

# **CHARTER SCHOOL APPLICATION**

**Schools opening in the fall of 2013**

**See Resource Manual for Assistance**

**Due by 12 noon Friday, April 13, 2012**

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

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

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

**TIMELINE**

APPLICATION DUE DATE/TIME

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

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

**I.**

# APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: The Capitol Encore Academy  
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: The Capitol Encore Academy  
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No X

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

NAME OF CONTACT PERSON: Angela Romanowski  
 TITLE/RELATIONSHIP TO NONPROFIT: Founding Team Chair  
 MAILING ADDRESS: 7877 Stead Rd.  
 PRIMARY TELEPHONE: 734-365-3465 ALTERNATE TELEPHONE: 586-731-5300  
 E-MAIL ADDRESS: angela@therominegroup.com

Location Proposed Charter School (LEA): Cumberland County School District

Conversion:

No: X

Yes: If so, Public or Private: \_\_\_

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

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

Description of Targeted Population:

Kindergarten through twelfth grade students primarily in the Fayetteville area whom are interested in a structured approach to an integrated arts and academic education program. The students would represent a diverse community mirroring the population of Cumberland and surrounding counties, in ethnicity, socio-economic background, intellectual academic level, in addition to civilian and military connected populations. Encore Academy would recruit and be open to all school age children.

Proposed Grades Served: K,01,02,03,04,05,06,07,08,09,10,11,12

Proposed Total Enrollment: 576

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	K,01,02,03,04,05	256	N
Second	K,01,02,03,04,05,06	300	N
Third	K,01,02,03,04,05,06,07	344	N
Fourth	K,01,02,03,04,05,06,07,08	388	N
Fifth	K,01,02,03,04,05,06,07,08,09,10	480	N

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

---

Signature

Title

Printed Name

Date

## **II. TABLE OF CONTENTS FOR THE APPLICATION**

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

See Above

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

### **MISSION:**

*The mission of the proposed charter school is as follows:*

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Please see attached {Encore Mission and Vision}

### **EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:**

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

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Please see attached {Encore Needs Assessment; Encore Raw Survey Data}

### **GOALS FOR THE PROPOSED CHARTER SCHOOL:**

*A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.*

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Encore Academy utilizes its mission, vision, and beliefs to fulfill its educational program through a focus on goal planning and attainment. In order to attain our mission and vision, Encore Academy has four mission specific goals. The four goals are the core of our program. These goals are often referred to as pillars because they act as the foundation for our entire program.

These goals are used for monitoring the progress of our program as well as for decision-making purposes for alterations, deletions, and additions to our program. We utilize the big arrow philosophy in working with program planning. What this means is that we make decisions to ensure that all elements of our program are designed to help us achieve our goals. If an element does not align properly with the attainment of a goal we must choose to take a different route or course of action.

Each goal includes a research-based rationale to explain its importance to the growth and development of our students. Additionally, each goal includes performance indicators, which help us to understand how to attain that goal. Our goal progress is monitored throughout the year and assessed annually. Over time, it is essential that goals are adjusted and revitalized as educational, community, and societal needs change.

Please see attached {Encore Program Goals Summary; Encore Timeline for Academic Goals}

### **PURPOSES OF PROPOSED CHARTER SCHOOL:**

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

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See State the relationship between the six legislated purposes Download

## **EDUCATIONAL FOCUS:**

*Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.*

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The Capitol Encore Academy develops artists who inspire others with principles of design through the integration of academic excellence, positive character and disciplined artistry. Through these initiatives our purpose at Encore is to enrich the mind, body, and spirit of every child with standards of excellence ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:

Inquire: Think curiously.

Imagine: Think beyond.

Innovate: Think creatively.

Inspire: Influence Excellence.

Encore Academy will provide students of a diverse cultural arts community with a highly structured and disciplined arts and academics integrated educational program. It will prepare students for rigorous post-secondary standards closing the achievement gap. It will provide a high quality innovative educational opportunity in downtown Fayetteville, which will support unifying and enhancing the community growth plans. In essence, Encore Academy seeks to become the art of success not just for the students it serves, but the entire community. According to Sandra S. Ruppert, *Critical Evidence: how the ARTS Benefit Student Achievement*, research doesn't hold all the answers to why the arts are important, but it does confirm what most people already know to be true in their hearts and minds: The arts make a significant contribution to helping all students achieve success in school, work and life.

## IV.GOVERNANCE

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

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

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

Name of Private Nonprofit: The Capitol Encore Academy  
Mailing Address: Melissa Huggins  
City/State/Zip: Fort Bragg NC 28307  
Street Address: 82 Capron St.  
Phone: 910-960-8200  
Fax: 866-899-2795

Name of registered agent and address:  
Melissa Huggins  
82 Capron St.  
Fort Bragg, NC 28307  
910 960 8200 (h)  
912 312 2832 ©

FEDERAL TAX ID:

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

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

Yes (copy of letter from federal government attached) :

X No

### **See Tax Exempt Status Letter Download**

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

### **PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)**

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

The Romine Group  
7877 Stead Road Utica MI 48317  
586-731-5300  
866-899-2795  
paul@therominegroup.com  
Paul Romine  
www.therominegroup.com



- *Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.*

#### See Proposed EMO management agreement Download

- *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

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The relationship between TRG (referred to as the Educational Service Provider or ESP as well as the EMO they are used interchangeably) and Encore Academy developed from a discussion that took place between a Fayetteville former community member and the principal of her child's current school, a charter school in Michigan. The conversation entailed the desire for an arts school in the downtown area of Fayetteville. A network submerged as multiple meetings with community representatives from all facets of the city from Fayetteville governance, community organizations, local colleges, and parents followed the conversation. Other avenues had previously been explored with unsuccessful results. The answers to their desires could be achieved through a charter school option and TRG along with the founding team has been a part of helping the community to develop a plan to make their dreams a reality. The greatest obstacles included, but were not limited to:

- : Acquisition or construction of a facility.
- : Financing necessary for construction and start up costs.
- : Implementation of an arts and academic program that would ensure student achievement and high quality arts programming.
- : Identifying a group to work with that had expertise but would remain flexible enough to work around the Board and community vision for the project.
- : Day to day operation of the school that supported the Boards vision and policies and ensured the mission was carried out.

Founding team members have shown optimism towards a partnership with TRG during conversations and planning meetings that have taken place thus far. However, investigation and due diligence will continue as the authorization process continues. The Encore Board plans to contact at least two Boards that TRG currently hold contracts with and have contacted MAPSA, which is an advocacy group that provides resources for Charter Schools in Michigan. Initial conversations have lead the team to believe that The Romine Group possesses the qualities and experience necessary to fulfill the needs that have been identified. As the Encore Board pursues in depth discussions with Charter School experts both locally and nationally, they will also consult with Boards serving other schools in North Carolina. The intent is to gain perspective on the advantages and disadvantages of working with an EMO and to further investigate other EMOs, which could serve the needs of the school.

The Board recognizes the responsibility for holding TRG, or any other EMO, accountable for the responsibilities outlined in a management agreement and ensuring that our students and schools best interests come first at all times.

Please see attachment {Encore Founding Team}

- *Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students*

---

The Romine Group successfully completed the North Central Associations Corporate Accreditation process as of January 25th, 2012. TRG demonstrated evidence of encompassing the Seven Standards of NCA as evidenced by artifacts, interviews, and building observations. As a corporate entity, TRG can extend this status to its schools. Any school that is managed by The Romine Group is also

afforded NCA Accreditation status after submitting an application and remitting dues. This allows new schools the opportunity to take part in NCA benefits right from start up, and gives new schools access to the support network within NCA.

The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporations accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

Corporation Accreditation as conferred by the AdvancED Accreditation Commission provides The Romine Group a nationally-recognized mark of quality. It demonstrates to parents, students, and education partners a high commitment to excellence, openness to external review and feedback, and a desire to be the best on behalf of the students.

Please see attachments {TRG Student Performance Data, TRG Financial Data}

- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.

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The Board of Directors will be responsible for the oversight and governance of the school. This governance will start with identifying and adopting policies related to academics, discipline, personnel, finances and compliance. A key component to ensuring that these policies are upheld will be in managing the Board's contractual relationship with TRG, and developing and upholding measures of accountability for TRG. TRG will be held responsible for the successful operation of the school and its ability to provide academic results. The Board will demonstrate due diligence when considering information and recommendations made by TRG concerning staffing, budgets, policies, rules, compliance and general operational decisions. The Board will at all times have the authority to make decisions based on the schools best interest pertaining to governance, accountability, contractual relationships and compliance with State and Federal guidelines.

- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.

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Please see attachment {Encore Measurable Objectives EMO}

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

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

**Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)**

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.  
See Organization Chart Download
- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

See Resume Downloads

- *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)*  
See Proposed By-laws Download
  - *A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.*  
See Articles of incorporation Download
  - *A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.*
- 

The Board of Director's shall develop the standards and criteria by which they will evaluate themselves. In developing the standards and criteria, the board is to be in agreement on what performance standards and criteria are important to ensure that the school is doing the right things in the most efficient and effective manner possible.

The board process will center on the opportunity to engage in a constructive dialog about making the future better. The Board will focus its duties and responsibilities as follows:

- : Conduct of board meetings, how we work together as a group as well as what we accomplish as a group
- : Board adherence to policies and bylaws
- : Board member preparation
- : Long range planning and monitoring
- : Board time spent on educational and student achievement issues
- : Board member communication

In addition, the board will annually evaluate its progress toward meeting its organizational and performance goals.

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

The Board of Directors at The Capitol Encore Academy will use The National Charter School Institute (NCSI) for Board training and development of Board Policies. This service will assist the Board in crafting accurate and necessary policies for successful governance. It will also ensure that the Board continues to update its policies as new laws or regulations are introduced. Access to the policies is also secure and web based, making the policies themselves more user friendly and readily able for distribution. Training from NCSI will help the Board members to more clearly understand their roles and responsibilities in the governance of the school.

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

Please see attached {Encore Community and Family Partnerships; Encore Art Council Letter of Support; Encore Raw Survey Data}

- *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.*
- 

Encore Academy utilizes its mission, vision, and beliefs to fulfill its educational program through a

focus on goal planning and attainment. In order to attain our mission and vision, Encore Academy has four mission specific goals. The four goals are the core of our program. These goals are often referred to as pillars because they act as the foundation for our entire program.

These goals are used for monitoring the progress of our program as well as for decision-making purposes for alterations, deletions, and additions to our program. We utilize the big arrow philosophy in working with program planning. What this means is that we make decisions to ensure that all elements of our program are designed to help us achieve our goals. If an element does not align properly with the attainment of a goal we must choose to take a different route or course of action.

Each goal includes a research-based rationale to explain its importance to the growth and development of our students. Additionally, each goal includes performance indicators, which help us to understand how to attain that goal. Our goal progress is monitored throughout the year and assessed annually. Over time, it is essential that goals are adjusted and revitalized as educational, community, and societal needs change.

In addition to our mission specific goals or program goals, performance goals have been set forth to evaluate the Educational Service Provider (EMO or ESP). These goals while aligned with the mission specific program goals, also include additional organizational goals. The two evaluative summaries provide detail on the Encore organizational goals and measurable objectives. Please see attachment {Encore Program Goals Summary; Encore Measurable Objectives EMO}

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

---

Board membership often involves situations where ethics come into play, making even the appearance of a conflict of interest problematic for both the board member and the school they represent.

It is important for the board to be diligent as new contractual relationships are considered and to avoid conflicts or the appearance of conflicts. It is also important for the board to understand the interest and relationships of potential new board members prior to considering their appointment as a board member.

The Capitol Encore Academy honors the following conflict of interest procedure. A conflict of interest is defined as an instance in which a public official's decisions are influenced by his/her personal interests. Members of government boards must at all times be scrupulously cognizant of their public trust in relation to their private business dealings. The Capitol Encore Academy is a government board. If a board applicant has a conflict of interest or the appearance thereof, they must resolve the conflict or forgo the opportunity to serve on the board. Additionally, if a conflict of interest arises with an existing board member, they must resolve the conflict or step down from the board.

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

*Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.*

---

Please see attached {Encore Admission Policy}

## V. EDUCATION PLAN

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

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

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

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

Please see attached {Encore Educational Theory}

- 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.
- 

Please see attached {Encore Teaching and Learning Approach; Encore Teaching Schedules Combined; Encore Draft Sample Math 5th Grade Curriculum; Encore Draft Sample ELA 1st Grade Curriculum}

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

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Please see attached {Encore Program Goals Summary; Encore Timeline for Academic Goals}

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

North Carolina high school diploma, a student who is following the career preparation, college technical preparation, or college/university preparation course of student as defined in the SBE policy GCS-N-004 (16 NCAC 6D .0503) must score at Level III or above on the End-of-Course Tests of

Algebra I, English I, Biology, Civics and Economics, and U.S. History. Please see attached {Encore Graduation Requirements}  
K-8 Promotion and Retention Policy

### PROMOTION AND RETENTION

Encore Academy recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of Encore Academy that each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. Such a pattern should coincide with the system of grade levels established by the Board of Directors and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade.
- C. Demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade.

However, in addition to these considered factors each year, a student who by the conclusion of the 2nd, 5th and 8th grade, has not scored within the designated grade level range on Encore's chosen nationally norm referenced assessment will be retained and required to repeat their current grade level in order to develop the skills necessary to succeed at the next grade level. The school principal or designee approves the final determination of promotion and Retention.

In addition, the following factors are considered when making a decision for retention by the professional staff in the students academic and social livelihood:

Student performance based on report cards, portfolio, academic records, assessments  
Discipline record  
Attendance record  
Maturity and social level  
Age of the student  
Reading level

The school principal/designee, however, reserves the right to retain a student in the same grade when in his/her judgment, despite the objection of a parent, and in combination of the above-listed factors strongly suggests that a student needs to have another year of growth in order to be successful at the next grade level.

Please see attached {Encore Graduation Requirements}

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

---

The school calendar provides for 185 instructional days. The calendar is compatible with both military and non-military schools schedules. Because Cumberland County is a large military community supported community, which is increasing in size, the calendar is specifically aligned the Fort Bragg schedule of training holidays. Military families face frequent separations making it crucial

for students to have time off according to the post calendar thereby offering them critical time for bonding and connection. Additionally, it is aligned with all traditional family events and holidays. Thus, creating a school calendar that is beneficial to the entire community. Please see attached {Encore 2013-2014 School Calendar}

- *A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
- 

Please see attached {Encore Description of Evaluation}

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

The entire Encore teaching staff will be exposed to the top educational practices and methodology through professional development, which takes place annually and throughout the each school year. The professional development experiences will extend into professional learning communities where teams of teachers work together continuously on book studies, online sessions, workshops, and weekly team meetings to assess student work, explore data, provide content coaching and collaborate for innovative lesson plans.

Through our relationship with Education Closet and/or RealVisions, our school will provide intentional training and development programs focused on improving teaching and learning through research-based best practices. Professional development for teachers will be an integrated element of the school's culture, beginning with intensive orientation and training before the first school year and continuing throughout the year. The proposals included in the appendices show the extensive range of activities and support to ensure that the high quality arts integration will meet and exceed the expectations of the Encore vision.

Professional development opportunities will include weekly observation and feedback, web-based resources, online courses, book studies, seminars, conferences, materials developed by our partners, and access to both internal and external consultants. The school will be supported by professional experts in arts and core academic integration who will provide on-site and web-based assistance and professional development around instructional practices, data use, curriculum, and school culture each with the goal of promoting excellent teaching and learning throughout the school. Please see attached {Encore PD Proposal Education Closet; Encore PD Proposal RealVisions}

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

Students at-risk to meet performance and growth goals as measured by Performance Series and ACCUPLACER tests will be placed into the RTI program, which will be implemented utilizing the following process.

Tier 1 of intervention begins with evidence-based instruction, progress monitoring and support that is provided to all students through differentiated instruction. This includes utilizing ISPs and assessment data to drive student instruction. Classroom Action Plans (CAPs) are also provided for teachers to assist in grouping and guiding cohorts of students within their classroom during whole class intervention time. The CAPs include a list of objectives that students need to work on in order to make growth in core academic areas. When students begin to falter academically, they receive more

specialized prevention or remediation within the general education setting.

Tier 2, students who have not been successful in tier 1 receive targeted interventions and progress is monitored frequently to determine the interventions effectiveness. If one intervention is not successful, another more intense intervention will be tried. At this stage, general education teachers typically receive support as needed from other educators in implementing interventions and monitoring student progress. During this stage, students may receive assistance in a more individual and focused method including potential pull-out services for a designated time period. These services may include students working in a small group setting of three or less with a support staff member focused on the missing learning objectives. Groups of 3 students focused on ind. st. objectives from test tools Reading and Math 20-30min 5d/wk.

Tier 3, with parental consent, a comprehensive evaluation may be conducted by a team to determine eligibility for special education. This multi-tiered approach is designed to deliver research-based instruction informed by data, including individualized instruction with remedial opportunities made available in the general ed setting. The regular monitoring of the students response to instruction is particularly important as a means to determine if a student should move from one stage of support to the next. Those students at risk of not meeting end-of-year goals are identified for more frequent progress monitoring and remedial instruction. If students in tier 3 make significant progress, they can move back to tier 2 and receive less intensive instructional interventions.

#### Expected Levels of Performance

K-8th Students will demonstrate proficiency on the EOG and EOC assessments as measured by the SBE. K-8th grade students will demonstrate college readiness standards on the Performance Series by meeting the 60th Percentile and above in Reading, Math, and ELA. Students will meet their individual target growth as measured by the Performance Series. Student will meet their individual target catch-up growth as measured by the Performance Series (0-25th percentile equals 2 years worth of growth, 26th-49th percentile equals 1.75 years worth of growth)

9-12 Students in 9th and 10th grade will demonstrate "limited proficiency" or higher in math and English as measured on the ACCUPLACER Diagnostics Students in 11th and 12th grade will demonstrate "proficiency" in math and English as measured by the ACCUPLACER Exam Students in 9th-12th grade will achieve college readiness benchmarks as defined by ACT on the Explore, PLAN and ACT test

K-8th Grade 2 focus groups Limited proficient students on EOG Below 25th percentile Performance Series plus placement for the 40-49th percentile students  
High School 2 focus groups 9th and 10th grade students identified as "Needs Improvement" and 11th and 12th grade students identified as "Limited Proficiency" in 1 or more subject(s) as measured through ACCUPLACER Diagnostics and ACCUPLACER Exams Students who test below the 50th percentile on the Explore, PLAN or ACT in 1 or more subjects  
see attached {Encore ISPs}

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

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Please see attached {Encore Community and Family Partnerships; Encore Art Council Letter of Support; Encore Raw Survey Data}

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

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At the core, Encore believes it is our duty as educators is to meet all students where they are and empower them to grow and move forward. All of our student services are designed to do just that



across a wide range of needs. We will provide supports to students across several areas including At-Risk, Special Education, English Language Learners, and Talented and Gifted. The design of the school allows each student to undergo computer-adaptive assessment upon entering the school so that teachers and support staff can use the data to individualize instruction to meet their needs. Students data is monitored and supported immediately with the first assessment, but continues to be Encores formal baseline for monitoring students learning needs.

A process is in place which we refer to as Rti, in this process our teachers and support staff work collaboratively to document, monitor, and employ strategies that will assist students in the following categories to work to their potential. The process follows levels of support and documenting which gets more involved as the level increases. The progress or lack of progress is measured regularly and discussed in professional learning communities and with the Rti Coordinator. Once a student reaches the top level with minimal to no progress, the Rti Coordinator and Special Education Coordinator devise a plan to seek consent for ruling in or out the identification of special education eligibility.

**At-Risk:** Encore administrative support staff will work closely with teachers, administrators and families to meet student needs. They will help students problem-solve, work through personal issues, make friends, identify support systems, make positive choices in their relationships, socially, intra-personally and academically.

**Special Education:** At times, students need more support in their learning than what is typically provided in a general education classroom. When the supports that a child needs to learn need are substantial and need to be sustained over time, special education services are put in place. Our special education staff will be skilled at developing Individual Education Plans (IEPs) that include specially designed instruction to meet instructional needs and accommodations needed while that learning is taking place. Specially designed instruction will be delivered when appropriate within the general education environment. Students will be removed from the general education classroom when dictated by student needs and only for as long as is necessary to provide instruction. Special education teachers will collaborate with general education teachers to generalize skills and ensure that proper instruction and accommodations are in place.

**English Language Learners:** Students who are learning to speak English need accommodations in school to facilitate their learning. English Language Learners (ELLs) will be given assessments upon entering the school to determine where they are with their language acquisition. Classroom teachers and a Response to Intervention Coordinator will design accommodations and instruction geared toward fostering language development.

**Talented and Gifted:** Encore will challenge students to learn to the maximum of their ability by offering advanced opportunities either within their general education setting or through advanced sections of classes for students identified as gifted in those subjects. Additionally, all students will receive differentiated instruction within the classroom, requiring work that challenges them to go deeper in their understanding, apply their knowledge and be creative in their work.

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

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Extra-curricular activities are an important component to preparing students for college, work and life. Students need to learn how to manage time between school-work and other activities as well as learn to work with others and better themselves. Encore Academy offers a wide variety of after school opportunities. The Encore after school program also known as The Encore Connection, is mainly run and directed by Encore full time teaching staff. Full time teaching staff members are required to

participate in this program the equivalent to one hour per week for the duration of the school year. When our staff members or student body cannot support certain extra-curricular programs Encore will explore cooperative agreements with similar culture schools to increase the program benefits of our students. The offerings range from Academics, to Arts, to Athletics to Service Learning. The range of offerings not only assists students in the develop of life skills, but also assists Encore in achieving the goals of the mission by supporting academic excellence through tutoring and academic offerings, positive character through life skill development, commitment, and teamwork, and disciplined artistry through offerings in the area of the arts.

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

*The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:*

*A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.*

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

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#### **Special Education and Section 504 Compliance Plan**

I.) ENCORE will accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

ENCORE acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individuals with Disabilities Education Act (IDEA), the state legislation (G.S. 115C-106 Et seq.), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Encore will be accountable to the school board for purposes of assuring compliance with federal and state special education and disability laws. The special education director of ENCORE will ensure compliance with special education and disability laws through annual audits of the special education program. Encore understands that noncompliance with federal and state special education and disability laws may result in revocation of its charter. Also, ENCORE will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

II.) Responsibility for Special Education Services: ENCORE acknowledges and understands that the special education director of the school is responsible for assuring that all special education students attending ENCORE receive a free appropriate public education (FAPE). ENCORE will use the combination model for special education service delivery. Specifically, ENCORE will be responsible for providing special education instruction according to the individualized education programs (IEPs) for each student with a disability enrolled at the school. ENCORE will deliver special education instruction primarily within the regular classroom, and will provide resource room pull-out services as required by student IEPs. Within this framework, ENCORE will provide all necessary accommodations and

instructional/curricular modifications as required by student IEPs.

III.) Least Restrictive Environment Requirement and Age-Appropriate Classrooms: ENCORE will educate its special education students to the maximum extent possible in age appropriate general education classrooms with needed accommodations, instructional/curricular modifications and other supports. The staff will be made aware of students with an IEP or 504 and will be trained in their education so that the student receives the highest quality of education and supports.

IV.) Related Services: ENCORE will provide all related services required by the IEPs, including but not limited to initial evaluations and re-evaluations, occupational therapy, physical therapy, paraprofessional services, school health care services, and an array of school psychology services for ENCORE students.

V.) Limited-English Proficiency: Students with LEP will be assessed upon entering the school. The school will provide services to those students who qualify and will comply with all requirements to ensure that LEP students are given an appropriate education. The teachers will have professional development to help them better serve this population.

As the foundation and driving force to the provision of services, the principle of excellence will direct all decisions. The state and federal laws define the minimum requirements for ENCORE and the school will consistently go above and beyond to deliver the highest level of educational services to all students.

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

*Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.*

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Encore Academy is committed to an equitable and timely process for grievances. A student, parent, or guardian may initiate the grievance procedure to appeal any final decision (a decision from a school employee from which no further appeal to a school administrator is available) of school personnel within the school system, as outlined in this policy. Grievances that involve an alleged violation of board policy or state or federal law or regulation by a final administrative decision may be appealed to the School Board. All other grievances may be appealed to the superintendent/designee but may only be appealed to the board at its discretion.

**Step I: Principal Conference** A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution according to the following guidelines:

- 1.) 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.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty calendar days after the act or condition giving rise to the grievance.
- 3.) The principal shall grant the conference within five school days following receipt of the request. The principal will state in writing his/her position on the question to the student or parent within five school days following the conference.
- 4.) 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.

**Step II: Appeal to the Superintendent** If the grievance is not resolved at Step I, the student, parent, or

guardian may appeal the principals decision in writing to the superintendent. The appeal must be made within five school days following receipt of the principals written response in Step I. The superintendent or his/her designee shall review the grievance within five days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen 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 from the superintendent or his/her designee within ten school days following the review.

