
Resources. Teaches proper storage and disposal of hazardous
waste.

Commanders Course (02/13/2005)
Teaches Army Officers how to prepare for command. Teaches the
basics of administration to include: finance, personnel and
utilizing Army programs. Covers property accountability and
personnel management.

Training - Combined Logistics Career Course (08/20/2004)
includes training/instruction in doctrine, unit leadership,
personnel functions, unit maintenance, movement, supply,
communicative skills, company and battalion training, military
history, and brigade fight skills.

Clearance: Top Secret SCI

Betty M. Hunnicutt

bhunnicutt_thc@ccpfc.org

Education

Bachelor of Science, Home Economics, UNC at Greensboro 1972 (education and early childhood specific coursework).

Master's Studies, UNC at Greensboro 1972; Appalachian State University, Boone, NC 1978 and UNC at Charlotte, 1978.

Early Childhood Coursework, Fayetteville Technical Community College, Fayetteville, NC, 1991.

Certified Green Building Professional, National Association of Home Builders, 2008.

Qualifications/Relevant Experience

Excellent knowledge of local and state Smart Start initiatives and goals.

I have had the pleasure and opportunity of working with the Partnership for Children of Cumberland County (PFC) almost since its inception. In 1994, Wonder Years received one of the first grants given to early childhood facilities. Since 1997, I have been actively involved with PFC serving in many capacities including:

- Early Childhood Work Group 3 years
- CCR&R Committee 4 years/Chair 1 year
- Finance Committee 5 years/Chair 1 year and Co-Chair 3 years
- Allocation Team 4 years/Chair 1 year
- Executive Committee 3 years
- Board of Directors 6 years
- Board Treasurer 1 year
- More-at-Four Planning Team

Member over 8 years, collaboration with many community agencies to develop, implement and maintain Pre-K program. This program has grown from 97 slots, during that first year, to over 2000 in our county. I am proud to be part of the growth of this program in our county. I served as a presenter, along with PFC staff involved in More-At-Four, at the Smart Start Conference the first year of the More-At-Four program operation. We had a panel to share "lessons learned" with others across the state. When Governor Easley first announced More-at-Four, Wonder Years hosted WRAL News for several segments to promote the program. We have collaborated with Smart Start staff, from Cumberland and other counties, and state More-at-Four officials to provide classroom tours and implementation strategies for More-at-Four within the private center setting.

-Board Member and Officer

I have made many presentations to our legislative delegation, community business groups, leaders, potential board members and others regarding the PFC initiatives, goals, the impact of the child care industry on our community, the PFC capital campaign and other issues serving as a strong advocate for young children. I have also visited our legislative delegation in Raleigh along with other representatives from our community.

-Early Childhood Center Owner

My centers, in Cumberland and Sampson Counties, both have participated in many Smart Start funded programs including: WAGE\$, More-At-Four, Quality Improvement Grants, Staff Development training, tuition assistance programs, Early Intervention, CDSA, Read-to-Me and Child care subsidies among others. We have provided tours of our center and discussed our Smart Start success stories with Governor Easley, Senator Tony Rand and Representative Margaret Dickson, among others.

-Carolina Caring for Children, Inc.

Collaboration with PFC staff for annual, regional Caring for Children Early Childhood Professionals Conference for the last 10 years. This conference provides early childhood training and networking for 500-800 participants from Cumberland and 11 surrounding counties.

Having served in many capacities with PFC during these past 14 years, I have a thorough knowledge of Smart Start, its goals and initiatives, including all of the programs supported with local Smart Start and private funds from our community. Personally and with my business, I have a true commitment to Smart Start and the young children and their families in our community.

Extensive knowledge of State Child Care Rules and Regulations

-Lead Education Program Specialist

Fort Bragg Child Development Services (CDS) 4 ½ years

In this position, with CDS, I was responsible for oversight of NC State Licensing process, including maintenance of licenses for two 303 capacity child development centers. I also headed the Accreditation Team working with Rodriguez CDC and Fernandez CDC on the accreditation process. They were the first centers in Cumberland county to receive NAEYC Accreditation.