**Step III: Appeal to the School Board** If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the Board to consider.. The boards 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 superintendent. The Step II decision will be reversed 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 days. Please see attached {Encore Student Handbook K-6; Encore Student Handbook 7-12}

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

### **TIMELINES**

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

See Time Line Download

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

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

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Not Applicable

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

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Not Applicable

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

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Not Applicable

- *Document and expound upon evidence that the existing private school is successful in student achievement. Base*

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Not Applicable

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

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Not Applicable

# VI.BUSINESS PLAN

## **PROJECTED STAFF:**

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

Position Name	Job Description
--Administrator(S)	1 Principal, please see attachment {Encore Draft Job Descriptions}
--Clerical	1 Receptionist; 1 Office Manager, please see attachment {Encore Draft Job Descriptions}
--Teachers	12 Classroom Teachers, 6 Arts Teachers potentially part-time in start-up phase, please see attachment {Encore Draft Job Descriptions}
--Librarians	No Librarians
--Guidance	No Guidance
--Teacher Assistants	No Teacher Assistants
--Custodian	1 Custodian, please see attachment {Encore Draft Job Descriptions}
--Maintenance	No Maintenance, contracted service provider
--Food Service	Not applicable, contracted service provider
--Bus Driver	No Bus Driver, contracted service provider
--Other	Contracted Special Education Service Staff as necessary
Not Applicable	Not Applicable
Not Applicable	Not Applicable

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

Attracting, developing, focusing and retaining high performing employees will be essential to the success of the school and the completion of it's mission, to develop artists who inspire others with principles of design and artful thinking through academic excellence, positive character, and disciplined artistry. In conjunction with the principal of the school, TRG will work to recruit high caliber individuals who are selected based on their credentials and belief in the type of programming ENCORE seeks to provide. Moreover, TRG and the board will ensure that each selected employee continues to meet the ongoing needs of students and parents and that appropriate intervention steps are taken to maintain a quality workforce. Staff members will be required to participate in mentoring relationships with veteran employees according to designated hours and criteria to ensure that new staff members receive the support and guidance they need to be successful at their jobs. When possible, ENCORE will use pay for performance, with performance being measured by student achievement and attainment of ENCORE goals.

*Also include the following information for the proposed charter school:*

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

The recruitment of faculty and staff will be a critical responsibility of TRG. ENCORE will benefit from a customized recruitment strategy that evaluates the availability of teachers, paraprofessionals, and other support professionals in the geographic vicinity and will attract candidates that are demographically diverse and representative of the area in which the school resides. Based on this analysis, advertising and candidate sourcing strategies will be developed to attract educators with the

skills, experience and personal attributes required for success in our school. Additionally, the school will develop partnerships with colleges and universities, Troops-to-Teachers and Teach for America, first seeking to recruit locally, then statewide and nationally. The leadership of ENCORE will determine staff structuring and restructuring based on skill and performance to best serve the needs of students.

- *Procedures for grievance and/or termination*

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Please see attached {Encore Grieve and Term Policies}

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

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Please see attached {Encore TRG Employee Handbook}

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

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The staff of The Capitol Encore Academy will fall into two separate employment agreements. School administration and support staff will be directly employed by The Romine Group, while teachers will be jointly employed by TRG and the Board. Joint employment indicates that the hiring of a teacher is subject to review and approval of the Board, as is termination or any other related action concerning their employment. Both groups of employees will pursue integrating the Board's mission and vision into the school while operating under the guidance of the policies that the Board adopts. All employees will operate within the guidelines of the TRG Encore Employee Handbook as well as the Encore Staff Handbook to be developed with administrative team.

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

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

*List the qualifications and appropriate licenses that each position must have to perform the job function(s).*

*Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.*

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TRG has numerous recruitment and hiring policies in place to ensure that staff members have adequate education and certification in order to satisfy the requirements set forth by State law and NCLB. Certification and/or graduation requirements are listed along with each job posting. Prior to securing an interview an applicant must provide all needed documentation including necessary proof of certification. Once an applicant with the necessary qualifications has been identified as a desired potential candidate they will enter into the employment process, which again will require them to provide TRG and the school with proof of any necessary certification, licensing or graduation requirements as well as a bevy of other necessary employment documentation.

Please see attachment {Encore Staff Qualifications}

See Qualification Required for Individual Positions Download

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

*Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which*

Encore Academy (Encore) will be open to all pupils in grades K-12 (following the grade expansion plan) who are qualified for admission to a public school under the laws of the State of North Carolina and who reside within the state of North Carolina. It is expected that the majority of students will reside in Fayetteville. The school will likely serve students from Cumberland, Harnett, and Hoke Counties. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the population that it seeks to serve residing within the local school administrative unit. In administering the admission requirements set forth below, no admission decision shall discriminate against any student on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

In accordance with the law in the state of North Carolina, Encore may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired (G.S. 115C-391).

Upon final State Board of Education approval, the school will have an open enrollment period starting on or approximately March of each year with duration of 2 weeks (14 consecutive days). After the first year, 3 weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open public lottery (RSD) on that date. There will be written notice of the RSD stating its purpose and it shall be posted, published and advertised pursuant to NCGS 143-318.12.

Enrollment preference will first be given to currently enrolled students. Next preference would like to be afforded to the following ordered categories of applicants: 1. In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. 2. Children of the school's administrators, teachers, and support staff. 3. Siblings of currently enrolled students who were admitted to the school in a previous year. 4. All remaining applicants (If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings.)

The RSD will be held in a public forum and will be easily understood and followed by all observers. All students whose applications were filed by the application deadline will be separated by grade and entered into the RSD. A drawing of names will then be held until all spaces are filled. An impartial individual will draw the names. To minimize the risk of bias, the school will exclude from the task of drawing names those who are employees of the school or relatives of, as well as those who are seeking admission for their children. One surname shall be entered into the RSD to represent all of the siblings. If that surname is selected, then all of the listed siblings shall be offered the first available seat in their respective grade or placed on a Sibling Wait List (SBL). Siblings are defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50% of the time. Once all seats for a grade are filled, any names drawn from that grade will be entered onto a waitlist in the order that they are drawn. Parents will be notified of student acceptance or status on the waitlist by mail. When an opening becomes available at a grade level, students will be admitted first from the SBL if there are no siblings waiting at that grade level.

*Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.*



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Encore Academy will Advertisment in local newspapers, public service announcements and community outreach are all part of the recruitment plan. We will advertise in The Fayetteville Observer and Fayetteville Press. We will also post public service announcements on local cable access television and with local radio stations. We will enlist the cooperation of local organizations such as the YMCA and Boys & Girls Club of Fayetteville to distribute our brochures and applications in English and Spanish, with translated materials provided as needed. Periodically throughout the year, Encore will present information sessions at community-based organizations such as neighborhood, church, and service groups. We will also seek to recruit potential students through presentations and open houses to educate potential students and families about our school and application process. It is also our goal to engage the Harnett County school district to make Encore Academy one of the choices that they offer their students. In a district with overcrowding such as at Overhills High School through the Fort Bragg community, a partnership with Encore could prove to be beneficial for all parties involved.

Encore anticipates drawing teachers and other employees from a wide range of backgrounds including recent graduates, seasoned veterans, troops to teachers, and military spouses. Just as the community has been strengthened through diversity Encore intends to encompass those ideals in employment and enrollment.

Please see attachment {Encore Marketing Plan}

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

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

*In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

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An analysis on projected enrollment figures was conducted based on North Carolina law mandates regarding classroom size as well as the indicators surrounding typical classroom size in the two potential local districts, Cumberland and Harnett County School Districts. This in conjunction with our previous experience regarding the year-to-year growth within a charter school. For the type of program in which Encore seeks to provide and the uniqueness of its design, beginning as a K-5th grade school will offer the supportive opportunity to have enough financial support for the program without growing too large too fast. The Encore goal is to start with a strong focused program and be able to have marginal growth to ensure sustainability in years 1-4. In the 5th year, the Encore team feels it will be a financially stable program with secure staff and plans to add 9th and 10th grade. The 9th grade students will move up as the previous year's 8th graders. Adding 9th grade means that there will be an additional requirement for teachers that are highly qualified in each subject area. In order to accommodate this need, it is the belief of Encore that adding 9th and 10th together will support the necessary components and make the high school

experience for the 9th grade students more comprehensive. Encore also believes that after 4 years of existence, the culture of the school will be steady and be able to accommodate this additional growth.

Should actual enrollment numbers be lower than projected, the first financial move would be to adjust the number of staff. We will continue to maintain the same small class sizes but if we have the ability to consolidate classes and remove a teaching position from the budget then we will do that.

A reduction in staff would also provide the opportunity to reduce expenses that accompany staff. These reductions would include benefits, staff development, supplies, and equipment.

Certain expenses directly related to students would include lunch, support services, business services and rent which are based on student count. Because rent and business services are based on student income, these expense numbers will automatically fluctuate with enrollment.

Enrollment could drop by as much as 20% and the school could maintain positive cash balance. Break-even for each school year are as follows:

FY14 - 205  
FY15 - 240  
FY16 - 275  
FY17 - 310  
FY18 - 384

It is important to note that the academy expects to receive supplemental federal funds that will reduce some of the pressure should enrollment drop below anticipated enrollment. These funds include IDEA, Title funds and School Lunch reimbursements.

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

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The Capitol Encore Academy develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. The spending priorities have been aligned to meet the needs of the budget by allocating a significant portion of funds to staffing, facility, and professional development. These will be the most crucial components to the unique design of the arts school. We need adequate staff to fulfill the program and scheduling requirements, the proper facility to permit this type of learning, and structured professional development to ensure excellent execution of the learning theory and practice.

The Board fully realizes its fiscal responsibilities. Aside from regularly reviewing the financial status of the school via reports, the board intends on contracting the maintenance of the schools finances to The Romine Group (TRG). TRG has 16 years of experience in building, monitoring and maintaining charter school budgets. They have dealt with schools that have had financial challenges as well as schools with large enrollment where the challenges aren't as pressing. No TRG school has had deficit spending or been threatened with charter revocation as a result of fiscal management.

The Board in combination with TRG will partner in the creation of the budget on an annual basis as well as review financial statements at it's regular board meetings. Upon formation of the board, goals will be established that will be directly related to fund balance both short and long term.

Please see attachment {Encore Budget Chart}

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

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY  
COME

List LEA #1 -- 260

List LEA #2 -- 430

List LEA #3 -- 000

Grade	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	40	2	0	40	2	0	40	2	0	40	2	0	40	2	0
Grade 01	40	2	0	40	2	0	40	2	0	40	2	0	40	2	0
Grade 02	40	2	0	40	2	0	40	2	0	40	2	0	40	2	0
Grade 03	40	2	0	40	2	0	40	2	0	40	2	0	40	2	0
Grade 04	42	2	0	42	2	0	42	2	0	42	2	0	42	2	0
Grade 05	42	2	0	42	2	0	42	2	0	42	2	0	42	2	0
Grade 06	0	0	0	42	2	0	42	2	0	42	2	0	42	2	0
Grade 07	0	0	0	0	0	0	42	2	0	42	2	0	42	2	0
Grade 08	0	0	0	0	0	0	0	0	0	42	2	0	42	2	0
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	42	4	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	42	4	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEA Totals	244	12	0	286	14	0	328	16	0	370	18	0	454	26	0
<b>Overall Total Enrollment</b>	256			300			344			388			480		

**Budget: Revenue Projections 2013-14 through 2017-2018**

INCOME:	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
REVENUE PROJECTIONS					
--State ADM Funds	\$1,159,388	\$1,358,645	\$1,557,902	\$1,757,159	\$2,174,556
--Local Per Pupil Funds	\$478,059	\$559,654	\$644,898	\$726,493	\$893,687
--Federal Funds	\$0	\$0	\$0	\$0	\$0
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$140,000	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	<b>\$1,777,447</b>	<b>\$1,918,299</b>	<b>\$2,202,800</b>	<b>\$2,483,652</b>	<b>\$3,068,243</b>

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

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

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

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

All allocations for ADM, Local revenue including special education supplemental income were taken from the Resource Guide.

No increases annually were assumed. All income per the Resource Guide are static for years 1-5. The school will enroll students from the counties of Cumberland and Harnett. Based on this assumption the ADM for each county is:

Cumberland County - \$4519.43 X students/year  
Harnett County - \$4720.56 X students/year

Local supplement for each county is:

Cumberland - \$1440.48 X students/year  
Harnett - \$1001.16 X students/year

The assumption based on the demographics of these counties is that 13% of the students will qualify for special education supplemental funds. 13% of the estimated enrolled for each of the counties was then multiplied by the following allocation amount:

Cumberland County - \$3496.80  
Harnett County - \$3649.02

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Personnel Total # Of Staff And Projected Costs	19 \$640,000	23 \$815,380	26 \$966,300	28.25 \$1,089,210	37 \$1,494,870
--Administrator(S)	1 \$70,000	1.5 \$95,000	2 \$125,000	2 \$130,000	3 \$195,000
--Clerical	2 \$38,000	2 \$40,000	2 \$41,600	2.25 \$50,960	3 \$77,000
--Teachers	15 \$510,000	18 \$636,480	20 \$735,500	22 \$841,500	29 \$1,153,620
--Librarians	0 \$0	0 \$0	0 \$0	0 \$0	0 \$0
--Guidance	0 \$0	0 \$0	1 \$40,400	1 \$42,000	1 \$43,500
--Teacher Assistants	0 \$0	0 \$0	0 \$0	0 \$0	0 \$0
--Custodian	1 \$22,000	1 \$22,900	1 \$23,800	1 \$24,750	1 \$25,750
--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
Employee Benefits	0 \$142,800	0 \$228,306	0 \$270,564	0 \$304,979	0 \$418,564
Staff Development	0 \$15,000	0 \$15,000	0 \$5,000	0 \$5,000	0 \$5,000
Materials And Supplies	0 \$30,000	0 \$15,000	0 \$16,000	0 \$17,000	0 \$18,000
Office Supplies	0 \$10,000	0 \$8,000	0 \$8,500	0 \$9,000	0 \$9,500
Instructional Equipment	0 \$92,500	0 \$5,000	0 \$5,000	0 \$5,000	0 \$5,000
Office Equipment	0 \$44,000	0 \$5,000	0 \$5,000	0 \$5,000	0 \$5,000
Testing Materials	0 \$3,500	0 \$3,800	0 \$4,200	0 \$4,700	0 \$5,800
Insurance	0 \$12,000	0 \$12,400	0 \$12,800	0 \$13,200	0 \$13,600
Utilities	0 \$71,000	0 \$73,000	0 \$75,000	0 \$77,000	0 \$79,000
Maintenance & Repair	0 \$70,000	0 \$70,000	0 \$75,000	0 \$75,000	0 \$75,000
Transportation	0 \$40,000	0 \$40,000	0 \$40,000	0 \$40,000	0 \$40,000
Marketing	0 \$20,000	0 \$10,000	0 \$10,000	0 \$5,000	0 \$5,000
Professional Development	0 \$5,000	0 \$5,000	0 \$5,000	0 \$5,000	0 \$5,000
Ff&E Lease Payment	0 \$40,750	0 \$40,750	0 \$40,750	0 \$40,750	0 \$0
Technology Support	0 \$15,000	0 \$15,000	0 \$16,000	0 \$17,000	0 \$17,000
Contracted Food Service	0 \$35,000	0 \$37,000	0 \$40,000	0 \$43,000	0 \$45,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Business Services	0	\$153,373	0	\$217,446	0	\$308,058
Rent	100	\$226,418	100	\$318,790	0	\$427,352
Contracted Student Support	1	\$30,000	1	\$34,000	1	\$38,000
Financial Audit/Legal	0	\$22,000	0	\$27,000	0	\$33,000
<b>TOTALS</b>	120.00	\$1,718,341	124.00	\$1,902,022	27.00	\$2,192,350
				29.25	38.00	\$3,047,744

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

**BUDGET NARRATIVE:**

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

The Capitol Encore Academy develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. The spending priorities have been aligned to meet the needs of the budget by allocating a significant portion of funds to staffing, facility, and professional development. These will be the most crucial components to the unique design of the arts school. We need adequate staff to fulfill the program and scheduling requirements, the proper facility to permit this type of learning, and structured professional development to ensure excellent execution of the learning theory and practice.

The largest expense to the school will be personnel. The school intends on adding 2 full time teachers each year per grade plus adding additional staff to accommodate the programming needs as outlined throughout the application. The additional staff will allow for the offering of the arts emphasis. 28% of wages has been allocated on an annual basis to pay for benefits which include all taxes, benefits and health insurance. The majority of wage increase throughout all years of the budget are based on 4% annual increases.

Supplies and equipment require a large amount of capital outlay in the first year. The school has a financial commitment from the management company to pay for up front FF & E with a repayment schedule of payments over a four year period. The school will own all supplies and equipment at the conclusion of the 48 payments with no additional cost. There is then a smaller amount set aside in years 2-5 to replenish supplies and equipment as needed.

Staff development will be heavy in years 1 and 2 in order to train the staff on the teaching methods that are expected to produce the greatest amount



of student achievement possible. Years 3-5 have an amount set aside for new staff and maintenance programs surrounding staff development.

Testing materials, Insurance, Legal, Audits and Utilities all show steady growth in expenses for all years of the budget. The starting expenses were based on The Romine Groups 16 years of experience with school budgeting. The increases that are in the budgets are cost of living increases.

Similar funds in each year are set aside to contract transportation and tech support. The school will enter into multi year agreements in both of these areas to ensure the costs do not exceed the budget amounts.

Business services are based on a fee that is a percentage of income. This fee will range from 9-10% of State and LEA income. This line item will cover the business needs of the school including financial reporting, bookkeeping, human resources, facility oversight, IT oversight, compliance, lunch oversight and special education oversight.

Contracted Student support increases in small amounts annually and this covers the special education support expenses such as psychology, speech, occupational and physical therapy.

Marketing expenses are highest in the first fiscal year. In years 2-5 an equal amount is set aside to advertise mainly to new Kindergarten students and any potential individual openings at all grade levels.

**WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION**

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

**ADDITIONAL NOTES:**

Not Applicable

See Financial Statements Download

**SCHOOL AUDITS:**

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

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

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The overall effectiveness of the school program will be evaluated on an annual basis against the mission specific program goals. Please see attachment {Encore Program Goal Summary; TRG NCA Quality Assurance Review}

As an NCA/SACS accredited school through the management of TRG, which holds a system accreditation. The Capitol Encore Academy will submit to rigorous accountability standards to ensure the quality of the education provided to students. The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporations accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

Please see attachment {TRG NCA Quality Assurance Review}

See Program Audit Download

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

*Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.*

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When selecting a firm to perform the audit, in addition to the requirement that the firm be approved by the GCC, the Board reviews qualifications and experience with auditing other charter schools, firm reputation, and the cost of the audit. The Board and the appointed auditor will enter into a contract approved by the GCC and will submit it to the GCC for review and approval. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Inspection by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

After the Board has an approved charter contract, the Board anticipates appointing BDO, which is approved by the North Carolina Local Government Commission. Their contact information is as follows:

BDO  
5430 Wade Park Blvd., Suite 208  
Raleigh, NC 27607  
919-754-9370  
919-754-9369 Fax

See Letter from Auditor Download

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

*State the proposed coverage for:*

<i>Comprehensive General Liability</i>	\$1,000,000
<i>Officers and Directors/Errors and Omissions</i>	\$1,000,000
Property Insurance	\$25,000
Motor Vehicle Liability	\$1,000,000
Bonding	\$250,000
Minimum amount:	\$250,000
Maximum amount:	\$500,000

Other specific definitions of above dollar amounts. Please see attachment {Encore Insurance Detail} for

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

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

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

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

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Encore Academy will not allow transportation to be a barrier to any child attending the school. We expect that most parents will provide transportation for their children. When this is not a feasible option, the school will contract transportation services or make alternative arrangements for students in need of transportation. The school will designate a staff member to coordinate transportation needs so that all students who wish to attend the school have the opportunity to do so. Through the enrollment process Encore Academy will identify students who are experiencing homelessness as defined by McKinney Vento and ensure that they may attend the school through the provision of free transportation.

### **FACILITY** (GS 115C-238.29D(c))

*Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.*

The Capitol Encore Academy will be located in downtown Fayetteville, at 126 Hay Street. The facility offers a multi-fold achievement of the school's mission by supporting the historical significance of the structure, location, and name, the instructional program, and being a nucleus within the community.

This building has long been called, "The Capitol" and is labeled a historic landmark in Fayetteville. In order to preserve this historic site, the school chose the name The Capitol Encore Academy. The school will also be using the original signage of this historic building, which reads, The Capitol. Other steps will be taken to maintain the history of this site such as restoring the frontage of the building to the original look and reusing the grand staircase located inside.

The building itself will offer 52,642 square feet of educational space. The first level of 31,314 sq.ft., will consist of 9 classrooms, a black box theater with stage area and sloped seating, cafeteria with an extremely large kitchen, media center, 4 offices, 2 student support rooms, and a large common/meeting area. The mezzanine level of 21,328 sq.ft., will have 10 classrooms, Science Lab, 3 offices, conference room, and multiple lavatories. The second floor will be considered the studio floor with a dance studio, music studio, an art studio with a kiln room, and lavatories and storage area. The classrooms range from approximately 725 sq.ft. to 800 sq.ft.. These large classrooms will offer more than needed educational space for the small class sizes offered at The Capitol Encore Academy.

With the design of an arts and academic integrated program, this building will offer many needed amenities to support The Capitol Encore Academy's instructional programs. Having large dedicated and independent

issues, floor resurfacing, etc. will be contracted through local entities that specialize in each area.

*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?*

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A facility has already been designated, but does need interior construction to prepare for school. If something should happen with regard to our initial plan and effort to acquire this facility and construct it per our designs, then the contingency plan would be a temporary resort. Depending on what the issue was, we would either lease or rent space in another facility while seeking a later occupy date or a new facility. We would research local churches and empty schools for temporary rent or lease options. The ideal location would be First Baptist Church 201 Anderson Street. This location is diagonally located to the current proposed facility. Additionally, First Baptist is equipped for a school with facilities including a gymnasium, classrooms, and playground area. The school is not longer in service. We have inquired on utilizing some of their facilities already. We would hope we could utilize a plan for Encore to be housed their temporarily.

### **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**

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The health and safety of students, staff and visitors is an essential component of the school. Encore Academy will abide by all applicable health and safety laws and regulations. Encore will set policies to ensure that the school is a safe and healthy place for all. Encore will prepare and follow a building safety plan for emergency situations. In addition, all employees will be provided an Encore procedural handbook that outlines rules of conduct and health and safety issues.

Behavior that threatens, intimidates or coerces an employee, student or member of the public at any time, including off-duty periods, will not be tolerated. Any threatening statement or gesture will be interpreted as intent to carry it out. Similarly, veiled threats will not be tolerated. All threats of (or actual) violence, both direct and indirect, will be reported immediately. This includes threats by employees, as well as threats by students, vendors or other members of the public. All suspicious individuals or activities will also be reported immediately. All visitors to the school will be required to sign in at the office through an electronic safety check in system. The system will immediately cross check a visitor with their drivers license or fingerprint against a database of criminal and sexual offenders. This will ensure the safety of the Encore community quickly and efficiently.

The Encore facility will comply with all applicable federal, state and local laws for fire safety including the Americans with Disabilities Act. Encore will be accessible and accommodate all students so they can fully engage in the life of the school.

To maintain a healthy learning environment, students will be offered certain health screening services and will be required to provide evidence of required immunizations.

To ensure the safe, secure and proper administration of medication to students, school staff will administer medications according to state requirements including obtaining proper permission, administration, record keeping, storage, and training practices. Only those medications which are necessary to maintain the student in school and which must be given during regular school hours will be administered. All medications will require written permission, instructions and signature from the

student's parent/guardian and must include either a copy of the prescription or have a prescription on the labeled container in order to be administered to the student at the school.

- *Immunization of Students*

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Encore shall notify the parent(s), guardian or person in loco parentis that they have 30 calendar days from the first day of attendance to present the required up-to-date immunization record for their child. If the child's immunizations are not up to date, the required immunizations must be obtained within the same 30-day period.

At the end of the 30 calendar day period, any child without a Certificate of Immunization showing that the child has received the required vaccines shall be prohibited from attending Encore until he/she provides a Certificate of Immunization as required by law or shows that he/she has begun the immunization process.

All adolescents in North Carolina are required to be vaccinated against: Diphtheria, Hepatitis B, Measles, Mumps, Pertussis (whooping cough), Polio, Rubella, Tetanus, Varicella (chickenpox)>

The CDC also recommends children be vaccinated against the following diseases, although immunization against these diseases is not required for children in North Carolina: Hepatitis A, HPV, Influenza, Meningococcal Disease, Pneumococcal Disease.

- *Fire and Safety Regulations*

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The principal of Encore shall have the following duties regarding fire hazards:

- 1.) The principal shall make certain that all corridors, halls, and tower stairways which are used for exits shall always be kept clear and that nothing shall be permitted to be stored or kept in corridors or halls, or in, on or under stairways that could in any way interfere with the orderly exodus of occupants. The principal shall make certain that all doors used for exits shall be kept in good working condition. During the occupancy of the building or any portion thereof by the public or for school purposes, the principal shall make certain that all doors necessary for prompt and orderly exodus of the occupants are kept unlocked.
- 2.) It shall further be the duty of the principal to bring to the attention of the school board or ESP the failure of the building inspector, electrical inspector, county fire marshal, or other person to make the inspections required by G.S. 115C-525(b). It shall further be the duty of the principal to call to the attention of the school board or ESP all recommendations growing out of the inspections, in order that the proper authorities can take steps to bring about the necessary corrections.
- 3.) The Encore building shall be inspected a minimum of two times during the year in accordance with the law. The inspections shall be at least 120 days apart.
- 4.) The Encore principal will make certain that all fire hazards called to his/her attention in the course of the inspections and reports required by subdivision (1) of this subsection are immediately removed or corrected, if such removal or correction can be accomplished by the principal. If such removal or correction cannot be accomplished by the principal, it shall be the duty of the principal to bring the matter to the attention of the school board or ESP.
- 5.) Encore understands the following: Liability for Failure to Perform Duties Imposed by G.S. 115C-288 and 115C-525(a) or 115C-525(b). Any person willfully failing to perform any of the duties imposed by G.S. 115C-288, 115C-525(a) or 115C-525(b) shall be guilty of a Class 3 misdemeanor and shall only be fined not more than five hundred dollars (\$500.00) in the discretion of the court. (1957, c. 844; 1959, c. 573, s. 14; 1981, c. 423, s. 1; 1989, c. 681, s. 12; 1993, c. 539, s. 892; 1994, Ex. Sess., c. 24, s. 14(c).)

- *Food Inspections*

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Encore Academy will maintain in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable State and local laws and regulations. Additionally, Encore will ensure to the best of its ability that a minimum of two health inspections are conducted annually by an Environmental Health Specialist provided by the Child Nutrition Services Section of the State.

Encore Academy will maintain in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable State and local laws and regulations. Additionally, Encore will ensure to the best of its ability that a minimum of two health inspections are conducted annually by an Environmental Health Specialist provided by the Child Nutrition Services Section of the State.

Encore Academy will not plan to use the kitchen facilities as a food preparation entity in its inception. Students will bring packed lunches or will participate in a catered hot lunch option as the school opens. The goal is to be able to prepare and utilize the full kitchen facilities in upcoming years. Encore will provide free and reduced lunches to families who qualify.

For the catered meals, Encore will adhere to the following state guidelines:

Catered meals will be provided with limited on-site food preparation. No potentially hazardous foods will be cooked on-site. Also, all meals prepared off-site shall come from a foodservice operator who is permitted by the State of North Carolina. Encore will maintain a food safety program including a HACCP Plan at the site.

When the kitchen is equipped and utilized as a full preparation area during future expansions of the school, Encore will comply with all inspections conducted by the Cumberland County Health Department and ensure exact adherence to state and local statutes governing the safe preparation and service of food. This includes but is not limited to the following where applicable:

- : Food received at proper temperature
- : Doors self-closing where required; all windows screened
- : Washing fruits & vegetables
- : Proper cold holding temperatures
- : Shelf stock tags retained
- : Successful completion of approved food safety training
- : Proper handling of returned, previously served, and adulterated food
- : Proper hot holding temperatures
- : Time as a public health control; procedures & records
- : Consumer advisory provided

The school will maintain a grade of A and a score of 100 according to the Cumberland County Health Department.

Additionally, Encore shall adhere to all Rules Governing the Sanitation of Food Service Establishments 15A NCAC 18A .2600 North Carolina Department of Environment and Natural Resources Division of Environmental Health Services.

- *Hazardous Chemicals*

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Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. Encore will employ procedures of use, storage and disposal in accordance with established state statutes.

Encore Academy will establish a Chemical Hygiene Plan (CHP), addressing the following elements:

- 1.) identification of hazardous chemicals;
- 2.) minimization of exposure to employees;
- 3.) development of an outline of the responsibilities of Encore, other administrators, Chemical Hygiene Officer, employees, other identified stakeholders;
- 4.) discussion of safe procedures;
- 5.) determination of lab facilities and equipment needed;
- 6.) discussion of procedures for procurement, distribution, storage of chemicals;
- 7.) actions to address chemical exposure problems;
- 8.) implementation of a plan for monitoring safety equipment and storage areas;
- 9.) establishment of a process for recording and retaining chemical hazard records;
- 10.) establishment of a plan for posting chemical hazard signs and labels;
- 11.) development of a written emergency plan to address accidents involving chemicals;
- 12.) establishment of a science laboratory safety training program for stakeholders;
- 13.) development of a chemical waste disposal program;
- 14.) any additional guidelines for a science laboratory safety program necessary for compliance with laws, codes, and professional standards.

- *Bloodborne Pathogens*

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In accordance with the regulations established by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the North Carolina Occupational Safety and Health Bloodborne Pathogens Standard, Encore Academy shall have in effect a Bloodborne Pathogens Exposure Control Plan. The plan shall be designed to eliminate or minimize employee exposure to potentially infectious bodily fluids and bodily secretions.

For employees with occupational exposure to blood and bodily fluids, the plan shall include appropriate training, provision of Hepatitis B vaccinations, and specific work practice precautions to minimize contact with potentially infectious bodily fluids.

Employees with "occupational exposure" shall refer to those employees who are reasonably anticipated to come into contact with blood and bodily fluids in the normal performance of their assigned work duties. Employees, who while at work, may perform "good Samaritan" acts that are not within their required job duties (such as assisting a coworker or a student with a nosebleed or rendering first aid to an accident victim) shall not be considered to have occupational exposure.

A copy of the Bloodborne Pathogens Exposure Control Plan shall be accessible to all employees, and a copy shall be maintained in each school unit or department. The plan shall be updated as required by state and federal law.

It shall be the duty of each employee to familiarize himself or herself with the provisions of the Bloodborne Pathogens Exposure Control Plan and to comply with the provisions thereof. Failure to comply with the plan shall be cause for disciplinary action.

- *Diabetes care plans*



For the health and safety of all students and in accordance with the law, the Encore board shall ensure that the guidelines adopted by the State Board of Education under G.S. 115C- 12(31) are implemented at the school. In particular, the school board shall require the implementation of the procedures set forth in those guidelines for the development and implementation of medical/diabetic care plans. The board also shall make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with their individual medical/diabetic care plans.

The following protocol will be established at Encore:

- 1.) An individualized diabetic care plan will be developed by the 504 coordinator at the written request of the student's parent or guardian, and will involve the parent or guardian, the student's health care provider, the student's classroom teacher, the student if appropriate, the school nurse if available, and other appropriate school personnel.
- 2.) The 504 Coordinator will ensure that the care plan is reviewed annually or more frequently if necessary.
- 3.) The care plan will include the following information: responsibilities of each staff member and appropriate staff development for teachers and other school personnel, an emergency care plan, the identification of allowable actions to be taken, the extent to which the student is able to participate in the student's diabetes care and management, and other information necessary for teachers and other school personnel in order to offer appropriate assistance and support to the student. All information included in a diabetes care plan as required in this subdivision shall meet or exceed the American Diabetes Association's recommendations for the management of children with diabetes in the school and day care setting.
- 4.) Encore will ensure that information and staff development shall be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.
- 5.) The 504 Coordinator will follow guidance from the State Board to keep this policy up to date and to ensure that updated information is disseminated to the appropriate parties.

In accordance with section 504, Encore Academy provides students with appropriate educational services that are designed to meet the individual needs of qualified students to the same extent that the needs of students without a disability are met. Essentially, the section 504 services are intended to "level the playing field," to ensure full participation by individuals with disabilities. The Section 504 coordinator helps to identify students who meet certain criteria under section 504 and works with the educational team, including teachers, RTI staff members, and administrators to remove barriers to academic progress.

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

---

Encore will ensure that all students in grades 9-12 receive information regarding Infant Safe Haven Laws (Safe Surrender) in the state of North Carolina. Including but not limited to the following guidelines:

Gen. Stat. 7B-500: A child who is younger than 7 days old may be relinquished.

Gen. Stat. 7B-500: The child's parent may relinquish the infant.

Gen. Stat. 7B-500: The following individuals shall, without a court order, take into temporary custody an infant under 7 days old that is voluntarily delivered to the individual by the infant's parent who does not express an intent to return for the infant:

: A health-care provider who is on duty or at a hospital, a local or district health department, or a nonprofit community health center

- : A law enforcement officer who is on duty or at a police station or sheriff's department
- : A social services worker who is on duty or at a local department of social services
- : A certified emergency medical service worker who is on duty or at a fire or emergency medical services station
- : Any adult

Gen. Stat. 7B-500

An individual who accepts a relinquished infant is immune from any civil or criminal liability that might otherwise be incurred or imposed as a result of any omission or action taken pursuant to the requirements of this section as long as that individual was acting in good faith. The immunity established by this subsection does not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

Gen. Stat. 7B-500; 14-322.3: The parent is not required to provide identifying information or medical history information. The individual taking custody of the child shall notify the parent that the parent is not required to provide the information.

When a parent abandons an infant who is less than 7 days old by voluntarily delivering the infant as provided in 7B-500 and does not express an intent to return for the infant, that parent shall not be prosecuted for abandonment of a child.

- *Providing parents and guardians with information about:*
  - *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*

Encore shall ensure that parents and guardians receive information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

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

Encore shall ensure that all parents and guardians receive information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades 9-12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

## VII.

# LEA IMPACT STATEMENT

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

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

See Return receipt or other documentation Download

## VII APPENDICES (OPTIONAL)

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

See Appendix Download

## IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of (name of non-profit corporation or individuals submitting application). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Melissa Huggins

Position:

Signature: Melissa Huggins

Date: 12 April 2012

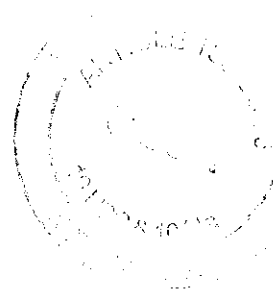
Sworn to and subscribed before me this

11 day of APRIL, 2012.

Beaul Wagon  
Notary Public

Official Seal

My commission expires: INDEFINITE: 20 U.S.C. 1044A



## **VII. Appendices** **The Capitol Encore Academy**

The following list of documents is arranged in order in which they appear referring to each question within the application.

### **III. Mission and Purpose**

1. Encore Appendices
2. Encore Mission and Vision
3. Encore Needs Assessment
4. Encore Raw Survey Data
5. Encore Program Goals Summary
6. Encore Timeline for Academic Goals
7. Encore Purposes of Proposed Charter School

### **IV. Governance**

1. Encore Founding Team
2. TRG Student Performance Data
3. TRG Financial Data
4. Encore Measurable Objectives EMO
5. Encore TRG ESP Agreement
6. Encore Organizational Chart
7. Encore Founding Board of Directors
8. Board Resume, Quaintance. W.
9. Board Resume, Feibig, J.
10. Board Resume, Jeffries, M.
11. Board Resume, Reibestein, A.
12. Board Resume, Huggins, M.
13. Encore By-Laws
14. Encore Articles of Incorporation
15. Encore Community and Family Partnerships
16. Encore Art Council Letter of Support
17. See III.3 Encore Raw Survey Data
18. See III.4. Program Goals Summary
19. See IV.4 Encore Measurable Objectives EMO
20. Encore Admission Policy

### **V. Educational Plan**

1. Encore Educational Theory
2. Encore Teaching and Learning Approach
3. Encore Teaching Schedules Combined
4. Encore Draft Sample Math 5th Grade Curriculum
5. Encore Draft Sample ELA 1st Grade Curriculum
6. See III.4 Encore Program Goals Summary
7. See III.5 Encore Timeline for Academic Goals
8. Encore Graduation Requirements

9. Encore 2013-2014 School Calendar
10. Encore Description of Evaluation
11. Encore PD Proposal Education Closet
12. Encore PD Proposal RealVisions
13. Encore ISP K-2, 3-8
13. See IV.5 Encore Community and Family Partnerships
14. See IV.6 Encore Art Council Letter of Support
15. See III.3 Encore Raw Survey Data
16. Encore Student Handbook K-6
17. Encore Student Handbook 7-12
18. Encore Start-Up Timeline

#### **VI. Business Plan**

1. Encore Draft Job Descriptions
2. Encore Grieve and Term Policies
3. Encore TRG Employee Handbook
4. Encore Staff Qualifications
5. Encore Marketing Plan
6. Encore Budget Chart
7. TRG NCA Quality Assurance Review
8. Encore Insurance Detail
9. Capitol Encore Academy Floor Plans



## **The Capitol Encore Academy** **Mission and Vision**

The Capitol Encore Academy develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. Through these initiatives our purpose at Encore is to enrich the mind, body, and spirit of every child with standards of excellence ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:

- Inquire – Think curiously.
- Imagine – Think beyond.
- Innovate – Think creatively.
- Inspire – Influence Excellence.

Encore Academy, learning the art of success every day.

Encore Academy will provide students of a diverse cultural arts community with a highly structured and disciplined arts and academics integrated educational program. It will prepare students for rigorous post-secondary standards closing the achievement gap. It will provide a high quality innovative educational opportunity in downtown Fayetteville, which will support unifying and enhancing the community growth, plans. In essence, Encore Academy seeks to become the art of success not just for the students it serves, but the entire community. "Research doesn't hold all the answers to why the arts are important, but it does confirm what most people already know to be true in their hearts and minds: The arts make a significant contribution to helping all students achieve success in school, work and life." (Critical Evidence: How the ARTS Benefit Student Achievement Sandra S. Ruppert)

Encore Academy will provide direct community and family participation, a pooling of resources amongst stakeholders, a comprehensive system to hold teachers, parents, students, and the school responsible for student achievement, and an increased option for parents and students when choosing a school in the Fayetteville area. The school will offer a full array of arts activities from multiple disciplines including music, visual arts, media arts, dance, and theater as well as recreational co-curricular activities to enhance the academic program. Encore will encourage the qualities of initiative, productivity, leadership, and responsibility. School-wide rigor, relevance and relationships will serve as the catalyst, enabling all students to rise to the level of college and workforce readiness. The development team is dedicated to expanding educational choice for the Fayetteville community, thereby giving all students the opportunity to fulfill their potential.

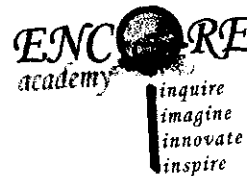
Encore Academy will target kindergarten through twelfth grade students primarily in the Fayetteville area whom are interested in a structured approach to an integrated arts and academic education program. The students would represent a diverse community mirroring the population of Cumberland and surrounding counties in ethnicity, socio-economic background, intellectual academic level, in addition to civilian and military connected populations. Encore Academy will recruit and be open to all school age children.

### **Encore Academy and the Bonsai Tree**

Caring for a bonsai tree is a commitment that requires time, skill and patience. Every day the bonsai artist tends to the tree, little by little, working toward a masterpiece that can be shared for generations. Like the bonsai artist, one must connect to the tree, understand it, see where it wants to go and then gently direct it into the desired direction.

The Bonsai story has significance at multiple levels. First see the teacher as the artist and the tree as the student. Students have a general direction guiding them, but must be nurtured and supported in getting there. Second look at the principal as the artist and the tree as the teacher. The same holds true that teachers too, need to be nurtured with enjoyment, and supported with resources, and sculpted with mentoring, to reach their full potential. Thirdly, see the artist as Encore Academy and the tree as the community. The community is nurtured with output from the school, supported by embracing the needs of the community, and sculpted by enhancing the families involved with the school. Lastly, view the artist as the student and the tree as their chosen craft. Encore students will become artist nurturing, supporting, and sculpting their craft with exceptional skill. Just as with the Bonsai tree artist, with consistent care and commitment to the community, school, program, teachers, and students, Encore Academy will create the art of success.

## The Capitol Encore Academy Needs Assessment



The Capitol Encore Academy will fulfill three primary needs identified in Cumberland County: 1.) Provide students of a diverse cultural arts community with a highly structured and disciplined arts and academics integrated educational program, 2.) Prepare students for rigorous post-secondary standards closing the achievement gap, 3.) Provide a high level innovative educational opportunity in downtown Fayetteville, which will support unifying and enhancing the community growth, plans.

### Community:

The Fayetteville community as a whole represents a great mosaic of pieces coming together to offer its citizens a very patriotic, civic minded, hometown pride and yet worldly lifestyle. It has won the title "The All America City" for two years in a row. Fayetteville prides itself on many cultural arts activities scheduled throughout the year including Fourth Friday downtown arts exhibits, arts in the park, festivals, art exhibits, and more. Many of the families that move here are said to find this their settling place. Fayetteville is a unique community with an eclectic combination of diverse pieces. It resides adjacent to Ft. Bragg military installation, which is the largest military installation in the United States. That in and of itself brings a world of diverse aspects to this community. With various components of the military initiating transition of families from all over the country and world, brings a very special diversity to this community.

According to Mayor Chavonne's Fayetteville Forward newsletters, Fayetteville is making progress in areas where most cities across the United States are not. In October 2011, Fayetteville was listed on the improving housing market index, where a year prior not a single market was listed. The 4% growth in the Fayetteville economy, which has consistently increased since 2001, was listed amongst only 76 metro areas out of 366 nationally. Personal income grew by 5.5%, which was the biggest gain for N.C. and almost double the national average. According to Mayor Chavonne's July 2011 newsletter, Cumberland County has become a magnet for increased job opportunity ranking 5<sup>th</sup> in the state for new jobs, which was found in the State Workforce Report. Additionally, according to the Garrison Commander, COL Sczinski, Fort Bragg plans to expand its housing over the next 3-5 years and with the continuation of the development of the Outer Loop I-295, which bring shorter commutes from all directions of Cumberland County, which increases the need and draw for increased educational options.

### Education:

With the discussion of improvement of the Fayetteville community there has also been momentous growth, development, and enhancement tied to Fort Bragg and the surrounding communities, but the educational realm continues to display marked challenges. In spite of significant improvements, Cumberland County Schools and Harnett County Schools struggle to fully meet AYP targets. In 2011, only 19 out of 86



Cumberland County Schools made AYP. That's approximately 23 percent of schools, well below last year's 58 percent that made AYP. While the founding team of Encore Academy realizes the scores for achieving AYP on an academic level have been increasing neither Overhills High School nor E.E. Smith High School has met AYP in the past 5 years. E.E. Smith High School made AYP once (2005-2006) in the past 10 years and looking at data dated back to 2004, Overhills High School has never met AYP. Both high schools are the districted high schools for the Ft. Bragg community. While the achievement gap is not the most prominent reason for this charter proposal, it does play a role in community concerns. With regards to the military connected families educational needs, during recent parent meetings with military families they have diverged the concerns that in addition to school performance and having a school, which is specialized experienced worldly educational opportunities and having a school, which is specialized in the area of the arts where local schools fall short, calls to aspects necessary for their growth and development. Additionally, according to the Department of Defense, nationwide U.S. military personnel struggle to provide excellence and continuity in the education of their children while committing to a highly mobile profession. This is intensified by Base Realignment and Closures (BRAC) and extensive mobilizations for combat. At the same time, local public schools have difficulties addressing the unique needs of military-connected families while facing budget cuts and restructuring due to economic changes.

The two tables below show the current state of district performance in both Cumberland and Harnett counties.

Cumberland County School Performance		Percent of Schools					
		Elementary		Middle		High School	
		District	State	District	State	District	State
Honor Schools of Excellence	At least 90% of students at grade level & the school made expected growth or more & adequate yearly progress (AYP)	9%	8%	6%	4%	21%	14%
High Growth	School made expected growth & at least 60% of the students achieved their growth expectations	36%	42%	31%	42%	50%	43%
Expected Growth	School made expected growth	42%	39%	50%	50%	36%	32%
Schools of Excellence	At least 90% of students at grade level & school made expected growth or more	0%	1%	0%	4%	0%	2%
Schools of Distinction	80 to 89% of students at grade level & school made expected growth or more	23%	28%	6%	29%	29%	29%
Schools of Progress	At least 60 to 79% of students at grade level & school made expected growth or more	43%	38%	63%	46%	29%	27%
No Recognition	60 to 100% of students at grade level, but school did not make expected growth	19%	15%	13%	6%	21%	24%
Priority Schools	50 to 59% of students at grade level or less than 50% of students at grade level but school made expected growth	6%	11%	13%	10%	0%	3%
Low Performing	Less than 50% of students at grade level & school did not make expected growth	0%	0%	0%	1%	0%	1%

## Harnett County School Performance

Designation	Performance	Percent of Schools					
		Elementary		Middle		High School	
		District	State	District	State	District	State
Honor Schools of Excellence	At least 90% of students at grade level & the school made expected growth or more & adequate yearly progress (AYP)	0%	8%	0%	4%	0%	14%
High Growth	School made expected growth & at least 60% of the students achieved their growth expectations	6%	42%	20%	42%	0%	43%
Expected Growth	School made expected growth	29%	39%	60%	50%	50%	32%
Schools of Excellence	At least 90% of students at grade level & school made expected growth or more	0%	1%	0%	4%	0%	2%
Schools of Distinction	80 to 89% of students at grade level & school made expected growth or more	0%	28%	0%	29%	0%	29%
Schools of Progress	At least 60 to 79% of students at grade level & school made expected growth or more	29%	38%	80%	46%	50%	27%
No Recognition	60 to 100% of students at grade level, but school did not make expected growth	29%	15%	0%	6%	50%	24%
Priority Schools	50 to 59% of students at grade level or less than 50% of students at grade level but school made expected growth	41%	11%	20%	10%	0%	3%
Low Performing	Less than 50% of students at grade level & school did not make expected growth	0%	0%	0%	1%	0%	1%

In Cumberland County, a need for the educational trend in school choice has laid the foundation for the success of innovative educational programming. Fayetteville is a very unique community, which represents a mosaic of cultural backgrounds and military connectedness with a balance of patriotic, artistic, historical and new age, pride. The identities that represent the community lend themselves to needing a multitude of educational options to meet the needs of the Fayetteville children. According to Discover Fayetteville A Guide to living in the Cape Fear region 2010-11 and 2011-12 edition, Cumberland County School District serves 53,361 students while 4,096 students attend private schools, 271 students attend charter schools, and 2,412 students are home schooled. While these 4 different types of school systems offer some options in education, Cumberland County School District also offers a diverse Choice Schools program. "Thirty-five elementary, seven middle school and 14 high schools have choice programs, which offer either a year-round schedule or curriculum that focuses on a certain area." Of these choices, there are only two choice programs that focus in the Arts in Cumberland County. One serves elementary preK-5<sup>th</sup> grade and the other serves 9-12<sup>th</sup> grade. There are no dedicated middle school arts programs. Both schools serve a total of 2,174 of 60,140 students in Cumberland County, according to Discover Fayetteville, 2011-12 edition, leaving a large number of students without the option of participation in a chosen arts program.

According to No Child Left Behind legislation, the arts are ranked on the same level of importance as other core academic areas. The federal government has acknowledged the strong importance of arts in our education system, yet despite this ranking, schools across the nation are still falling short and decreasing arts programming for students due to budget constraints and low test scores. With time increasing for reading and math to assist in closing gaps, it has left less time for arts education. With less time afforded to the arts research shows the opposite effect. According to one of many research

publications on this topic, *Critical Evidence How the ARTS benefits student achievement* by Susan S. Ruppert,

A growing body of studies, including those in the research compendium *Critical Links*, presents compelling evidence connecting student learning in the arts to a wide spectrum of academic and social benefits. These studies document the habits of mind, social competencies and personal dispositions inherent to arts learning. Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies.

Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school.

Furthermore, she goes on to discuss the statistical evidence of scoring in relation to the arts and SAT performance.

Multiple independent studies have shown increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. High school students who take arts classes have higher math and verbal SAT scores than students who take no arts classes.

Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores. This relationship is illustrated in the 2005 results shown below. Notably, students who took four years of arts coursework outperformed their peers who had one half-year or less of arts coursework by 58 points on the verbal portion and 38 points on the math portion of the SAT.

**Arts Course-taking Patterns and SAT Scores, 2005**

	VERBAL	MATH
4+ years arts	534	540
4 years	543	541
3 years	514	516
2 years	508	517
1 year	501	515
1/2 year or less	485	502
Average for All SAT Test Takers	508	520

Source: 2005 College-Bound Seniors: Total Group Profile Report, The College Board, 2005, Table 3-3; SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association, Kathryn Vaughn and Elen Winner (Fall 2000).

The two tables below show the performance of both Cumberland and Harnett counties on the SAT.

**SAT**

The percentage of high school seniors who took the SAT and combined total scores on the SAT critical reading and SAT mathematics sections. Scores from the writing portion of the SAT are not included in these percentages.