-Owner and Level III Administrator of Two FOUR STAR and one FIVE STAR Early Childhood Facility

I worked with DCD Consultants Gwen Brown, Sallie Jones and Ms. Faircloth from the preliminary through provisional and full licensing stages operating 2 four star and 1 five star facility:

Wonder Years Child Care and Learning Center Fayetteville 1994 to present

Wonder Years Child Care and Learning Center Clinton 1998 to 2004 (sold it in December 2004)

Wonder Years at Anderson Creek Club 2010 to present

I provide total oversight of our centers to ensure that we comply at all times with all DCD Rules and Regulations, Health/Sanitation Rules and current Fire Codes.

-Child Care Coalition "Points Committee"

The major function of this group was to gather information from other child care professionals including center directors and administrators, as well as current research and make recommendations to the NC Child Care Commission Rules Committee about concept and structure of two part licensing. I feel my input and presentation to the Rules Committee made a direct impact on the new licensing system.

-Collaboration with FTCC Early Childhood Center

I have worked with administrators to review center operations to improve financial status moving toward more self-sufficiency. Ideas which have impacted greatly on income have been participating in the Child and Adult Care Food Program (CACFP), reconciling DSS subsidy payments promptly, establishing fund raising projects and opening a new classroom that had been formally used for storage.

-Advising and Mentoring

Having worked with North Carolina state licensing in a variety of capacities for over 18 years, I have provided and continue to provide support to many area child care professionals regarding rules and regulations, the new licensing process, converting to the new 2-part license and other areas of assistance. By providing information and sometimes training, offering encouragement and advising of personal lessons learned, I have been able to share in improving the quality of early care and education for children in our community. I talk with them about opportunities that are available to them in our area to improve their programs and businesses. The SBA often refers potential new providers to me for realistic business start-up information. I am a "cheerleader" to encourage all to "reach for the stars" and provide the highest quality early childhood program that they possibly can offer.

I am so proud of my staff, children and families at Wonder Years. We were one of the first 12 centers in the state to convert from the old 3-part star system to the new 2-part license when it was optional in 2006. We even moved from 11 to 12 points. We wanted to show other centers that it can be done with the commitment of staff and families.

Thorough knowledge and extensive experience in building a childcare facility from concept through successful operation.

-Owner/Director/Level III Administrator 17 years

In 1992, after many years of working in the field of education, I began to dream of building and operating my own "model" early childhood center. All of my years of experience led and prepared me to do just that. I researched, compiled my thoughts, experiences and priorities, conducted a community needs assessment, applied the best of all I had seen in center designs, programs and businesses over the years and put all this information and much more into developing a business plan. This plan served as a road map, decision-making tool, accountability tool and a commitment for me. The one year I invested in developing this plan has served our business well over the years. When we submitted our final business plan to SBA in Charlotte, they responded later to us that it was the best business plan they had ever received at their location to date. From the sketch on a napkin at dinner one evening to the opening of our first Wonder Years, October 3, 1994, and the continued success of running of a "model" center for our community has provided me with extensive experience in the total process of building a childcare facility. We had the good fortune and opportunity to build a second center in 1998 in Clinton NC and a third in Anderson Creek Club in 2010.

-Lead Education Program Specialist 4 years

While working in this capacity for Ft. Bragg Child Development Services, I had the opportunity to attend meetings with the Army Corp of Engineers regarding the construction of two additional child development centers. I served as a early childhood program consultant during the final phases of design development for these centers. Changes were made because of ideas relating to safety, developmental programming and finishes that I provided during these meetings.

-Director of Education 3 ½ years

I worked with Vern and Annie Jo Saunders at Children's World in Columbia, South Carolina area. At the time I began working with them, they were opening their third center in the Columbia area. I worked for a short period of time as a Pre-K teacher, moved to center director for a brief period and then to the only administrator. During my time with them, I learned a tremendous amount regarding the actual process of site selection, the building process, how to equip and initially license a childcare center, as well as the on-going day to day operation of the child care business. During the time I worked with this organization, they grew from three to six centers with about 900 children and 100 teachers. This invaluable experience provided me with a solid business foundation upon which I have continued to build on over the years.