**MORE INFORMATION**

	Participation Rate (%)	Average Total SAT Score
District	56%	945
State	67%	1,001
Nation	50%	1,011

**SAT**

The percentage of high school seniors who took the SAT and combined total scores on the SAT critical reading and SAT mathematics sections. Scores from the writing portion of the SAT are not included in these percentages.

**MORE INFORMATION**

	Participation Rate (%)	Average Total SAT Score
District	54%	933
State	67%	1,001
Nation	50%	1,011

This research is a direct correlation to the mission of Encore Academy. Not only will Encore Academy increase the rigor of traditional core academics, but it will be increasing rigor and knowledge of five arts disciplines while integrating them through core knowledge learning. With rigor, structure, discipline, and a comprehensive inclusion of the arts curriculum in place, increased college readiness test scores and thus college readiness will result.

**Strategic Plan:**

A Fayetteville strategic planning document was created in 1996 titled, "A Complete Fayetteville Once & For All. A Public/Private Partnership to Enhance the Entire Fayetteville Environment." This document was filled with multiple strategies to enhance the community at large. The Marvin Plan was one piece of that document. The Marvin Plan called for a magnet school to be built downtown, which could become a community hub with multiple recreation opportunities for everyone to participate in. It discusses the positive community draw in its long term planning if the city upheld the positive change of its downtown image. While this Marvin Plan called for specifics in more athletic types of recreation, the overall image of the community continues to grow increasingly artistic. The opportunity to bring an enhancement to the artistic presence of the community through education, is highly supportive of the strategic planning for the community overall.

As a multi-disciplinary art focused charter school, Encore Academy meets the downtown development needs on almost all levels of the strategic plan. Not only is the intention to inhabit the historical Capitol building downtown, there is a plan for the community to rent the art studios within it after school hours. In addition to the studio rentals the desire is to rent the kitchen facilities to a catering company, which would be the potential food service provider for the school. We have had several conversations with community representatives about the use of the Festival Park in which outdoor school concerts, performances, art exhibits, etc., could be held.

The location of Encore Academy offers a unique presence to the mutually beneficial economic and educational impact of the community. The school is in close proximity to multiple museums, performance venues, city parks, and the library. Educationally, students would benefit from learning opportunities taking walking field studies to these locations, which would be inexpensive wonderfully enriching learning activities. Economically, the school would have the opportunity to bring families downtown to patron those same locations as families as well as to patron the local businesses.

An electronic community survey was released in February to the Cumberland County community to assess the needs related to the development of a K-12<sup>th</sup> grade arts and academic focused charter school in Fayetteville and for the purpose of developing the mission and educational programming of the school, see attachment {Community Survey Raw Data}. Families that responded to the survey in addition to the community members, which participated face to face, laid the foundation for the mission, goals, and purpose of the proposed charter school. Additionally, community meetings were held with stakeholders on 12/13, 12/14, 02/9, 02/21, 02/24, 03/09, and 03/24 to ascertain additional information and answer questions from the public. The overwhelming consensus from the community is that a multi-disciplinary art focused charter school in the downtown Fayetteville area would not only meet the artistic needs of the families in Cumberland County, but also help to realize and bring alive strategic planning to continue the revitalization of the downtown area. The expanded educational choice specific to the mission of Encore Academy would assist in establishing a more complete community identity, which strongly aligns with the needs and goals of the Fayetteville.

In summary, the mission and vision of The Capitol Encore Academy develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. Through these initiatives our purpose at Encore is to enrich the mind, body, and spirit of every child with standards of excellence ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:

- Inquire – Think curiously.
- Imagine – Think beyond.
- Innovate – Think creatively.
- Inspire – Influence Excellence.

Encore Academy, learning the art of success everyday.

Encore Academy will provide students of a diverse cultural arts community with a highly structured and disciplined arts and academics integrated educational program. It will prepare students for rigorous post-secondary standards closing the achievement gap. It will provide a high quality innovative educational opportunity in downtown Fayetteville,

which will support unifying and enhancing the community growth, plans. In essence, Encore Academy seeks to become the art of success not just for the students it serves, but the entire community. "Research doesn't hold all the answers to why the arts are important, but it does confirm what most people already know to be true in their hearts and minds: The arts make a significant contribution to helping all students achieve success in school, work and life." (Critical Evidence: How the ARTS Benefit Student Achievement Sandra S. Ruppert)

Encore Academy  
Survey Data

The first priority should be a well-rounded and challenging college-preparatory education for all students. The arts should serve to enrich this priority. Secondly, connections to the Fayetteville artistic community would be essential to ensuring that the school is seen as a permanent and valuable member of the Fayetteville community itself, serving both the military and civilian populations. Without these two elements, I fear the school would be a novelty, an afterthought. With these two elements, the school could be seen as an essential and permanent part of the community that the community would value and defend if need be. FYI: This survey was submitted by John Isenhour. Let me know if I can do anything to help you explore your options here in Fayetteville.

3

No marginalization of students.

4

A school focused in this area has to promote a true integration of arts in education and the methods that assist students in becoming successful candidates for the next step in their lives. It needs to minimize competition, yet do it in a manner that allows students to learn from their success or temporary shortcomings. They need to be prepared to succeed in higher education or whatever their next pursuit might be. It must be diverse and respectful of children with varying beliefs and lifestyles.

5

critical to do it right if you're going to do it--demand the parents of the students be involved and strict standards for enrollment and continuation in the program be maintained. Hire teachers who are extremely qualified in their field and who are extremely dedicated to this process and truly believe in the charter school format

6

A SAFE place to go to school. A sense of community and love for learning for the students.

7

One of the most critical components, in my opinion, of the K-12 Arts and Academics Charter School is to obtain a balance between the core curriculum and the arts. The dynamics of how to incorporate new technology into the program and always remain the balance where the art electives are not outweighing the core curriculum.

8

An alternative option for educating a child other than a Christian based curriculum , the chance of a small class size, more parental involvement, I think a parent who would like to see their child in an untraditional school obviously cares about education, and being involved. I think yoga is a good idea for a time out in the day for children to refocus.

9

The musical opportunities for our youth in this community are limited! An extension for Fayetteville's musicians is a MUST! We lack a community youth band, chorus program, etc. (Most musical opportunities for Fayetteville's youth are in churches. This is not the only place music should be made/celebrated!)

Encore Academy  
Survey Data

I'm not really sure since my kids aren't in school yet, but I sense a lack of focus on creative arts, music, and intellectual exploration. County-wide there seems to be such a focus on vocational education, and I'd like to see that balanced with a celebration of learning and intellect.

7

Currently the Cumberland County public schools do not offer any magnet programs for students K-5.

8

Public schools are not teaching personal responsibility or reinforcing consequences.

9

Small class sizes, more teacher/ parent iteration, not tolerance for trouble making children, a more customized learning experience.

10

Daily music or art should be part of every child's day!

1

Potential resistance from the established public school system which might see the charter school as an unwelcome competitor for public resources.

2

A widening of the gap between social and racial groups.

3

Perception of exclusivity. Not understanding no admission. Competition for public schools.

4

the only negative I can think of is actually a positive- you will have a long wait list

5

I can't see any.

6

It will not be large enough.

7

I can think of none except public schools have not provided a broad enough program.

8

I do not see any negative issues at all.

9

Not being able to service the numerously talented students and their supportive parents because of facility constraints! This would be a well-received venture!

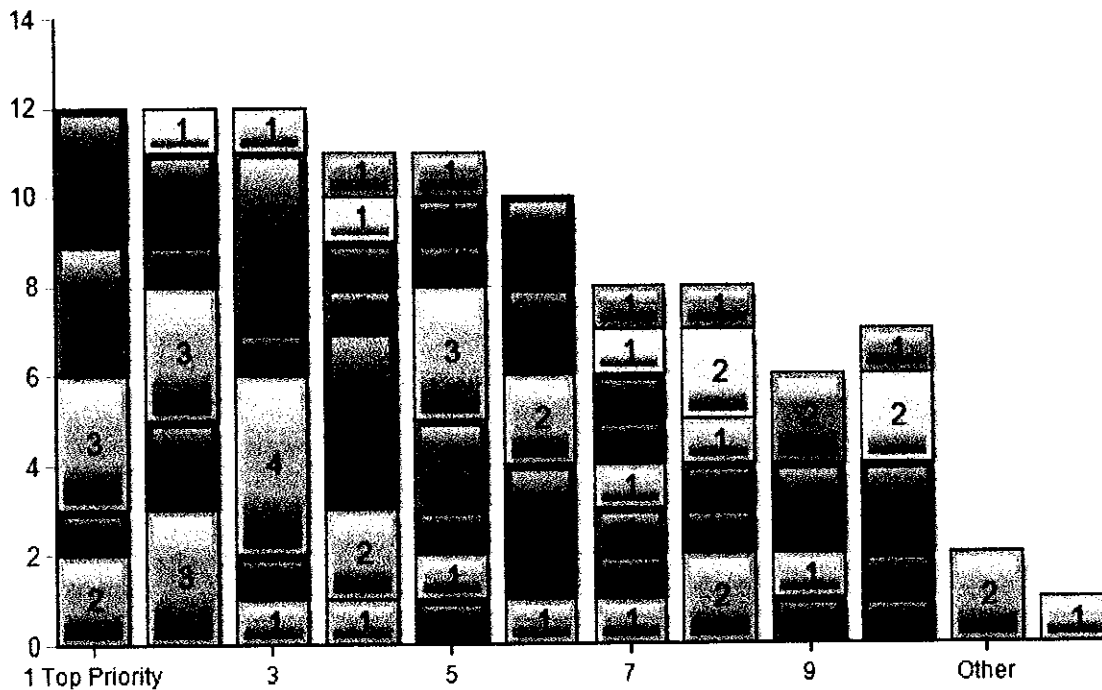
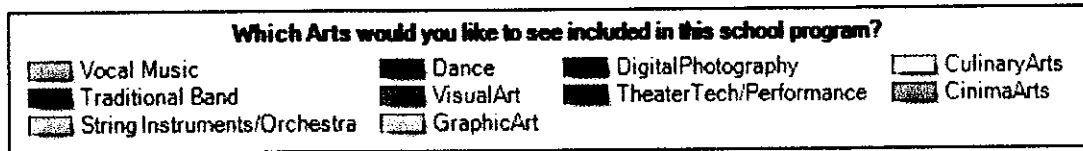
1

Teacher training and professional development with an engaged and motivated staff interested in new ways of teaching, funding for arts resources and supplies, and parent buy-in and accountability.

2



Encore Academy  
Survey Data



1  
Strong arts programs, alternative styles of learning

2  
First, there needs to be a charter school dedicated to serving the community at large. A charter school of any sort would be welcome. However, I think a school specifically centered around the arts would be embraced by the growing (and deeply dedicated and caring) artistic community in Fayetteville.

3  
Curricular alignment with higher education.

4  
No arts magnet school that I am aware of.

5  
schools are overcrowded, brimming with violence, gangs, etc. so many of our public school children are on welfare and so much time and attention is given to the children of these families that middle class children are often left with little or no resources

6

Encore Academy  
Survey Data

Arrange internships with Arts Council, Cape Fear Theatre, Fayetteville Symphony Orchestra to broaden student experiences.

10

I think community involvement should be a part of the child's education. It is of great benefit for a child to feel like they are giving to those less fortunate, and in turn, i think their self-esteem and behavior would improve. It is vital to the child, and the other classmates that behavior is kept in check, there is nothing more frustrating to teachers and children wanting to learn, to have a student waste valuable learning time misbehaving and distracting the teacher. I also think students should be schooled on independent learning and organization skills, something very much lacking in the public system.

11

Partnerships with the local Arts Council and area theatres

1

See #4

2

Anything that fosters well-rounded, involved young people who are enthusiastic about improving themselves and the world around them.

3

A serious program that is not outcome based and standardized test obsessed.

4

Where those who participate learn how to succeed at something perhaps they have never attempted.

5

appreciation of all forms of art, be it music, dance, stage, etc

6

Fostering creativity, independent project completion, and accomplishment are more important than mastery of any one medium or instrument.

7

The opportunity for the students to choose elective classes is the keystone to any instructional program. Small groups that are designed to enrich, enhance, or extend the core curriculum and to further develop interest.

8

Give them a wide variety of experiences so they can choose the path that they enjoy and excel in.

9

I think the arts are a huge part of education. Music education is proven to help learning in other areas, art and literature knowledge is a universal classroom, and a great way for all people to appreciate and interact. It also broadens a child's mind if they are exposed to all of these areas.


Encore Academy  
Survey Data

8  
creative problem solving in every area

9  
Above average academics but not elitist.

10  
A little more teacher/parent involvement regarding students progress. It is very frustrating being a parent of a bright child, who tries to keep up with the teachers, and not given feedback until it is a problem. I think an academic program should reflect the times we now live in, there should be much more hands on learning, computer based learning, and not so much time spent on the same programs put in place 30 years ago. We live in a very different world now.

11  
Classical literature and music; integrating other subjects in required DAILY Arts class (ie. music, dance, visual art etc.); use of technology in music and art education



1  
Behavior, responsibility and accountability definitely need to be priorities with the school. In order for students not to be relegated to sitting in rows, taking notes and multiple-choice tests, there has to be a school culture of respect, responsibility and accountability.

2  
That's a good question. Obviously, as a faculty member at FTCC, I'd like to see partnerships between that school and a charter school. Also, there are numerous community arts events that have a dire need for young volunteers. Both the Gilbert Theater and the Cape Fear Regional Theater have accepted teen volunteers in the past. There are also a number of performance events (such as Heart of Christmas) that focus on youth involvement. I'd like to see middle and high-school students work with the Fascinate-U children's museum and arts events such as the Dogwood Festival, Fourth Friday, and community events such as the New Year's celebration held in Festival Park. I'd also like to the older students mentor the younger students.

3  
Critical thinking, learning to maneuver through daily life.

4  
Terry Sanford HS has a global studies program that incorporates community service. Great approach! Anything that promotes great self esteem and positive thinking would be welcome.

5  
again, focusing on personal responsibility, not relying on handouts, welfare, government assistance

6  
personal responsibility and community service would be important.

7  
Outreach community programs that would enlighten the children at every growing stage.

8  
personal responsibility and service

9

Encore Academy  
Survey Data

7

Yes. The city is underserved culturally. synergy opportunities with local theatres, arts councils. this would dovetail nicely with the city's efforts to improve the downtown areas and establish a cultural life to the area.

8

Absolutely! For the young minds should have a foundation of how to express oneself creatively and innovatively. And, these children who are tommorrow's future inventors would keep this community growing well into the centuries to come.

9

yes, The schools need competition and the community needs exposure to the arts, and what the value of art is.

10

Absolutely needed. Each public school seems to emphasize certain cultural arts bud do not embrace the whole spectrum.

11

I think this community is desperate for such a school. There are no real options for alternative schools, other than Christian based private schools, not everyones choice, including mine. The public schools in my view are highly flawed, especially concerning children not in the AG program. I have a daughter in AG doing well, but my son who has issues with ADD is failing and being left to do so. I would love to have the option for a charter school; for him.

12

Fayetteville embraces the Arts quite well for a town of its size! I would think the addition of a school focusing on the Arts would only make for a great pair: community and school. They would benefit from each other!

1

I would hope that academics and arts would not be separate entities in the school, but that they would be interwoven, creating a school centered around cross-curricular learning. That drama and history would intersect with music and math.

2

Most of the performing and visual arts are based in a traditional liberal arts curriculum. I'd like to see the two areas be used to enhance each other at an area school.

3

A focus on college preparation for every student.

4

The three R's, along with those electives which bring out the best in young people attending this school.

5

college prep based education focused on creating well informed, socially and economically responsible students who will grow o be adults that do not rely on government assistance

6

-a talented / gifted curriculum -no "teaching to the test" or over emphasis on standardized test results -creative approaches that foster student engagement and lifelong learning

7

Small group ranked according to his/her academically gifted level

Encore Academy  
Survey Data

7

a relatively cosmopolitan/diverse (culturally, racially) population because of the transient military presence, economically stable (though not always wealthy), momentum toward a civic renaissance

8

Although Fayetteville is a fast-growing community, it still possesses its southern comfort style of living.

9

potential

10

We are so used to military coming and going that we welcome new people with open arms. Small enough to make an impact too.

11

The military provides huge cash flow into our community. There is a strong desire by community members for improvement, and a great team to help make that happen, especially downtown.

12

A population with more culturally accepted/embraced entities that are truly celebrated and appreciated!



1

Absolutely! Arts programs for students in this community are sorely lacking. Many students go outside of Fayetteville for arts classes. For students who lean towards the arts especially, an arts school could provide a place for them to not just do well, but excel in all areas. It would also support the growing cultural institutions already here, such as the symphony and CFRT by building the next generation of audience, which in turn helps Fayetteville attract new people and expand.

2

Fayetteville is growing. With the Base Realignment and Closure (BRAC) initiative, Fayetteville will have one of the largest concentration of high-ranking Army officers in the country. They will stay if given a reason. In addition, there is no school currently performing this function. Even though there is an arts program at one of the high-schools, there is only one charter school in town, and it serves a very specific population.

3

My concern is the access of this educational opportunity for the lower economic groups.

4

Yes. It is proven that incorporating the arts in education helps our young people succeed in their studies and maturation. Our state and many others have succumbed to "teaching to the test" and forgotten principles like this.

5


Yes, absolutely. One of the biggest setbacks to attracting new people to Fayetteville is the poor condition of our public school system

6

YES! My children will be going to school soon and the current educational opportunities are either low-performing, or expensive, or faith-based. I would love to have an affordable option for my kids that also focuses on more than just test scores.

Encore Academy  
Survey Data

- 
- 1 family, tight, supportive, honest, curious
  - 2 transient, growing, potential, young, hungry
  - 3 Diverse, transient, divided, apathetic, unfocused
  - 4 Diverse Inclusive Patriotic Accepting Misunderstood
  - 5 diverse, growing, potential, challenged, proud
  - 6 aspiring disjointed classic historic artsy
  - 7 sprawling, diverse, underserved, potential, optimistic
  - 8 friendly, dedicated, concerned, relax and supportive
  - 9 change growth challenge underexposed conservative
  - 10 Friendly, open, welcoming, progressive, diverse
  - 11 Growth, Community, Busy, Insufficient, Unacknowledged
  - 12 diverse, young, open-minded, well-rounded, excited

- 
- 1 Family and children are a huge priority here and people are willing to do what is right by them. It is also a community with people who have been here forever and people from all over the world who have come here for military or other reasons. This makes it a community with very strong roots and solidarity, but one that is also open to new things.
  - 2 There are a few great things about Fayetteville. First, the community is fairly stable economically, even though the population is very transient. Also, because the population is so mobile, it is fairly easy for those who are permanent residents to make contacts with other permanent residents and have an impact on the community.
  - 3 The small portion of citizens trying to make a difference.
  - 4 Fayetteville is a truly international community. The presence of Fort Bragg, Pope Army Airfield and our veteran population makes it a truly patriotic community. The soldiers and airmen who retire from service are a true asset. The spouses of active duty military personnel are great people with a tremendous work ethic.
  - 5 ability to withstand downfalls in the economy due to our strong military base
  - 6 a close-knit community that really wants to make the city a great place to live and work.

**The Capitol Encore Academy**  
**Program Goal Summary**



<p><b>Vision</b></p>	<p>We, at Encore Academy, are dedicated to enriching enrich the mind, body, and spirit of every child with standards of excellence ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:</p> <ul style="list-style-type: none"> <li>• Inquire – Think curiously.</li> <li>• Imagine – Think beyond.</li> <li>• Innovate – Think creatively.</li> <li>• Inspire – Influence Excellence.</li> </ul> <p style="text-align: center;"><i>Encore Academy, learning the art of success everyday.</i></p> <p>In essence, Encore Academy seeks to become the art of success not just for the students it serves, but the entire community.</p>
<p><b>Beliefs</b></p>	<p>We believe that learning is a life-long process. We believe that high expectations promote high student achievement and that a commitment to academic excellence will enable our students to be productive members of a competitive society. We believe that our parents, students, teachers and the community share the responsibility for the support of the schools’ mission. We believe that all students must learn to become self-directed, independent thinkers. We believe that a focus on strong habits of character and disciplined artistry will contribute to an environment conducive to learning.</p>
<p><b>Mission Statement</b></p>	<p>The mission of The Capitol Encore Academy is to develop artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry.</p>
<p><b>Performance Goal 1</b></p>	<p><b>What will our school accomplish?</b>  <b>Academic excellence will produce academically proficient and competitive students in all core areas with an emphasis on post secondary and workforce preparation.</b></p>
<p><b>Goal 1 Rationale</b></p>	<p><b>Why is this goal important?</b>          According to Tony Wagner’s article Rigor Redefined, “Yesterday’s answers won’t solve today’s problems.” Excellence can be described as being better tomorrow than today and our students will strive to be better tomorrow and continue through their future in all areas core, encore and citizenship. The assessments will show the students where they are today so they can devise plans and make future goals. They are not only attempting to build on their previous successes, but also to contend with their peers, who are their future competitors. Possessing an attitude of excellence in all endeavors will bring them success throughout their lives.</p>
<p><b>Performance Indicators</b></p>	<p><b>How will we know that we have achieved this goal?</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate proficiency on the EOG and EOC assessments as measured by the SBE.</li> <li>• K-8<sup>th</sup> grade students will demonstrate college readiness standards on the Performance Series by meeting the 60<sup>th</sup> Percentile and above in Reading, Math, and ELA</li> <li>• HS Students will demonstrate post-secondary readiness through growth as measured by the ACCUPLACER Diagnostics and ACCUPLACER exams. Testing will occur two times each year: fall testing and spring testing with a window for intervention during the second trimester. 90% of students will meet their individual target growth as measured by the ACCUPLACER Diagnostic and ACCUPLACER exams.</li> <li>• Students will demonstrate a 90% post secondary education will be accepted to a 2-year college, 4-year university, military service or technical training program as measured in Beyond 12 (post-secondary tracking and coaching system).</li> <li>• Students will demonstrate proficiency on EPAS College Readiness Exams by meeting the following composite targets: 21 ACT; 19 PLAN; 17 EXPLORE (9<sup>th</sup> grade); 16 EXPLORE (8<sup>th</sup> Grade) and the following table individual targets.</li> </ul>

English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

- Students will demonstrate a 4-year 80% graduation rate and a 5-year 90% graduation rate.
- The school will meet all criteria for Adequate Yearly Progress
- Within 3 years, the school will meet all criteria to be considered an Honor School of Excellence
- Teachers will implement differentiated lessons utilizing the students learning styles, interests, and developmental levels as evidenced in observations and lesson planning.
- 95% of students will meet their individual target growth as measured by the Performance Series.
- Teachers will provide purpose designed learning environments in which the classroom is arranged for optimum student learning ---as measured in teacher observations.
- Teachers will provide learning opportunities though real-world and experiential application ---as measured in observation and teacher lesson plans.
- Students and teachers will set and work toward goals for students in school and life achievement ---as measured in Individual Student Plans, Educational Development Plans, and/or Transition Plans.

**Performance Goal 2**

**What will our school accomplish?**  
**Character Education will promote a culture of positive habits of character at school and in the community with an emphasis on students becoming responsible, respectful, and resourceful individuals who are active citizens.**

**Goal 2 Rationale**

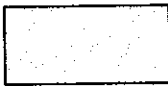
**Why is this goal important?**  
 Our mission is to instill character values into the fiber of our curriculum both in and out of the classroom, causing our students to make the best possible choices not only impacting positive interpersonal relationships, but developing a lifestyle of excellence resulting in overall student achievement. According to Thomas Lickona, Ph.D. & Matthew Davidson, Ph.D., the authors of "A Report to the Nation, Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work, and Beyond," developing the 8 strengths of character empowers students to make responsible personal choices that contribute to continuous self-development, a healthy lifestyle, and a positive future. Attainment of such skills will better prepare our students for success in life.

**Performance Indicators**

- How will we know that we have achieved this goal?**
- School will provide common traits of character standards and objectives to be utilized by staff, students, and parents integrated every month ---measured by exhibition presentations and school media.
  - School staff will participate in a Professional Ethical Learning Community and model the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking and lifelong learning---measured through teacher observations. Students will participate in an Ethical Learning Community and demonstrate the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking, and personal responsibility---measured through observations of student behavior and student projects.
  - All students in grade 6-12 will be assigned to a group of students "cast and crew " team. Each cast member will be responsible for supporting the academic and behavior performance of the team. Each team will have a student leader. Each cast and crew team will also be assigned to a troupe. The troupe is made up of multiple cast and crew teams. An Encore staff member will be assigned a troupe made up of multiple casts. All casts and troupes are responsible for being active performers and workers within the groups. The troupe leader will be responsible for monitoring progress, assigning tasks and projects such as community service assignments, and encouraging positive habits of character ---measured by monthly troupe leader forms.
  - Character building objectives will be embedded into and throughout every lesson ---as measured by teacher lesson plans.
  - Encore HS students will complete 10 hours of community service each year ---measured by yearly student service tracking forms.
  - Students will develop a level of proficiency in a language other than English and develop



	<p>the cultural, technological, and civic skills necessary to adapt and respond to the conditions of the 21<sup>st</sup> century global change ---as measured through graduation requirements and student projects.</p> <ul style="list-style-type: none"> <li>• Students will demonstrate age appropriate behavior management skill growth every year by having a continued reduction in the number of disciplinary incidents from the previous school year.</li> </ul>
<b>Performance Goal 3</b>	<p><b>What will our school accomplish?</b>  <b>Arts Education will produce artists who are disciplined to work towards a craft with exceptional skill possessing qualities of excellence and precision through principles of design.</b></p>
<b>Goal 3 Rationale</b>	<p><b>Why is this goal important?</b>  Encore Academy has a focus in the arts. This is a specialized area of education that is strong in our surrounding community. Providing instruction in the arts teaches our students to be creative thinkers and doers. Based on current research, which can be found in Daniel Pink's book, <u><a href="#">A Whole New Mind</a></u>, the recruiting workforce of today is very different than in past times. It is seeking and embracing creative designers and problem solvers. In addition to teaching the creativity involved in the arts, focusing on "disciplined" artistry also related to the professionalism associated with presentation and viewing. Our students will be more prepared for success in the workforce as professionally displayed creative thinkers.</p>
<b>Performance Indicators</b>	<p><b>How will we know that we have achieved this goal?</b></p> <ul style="list-style-type: none"> <li>• Students will participate in learning and exposure to all offered arts disciplines with regard to literature, history, theory, and practice ---as measured by the school schedule.</li> <li>• Students will participate in a concentrated arts and core academic integration resulting in a culminating exhibit or performance at the end of each trimester ---as measured by the student product.</li> <li>• Principles of design will be explicitly taught and embedded into and throughout teaching and learning ---as measured by teacher lesson plans, observations, and student work.</li> <li>• Graduating seniors will produce a final Art portfolio or exhibit in their designated discipline ---as measured by student product.</li> <li>• 9-12<sup>th</sup> grade students will choose an art discipline track for completion throughout HS ---as measured by student ISP, EDP, or transcript.</li> <li>• School will participate in community art festivals, programs, celebrations, and displays and be exposed to high quality local artists ---as measured by artists scheduled visits calendar.</li> </ul>
<b>Performance Goal 4</b>	<p><b>What will our school accomplish?</b>  <b>Encore Academy will recruit and retain a community of committed students, families, and high quality staff members who will support and participate in the accomplishment of our mission.</b></p>
<b>Goal 4 Rationale</b>	<p><b>Why is this important?</b>  The success of Encore Academy and attainment of our mission is directly related to the commitment of its community. According to the National Resource Center on Charter School Finance &amp; Governance, "A high caliber of parents and teachers who assume active roles as parent involvement facilitators is one key to success." They also explain that, "dedicated parents and teachers provide the human capital to make things happen for the school. Having parents and teachers who are determined to keep motivation high and ensure plans are implemented is essential. This is not limited to a single well-intentioned individual; collaboration and ongoing communication between parents and teachers is required to create a sense of community." We need students, parents, and staff members that are invested in the school and ultimately the student's learning. They need to feel that they have a place at the school and are accountable for the success of the individual students and the school as a whole. This accountability and belonging will in turn create a commitment to the success and fulfillment of our mission from students, parents, and staff members.</p>
<b>Performance Indicators</b>	<p><b>How will we know that we have achieved this goal?</b></p> <ul style="list-style-type: none"> <li>• Encore Academy enrollment will produce sufficient funding to meet the Board of Director's approved yearly budget.</li> <li>• Encore Academy will meet a high level of student, family, and faculty satisfaction ---as measured through annual parent and student surveys.</li> <li>• Encore Academy will build and maintain at minimum 3 community partnerships each year</li> </ul>



---as measured by partnership agreements.

**The Capitol Encore Academy**  
**Timeline for Academic Goals**

<p><b>Academic Proficiency</b></p> <p>On average K-8 students will demonstrate college readiness standards on the Performance Series by meeting the 60th percentile and above in Reading, Math and ELA.</p> <p>In 5 years of HS added grades, HS students will average composite scores of:          21 ACT, 19 PLAN and 17 Explore</p>	<p>Baseline Data will be obtained in Year 1.          We anticipate based on county student performance to be between the 30-40<sup>th</sup> percentile.</p> <p>Not Applicable until year 5 for Explore. The first year of Explore will collect a baseline, however based on Performance Series scores, we will anticipate a 2-3 year attainability goal.          Year 5: Explore 15; Plan 15 (10<sup>th</sup> grade all new students to Explore)</p>	<p>Preliminarily: Year 2 goal will be a 10percentile point increase.</p> <p>Year 6:          Explore 16          Plan 17          ACT 17 (students only 1 year at Encore)</p> <p>Year 7:          Explore 17          Plan 18          Act 19</p>	<p>Preliminarily: Year 3 goal will be a 10percentile point increase from year 2.</p> <p>Year 8:          Explore 18          Plan 19          ACT 20</p> <p>Year 9:          Explore 18          Plan 20          ACT 21</p>
<p><b>Academic Growth</b></p> <p>90% of K-8 students will reach their individual growth target as established and tested by Performance Series.</p> <p>90% of 9-12 students will reach their individual growth target as measured by the ACCUPLACER Diagnostic and ACCUPLACER exams.</p>	<p>Baseline Data will be obtained in Year 1. We anticipate based on experience with this assessment that it will take time to reach this goal.          Year 1: 80%</p> <p>Not Applicable until year 5 for ACCUPLACER. The first year will collect a baseline, however based on Performance Series scores, we will anticipate a 2-3 year attainability goal.          Year 5: 80%</p>	<p>Year 2: 85%</p> <p>Year 6: 85%</p>	<p>Year 3: 90%</p> <p>Year 7: 90%</p>

**The Capitol Encore Academy**  
**Purposes of Proposed Charter School**



**Purpose 1 Improve Student Learning:** The Encore program combines the implementation of a research-proven methodology of teaching and learning through the arts with standards based data-driven decision making under a foundation of John Dewey, learning by doing to create improved student learning and 21<sup>st</sup> Century Skills development.

According to the No Child Left Behind act, the arts now share equal footing with what was always considered the “core” academics math, science, language arts, and social studies. This has resulted from much research surrounding Gardner’s multiple intelligences learning theory; a student’s learning is optimal when implemented in their dominant intelligence. The arts combine multiple intelligences naturally from visual to kinesthetic to audio to verbal to both inter and intrapersonal and then of course the world around us. When you combine this theory of learning to that of John Dewey’s learning by doing there is a meeting of learning methodology with tremendous power. According to *Critical Evidence: How the Arts Benefit Student Achievement*, “The concept of *transfer*, in which “learning in one context assists learning in a different context,” has intrigued cognitive scientists and education researchers for more than a century. A commonly held view is that all learning experiences involve some degree of transfer both in life and learning outside the school as well as learning within the school. However, the nature and extent of these transfers remain a topic of great research interest. Recent studies suggest the effects of transfer may in fact accrue over time and reveal themselves in multiple ways.” Providing instruction in the arts teaches our students to be creative thinkers and doers. Based on current research, which can be found in Daniel Pink’s book, *A Whole New Mind*, the recruiting workforce of today is very different than in past times. It is seeking and embracing creative designers and problem solvers. In addition to teaching the creativity involved in the Arts, focusing on “disciplined” artistry is also related to the professionalism associated with skills such as public speaking, articulate communication, active listening and active observation. Our students will not only learn skills and knowledge of the arts and academics, but also be more prepared for successes in the workforce as professionally articulate creative thinkers and problem solvers.

With the specialized teaching and learning process of integrating the arts into core academics students will be more engaged, experience the learning, and have transfer of learning between concepts thus having a deeper foundation and understanding of the core. The program design has been built on a platform to front load necessary learning components and move to abstract application. The strategic implementation of teaching foundational skills in a direct and highly structured teaching format utilizing assessment data to guide skill development followed by an integration of all core subjects in relation to one of the arts disciplines, will secure improved student achievement. In addition to this format of overall design, the process will naturally have an emphasis on 21<sup>st</sup> Century skill development, which will occur through high level thinking including analysis, creation, and utilizing principles of design. This requires moving back to the basic philosophy of learning by doing, John Dewey. Students will not be passengers of learning they will be crew working every step of the way. This will be the pathway to 21<sup>st</sup> Century preparation.

**The Capitol Encore Academy**  
**Purposes of Proposed Charter School**



The development team has researched and discussed with leading consultants, the most effective methods of an arts integration model of teaching and learning. Great thought and innovation has been put into the program design. The development team is aware that this type of program is more interactive between teaching and learning and requires a great deal of professional development and collaboration between staff. Consulting proposals have been requested with the intent to use at minimum one organization or multiple to ensure that high impact high yield professional development is achieved which will provide fluidity and fidelity throughout the Encore program.

**Purpose 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:** The design of Encore naturally lends itself to the learning of all students by focusing on arts integration which is interpretive of teaching using multiple intelligences and application of knowledge through learning by doing. Structured direct lessons will follow multiple strategies to ensure expanded learning and emphasis on special population needs, such as CPA; concrete, pictorial, abstract. This strategy is very effective in teaching all learners because the lessons start with a concrete component where students are physically moving and manipulating materials. Next, the lesson moves to a visual component where students are drawing out problems and answers or pictures and connections. Students end the lesson with the abstract application (the algorithm or traditional way of doing the problem in math in a real world context), or auditory part of the learning, applying the knowledge to its context. The program framework is ideal for all levels of learners and especially successful with at-risk learners ensuring they grow and are challenged to reach their potential.

Encore is geared toward ensuring that all students, regardless of their personal or educational background, have exceptional opportunities to succeed at a high level. Encore will provide students with a comprehensive curriculum that allows them to remediate skills for at risk and special education populations or advancement for gifted learners through the use of assessment data using designated objectives strategically both in the general classroom, in pull-out and resource programs, and in additional enrichment courses that are offered. Their progress will be monitored and evaluated to ensure success through Individual Student Plans that follow every student during their attendance at Encore as well as through student achievement data results obtained and measured three times each year.

The Common Core State, NC Essential and Extended Standards will form the foundation of the curriculum at Encore and the school will also draw upon the resources of local colleges including Fayetteville Technical Community College for high school curriculum as an enhancement where it proves to be of value. Encore will utilize the computer-adaptive, Performance Series and ACCUPLACER Diagnostic assessments to quickly identify students' strengths and weaknesses, guide instruction, and provide each learner with the tools needed to improve their skills.

**The Capitol Encore Academy**  
**Purposes of Proposed Charter School**



Additionally, the administration, teachers, special education and student achievement support departments at Encore will attend to the family, understanding that parents of at-risk, special needs, and gifted children often feel helpless and without resources to support the learning at home. The Encore team will work with parents to ensure their children have been appropriately identified, they have a thorough understanding of their child's needs and the process, and that they feel they are a part of the team with a list of strategies they can employ at home.

**Purpose 3 Encourage the use of different and innovative teaching methods:** The development process of Encore is a unique collaboration between community needs and wants, best practices in arts schools across the country, and researched based strategies for 21<sup>st</sup> Century Skills development. Teachers will be provided with a framework for implementation and high impact professional development through top arts integrated consultants. Teachers will be responsible for modeling the skills that we desire students to learn. The Encore program is not only an opportunity to expand educational choices for students in the Fayetteville area it is designed to break traditional barriers of school programming and act as a catalyst for educational programs globally. A unifying principle is the application of effective, research-based methods to create an environment where all students can learn at high levels to become artists in whatever career field they choose. An artist by this definition relates to a person whose work exhibits exceptional skills. To achieve this end, Encore will partner with Education Closet and/or RealVisions research-proven organizations with a history of success. Encore will implement the Principles of Design for teaching and learning through professional development, practice, and student based outcomes. These key practices will provide direction and meaning to all instructional practices at the school.

**Purpose 4 Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:** Teaching at Encore Academy will create an opportunity for teachers that in traditional settings may make them feel unengaged and unfulfilled. Teachers at Encore Academy will be highly committed, involved, and able to use their creative expertise, which will help them to feel engaged and motivated to stay committed to their work and school. Additionally, teaching positions will be available for specialized teachers in the area of the arts. Arts teachers are finding less and less opportunity for employment because arts education is an area that is continually being cut in traditional districts. Encore would not only employ their expertise, but they would be a main stage position and feel their importance and presence on the teaching team and in the school community. Teachers will be responsible and accountable for student achievement scores, but with our support system in place, fidelity of implementation, and strong professional development they will be able to meet these expectations. Additionally, Encore is committed to professional development that is focused and effective. A minimum of two weeks of intensive training prior to the first day of school will prepare staff members to implement the school's program accurately and effectively from the first day, and faculty will benefit from ongoing coaching from mentor teachers, professional learning community activities, participation in action research and in-services throughout the year. A partnership will be

**The Capitol Encore Academy**  
**Purposes of Proposed Charter School**



developed with Education Closet and/or RealVisions with high expectations and specific actions required of staff members to achieve targeted goals.

**Purpose 5 Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:** Encore will provide the surrounding community with a quality educational choice that is geared towards meeting the unique needs of the arts community and the 21<sup>st</sup> Century generation of students. Currently students are assigned to schools based on their residential area, but they can participate in the "governed choice" program. There are only two arts programs in the Cumberland County School District serving 2,174 of 60,140 total district students in two different schools. One is a K-5<sup>th</sup> grade program and one is a 9-12<sup>th</sup> grade program. Because the community has been involved in the needs analysis for the school and because there are not many options for students K-12 with no options for students in grades 6-8, the expanded educational choice that Encore would offer is one that meets the needs of effective student learning, embraces innovation, and provides the community with the support and outreach they desire.

**Purpose 6 Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.):** Encore recognizes that it will be held accountable on an absolute performance index as well as a growth index. Encore will utilize assessment data to guide instruction (Performance Series and ACCUPLACER Diagnostics) as well as the NC required standardized tests as an evaluation of instruction. The structure of performance-based accountability will include teacher evaluations, student achievement scores, student growth in performance, parent feedback, as well as school-wide formative and summative assessments. Encore will not retain or promote employees with poor performance records. Additionally, when possible and applicable, teacher performance pay and/or incentive pay will be implemented.

# The Capitol Encore Academy Founding Team

*"Never doubt that a small group of thoughtful, committed people can change the world. Indeed. It is the only thing that ever has."*

--Margaret Mea



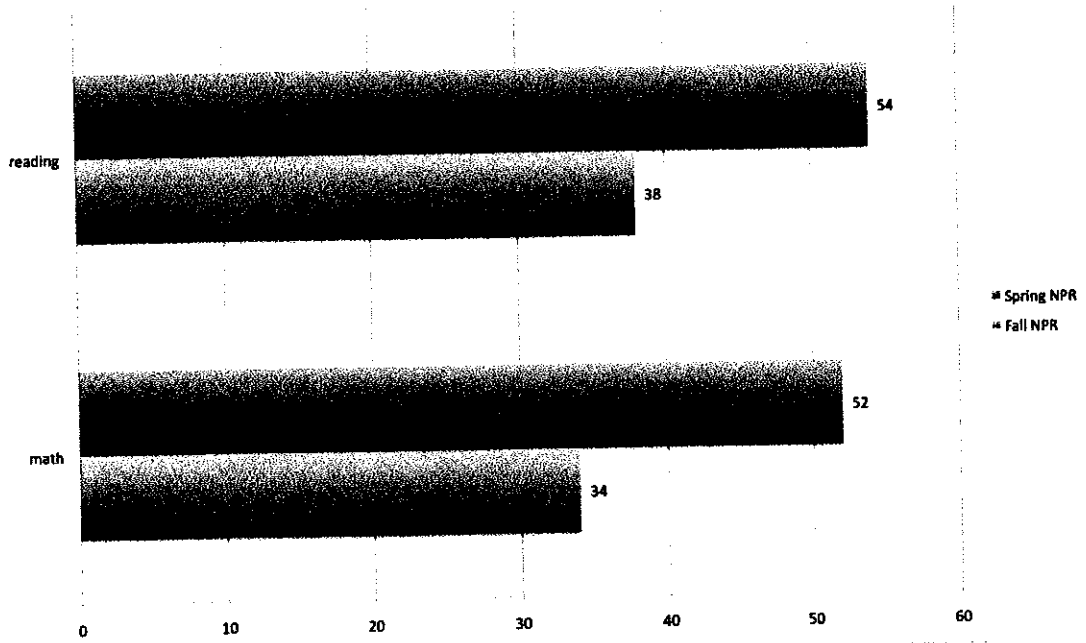
*Pendy Evans  
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Paul Romine*

*Encore Academy ~The Art of Success*

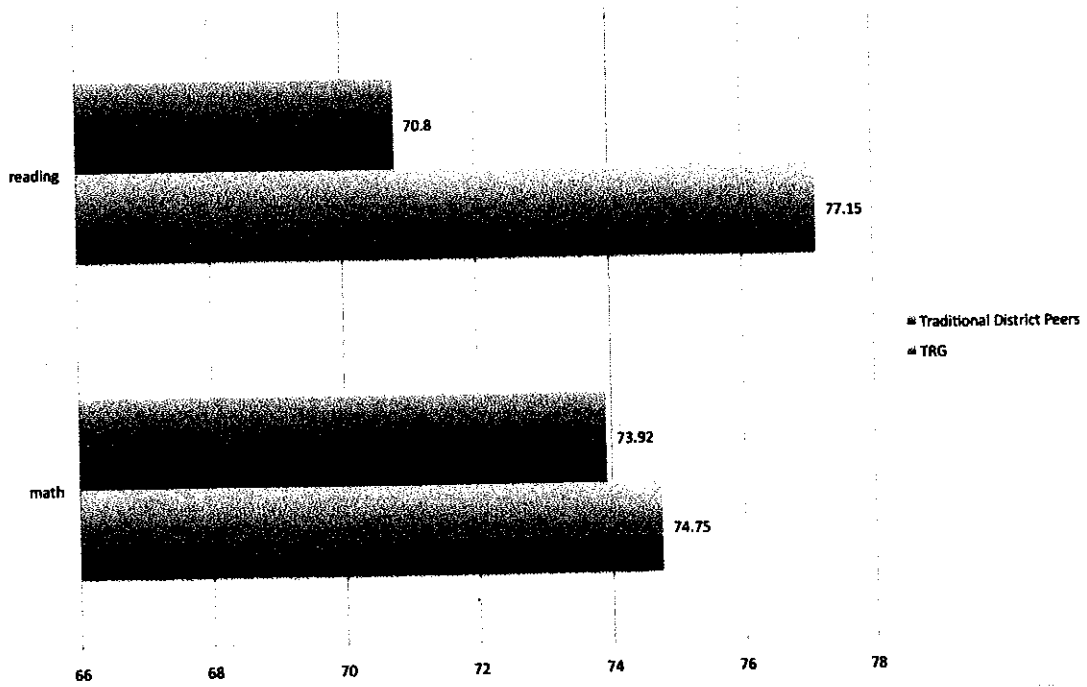


# The Romine Group Student Achievement Performance Data

## TRG: Average Growth in National Percentile Ranking From Fall To Spring Performance Series Testing



## TRG SCHOOLS: 2 year Average on State Testing



**The Romine Group, Inc.**

- Provide and discuss financial data from other schools managed by TRG demonstrating how TRG is a good fit for Encore.

- Accounting policies and procedures in place that safeguard the assets of our managed schools.
- Financial audits of all Academies have been performed annually by an outside certified public accounting firm. These audits have never received anything other than an unqualified opinion. (This is the best opinion that can be received in a financial audit).

- TRG has prepared applications for short-term financing from the State to allow the Academies to meet cash flow needs.

	Fiscal Year		
	<u>2012</u>	<u>2011</u>	<u>2010</u>
Merritt Academy	\$692,000	\$740,000	\$973,000
Bradford Academy	\$1,850,000	\$2,450,000	\$3,600,000
Trillium Academy	\$600,000	\$800,000	\$1,590,000
Madison Academy	\$782,000	\$750,000	\$850,000
Hanley International Academy	\$640,000	\$1,100,000	\$1,379,000

- TRG has overseen the growth of the managed academies:

	Based on September State student count				
	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>
Merritt Academy	463.7	449.84	408.27	400	400.38
Bradford Academy	1268.61	1529	1468	1424	1257
Trillium Academy	711	725.5	724	689	608
Madison Academy	640.35	628.52	51	400	272
Hanley International Academy	735.87	625	612	545	493

Note: 1 - TRG was no longer Bradford Academy's management company in 2011

- TRG has negotiated lease contracts on behalf of managed schools.
- TRG has overseen the construction of new school facilities and negotiated, managed and lead the schools in procuring bond financing as follows:

Merritt Academy	12/01/2004	\$3,010,000
	09/01/2006	\$5,315,000
Bradford Academy	09/01/2006	\$15,660,000
	09/24/2007	\$17,300,000
Trillium Academy	09/01/2005	\$7,200,000
	11/01/2007	\$5,065,000
Madison Academy	01/01/2010	\$7,110,000
	07/01/2010	\$3,845,000
Hanley International Academy	09/01/2010	\$8,875,000

- TRG has cultivated relationships with underwriters, attorneys and contractors that have benefited the Academy's.
- TRG holds annual meetings with all levels of school management to develop budgets that incorporate the Board, School leaders teachers and parents desires and requirements. These items and financial prudence are combined to develop a budget that is both attainable and manageable within the resources available.
- Monthly financial statements are prepared for Board meetings and compared to the approved budgets. Board and management are allowed to evaluate performance against budget and make changes if required.
- TRG personnel have procured and managed grants for Academy's.
- TRG has procured equipment and financing, when necessary, for schools.
- TRG personnel manage school breakfast and lunch programs.
- TRG negotiates insurance policies for managed schools.
- TRG schools have never realized a fund deficit at the end of the fiscal year:

	<u>General Fund balance based on certified financial audit as of June 30,</u>				
	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>
Merritt Academy	\$45,769	\$20,270	\$11,396	\$28,122	\$33,955
Bradford Academy	\$783,591	\$1,279,083	\$1,487,091	\$1,373,998	\$969,776
Trillium Academy	\$1,252,440	\$945,579	\$690,166	\$499,217	\$43,043
Madison Academy	\$413,533	\$484,916	\$205,555	\$163,844	\$105,811
Hanley International Academy	\$1,106,091	\$835,103	\$725,512	\$498,839	\$193,850

**The Capitol Encore Academy**  
**Encore Measurable Objectives for EMO**



The Board of Directors will be responsible for the oversight and governance of the school. Through its management agreement the Board will delegate the responsibility of day-to-day operations and planning to TRG. TRG will be charged with the responsibility of ensuring the school's academic success, financial viability and operational structure. The Board will evaluate TRG's effectiveness by monitoring progress towards objectives determined by the board, which can be found in the proposed management agreement. It is expected that TRG will report at monthly meetings progress towards set objectives, challenges that have arisen and opportunities or methods to overcome these challenges. TRG's ability to make progress towards, and ultimately reach these goals, will determine the ongoing relationship between the Board and EMO. Legal counsel has confirmed that provisions exist within the contract with TRG that would allow for the school to terminate the contract at any point, with or without cause and without penalty. The established objectives that will serve as a gauge of effectiveness for TRG are as follows:

Measurable Objective	Goal
Compliance	School will be 100% compliant with all State guidelines and deadlines.
Academic Proficiency	<p>On average K-8 students will demonstrate college readiness standards on the Performance Series by meeting the 60th percentile and above in Reading, Math and ELA.</p> <p>Within 5 years HS students will average scores of: 21 ACT, 19 PLAN and 17 Explore</p>
Academic Growth	<p>90% of K-8 students will reach their individual growth target as established and tested by Performance Series.</p> <p>90% of 9-12 students will reach their individual growth target as measured by the ACCUPLACER Diagnostic and ACCUPLACER exams.</p>
Finances	The school will maintain a positive fund balance on a yearly basis.
HQ Instruction	100% of the school's teachers will be certified and Highly Qualified.
Parent Involvement	80% of the school's families will take part in an end of year parent satisfaction survey with 80% of the survey takers responding favorably. 80% of the school's families will attend conferences.

## **EDUCATIONAL SERVICE PROVIDER AGREEMENT**

This Educational Service Provider Agreement is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2012, by and between The Romine Group, Inc, (hereafter referred to as "TRG") a Michigan corporation located at 7877 Stead Street, Utica, Michigan and The Capitol Encore Academy ("Academy") by and through its Board of Directors ("Academy Board") formed under North Carolina General Statute §115C-238.29 et. seq. (the "Authorizing Law") located in North Carolina.

The following is a recital of facts underlying this Agreement:

The Academy is a public school academy, organized under the Authorizing Law. The Academy has been issued a charter contract (the "Contract") by the North Carolina State Board of Education ("Authorizer") to organize and operate a public school academy, with the Authorizer as the as the authorizing body. The Authorizing Law permits a public school academy to contract with persons and entities for the operation and management of the public school academy.