Knowledge of early childhood principles

Beginning with a strong formal college education in an early childhood related field, I have received additional trainings to reinforce and keep up-to-date on latest early childhood principles. Among these trainings are:

- Developmentally Appropriate Practices training with Sue Bredekamp (NAEYC)
- ECERS and ITERS training with Thelma Harms (Frank Porter Graham Institute-UNC)
- CDA Advisor training
- NAEYC Validator training
- Montessori
- Foundations of Education
- Creative Curriculum
- Additional college courses
- Professional conferences
- Professional organization memberships (NAEYC, NCAeYC, CSEaeyc Board Treasurer, Caring for Children President)

While working in positions including: Center Director, Director of Education, Lead Education Program Specialist, Center Administrator and high school teacher, it has been my responsibility to apply education principles to develop, implement and supervise curriculum and age appropriate activities for a developmental program that promotes the social, emotional, physical and cognitive growth of children ages six weeks to twelve years. While at Fort Bragg Child Development Services, it was also my responsibility to coordinate and oversee the development of the CDS Annual Developmental Program Plan. This plan encompassed the early childhood services and programs for two 303 capacity centers, 75-100 FCC homes and two hourly care drop-in facilities. I also have been responsible for training staff (including management), lead teachers, teacher assistants, FCC providers and high school students in topics relating to every area of early childhood education throughout my education career. I assist other centers with questions relating to DCD rules and regulations regarding programs, early childhood environmental rating scales, health and sanitation and other areas. I have successfully applied early childhood principles while teaching myself in the early childhood classroom. Our centers serve as a learning laboratory for UNCP and FTCC.

40 years of experience in the field of education

Throughout my 40 years in the field of education, I have had the opportunity to work in many settings including: public schools, private center settings and military child care in a variety of age groupings and capacities. This diversity of experiences has truly allowed me to be challenged and grow as a professional.

- CHILD CARE CENTER OWNER/DIRECTOR/LEVEL III ADMINISTRATOR**, Wonder Years Child Care and Learning Center, Fayetteville, NC (June 1994-present); Wonder Years at Anderson Creek Club (September 2010-present); Wonder Years, Clinton, NC (August 1998-December 2004)
- LEAD EDUCATION PROGRAM SPECIALIST for CHILD DEVELOPMENT SERVICES**, United States Army Garrison Command, Fort Bragg, NC (August 1990-June 1994)
- FORT SHERIDAN PRESCHOOL DIRECTOR**, Fort Sheridan, IL (February 1989-July 1990)
- FAMILY CHILD CARE PROVIDER**, Fort Sheridan, IL (August 1988-January 1989)
- DIRECTOR OF EDUCATION**, Children's World, Inc., West Columbia, SC (February 1984-June 1987)
- TEACHER**, North Carolina Public Schools, Raleigh and Charlotte, NC (August 1974-January 1984)
- INSTRUCTOR**, Wake Technical Community College, Raleigh, NC (January 1973-August 1974)

Effective communication skills

Whether working with a classroom of four-year-olds, teaching a high school child growth and development class, conducting a briefing for an army command, training early childhood center and home care providers, working with an architect and contractor during the design and building of a child care facility, serving on boards & committees, working with my employees or sharing information with parents, my entire work career has revolved around communication with others. I have been a successful teacher of children and adults, supervisor, business owner and community leader because of effective communication skills learned through formal and informal education.

Strong organizational skills

Throughout my work career, I have worked in many positions that require thorough and meticulous recordkeeping and strong organizational skills. These records have been mandated by the rules and regulations from the U.S. Army, Federal Child and Adult Care Food Program, SBA, best accounting principles, DSS, Division of Child Development, More-at-Four (NCPReK) Program, NC-aeyc, Caring for Children, Partnership for Children, IRS, NC Department of Revenue, Employment Security Commission and many more. These records include: personnel, children's, business, United States Department of Agriculture Child and Adult Care Food Program, More-at-Four (NCPReK), payroll, workman's comp and DSS subsidy among others. Records are audited or inspected on a regular basis, many times unannounced to us. It was and continues to be my job to insure these records are maintained according to the applicable rules and regulations. All audits and inspections conducted over the years including: CACFP program officials and auditors, DCD consultants, More-at-Four officials, accounting audits, DSS inspections, Forces Command MACOM team inspections and others have always had superior results. I have received praise from auditors, inspectors, DCD consultants and others for recordkeeping practices.

INSURANCE PROPOSAL

PREPARED FOR:

ANDERSON CREEK CLUB
CHARTER SCHOOL

PRESENTED BY:

Account Executive: Averette M. Lamm, CIC
Address: P.O. Box 1369, Wilson, NC 27894
Phone: (800)533-5746
Date: April 9, 2012

On the following pages is our proposal of insurance coverages we recommend for your company. Please keep in mind that this quotation is only a summary of the protection we have designed for you based upon our survey of your business operations. It is not an application, binder or contract, and does not summarize all provisions of the insurance policies that would be written for you.

COMMERCIAL PACKAGE POLICY

Utica National Insurance Group
 Policy Term: TBD

REAL AND PERSONAL PROPERTY

Limits

\$ 1,000,000
\$12 Months

\$ Included

Insured Property

Blanket Building & Contents
Business Interruption / Actual Loss Sustained

Mechanical Breakdown (Boiler & Machinery)

Includes:

Replacement Cost Valuation
\$1,000 Deductible Each Occurrence

Some Key Exclusions:

Flood, Earthquake, Asbestos, Pollution, Ordinary Wear & Tear, Wind-Driven Rain, Bacteria Fungus & Mold

CRIME

Limits

\$ 250,000

Includes

Coverage Description

Employee Dishonesty

\$ 1,000 Deductible Each Occurrence

GENERAL LIABILITY

<u>Limits</u>	<u>Coverage Description</u>
\$1,000,000	Each Occurrence - Bodily Injury & Property Damage
\$2,000,000	General Aggregate - Bodily Injury & Property Damage
\$2,000,000	Products/Completed Operations Aggregate
\$1,000,000	Personal and Advertising Injury
\$ 100,000	Fire Damage Liability
\$ 10,000	Medical Expense

Includes:

- Premises/Operations
- Products/Completed Operations
- Contractual Liability
- Employees as Additional Insureds
- Broad Form Property Damage Liability
- Host Liquor Liability
- Incidental Medical Malpractice
- Nonowned Watercraft Liability (under 26 feet)
- Limited Worldwide Products
- School Board Legal Liability

Basis of Premium: 100 Students

Some Key Exclusions: Pollution, Asbestos, Intentional Acts, Employee Benefits, Employment Related Practices, Bacteria, Fungus & Mold

UMBRELLA POLICY

Utica National Insurance Group
 Policy Term: TBD

\$ 2,000,000	General Aggregate Limit
\$ 2,000,000	Each Occurrence Limit
\$ 10,000	Self-Insured Retention
\$ Included	First Dollar Defense

Key Exclusions: See General Liability Section

AUTOMOBILE

<u>Limits</u>	<u>Coverage Description</u>
\$1,000,000	Liability – Combined Single Limit
\$1,000,000	Un/Underinsured Motorists Liability
\$1,000,000	Nonowned & Hired Auto Liability
\$ 500	Comprehensive Deductible
\$ 500	Collision Deductible

Vehicle Insured: 1 School Bus

WORKERS COMPENSATION POLICY

Utica National Insurance Group
 Policy Term: TBD

<u>Limits</u>	<u>Coverage Description</u>
As Required	Coverage A - Workers Compensation
\$ 500,000	Coverage B - Employers Liability - Each Accident
\$ 500,000	Coverage B - Employers Liability - Disease Limit
\$ 500,000	Coverage B - Employers Liability - Disease Employee

PREMIUM SUMMARY**Insured's Name:** Anderson Creek Club Charter School**Date:** 04/09/2012

DESCRIPTION OF COVERAGE	PREMIUM
PROPERTY	\$2,600
GENERAL LIABILITY	2,500
CRIME	750
AUTOMOBILE	1,500
WORKERS COMPENSATION POLICY	5,222
UMBRELLA POLICY	\$1,500
INLAND MARINE	146
TOTAL	\$14,218

Premiums provided are indications of cost only.