TRG specializes in providing educational institutions, vocational schools, businesses, churches and other organizations with a variety of educational services and products, including management, curriculums, educational programs, teacher training, and technology. TRG's products and services are designed to serve the needs of a diverse student population.

The Academy and TRG desire to create an enduring educational partnership, whereby the Academy and TRG will work together to bring educational excellence and innovation to the Fort Bragg, North Carolina area, based on TRG's school design, comprehensive educational program, institutional principles and management methodologies.

In order to implement an innovative educational program at the school, the parties, desire to establish this arrangement for the management and operation of certain of the Academy's educational and administrative activities or functions.

**Therefore, it is mutually agreed as follows:**

## **ARTICLE I**

### **TERM**

This Agreement shall become effective upon execution and shall cover \_\_\_\_\_ ( ) academic years, with the entire term to end on \_\_\_\_\_, 20\_\_.

## **ARTICLE II**

### **CONTRACTUAL RELATIONSHIP**

- A. Authority.** The Academy represents that it is authorized by law to contract with a private entity and for that entity to provide educational and management services. The Academy further represents that it has been issued a contract by the Authorizer to organize and operate a public school academy situated in North Carolina. The Academy is therefore authorized by the Authorizer to supervise and control such academy, and is vested with all powers within applicable law for carrying out the educational program contemplated in this Agreement.
- B. Contract.** Acting under and in the exercise of such authority, the Academy hereby contracts with TRG to the extent permitted by law, to provide all functions relating to the provision of educational services and the management and operation of the Academy in accordance with the terms of this Agreement and the Academy's authorizing documents.
- C. Status of the Parties.** TRG is a for-profit corporation, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Authorizing Law, and is not a division or part of TRG. The relationship between TRG and the

Academy is based solely on the terms of this Agreement.

**D. Independent Contractor Status.** The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent or employee of TRG shall be determined to be the agent or employee of the Academy except as expressly acknowledged in writing by the Academy. Notwithstanding the foregoing, TRG and its employees are designated as agents of the Academy for the limited purpose of allowing them access to educational records under the federal Family Educational Rights and Privacy Act. TRG will be solely responsible for its acts and the acts of its agents, employees, and subcontractors.

### **ARTICLE III**

#### **FUNCTIONS TO BE PERFORMED BY THE CONTRACTOR**

In consideration of the management fee paid by the Academy, TRG shall perform the following:

- A. Responsibility.** TRG shall be responsible, and accountable to the Academy, for the management, operation and performance of the Academy.
- B. Educational Program.** The educational program and the program of instruction shall be designed by TRG in cooperation with the Academy, and may be adapted and modified from time to time with prior Board approval and in conjunction with the Contract amendment process established by the Authorizer, it being understood that an essential principle of a successful, effective educational program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the Academy and TRG are interested in results and not in inflexible prescriptions.
- C. Strategic Planning.** TRG shall help design strategic plans for the continuing educational and financial benefit of the Academy.

**D. Public Relations.** TRG shall design an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for joint implementation by the Academy and its Board.

**E. Special Functions.** The services TRG will provide the Academy include, but are not limited to the following:

**Operational Public School Academy Services**

1. Financial
  - \* Develop salary schedules
  - \* Select benefit packages
  - \* Determine retirement options
2. Educational Planning
  - \* Coordinate with the Board the writing of the curriculum expansion
  - \* Recommend methods of assessments
  - \* Coordinate with the Board the writing and developing of the school improvement plans
  - \* Assist in seeking accreditation Association/Education
  - \* Assist in the development and writing of the technology plan
3. Staff Development
  - \* Workshops and seminars
  - \* Professional Growth activities
4. Problem Solving
  - \* Personnel issues
  - \* Conflict resolution
  - \* Student/parent/teacher issues
5. Compliance Issues
  - \* Membership reports
  - \* Annual reports
  - \* Annual audits
6. Equipment/Furniture
7. Contracted Services (as needed)
  - \* Maintenance (building)
  - \* Cleaning supplies/equipment
  - \* Snow removal
  - \* Lawn service
  - \* Painting



- \* Landscaping
- \* Parking lot maintenance
- \* Playground equipment
- \* Athletic equipment

Assets provided, or caused to be provided, to the Academy by TRG with funds TRG has received from sources other than the Academy under Article V shall remain the property of TRG or the providing entity unless agreed in writing to the contrary. All acquisitions made by TRG for the Academy with funds TRG has received pursuant to Article V including, but not limited to, instructional materials, equipment, supplies, furniture, computers and technology, shall be owned by and remain the property of the Academy. The Board shall retain the obligation, as provided by applicable law, to adopt written policies governing the procurement of supplies, materials, and equipment. In the event that TRG purchases supplies, materials, or equipment from third parties as agent for or on behalf of the Academy, TRG shall comply with all applicable laws.

- F. Subcontracts.** TRG reserves the right to subcontract any and all aspects of all other services it agrees to provide to the Academy, including, but not limited to transportation, food service, payroll and/or any computer services with the prior approval of the Academy Board. TRG shall not subcontract the management, oversight, staffing, or operation of the teaching and instructional program, except as specifically permitted herein or with the prior approval of the Academy Board.
- G. Place of Performance.** TRG reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off site, unless prohibited by state or local law.
- H. Student Recruitment.** TRG and the Academy shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission

policies. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with the procedures set forth in the Academy's Contract and in compliance with the Authorizing Law and other applicable law.

- I. **Legal Requirements**. TRG shall assist in providing educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Authorizing Law and the Academy's Contract, unless such requirements are, or have been waived.
- J. **Rules and Procedures**. TRG shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Academy Board.
- K. **School Years and School Day**. The school year and the school day shall be scheduled as required by law and the Academy's Contract.
- L. **Additional Grades and Student Population**. TRG in connection with the Academy Administrator shall make the recommendation to the Academy Board concerning limiting, increasing, or decreasing the number of grades offered and the number of students served per grade or in total, within the limits provided for by the Academy's Contract.

#### **ARTICLE IV**

##### **OBLIGATIONS OF THE BOARD**

The Academy shall exercise good faith in considering the recommendations of TRG and the Academy Administrator including, but not limited to their recommendations concerning policies, rules, regulations, procedures, curriculum, budgets, fund raising, public relations and school entrepreneurial affairs. TRG does understand all of these decisions

remain the responsibility of the Academy Board and may not be delegated directly to TRG.

## ARTICLE V

### FINANCIAL ARRANGEMENTS

- A. **Compensation for Services.** From \_\_\_\_\_, 20\_\_ through \_\_\_\_\_ 20\_\_ (academic years), the Academy shall pay TRG a capitation fee of an amount not to exceed (10%) percent, based upon all of the funds received by the Academy that the State of North Carolina determines the Academy is entitled to receive pursuant to the Authorizing Law, for the particular students enrolled in the Academy.
- B. **No Related Parties or Common Control.** TRG will not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of a management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and TRG that none of the voting power of the governing body of the Academy will be vested in TRG or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of TRG will be vested in the Academy or its directors, members, managers, officers, shareholders, and employees. The Academy and TRG will not employ the same individuals. Further, the Academy and TRG will not be members of the same controlled group, as defined in Section 1.150-1 (f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.
- C. **Payment of Costs.** In addition to the fee described in this Section, the Academy shall reimburse TRG for all costs incurred and paid by TRG in providing the Educational

Program and other goods and services, pursuant to Articles III, V, VI, and XI of this Agreement, at the Academy provided such costs are consistent with the Academy budget approved by the Academy Board. Such costs include, but are not limited to, advertising, typing, printing, duplicating, postage, application fees, curriculum materials, textbooks, library books, furniture and equipment, computers, supplies, salaries and related expenses of TRG employees assigned to the Academy to provide goods and services to the Academy, building payments, maintenance, capital improvements and subcontractor fees. In paying costs on behalf of the Academy, TRG shall not charge an added fee. The Academy shall not reimburse TRG for any costs incurred or paid by TRG as a result of services provided or actions taken pursuant to Articles I, II, IV, VII, VIII (except as otherwise specifically indicated), IX, X, XII, XIII, and XIV of this Agreement. The Academy Board may pay or reimburse TRG for approved fees or expenses upon properly presented documentation and approval by the Academy Board, or the Academy Board may advance funds to TRG for the fees or expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Academy Board ratification.

**D. Time and Priority of Payments.** The fee due to TRG shall be calculated for each school year at the same time as the State of North Carolina calculates the funding for public school students, and adjustments to such calculation shall occur at the same time as the State of North Carolina makes adjustments to the funding for public school students. TRG shall receive its fee as calculated pursuant to the preceding sentence in eleven (11) installments beginning in October of each school year and ending in August of each school year. Such installment amounts shall be due and payable within five (5) days of receipt by the Academy of its monthly funding. Payments due

and owing to TRG shall be made by the Academy to TRG on or before the last day of each month.

**E. Other Revenue Sources.** In order to supplement and enhance the school aid payments received from the State of North Carolina, and improve the quality of education, the Academy and TRG shall endeavor to obtain revenue from other sources. In this regard:

- (1) The Academy and/or TRG shall solicit and receive grants and donations consistent with the mission of the Academy.
- (2) Academy and/or TRG may apply for and receive grant money, in the name of the Academy subject to the prior approval of the Board.
- (3) To the extent permitted under the Authorizing Law and approved by the Academy Board, TRG may charge fees to students for extra services such as summer and after school programs, athletics, etc., and charge non-Academy students who participate in such programs. TRG and the Academy will split all revenue collected, in a proportion agreed upon by the parties in advance of TRG conducting such programs, less expenses to the Academy caused by such programs, if not prohibited by law.

**F. Other Institutions.** The Academy acknowledges that TRG may enter into similar management agreements with other public or private educational schools or institutions ("Institutions"). TRG shall maintain separate accounts for reimbursable expenses incurred on behalf of the Academy and other Institutions, and only charge the Academy for expenses incurred on behalf of the Academy. If TRG incurs authorized reimbursable expenses on behalf of Academy and other Institutions which are incapable of precise allocation between the Academy and such Institutions, to the

extent permitted under applicable law, then TRG, shall allocate such expenses among all such Institutions, and the Academy, on a pro-rata basis based upon the number of students enrolled at the Academy and the Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy or by TRG for the specific benefit of the Academy, shall be used solely for the Academy. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of TRG.

**G. Reporting.** TRG shall provide the Academy with:

- (1) All information the Academy's auditors reasonably request.
- (2) Reports on Academy operations, finances, and student performance, upon request of the Academy, the University Board or the State of North Carolina.
- (3) Level of compensation and fringe benefits of employees assigned to the Academy.
- (4) Other information on a periodic basis to enable the Academy to monitor TRG's educational performance and the efficiency of its operations of the Academy.

**H. Access to Records.** TRG shall keep accurate records pertaining to its operation of the Academy, together with all Academy records prepared by or in the possession of TRG, and, unless required by law to be retained for a longer period, retain all of said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. All financial, educational and student records pertaining to the Academy are Academy property. Such records are subject to the Authorizing Law and shall be physically available, upon request, at the Academy's physical facilities and shall be maintained in accordance with the applicable laws of North Carolina. TRG and the Academy shall maintain the proper confidentiality of

personnel, student and other records as required by law.

- I. **Review of Budget**. The Academy Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy.
- J. **Annual Audit**. The Academy Board shall select, retain, and pay for an annual financial audit in accordance with the Contract and applicable state law
- K. **Payment of Academy Funds**. TRG shall not be a signatory on any Academy Board account. All interest earned on Academy depository accounts shall accrue to the Academy.

## ARTICLE VI

### **PERSONNEL & TRAINING**

- A. **Personnel Responsibility**. Subject to the Contract, and Academy Board policies, TRG shall, in cooperation with the Academy, recommend to the Academy Board staffing levels, and select, evaluate, assign, discipline and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included within the Contract. The Academy and TRG agree that TRG has all the rights, discretion and authority required by law to constitute an “employer” as defined in 29 U.S.C. §152(2) of the National Labor Relations Act and is subject to the jurisdiction of the National Labor Relations Board. The Academy Board reserves the right to have TRG personnel placed elsewhere by TRG if the Academy is dissatisfied with their performance.
- B. **Principal**. Because the accountability of TRG to the Academy is an essential foundation of this partnership, and because the responsibility of a principal (“Principal”) is critical to its success, the Principal will be an employee of TRG and TRG will have the authority, consistent with state law, to select and supervise the

Principal and to hold him or her accountable for the success of the Academy. The employment contract with the Principal, and the duties and compensation of the Principal shall be determined by TRG with the consent of the Academy Board. The Principal and TRG, in turn, will have similar authority to select and hold accountable the teachers in the Academy.

- C. **Teachers**. Subject to the Contract and Academy Board policies, and from time to time thereafter, TRG shall recommend to the Academy Board the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. Thereafter, the Academy Board shall determine the number and applicable grade levels and subjects of the Academy. TRG shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy Board and the Contract. The curriculum taught by such teachers shall be the curriculum prescribed by the Academy and set forth by the Contract. Such teachers may, in the discretion of TRG, work at the Academy on a full or part time basis, provided that if teachers work at the Academy on a part time basis, such teachers' salaries and benefits shall be pro-rated in the Academy's budget. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by TRG. Each teacher assigned or retained to the Academy shall hold a valid teaching certificate issued by the State Board of Education under the Authorizing Law and shall have undergone a criminal background and record check and unprofessional conduct check, as required under the Authorizing Law for teachers who are employees of the Academy.
- D. **Support Staff**. TRG shall recommend, and the Academy Board shall determine, the number and functions of support staff required for the operation of the Academy. The



parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like.

**E. Employer of Personnel.** Except as specified in this Agreement, all teaching and instructional personnel performing functions on behalf of the Academy shall be employees of TRG. Compensation of all employees of TRG shall be paid by TRG. For purposes of this Agreement, "Compensation" shall include salary, fringe benefits, and state and federal tax withholdings. TRG shall be responsible for paying social security, unemployment, and any other taxes required by law to be paid on behalf of its employees. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, TRG shall not make payments to the North Carolina Public School Employees' Retirement System or any other public retirement system on behalf of its employees. TRG shall be responsible for conducting criminal background checks and unprofessional conduct checks on its employees, as if it were a public school academy under the Authorizing Law.

**F. Training.** TRG shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Such methodology shall at a minimum utilize TRG's teaching staff to utilize their own professional abilities to provide in-service training to each other. Instructional personnel will receive at least the minimum number of professional development hours as required under the Authorizing Law. Non-instructional personnel shall receive such training as TRG determines as reasonable and necessary under the circumstances.

## ARTICLE VII

### ADDITIONAL PROGRAMS

- A. **Additional Programs.** The services provided by TRG to the Academy under this Agreement consist of the Education Program during the school year and school day as set forth in the Contract. With prior approval of the Academy Board, TRG may provide additional programs including, but not limited to, adult and community education, summer school, and other special programs. In such cases where TRG is responsible for the cost of providing such additional programs, TRG and the Academy will split, in a proportion agreed upon by the parties in advance of TRG conducting such programs, with the Academy all revenues collected, less expenses to the Academy caused by such programs.
- B. **Food Service and Transportation.** TRG will not initially provide transportation services to students at the Academy. If approved by the Academy Board, the students will be provided a catered lunch program under the normal school lunch program.

## ARTICLE VIII

### TERMINATION OF AGREEMENT

- A. **Termination By TRG.** TRG may terminate the Agreement with cause prior to the end of the term specified in Article I in the event the Academy fails to remedy a material breach with sixty (60) days after notice from TRG. A material breach may include, but is not limited to, failure to make payments to TRG as required by this Agreement, or unreasonable failure to adhere to the personnel, curriculum, program, or similar material recommendations of TRG.
- B. **Termination by the Academy.** The Academy may terminate this Agreement with cause prior to the end of the term in the event that TRG should fail to remedy a

material breach within sixty (60) days after notice from the Academy. Material breach may include, but is not limited to, violation of this Agreement, violation of Academy's Contract with the Authorizer, failure to account for its expenditures or to pay operating costs (providing funds are available to do so), or unreasonable failure to meet performance standards.

- C. **Change in Law.** If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiating of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within thirty (30) days after the notice, the party requiring the renegotiation may terminate this Agreement on thirty (30) days further written notice.
- D. **Effective Date of Termination.** In the event that this Agreement is terminated by either party prior to the end of the term specified in Article I, absent unusual and compelling circumstances, the termination will become effective at the end of the current fiscal year following the notice of termination.
- E. **Expiration.** Upon expiration of this Agreement at the completion of the Contract term and where there is no renewal, or upon the termination of this agreement, whether with or without cause, TRG shall have the right to (a) reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided to the Academy at TRG's expense and not paid for by the Academy, or (b) to make payment for any such property, at the sole option of the Academy. If the Academy chooses to purchase such property, the purchase price shall be either fair market value of such property determined as of the effective date of the termination or expiration of this Agreement

or the depreciated cost of such property, whichever is less. Fixtures and building alterations shall become the property of the building owner.

## ARTICLE IX

### **PROPRIETARY INFORMATION**

- A. Proprietary Information.** The Academy owns all proprietary rights to curriculum or educational materials that: (i) are both directly developed and paid for by the Academy; or (ii) were developed by TRG at the direction of the Academy Board with Academy funds dedicated to the purpose of developing such curriculum or materials. TRG owns all proprietary rights to curriculum and educational materials previously developed or copyrighted by TRG, curriculum and educational materials developed by TRG not using funds from the Academy, and curriculum and educational materials not dedicated to the specific purpose of developing Academy curriculum or educational materials. TRG and the Academy shall each have the sole and exclusive right to license materials for which they own proprietary rights for use by other school districts, public schools and customers or to modify and/or sell material to other schools and customers. The Academy and TRG each shall use reasonable efforts to ensure that its personnel and agents refrain from disclosing, publishing, copying, transmitting, modifying, altering or utilizing proprietary information owned by the other party. TRG's educational materials and teaching techniques used by the Academy are subject to disclosure under the Authorizing Law and the Freedom of Information Act.
- B. Required Disclosure.** The Academy Administrator shall be permitted to report any new teaching techniques or methods of revisions to known teaching techniques or methods to the Academy Board and to the State Board of Education, which techniques or methods may thereafter be made available to the public, as provided by

the Authorizing Law, notwithstanding anything contained in this Article IX to the contrary.

## **ARTICLE X**

### **INDEMNIFICATION**

The Academy shall indemnify and save and hold TRG and all if its employees, officers, directors, subcontractors, and agents (collectively "TRG Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken or not taken by TRG or any of its TRG employees in the event of any claim that this Agreement or any part thereof is in violation of law; any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse TRG for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.

TRG shall indemnify and save and hold the Academy and all if its employees, officers, directors, subcontractors, and agents (collectively "Academy Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken or not taken by the Academy or any of its Academy Employees in the event of any claim that this Agreement or any part thereof is in violation of law; any noncompliance by TRG with any agreements, covenants, warranties, or undertakings of TRG contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, TRG shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.

## **ARTICLE XI**

### **INSURANCE**

TRG shall secure and maintain insurance coverage as required by applicable law and the Contract. The Academy shall maintain insurance coverages in the amounts required by the Contract. The Academy shall also maintain such insurance as shall be necessary to indemnify TRG as provided in this Agreement. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. TRG shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. TRG will list the academy as an additional insured name.

## **ARTICLE XII**

### **WARRANTIES AND REPRESENTATIONS**

The Academy and TRG each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The Academy and TRG mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse affect on its ability to perform its obligations under this Agreement.

## **ARTICLE XIII**

### **MISCELLANEOUS**

- A. Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understanding between the Academy and TRG.

- B. Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or other wise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either part's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- C. Notices.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a part to the other party:

**With a copy to:**

The Capitol Encore Academy  
82 Capron Street  
Fort Bragg, NC 28307  
Attn. President, Board of Directors

The Romine Group, Inc.  
Corporate Headquarters  
7877 Stead Street  
Utica, Michigan 48317  
Attention: Paul C. Romine

Davis Burket Savage Listman Brennan  
10 S. Main Street  
Suite 401  
Mt. Clemens, MI 48043  
Attention: John L. Burket

- D. Severability.** The invalidity of any of the covenants, phases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phase, or clause had not been contained in this Agreement.
- E. Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

- F. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services.
- G. **Non-Waiver.** No failure of either party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.
- H. **Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party.
- I. **Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.
- J. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the law of the State of North Carolina.

The parties have executed this Agreement as of the day and year first above written.

**THE ROMINE GROUP, INC.**

**THE CAPITAL ENCORE ACADEMY**

\_\_\_\_\_  
BY:

\_\_\_\_\_  
BY:

ITS:

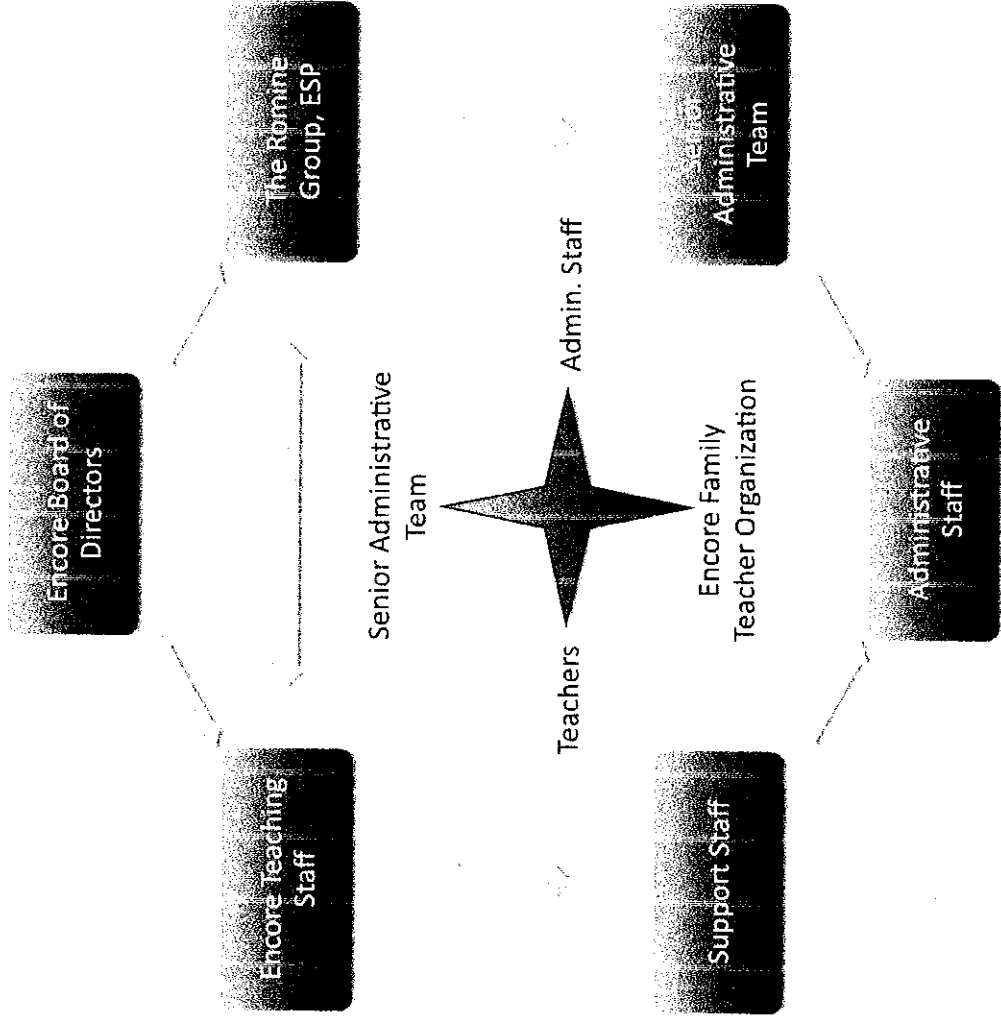
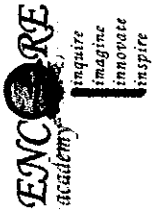
ITS: President

DATE:

DATE:



# The Capitol Encore Academy Organizational Chart



# *The Capitol Encore Academy Founding Board of Directors*

*"To make a difference is not a matter of accident, a matter of casual occurrence of the tides. People choose to make a difference."*

*--Maya Angelou*



*Jeremy Feibig  
Melissa Huggins  
Marye Jeffries  
Wallis Quaintance  
April Reibestein*

*Encore Academy ~The Art of Success*

WALLIS QUAINANCE  
910-849-4401  
wallisquaint@gmail.com

Professional Experience

*Richard Merkin Middle School; Los Angeles; 6<sup>th</sup> Grade Humanities Teacher 2008-2011*

- Member school of The Alliance for College-Ready Public Schools
- Plan and teach differentiated lessons for English and Social Studies according to California State Standards
- Plan and administer varied and frequent formative and summative assessments of 6<sup>th</sup> grade English and Social Studies content
- Communicate regularly with parents regarding student behavior and academic progress
- Organize field trips for 150 6<sup>th</sup> graders.
- Advise a group of 30 students from 6<sup>th</sup> through 8<sup>th</sup> grade in academic and personal matters.
- Attend and participate in weekly Professional Development meetings as well as regular Alliance Wide Professional Development days throughout the school year.