Fayetteville Road Office Park
6114 Fayetteville Road, Suite 101
Durham, North Carolina 27713

919/ 544-0555 Phone
919/ 544-0556 Fax
866/ 956-5544 Toll Free

Certified Public Accountants
and Consultants

April 9, 2012

Mr. David N. Levinson
Board Chairman
Anderson Creek Club Charter School
125 Whispering Pines Drive
Spring Lake, NC 28390

Dear Mr. Levinson:

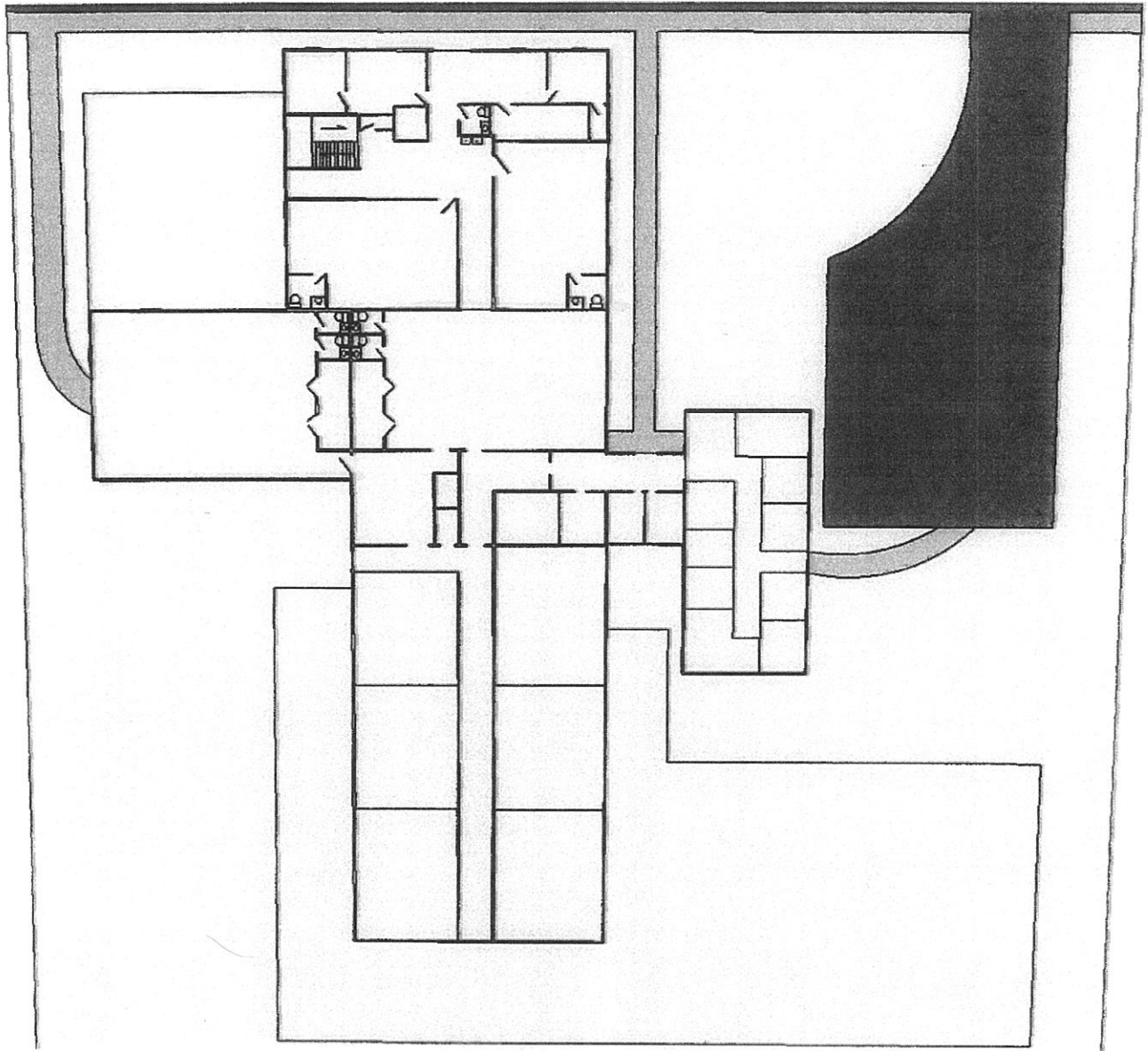
Thank you for your inquiry regarding potential services for Anderson Creek Club Charter School. Thomas & Gibbs CPAs, PLLC provides audit, tax, bookkeeping and accounting services for several charter schools operating in the State of North Carolina. We welcome the opportunity to assist Anderson Creek Club Charter School with the School's initial and ongoing audit and tax needs.