*The Arts Center; Carrboro, North Carolina; Summer Drama Camp Instructor 2010*

- planned and provided instruction in drama for K-6<sup>th</sup> grades
- prepared and facilitated culminating presentation for parents at end of 2 week session

*Marlborough Summer School; Los Angeles; Teacher/Counselor/Office Staff 1999-2001; 2005-06*

- Organized "Camp Mustang" for K-3 students
- Organized and managed student performances and demonstrations.
- Organized & Ran After School Care Program for all students.
- Taught K-1, 2-3 Drama Class culminating with the performance of a play.
- Worked with parents and students to create student class schedules
- Performed general administrative office duties in preparation for the start of classes.

*Starbucks Coffee Company; Los Angeles; Assistant Store Manager 2006-2008*

- Responsible for ordering and tracking use of all store supplies
- Run shifts and manage staff on floor by assigning tasks and giving breaks
- Responsible for all cash handling during assigned shift
- Intervene as necessary to resolve conflict between partners and/or customers
- Communicate store needs and partner performance to Store Manager
- Perform all customer service duties.

*The Gage Group, Inc. Talent Agency; New York City; Executive Assistant 2002-2004*

- Worked with casting directors to get actors to auditions.
- Wrote and updated clients resumes and biographies for theatrical publications.
- Submitted actors for commercial auditions when agent was out.
- Managed office files, ordered supplies and maintained records.
- Maintained stock of actors' headshots.
- Typed and compiled submission packets to be sent out to casting directors.
- Managed house seats for actors in Broadway shows and worked with general managers of shows to obtain tickets for top industry executives.

*UCLA School Management Program; Los Angeles/Palm Springs; Intern 1998*

- Assisted in the preparation of materials for large educational conferences.
- Greeted and aided conference attendees.
- Set up rooms with all necessary materials for conference moderators.
- Worked with hotel staff and administration to coordinate meals for conference moderators.

Volunteer Experience

- *Los Angeles Team Mentoring 2008-Present*
- *The Riverside Church AIDS Walk Team Leader 2003 & 2004, New York City*
- *AIDS Walk Los Angeles; Star Walker/Team Leader*
- *Impact/Prepare Self Defense Teaching Assistant, New York City*
- *Woodlawn Avenue Elementary Classroom Assistant, Los Angeles*
- *L.A. Works city wide community service day*
- *Habitat for Humanity*
- *Hair & Makeup Design for Bat Boy: The Musical at Marlborough School, Los Angeles*

Education

- *M.S. in Education from Mount Saint Mary's College*
  - o *Master's Topic: Using Drama as a Means to Increase Academic Achievement in Social Studies*
- *B.F.A. in Drama with a double major in History from New York University Tisch School of the Arts 2002; Graduated with Honors*
  - o *Conservatory study at The Atlantic Theater Company's and Stonestreet Film and Television Institute's NYU programs*

Credentials

- California Multiple Subject Preliminary Teaching Credential 2010
- Waiting approval of North Carolina Professional Teacher License

**Jeremy Fiebig**  
Director  
(910) 916-0281  
Email: jfiebig@uncfsu.edu

## **Education**

MFA, Mary Baldwin College, 2007.

Major: Directing emphasis, Shakespeare and Renaissance Literature in performance  
Dissertation Title: Text, Context, Subtext, Paratext; Or, A Fletcher and His Arrows: A Director's Look at The Two Noble Kinsmen in Performance

Master of Letters (M.Litt), Mary Baldwin College, 2005.

Major: Directing emphasis, Shakespeare and Renaissance Literature in Performance  
Dissertation Title: 'Ourself shall mingle with society': Commendatory Plays and Original Staging

BA, William Jewell College, 2003.

Major: Theatre (Honors) and Cultural Performance Studies  
Supporting Areas of Emphasis: Performance

## **Artistic and Professional Performances and Exhibits**

### **Theatre Director**

Director, "As You Like It", Gilbert Theater, Fayetteville, North Carolina, (March-April 2012)

Director, "A Midsummer Night's Dream", Fayetteville State University Theatre Company, Fayetteville, North Carolina, (November 2011)

Director, "Timon of Athens", American Shakespeare Center Theatre Camp, Staunton, Virginia, (July 2012).

Assistant Director, Dramaturg, "A Midsummer Night's Dream", Koka Booth Amphitheatre/Town of Cary, Cary, North Carolina, (August 2011).

Director - Staged Reading, "A Game at Chess", American Shakespeare Center, Staunton, Virginia, (March 2011).

Director, "Peer Gynt", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (April 2010).

Director, "Godspell", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (February 2010).

Director, "The Merchant of Venice", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (November 2009).

Director, "The Importance of Being Earnest", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (February 2009).

Director, "Julius Caesar", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (November 2008).

Director, "True West", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (April 2008).

Director, "Twelfth Night", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (November 2007).

Director, "The Tempest", Young Company Theatre Camp, American Shakespeare Center, Staunton, Virginia, (July 2007).

Director, "The Two Noble Kinsmen", Washington Shakespeare Festival, Washington, DC, Academic, Regional, (January 2007).

Director, "Scenes from Shakespeare", Virginia Governor's School, Fishersville, Virginia, (2006).

Director, "The Pied Piper of Hamelin", Golden Duck Productions, Staunton, Virginia, (2006).

Director, "The Winter's Tale", University Wits, Mary Baldwin College, Staunton, Virginia, (May 2005).

Director, "Macbeth", Mary Baldwin College, Staunton, Virginia, Academic, Local. (August 2004).

Assistant Director, Stage Manager, Understudy, "Othello", American Shakespeare Center, Staunton, Virginia, (August 2006 - November 2006).

Assistant Director, Dramaturg, Stage Manager, Understudy, "Macbeth", American Shakespeare Center, Staunton, Virginia, (June 2006 - November 2006).

Assistant Director, Stage Manager, Understudy, "The Tempest", American Shakespeare Center, Staunton, Virginia, (June 2006 - November 2006).

Assistant Director, Stage Manager, Understudy, "The Tempest", American Shakespeare Center, Staunton, Virginia, (June 2006 - November 2006).

Directing Intern, "All's Well That Ends Well", American Shakespeare Center, Staunton, Virginia, (August 2005 - November 2005).

### **Theatre Producer**

Producer, "The Taming of the Shrew", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (May 2010).

Producer, "24 Hour Theatre Project", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (September 2009).

Producer, "24 Hour Theatre Project", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (September 2008).

Producer, "A Midsummer Night's Dream", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (May 2008).

Producer, "24 Hour Theatre Project", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (March 2008).

Producer, "24 Hour Theatre Project", University Wits, Mary Baldwin College, Staunton, Virginia, Non- (2005).

Producer, "King John", University Wits, Mary Baldwin College, Staunton, Virginia, Non-Invited. (2005).

Producer, "The Trial Has No Name", University Wits, Mary Baldwin College, Staunton, Virginia, Non-(2005).

Producer, "24 Hour Theatre Project", University Wits, Mary Baldwin College, Staunton, Virginia, Non- (2004).

### **Theatre Design (all elements)**

Collins, A., Theatre Design (all elements), "Peer Gynt", Waldorf College Theatre, Waldorf College, Forest City, Iowa, Academic, Regional, Invited. (April 2010).

Design (all elements), "Godspell", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (February 2010).

Design (all elements), "The Merchant of Venice", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (November 2009).

Design (all elements), "Our Town", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (October 2009).

Design (all elements), "South Pacific", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (April 2009).

Design (all elements), "The Importance of Being Earnest", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (February 2009).

Design (all elements), "Julius Caesar", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (November 2008).

Design (all elements), "Tag Team (world premiere)", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (October 2008).

Design (all elements), "True West", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (April 2008).

Design (all elements), "Woman in Mind", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (February 2008).

Design (all elements), "Twelfth Night", Waldorf College Theatre Touring Company, Waldorf College, Forest City, Iowa, (November 2007).

Design (all elements), "The Car", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (October 2007).

Design (all elements), "The Winter's Tale", Waldorf College Theatre, Waldorf College, Forest City, Iowa, Non-(May 2005).

Design (all elements), "Macbeth (dual productions)", Waldorf College Theatre, Waldorf College, Forest City, Iowa, (August 2004).

### **Theatre Perform**

Actor, "A Midsummer Night's Dream", Koka Booth Amphitheatre/Town of Cary, Cary, North Carolina. (August 2012).

Actor, "Richard III", Pigeon Creek Shakespeare, Grand Haven, Michigan, Regional, (July 2008 August 2008).

Actor, "As You Like It", Pigeon Creek Shakespeare, Grand Haven, Michigan, Regional, (June 2008 August 2008).

## **Professional Positions**

### **Academic Post-Secondary**

Assistant Professor of Theatre & Directing, Fayetteville State University. (August 9, 2010 - Present).

Adjunct Faculty, Columbia Southern University. (June 2009 June 2010).

Assistant Professor & Managing Director of Theatre, Waldorf College. (August 15, 2007 June 15, 2010).

Adjunct Faculty & Guest Director, Indiana Wesleyan University. (January 1, 2007 February 15, 2007).

### **Professional**

Editor-in-Chief, The Shakespeare Standard. (January 1, 2010 - Present).

Equity Member Candidate, Actors' Equity Association. (June 2006 - Present).

Guest Artist, Pigeon Creek Shakespeare. (June 2008 August 2008).

Resident Assistant Director, Stage Manager & Understudy, American Shakespeare Center. (July 1, 2006 November 30, 2006).

Intern, Harriman-Jewell Fine Arts Series. (May 2003 July 2003).

## **Professional Memberships**

Literary Managers & Dramaturgs of the Americas. (2011 - Present)  
Association for Theatre in Higher Education. (2007 - Present).

United States Institute of Theatre Technology. (2007 - Present).

Shakespeare Association of America. (2006 - Present).

## **TEACHING**

### **Teaching Experience**

#### **Fayetteville State University**

SPEE 420, Senior Seminar, 1 course.

THEA 203, Introduction to Theatre, 4 courses.

THEA 334, Theatre Management, 1 course.

THEA 333, Play Directing, 1 course.

THEA 421, Play Production, 1 course.



## RESEARCH

### Published Intellectual Contributions

In Jeremy Fiebig, Brett Gann (Ed.), *The Shakespeare Standard*.  
<http://theshakespearestandard.com>: The Shakespeare Standard.  
[theshakespearestandard.com](http://theshakespearestandard.com)

(2011). In Hardy M. Cook (Ed.), *SBReviews\_10: B&N The Merchant of Venice* (SBReview\_10 ed.). SHAKSPER Global Electronic Shakespeare Conference ([shaksper.net](http://shaksper.net)).  
<http://shaksper.net/archives/files/reviews.html>

AuFrance, R., Biggs, D., Alsop, R. (2008). *Shakespeare Minor*. Forest City, Iowa: Waldorf College. [waldorf.edu](http://waldorf.edu)

(2006). In Ralph Alan Cohen (Ed.), *Shakespeare's Jamestown: "Players"*. Staunton, Virginia: American Shakespeare Center. [jamestown.americanshakespearecenter.com](http://jamestown.americanshakespearecenter.com)

### - Presentations Given

(- Presenter & Author), Shakespeare Theatre Association of America Annual Conference, "The Future of Shakespeare and STAA on the Web (Plenary)," Shakespeare Theatre Association of America, Boulder, Colorado. (January 8, 2011).

(- Presenter & Author), Shakespeare Association of America, Shakespeare Association of America, Chicago, Illinois. (April 2010).

Illinois High School Theatre Festival, "Naked Shakespeare," Illinois State High School Theatre Association, Illinois State University, Normal, Illinois. (January 2010).

APPOSITIONS e-Conference, "Everything New is Old Again, or Practical Pedantry: Audience Inductive Techniques on the Stage," APPOSITIONS: Studies in Renaissance/Early Modern Literature & Culture, <http://appositions.blogspot.com>. (February 2009).

Illinois High School Theatre Festival, "Surviving Shakespeare," Illinois State High School Theatre Association, Illinois State University, Normal, Illinois. (January 2009).

Illinois High School Theatre Festival, "Surviving Shakespeare," Illinois State High School Theatre Association, University of Illinois, Champaign-Urbana, Illinois. (January 2009).

Kennedy Center American College Theatre Region V Festival, "Designing Shakespeare," Kennedy Center American College Theatre Festival, Omaha, Nebraska. (January 2009).

Kennedy Center American College Theatre Region V Festival, "Shakespeare's Staging," Kennedy Center American College Theatre Festival. (January 2008).

West Virginia Shakespeare Conference, "Malvolio in Purgatory: Tragedy and the Deuteronomic Cycle in Twelfth Night," West Virginia Shakespeare Association, Marshall University, Huntington, West Virginia. (April 2006).

Third Blackfriars Conference, "Ourself will mingle with society: Commendatory Plays and Original Staging," American Shakespeare Center, Staunton, Virginia. (October 2005).

College English Association Annual Conference, "Lear Unwritten: Examining new and Renewed Aesthetics," College English Association, Richmond, Virginia. (2004).

## **Awards and Honors**

Best Scene Design, Chi Sigma Theta Chapter, Southwest Baptist University. (2004).

Graduation with Honors in Theatre, William Jewell College Honors Committee. (2003).

## **Intellectual Contributions in Submission**

### **Book Chapters**

All Stage World: Training 21st Century Audiences for Early Modern Plays. In Annalisa Castaldo, Rhonda Knight (Ed.), *Play'd to Great Applause*.

Griffie, D. *Production Practicum*. FAYETTEVILLE: Fayetteville State University.

*Shakespeare Studio*. FAYETTEVILLE: Fayetteville State University.

Griffie, D. *Theatre Major Curriculum*. FAYETTEVILLE: Fayetteville State University.

## **Professional Service**

Editorial Review Board Member, SHAKSPER Book Review Panel. (September 2010 - Present).

Guest Speaker, Sacred Heart Homeschool Group, Staunton, Virginia. (2006).

Member, Educational Policy Committee -M.Litt/MFA Program, MARY Baldwin College, Staunton, Virginia. (2005 2006).

Officer, President/Elect/Past, University Wits, Graduate Producing Organization at Mary Baldwin College, Staunton, Virginia. (2005 2006).

Tour Leader, American Shakespeare Center, Staunton, Virginia. (2004 2006).

Guest Speaker, Indiana Wesleyan University, Marion, Indiana. (January 2006).

Guest Speaker, Eastern Mennonite University, Harrisonburg, Virginia. (2005).

Co-Artistic Director, University Wits, Graduate Producing Organization at Mary Baldwin College, Staunton, Virginia. (2004 2005).

Editor, Book, Prestwick House/American Shakespeare Center, Clayton, Delaware. (July 1, 2005).

Editor, Book, Prestwick House/American Shakespeare Center, Clayton, Delaware. (March 1, 2005).

Editor, Book, Prestwick House/American Shakespeare Center, Clayton, Delaware. (January 1, 2005).

## **Awards and Honors**

### **Service, Institutional**

Mortar Board, Mortar Board. (2002).

## **Marye J. Jeffries, Ed.D.**

Dr. Marye J. Jeffries is the former Associate Vice Chancellor of Academic Affairs and Director of Summer School at Fayetteville State University in Fayetteville, N. C. In 1998 when Jeffries retired, she held the rank of Associate Professor of Education. During her 25-year tenure at FSU, in addition to teaching undergraduate and graduate courses in Education, she served the University in numerous capacities. Dr. Jeffries has held the positions of Director of Continuing Education, Director the Weekend and Evening College, and Director of the Early Childhood Learning Center.

Dr. Jeffries received her Bachelor of Arts Degree in Sociology from Samuel Huston College in Austin, Texas, her Masters of Education and Doctor of Education from the University of North Carolina at Chapel Hill, North Carolina.

Dr. Jeffries has served the community in many ways. She is the past Chairperson of the Board of Trustees at Fayetteville Technical Community College and the Fayetteville Cumberland County Arts Council. Dr. Jeffries is a former member of the Cumberland county Coliseum Board, where she also served as Chairperson.

Dr. Jeffries is a life member of the Alpha Kappa Alpha Sorority, Inc, and served as Mid-Atlantic Regional Director from 1986-1990. As a member of the Fayetteville Chapter of The Links, Incorporated; she is a Past President of the Fayetteville Chapter. She held the positions of Southern Area Protocol Chairperson as well as the National Protocol Chairperson. Presently, she is a member of The Links, Incorporated National Historically Black Colleges and Universities Initiative. This Initiative has recently been funded for over \$500,000.00 to assist five community colleges and five four-year institutions to increase the graduation rates of minority students. She is a past President of Jack and Jill of America, Inc., Fayetteville Chapter and the Fayetteville Holidays, Inc. Dr. Jeffries is a subscribing Life member of the NAACP.

Dr. Jeffries a member of College Heights Presbyterian Church where she has served as a Deacon and now serves as an active Elder. She is a Past Moderator of the church's Presbyterian Women and former member of the Church Kindergarten Board of Directors. Dr. Jeffries now serves on the Strategic Planning and Organizational Review Committee of the Coastal Carolina Presbytery.

Dr. Jeffries has received numerous professional, civic and church awards for her contributions to the Fayetteville/Cumberland County Community, for dedicated service to education, the artistic and cultural life, and planning and development through leadership positions on numerous governing boards. In 2005, Dr. Jeffries was selected as the Grand Marshal for the Dr. Martin Luther King, Jr. Parade here in Fayetteville. In 2005 she was the recipient of The Order of the Long Leaf Pine and in 2008 she was awarded the Old North State Award. Both are for dedication and service to the State of North Carolina.

Dr. Jeffries was married to the late Captain (retired) Onde H. Jeffries. She is the proud

mother of Dr. Kimberly Jeffries Leonard of Washington, DC and Mr. Kenneth Jeffries of Bowie, Md. Her grandchildren are her pride and joy. She is the daughter of Mrs. Lorraine Tillmon of Spring Lake, N.C., who is her inspiration and role model.

# APRIL S. REIBESTEIN

19 Hunt Street  
Fort Bragg, NC 28307  
910-580-4433  
[Areibestein@gmail.com](mailto:Areibestein@gmail.com)

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## EDUCATION and CREDENTIALS

- State of Texas English Language Arts and Reading (8-12) Teaching Certificate: Effective 8/10/2005-12/31/2010
- State of North Carolina English (9-12) Teaching License: Effective 7/01/2003-6/30/2005
- Completed NC TEACH and 12 master's credits in education: Fayetteville State University, April 2003
- Graduate of College of Saint Benedict, Saint Joseph, Minnesota, May 1998
  - Bachelor of Arts degree in English and music performance
  - Academic honor graduate: Cum Laude
  - Study abroad participant: London, England: Spring Semester 1998

## WORK EXPERIENCE

- **Academic Advisor I.** *College of Liberal and Fine Arts at the University of Texas at San Antonio, 9/04-1/06.* Advised students individually and in groups about the development of educational plan options and campus resources available. Worked closely with the Advising Center Director and other academic advisors to provide timely information on course/degree options and university policies. Made appropriate referrals to university services. Participated in new student and international student orientation advising programs. Assisted in registration as needed. Verified student prerequisite requirements.
- **English Teacher, Hoke County High School, 7/02-5/04.** Taught English II and English II: Honor's (focus on world literature and writing) to 10<sup>th</sup> grade students. Daily informal advisement to students. Homeroom teacher/advisor for 11<sup>th</sup> and 12<sup>th</sup> grade students. Responsible for extensive planning including task analysis, pacing guides, weekly and daily lesson plans. Made appropriate academic, behavioral, and social work referrals as needed. Co-Sponsor of Beta Club.
- **Program Manager, Institute of Pacific Rim Studies at Saint Martin's College, 11/98 – 6/01.** Managed international exchange programs (groups consisted of middle school, high school, college, or adult participants) from around the Pacific Rim region, including Japan, Russia, and China. Handled logistics/scheduling of programs and supervised program staff. Advised international students. Wrote and edited institute newsletter. Managed department budget. Coordinated volunteer programs.

## ADDITIONAL POSITIONS

- **Music Department Assistant, College of St. Benedict/St. John's University, 9/96-5/98.**
- **Teaching Assistant, College of St. Benedict, 9/96-5/97.**
- **Conference Planning Assistant, College of St. Benedict, 12/94-8/95, summer 1996.**

## VOLUNTEER POSITIONS

- **Classroom Volunteer, Bowley Elementary School, 9/10-present**
- **French Hornist, Fayetteville Symphonic Band, 10/10-present**
- **Media Center Volunteer, Bowley Elementary School, 9/11-present**
- **FRG Volunteer/Care Team Member, 782 BSB, 12/11-present**

**Melissa Huggins**  
82 Capron Street  
Fort Bragg, NC, 28307  
910 960 8200  
[hugginsjl@aol.com](mailto:hugginsjl@aol.com)

**Academic Background:**

**Bachelor of Science in Nursing, (1995)**

University of Hawaii, Manoa

**Personal Summary:**

- More than 25 years of experience as a Department of Defense Volunteer.
- Strong organization and planning skills.
- Excellent verbal and written communication skills.
- Strong interpersonal skills.
- Energetic and detail oriented.
- Proficient in PowerPoint, Excel and Word.
- Excellent management and leadership skills.
- Ability to work well independently.

**Professional Experience:**

Army Family Readiness (FRG) Advisor/Leader  
Company Level (250 soldiers & family members)  
Battalion Level (800 soldiers & family members)  
Brigade Level (4000 soldiers & family members)  
Division Level (25,000 soldiers & family members)

**Duties:**

- Planned and facilitated FRG Advisory and Steering Committee Meetings.
- Planned and executed multiple types of events, to include social, team building, conferences, symposiums, training, etc...
- Participated in the planning and execution of training for casualties to include notification, care team training, & memorial services.
- Community and Department of Army agency referral.
- Volunteer recruitment, training, record keeping, and recognition.
- Planned, executed and hosted multiple social events to include luncheons, dinner parties, receptions (for up to 500), formal balls welcomes, farewells, etc....
- Planned, facilitated and executed multiple fundraising events to include auctions, golf tournaments, runs, sales of food and items, etc...
- Served as a leader, mentor, trainer, facilitator, to junior Army spouses
- Performed other duties as needed.

**Community Volunteer for Various Organizations**

Officer's Spouses Club  
Red Cross  
USO  
Military Child Education Coalition  
Landings Military Relief Fund  
Church  
82<sup>nd</sup> Wounded Warrior Committee  
Fayetteville Cares

**BYLAWS OF THE CAPITOL ENCORE ACADEMY,  
a North Carolina Nonprofit Corporation**

**ARTICLE I  
NAME**

The name of the Corporation shall be THE CAPITOL ENCORE ACADEMY (the "Corporation").

**ARTICLE II  
PURPOSES**

The purposes for which the Corporation is organized are:

(A) The Corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. §115C-238.29A *et seq.*;

(B) The Corporation is organized exclusively for the purpose of receiving and administering funds for charitable, educational and scientific purposes as described in Section 501(c)(3) of the Internal Revenue Code (the "Code") including for such purposes, the making of grants and distributions to organizations that qualify as exempt organizations under Section 501(c)(3) and 170(c)(2) of the Code and conducting all activities incidental or necessary to accomplish the foregoing purposes, or as otherwise permitted by Section 501(c)(3) of the Code.

**ARTICLE III  
OFFICES**

- 3.01 *Registered Office.* The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation's registered office shall be located in the State of North Carolina, and shall be the business office of the resident agent.
- 3.02 *Principal Office.* The principal business office of the Corporation shall be at such place within the state of North Carolina as the board of directors may determine from time to time.
- 3.03 *Other Offices.* The board of directors may establish other offices in or outside the state of North Carolina.

**ARTICLE IV**  
**MEMBERS**

The Corporation shall have no members.

**ARTICLE V**  
**BOARD OF DIRECTORS**

- 5.01 *General Powers.* The business, property, and affairs of the Corporation shall be managed by the board of directors (the "Board").
- 5.02 *Number.* There shall be not less than five (5) nor more than seven (7) directors on the Board as shall be fixed from time to time by the Board.
- 5.03 *Tenure.* Each director of the Corporation shall hold office until the director's death, resignation, or removal.
- 5.04 *Resignation.* Any director may resign at any time by providing written notice to the Corporation. The resignation will be effective on receipt of the notice or at a later time designated in the notice. A successor shall be appointed as provided in section 5.06 of the bylaws.
- 5.05 *Removal.* Any director may be removed with cause by the remaining directors on the Board.
- 5.06 *Board Vacancies.* A vacancy on the Board may be filled with a person selected by the remaining directors of the Board.
- 5.07 *Annual Meeting.* An annual meeting shall be held each year during the third (3<sup>rd</sup>) month following the end of the Corporation's fiscal year. If the annual meeting is not held at that time, the Board shall cause the meeting to be held as soon thereafter as is convenient.
- 5.08 *Regular Meetings.* Regular meetings of the Board may be held at the time and place as determined by resolution of the Board without notice other than the resolution.
- 5.09 *Special Meetings.* Special meetings of the Board may be called by the president or any two directors at a time and place as determined by those persons authorized to call special meetings. Notice of the time and place of special meetings shall be given to each director in any manner at least three (3) days before the meeting.
- 5.10 *Statement of Purpose.* Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice for that meeting.