If you have any questions, please contact Bruce L. Thomas, member, at 919-544-0555 ext. 105, or me at ext. 103.

Sincerely,

A handwritten signature in black ink that reads 'Shawana H. Karkouki CPA, MSA'. The signature is written in a cursive, flowing style.

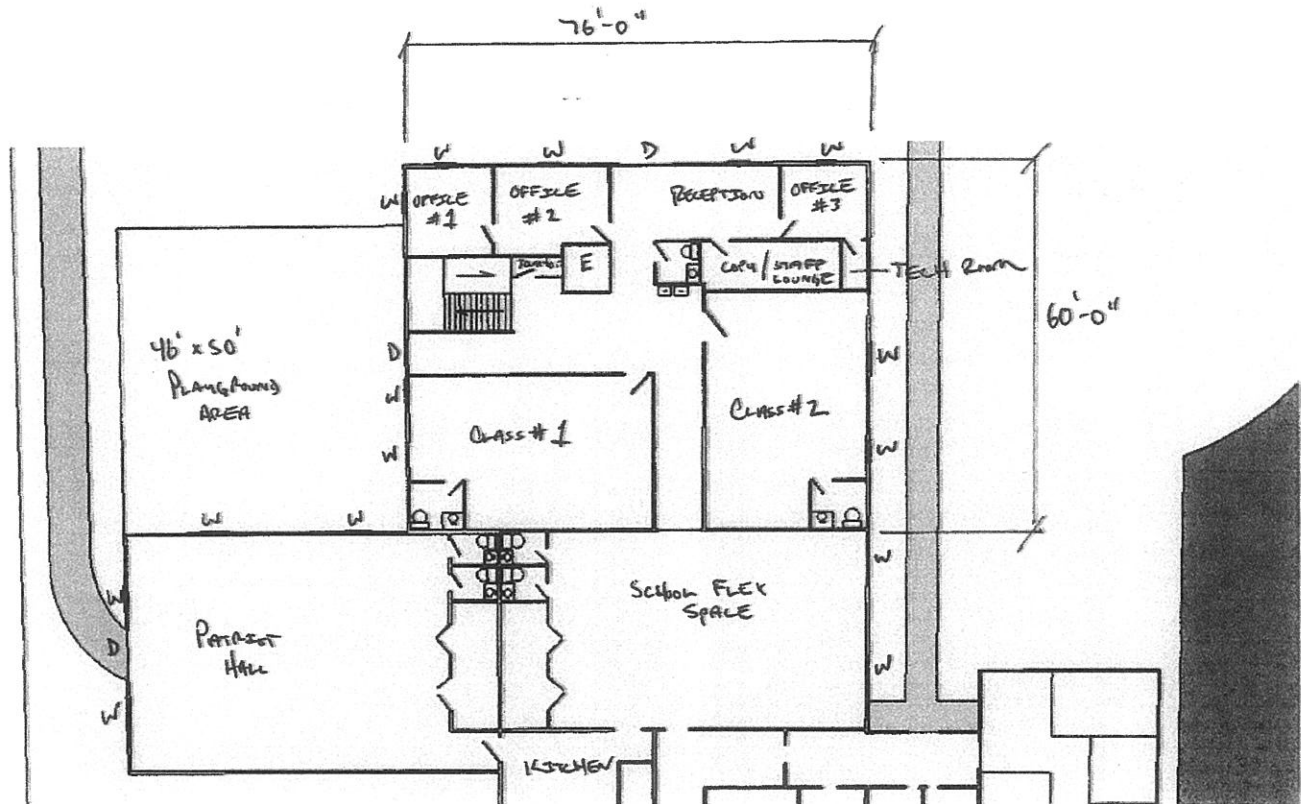
Shawana H. Karkouki, CPA, MSA
Member

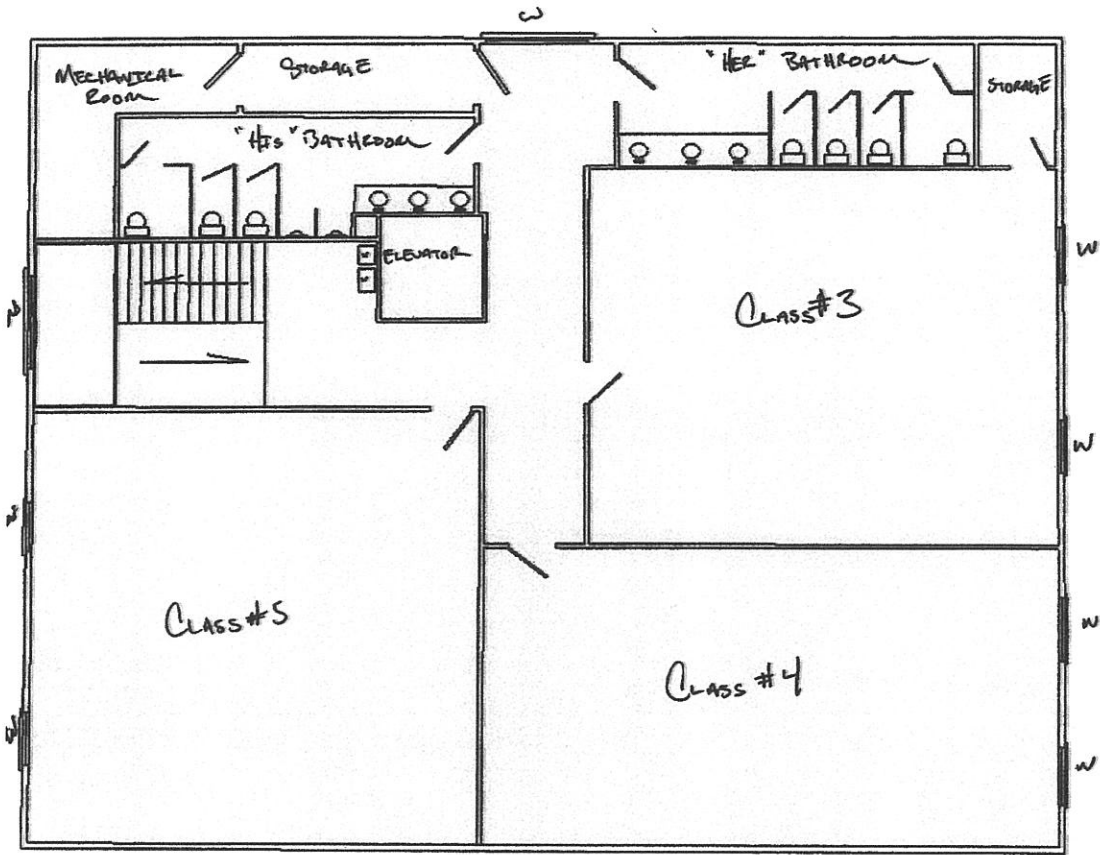


ANDERSON CREEK CLUB CHARTER SCHOOL

FLOOR PLAN

(Preliminary Sketch)







ANDERSON CREEK CLUB

125 WHISPERING PINES DRIVE • SPRING LAKE, NC 28390
866-465-3568 910-814-2633 910-814-2892 (FAX)
www.andersoncreekclub.com

August 11, 2012

Joel Medley, Director
NCDPI/Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

RE: Anderson Creek Club Charter School Charter Application


Dear Mr. Medley:

Please be advised that we hereby submit this letter in support of the charter application of Anderson Creek Club Charter School. We have secured the land, and we are committed to securing financing and constructing an approximate 10,000 square foot facility to accommodate approximately 120 students. We are committed to arranging a satisfactory fair market lease with the school. The facility will have six classrooms, one of which currently exists, with restrooms in three classrooms for grades K-2. All other grade levels will have common restrooms, male and female with adequate facilities. The lease will include furnishings and technology. We have attached a preliminary sketch of the floor plan.

Anderson Creek Club is committed to this school. Two years ago, Anderson Creek Club opened a pre-school with a 5 star rating. It has been so successful both with residents of Anderson Creek Club and the surrounding area that we have just broken ground for 2 additional classrooms. A recent survey indicated that our first grade in the fall of 2013 will be substantially over subscribed. Public elementary schools in our area are over capacity and there appear to be no plans on the horizon to build new schools.

Yours Truly,

Anderson Creek Partners, LP
By: Anderson Creek, Inc., General Partner



David N. Levinson
President

Bibliography

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Charter School Interest Survey

1. Do you currently have a child[ren] that attend a, North Carolina, traditional public school.
 - Yes
 - No
 - I have a child that will attend within the next two years.

2. Are you satisfied with the quality of education your child[ren] are receiving in North Carolina's traditional public schools.
 - Yes
 - No
 - Needs improvement
 - No sure

3. If a tuition free, high quality, public charter school is opened in Anderson Creek Township, Harnett County, would you send your child[ren] to attend.
 - Yes
 - No
 - Not sure

4. If you would like to send your child[ren] to attend a charter school in Anderson Creek Township what are some barrier that would prevent you from sending your child[ren]?
 - Transportation
 - Distance from where we live.
 - Satisfied with my child[rens] current school.
 - None
 - Other (Please Specify: _____)

5. If the new charter school's academic curriculum placed an emphasis on high performing and academically gifted students would that be a feature that would be attractive to you.

- Yes
- No

6. Do you currently drive your child[ren] to school?

- Yes
- No
- Only sometimes

7. What grade is your child[ren] in this school year?

8. Would you be interested in helping to organize a tuition free, high quality, public charter school in Anderson Creek Township?

- Yes
- No
- Maybe

9. Does your child(ren) currently participate in a free or reduced price lunch program.

- Yes
- No
- Enter an answer

10. If your child(ren) currently attend a private school, please identify reasons you have chosen to place your child(ren) in private school.

- Poor quality academic program in public schools
- Safety issues in public schools
- Better quality academic program in private school
- Other (Please specify: _____)

11. Please identify how much time each week you could be available to volunteer in your child's school during the regular school day.

- 10 or more hours
- Between 5 and 10 hours
- between 1 and 5 hours
- Less than 1 hours each week
- No available to volunteer

12. If your child's school offered extended day or after school academic enrichment and cultural arts program for a fee would you enroll your child(ren) in those programs.

- highly likely
- Not likely
- Not sure

Submit

NOTICE OF SERVICE

[115C-238.29B(d)]

PLEASE TAKE NOTICE that **ANDERSON CREEK CLUB CHARTER SCHOOL, INC.**, hereby serves **HARNETT COUNTY SCHOOLS** with a copy (attached hereto) of its Charter Application for **ANDERSON CREEK CLUB CHARTER SCHOOL** that is being submitted for the April 13, 2012 application deadline to the North Carolina Department of Public Instruction, Office of Charter Schools, 301 N. Wilmington Street, Raleigh, NC 27601-2825. Please note that the local school district's LEA Impact Statement must be submitted to the Office of Charter Schools by May 11, 2012.

Said Charter Application was placed in a postage prepaid envelop and placed in the exclusive custody and control of the U.S. Postal Service addressed for delivery as follows:

HARNETT COUNTY SCHOOLS
Attention: Thomas S. Frye, Superintendent
P.O. Box 1029
Lillington, NC 27546

This the 12th day of April, 2012.



Ozie Lee Hall, Jr.
P.O. Box 1699
Winterville, NC 28590

Reply Address:

Anderson Creek Club Charter School, Inc.
125 Whispering Pines Drive
Spring Lake, North Carolina 28390
Contact: David N. Levinson
Chairman of the Board