- 5.11 ***Waiver of Notice.*** The attendance of a director at a board meeting shall constitute a waiver of notice of the meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, the director may submit a signed waiver of notice that shall constitute a waiver of notice of the meeting.
- 5.12 ***Meeting by Telephone or Similar Equipment.*** A director may participate in a meeting by conference telephone or any similar communications equipment through which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting. If the Board holds a meeting by use of conference telephone, it shall provide a location and means whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by the North Carolina Open Meetings Law.
- 5.13 ***Quorum.*** A majority of the directors then in office constitutes a quorum for the transaction of any business at any meeting of the Board. Actions voted on by a majority of directors present at a meeting where a quorum is present shall constitute authorized actions of the Board.
- 5.14 ***Open Meetings and Public Records Laws.*** The foregoing provisions notwithstanding, all meetings of the Board and any Committee of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 of the North Carolina General Statutes.
- 5.15 ***Conflicts of Interest.*** If a matter before the Board places directors in a conflict of interest between the interests of the Corporation and the interest of the director, or the director's family or business, the director with the conflict shall be prohibited from participating in the discussion and vote on that matter. In addition the Corporation shall comply with the voting and disclosure provisions of the director conflict of interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

## **ARTICLE VI COMMITTEES**

- 6.01 ***General Powers.*** The Board, by resolution adopted by a vote of a majority of its directors, may designate one or more committees, each committee consisting of one or more directors. The Board may also designate one or more directors as alternate committee members who may replace an absent or disqualified member at a

committee meeting. If a committee member is absent or disqualified from voting, then members present at a meeting who are not disqualified from voting may, whether or not they constitute a quorum, unanimously appoint an alternate committee member to act at the committee meeting in place of the absent or disqualified member. All committees designated by the Board shall serve at the pleasure of the Board.

A committee designated by the Board may exercise any powers of the Board in managing the corporation's business and affairs, to the extent provided by resolution of the Board. However, no committee shall have the power to:

- (a) amend the articles of incorporation;
- (b) adopt an agreement of merger or consolidation;
- (c) amend the bylaws of the corporation;
- (d) fill vacancies on the Board; or
- (e) fix compensation of the directors for serving on the Board or on a committee.

**6.02 Meetings.** Committees shall meet as directed by the Board, and their meetings shall be governed by the rules provided in Article III for meetings of the Board. Minutes shall be recorded at each committee meeting and shall be presented to the Board.

## **ARTICLE VII OFFICERS**

**7.01 Number.** The officers of the corporation shall be appointed by the Board. The officers shall be a president, a secretary, and a treasurer. There may also be a chairperson, vice president, and such other officers as the Board deems appropriate. The president shall be a voting member of the Board. Two or more offices may be held by the same person, but such person shall not execute, acknowledge, or verify an instrument in more than one capacity if the instrument is required by law or by the president or by the Board to be executed, acknowledged, or verified by two or more officers.

**7.02 Term of Office.** Each officer shall hold office for the term appointed and until a successor is appointed and qualified. An officer may resign at any time by providing written notice to the corporation. Notice of resignation is effective on receipt or at a later time designated in the notice.

**7.03 Removal.** An officer appointed by the Board may be removed with or without cause by vote of a majority of the Board. The removal shall be without prejudice to the person's contract rights, if any. Appointment to an office does not of itself create contract rights.

**ARTICLE XII  
AMENDMENTS**

The Board, at any regular or special meeting may amend or repeal these bylaws, or adopt new bylaws by vote of a majority of the directors, if notice setting forth the terms of the proposal has been given in accordance with any notice requirement for such meeting of the Board.

**SECRETARY'S CERTIFICATE**

This is to certify that the foregoing Bylaws of THE CAPITOL ENCORE ACADEMY were duly adopted by resolution of the Board effective as of the \_\_\_\_\_ day of \_\_\_\_\_, 2012.

IN WITNESS WHEREOF, the undersigned, the duly elected and acting Secretary, has signed this Secretary's Certificate.

This the \_\_\_\_\_ day of \_\_\_\_\_, 2012

\_\_\_\_\_

Date: \_\_\_\_\_

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

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

1. The name of the corporation is: THE CAPITOL ENCORE ACADEMY
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:  
Number and Street 82 CAPRON STREET  
City, State, Zip Code FORT BRAGG, NC 28307 County CUMBERLAND
4. The mailing address *if different from the street address* of the initial-registered office is:  
\_\_\_\_\_
5. The name of the initial registered agent is:  
MELISSA HUGGINS
6. The name and address of each incorporator is as follows: PAUL ROMINE, 7877 STEAD, UTICA, MI 48317  
\_\_\_\_\_  
\_\_\_\_\_
7. (Check either a or b below.)  
a.  The corporation will have members.  
b.  The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:  
Number and Street 82 CAPRON STREET  
City, State, Zip Code FORT BRAGG, NC 28307 County CUMBERLAND
11. The mailing address *if different from the street address* of the principal office is:  
\_\_\_\_\_

**THE CAPITOL ENCORE ACADEMY**  
**ARTICLES OF INCORPORATION**  
**SUPPLEMENTAL PROVISIONS**

**Supplement to Article 2.** The Corporation is organized exclusively for the purpose of receiving and administering funds for charitable, educational and scientific purposes as described in Section 501(c)(3) of the Internal Revenue Code (the "Code") including for such purposes, the making of grants and distributions to organizations that qualify as exempt organizations under Section 501(c)(3) and 170(c)(2) of the Code and conducting all activities incidental or necessary to accomplish the foregoing purposes or otherwise permitted by Section 501(c)(3) of the Code.

**Supplement to Article 8.** On dissolution of the Corporation, after paying or providing for the payment of all of the liabilities of the Corporation, the Corporation's assets shall be distributed (1) for one or more exempt purposes within the meaning of IRC 501(c)(3), or the corresponding section of any future federal tax code or (2) to the federal government, or to a state or local government, for a public purpose. Any assets not disposed of shall be disposed of by the circuit court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations that the court shall determine and that are organized and operated exclusively for such purposes.

**Additional Provisions – Article 9.** The Corporation will at all times be conducted as an organization described in Section 501(c)(3) of the Code. The Corporation will not carry on any activities which are not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, (b) a corporation eligible to receive tax deductible contributions under Section 170(c) and Section 2055, Section 2522

or Section 2106 of the Code, or (c) a nonprofit corporation organized under the laws of the State of Michigan pursuant to the Act.

No part of the assets or net earnings of the Corporation may inure to the benefit of or be distributable to its Trustees, officers, or other private persons; provided, however, that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its charitable purposes.

No substantial part of the activities of the Corporation will be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office and will not publish or distribute statements relating to political campaigns.

**The Capitol Encore Academy**  
**Community and Family Partnerships**



The Capitol Encore Academy has the advantage of building upon many already outstanding community partnerships. These will be sustained and enhanced with a goal of tailoring our community partnerships in a manner that directly supports the educational plan and goals of the school. The core community partnerships listed below will be pursued and expanded in close consultation with the faculty. There are numerous additional community partnerships being explored and considered. Community partnerships will also be regularly reviewed and overseen by the Board of Directors.

1.) Fayetteville Technical Community College: Encore has developed support from the potential partnership between the school and the college. Encore will benefit from working with the FTCC Arts Department to offer a mutual benefit of its students to interact with the Encore students to enhance the teaching and learning of the Arts. Additionally, Encore HS students will have the opportunity to utilize dual enrollment through FTCC not only to enhance the study of the arts at the college level, but also other programs not provided at Encore Academy. Encore students will work with an FTCC liaison in partnership with Encore counselors to receive high school and college credit for college courses.

2.) The Council for the Arts: Encore has developed a supportive relationship with the Fayetteville Council for the Arts. The Council for the Arts will be located in close proximity to the school and will offer the opportunity to participate in shows and exhibits at the Council in addition to participation in the Artists in Schools program. The program is designed to help local artists give back to the community and support arts education by guest teaching in K-12 educational classrooms in a high quality arts teaching and learning experience. Additionally, the Fourth Friday venue in downtown Fayetteville, will give opportunity for these partnerships to work together to share and experience school and local artist work together in celebration. Please see attachment {Encore Arts Council Letter of Support}

3.) Parental Involvement: Encore will develop a "Family Teacher Organization" (FTO). Encore recognizes that the age-old adage "it takes a village to raise a child" is of strong importance today. It is no longer just parents raising children and includes extended family. The goal of the FTO is to develop a core of involved caregivers to lead an effort in increasing family involvement in the education of their children. The concept of the FTO is to enhance relationships between teachers and caregivers by building strong family school partnerships. Monthly meetings will highlight family engagement strategies.

Every caregiver with a child at Encore will have a voice in the FTO. The primary goal of this organization is to encourage, engage, and energize our students to reach and surpass their goals. Research supports the notion that children do best when their families are actively involved in their education; playing a variety of roles both at home and in the



**ARTS COUNCIL**  
FAYETTEVILLE/CUMBERLAND COUNTY

April 4, 2012

To Whom It May Concern:

The Arts Council of Fayetteville/Cumberland County supports Encore Academy's focus on arts-based education in our community.

The Arts Council supports individual creativity, cultural preservation, economic development and life-long learning through the arts. We believe that in today's globally competitive world, innovative thinking and creativity are essential for all school children. High quality, standards-based instruction in the arts develops these skills and effectively engages, retains, and prepares future-ready students for graduation and success in an entrepreneurial economy.

The Arts Council provides matching grants for Arts in Education programs in K-12 schools throughout Cumberland County and Ft. Bragg, generally reaching over 50,000 students annually. We provide on-going art exhibitions for school tours at the Arts Council Building throughout the year and serve as a vital resource for arts education planning.

If developed, the Encore Academy would have access to grant funding for artist performances, workshops and residencies for cross-curricular studies throughout the year, as well as access to on-going arts and cultural programs presented in our facility. The proximity of the school to the Arts Council facility would provide great opportunity for innovative programs focused on the arts and cultural resources of our community. The Arts Council produces the International Folk Festival annually, which celebrates the cultural heritage of our citizens from around the world. Using music, dance and other arts disciplines, we explore and celebrate the wonderful diversity of our community. Students from the school will certainly be enriched by this global perspective.

Sincerely,

  
Deborah Martin Mintz  
Executive Director

/jmg

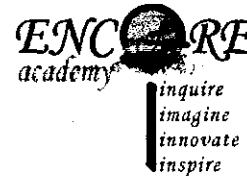
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P.O. Box 318  
Fayetteville, NC 28302  
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[www.theartscouncil.com](http://www.theartscouncil.com)

e-mail:  
[admin@theartscouncil.com](mailto:admin@theartscouncil.com)



**The Capitol Encore Academy**  
**Admission Policy**



**Enrollment:**

As a charter school in the state of North Carolina, Encore Academy will be open to all pupils in grades K-12 (following the grade expansion plan) who are qualified for admission to a public school under the laws of the State of North Carolina and who reside within the state of North Carolina. It is expected that the majority of students will reside in Fayetteville. The school will likely serve students from Cumberland, and Harnett Counties. Within one year after the charter school begins operation, the population of the school shall reasonably reflect 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.

Encore Academy will be open to all students entering the grades served by the school, subject to the provisions of the enrollment policy, with the only limit being the number of available seats. In administering the admission requirements set forth below, no admission decision shall discriminate against any student on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

In accordance with the law in the state of North Carolina, Encore Academy may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired (G.S. 115C-391).

Upon final State Board of Education approval, the school will have an open enrollment period starting on or approximately March of each year with duration of 2 weeks (14 consecutive days). After the first year, in the weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to NCGS 143-318.12.

**Enrollment Preference:**

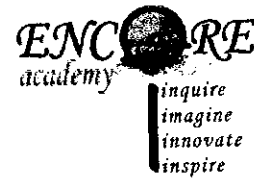
Preference is first given to currently enrolled students. Next preference would like to be afforded to the following ordered categories of applicants:

1. In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less.
  2. Children of the school's administrators, teachers, and support staff.
  3. Siblings of currently enrolled students who were admitted to the school in a previous year.
  4. All remaining applicants
- (If multiple birth siblings apply, one surname will be entered into the random selection process to represent all of the multiple birth siblings.)

**Random Selection Drawing (RSD or Lottery):**

The lottery will be held in a public forum and will be easily understood and followed by all observers. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. An impartial individual will draw the names. To minimize the risk of bias, the school will exclude from the task of drawing names those who are employed by the school, or whose relatives are school employees, as well as those who are seeking admission for their children. One surname shall be entered into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be offered the first available seat in their respective grade or placed on a Sibling Priority Waiting List. Siblings are defined as children who have at least one common parent/legal guardian AND are living in the same household at least 50% of the time. Once all seats for a grade are filled, any names drawn from that grade will be entered onto a waitlist in the order that they are drawn. Parents will be notified of student acceptance or status on the waitlist by mail. When an opening becomes available at a grade level, students will be admitted first from the Sibling Priority Waiting List and then from the regular Waiting List if there are no siblings waiting at that grade level.

**The Capitol Encore Academy**  
**Educational Theory**



ENCORE seeks to develop students who have both fundamental arts and academic knowledge along with 21st century skills, including personal and social responsibility, critical thinking and reasoning, as well as communication and interpersonal skills. The traditional model of passively learning facts and reciting them out of context is no longer sufficient to prepare students for this modern world. The marrying of learning theories based in and around behavior and thinking support Encore's essential outcomes. The educational theory begins with the work of John Dewey and his theory of learning by doing and leads into the work of the Harvard Project Zero and the theory of artful thinking.

The foundation of the educational theory at ENCORE although not singular, begins with a framework back to the labor of John Dewey at the turn of the previous century. In his writings on education, he makes a strong case for the importance of education, not only as a place to gain content knowledge, but also as a place to learn how to live. In his eyes, the purpose of education should not simply entail the acquisition of pre-determined skills, but rather the realization of ones full potential and the ability to use those skills for the greater good. He believed that students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning (My Pedagogic Creed, The School and Society).

Learning by doing was a core theme of John Dewey's work and it is as important today as it was in his day. We don't want to teach our students about science, we want them to be active participants in the scientific process. The Common Core Standards with their emphasis on true understanding lay the foundation for sound educational practices. The old model of the all-knowing teacher presenting what to do to students who blindly follow directions is replaced with the teacher guiding students as they explore content and seek different ways to approach the learning process. If applied with diligence, the standards can help us create thinkers, not just students who recite information.

Dewey's emphasis on problem solving and critical thinking is particularly important to ENCORE. Today's students are bombarded with "information" they find on the web that may or may not be accurate. Group work and social skills, vital to the functioning of a globalized economy, will be paramount to the day-to-day operation of the classrooms at ENCORE. Social responsibility and integrating arts-based projects into the daily curriculum will serve to enhance student awareness of life beyond school. At the core, we believe that 21st-century skills must be an integral part of teaching and learning of all arts and academic subjects, not add-ons to the curriculum.

The key difference in application is that we have a new set of tools by which to accomplish this task. Furthermore, the changing economy makes the utilization of technology essential to solving problems, creating and collaborating.

In addition to learning by doing, Encore intends to employ the work and foundational theory behind Harvard's Project Zero, Artful Thinking. Artful thinking is founded on the theory of dispositional thinking also in close comparison with habits of mind, Shari Tishman, *Why Teach Habits of Mind?* This theory of thinking refers to the ability to emphasize broad intellectual behaviors that are relevant and important across multiple contexts in everyday life. Similar to the theory of learning by doing, the theory of artful thinking is teaching students how to think by engaging them in explicit and inquisitive experiential ways of thinking. In essence, it is the theory of what and how people should learn and while there are multiple theorists definitions of what those learning dispositions are they are characterized in behavioral thinking habits which all emphasize curiosity, flexibility, posing problems, decision making, being responsible, creativity, risk-taking and other behaviors that support critical and creative thought. Skills encompassed in the 21<sup>st</sup> Century Skills regiment.

According to the article, *Intelligence in the Wild: A Dispositional View of Intellectual Traits* by Perkins, Tishman, Ritchhart, Donis, and Andrade, while most theories of learning are "abilities" centered, they stake the claim that "dispositions concern not what abilities people have, but how people are disposed to use those abilities... The findings in trend show that dispositions are stable traits that help to explain intellectual performance over and above measures of intellectual aptitude." The research goes on to explain that intelligence is not truly measured in a test where the task is easily identified, but is measured in the wild – in everyday circumstances in which carefully framed tests do not tell people exactly what intellectual task to attempt - where making decisions depends in considerable part on thinking dispositions. This notion of "thinking in the wild" is why the 21<sup>st</sup> Century Skill development has become so crucial. Thinking disposition theory is based on critical processing, while knowledge is of course important, the stronger importance is of knowing how to think and possessing critical thinking behavior.

Naturally, through the utilization of this methodology other learning theories will be visible such as Gardner's Multiple Intelligence Theory and the Theory of Differentiated Instruction. Gardner's Multiple Intelligence Theory focuses on teaching to different types of learning styles and understanding that not all children learn in the same method. He focuses on an array of implementation styles to meet the needs of all learners. Differentiated instruction embraces the idea that the difficulty of skills and concepts taught should be slightly in advance of the child's current level of mastery. Research has shown that learners exposed to curriculum slightly above their current level feel better about themselves and the subject (Vygotsky 1978, Fisher, 1980 and Tomlinson, 2007). Both of these models, while representative of learning theory are embedded into the approach ENCORE employs with the implementation of the educational theories of Dewey and Harvard Project Zero. The theories of learning by doing and artful thinking are the core of what the Encore program signifies.

The two educational theories, learning by doing and artful thinking, are the foundational elements of the ENCORE program. The obvious complimentary theories assist students in learning in and through both arts and academics. They structure the process of teaching to be explicit yet experiential. This balanced approach focuses on structured skill development and cross-contextual application, which requires inquiry, imagination, and innovation. Students will follow the North Carolina Arts process of learning literature/content, history/theory, skill, and practice for all subjects and then participate in a fully integrated experience of applying the learning to each other as well as real-world themes. Additionally, one focal strategy for implementation will be CPA; concrete, pictorial, abstract also interpreted as KVA; kinesthetic, visual, auditory, which are the three most prominent learning styles. This strategy exemplifies our learning theories because it begins with a concrete component where students are questioning and physically manipulating materials to form conclusions of learning. Next, they draw out their conclusions and process in two-dimensional form. Finally, they end with the abstract application of the learning.

According to the No Child Left Behind act, the arts now share equal footing with what was always considered the "core" academics math, science, language arts, and social studies. This has resulted from much research surrounding Gardner's multiple intelligences learning theory; a student's learning is optimal when implemented in their dominant intelligence. The arts combine multiple intelligences naturally from visual to kinesthetic to audio to verbal to both inter and intrapersonal and then of course the world around us. When you combine this theory of learning to that of John Dewey's learning by doing and Harvard's Project Zero artful thinking, there is a meeting of learning methodology with tremendous power. According to *Critical Evidence: How the Arts Benefit Student Achievement*, "The concept of *transfer*, in which "learning in one context assists learning in a different context," has intrigued cognitive scientists and education researchers for more than a century. A commonly held view is that all learning experiences involve some degree of transfer both in life and learning outside the school as well as learning within the school. However, the nature and extent of these transfers remain a topic of great research interest. Recent studies suggest the effects of transfer may in fact accrue over time and reveal themselves in multiple ways." Providing instruction in the arts teaches our students to be creative thinkers and doers. Based on current research, which can be found in Daniel Pink's book, *A Whole New Mind*, the recruiting workforce of today is very different than in past times. It is seeking and embracing creative designers and problem solvers. In addition to teaching the creativity involved in the Arts, focusing on "disciplined" artistry is also related to the professionalism associated with skills such as public speaking, articulate communication, active listening and active observation. Our students will not only learn skills and knowledge of the arts and academics, but also be more prepared for successes in the workforce as professionally articulate creative thinkers and problem solvers.

With the specialized teaching and learning process of integrating the arts into core academics students will be more engaged, experience the learning, and have transfer of learning between concepts thus having a deeper foundation and understanding of the core. The program design has been built on a platform to front load necessary learning

components and move to abstract application through the chosen learning theories. The strategic implementation of teaching foundational skills in a direct and highly structured teaching format utilizing assessment data to guide skill development followed by an integration of all core subjects in relation to one of the arts disciplines, will secure improved student achievement. In addition to this format of overall design, the process will logically have an emphasis on building artists, someone who exhibits exceptional skill and 21<sup>st</sup> Century skill development, which will occur through high level thinking including analysis, creation, and utilizing principles of design. This requires moving back to the basic philosophy of learning by doing in conjunction with artful thinking. Students will not be passengers of learning they will be crew working every step of the way preparing them to be artists in thought and craft, thus prepared for success in the 21<sup>st</sup> Century.

## **The Capitol Encore Academy** **Teaching and Learning Approach**



### **Encore Academy and the Bonsai Tree**

Caring for a bonsai tree is a commitment that requires time, skill and patience. Every day the bonsai artist tends to the tree, little by little, working toward a masterpiece that can be shared for generations. Like the bonsai artist, one must connect to the tree, understand it, see where it wants to go and then gently direct it into the desired direction.

The Bonsai story has significance at multiple levels. First see the teacher as the artist and the tree as the student. Students have a general direction guiding them, but must be nurtured and supported in getting there. Second look at the principal as the artist and the tree as the teacher. The same holds true that teachers too, need to be nurtured with enjoyment, and supported with resources, and sculpted with mentoring, to reach their full potential. Thirdly, see the artist as Encore Academy and the tree as the community. The community is nurtured with output from the school, supported by embracing the needs of the community, and sculpted by enhancing the families involved with the school. Lastly, view the artist as the student and the tree as their chosen craft. Encore students will become artist nurturing, supporting, and sculpting their craft with exceptional skill.

The Encore Teaching and Learning approach is cemented in its mission. The Capitol Encore Academy develops artists who inspire others with principles of design and artful thinking through the integration of academic excellence, positive character and disciplined artistry. Through these initiatives our purpose at Encore is to enrich the mind, body, and spirit of every child with standards of excellence ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:

- Inquire – Think curiously.
- Imagine – Think beyond.
- Innovate – Think creatively.
- Inspire – Influence Excellence.

Encore Academy, learning the art of success every day.

### **Framework**

The two educational theories behind the Encore program, learning by doing and artful thinking, are the foundational elements of the ENCORE program. The obvious complimentary theories assist students in learning in and through both arts and academics. They structure the process of teaching to be explicit yet experiential. This balanced approach focuses on structured skill development and cross-contextual application, which requires inquiry, imagination, and innovation. Students will follow the North Carolina Arts process of learning literature/content, history/theory, skill, and practice for all subjects and then participate in a fully integrated experience of applying

the learning to each other as well as real-world themes.

The implementation of the Encore teaching approach is based on the importance of foundational skill development and thoughtful application to the real the world. In accomplishing this process of organization there are two taxonomies at work. First the taxonomy of strategies found in the Teach Like a Champion by Doug Lemov and The ARTS Book; Designing Quality Arts Integration with Alignment, Rigor, Teamwork and Sustainability by Linda Whitesitt, PhD and Elda Franklin, EdD. The research based teaching techniques found in Teach Like a Champion assist teachers in utilizing every moment of their classroom for student engagement and high impact learning acquisition. These techniques are simply the vehicle for ensuring that required skills are built and time is ample for the integration and application in and through the arts and academics. The Arts Book, provides a logic model for the implementation of an arts integration program focusing on the design of four key elements of alignment, rigor, teamwork, and sustainability. This model assists teachers and leadership personnel in the implementation of a highly effective arts integration program. Both of these resources in combination with the learning theories, learning by doing and artful thinking, driving the attainment of the mission, build the framework for the Encore program of study.

### **Standards**

The Common Core State, NC Essential and Extended Standards will form the foundation of the curriculum at Encore and the school will also draw upon the resources of local colleges, Advanced Placement, and online distance education for high school curriculum as an enhancement where it proves to be of value. Encore will utilize the computer-adaptive, Performance Series and ACCUPLACER Diagnostic assessments to quickly identify students' strengths and weaknesses, guide instruction, and provide each learner with the tools needed to improve their skills.

Encore in support of the North Carolina Board of Education will accomplish the following:

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

**Goal:** North Carolina public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate a global 21st century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.



- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

**Goal:** North Carolina public schools will be led by 21st century professionals.

- Every teacher will have the skills to deliver 21st century content in a 21st century context with 21st century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st century assessment system to inform instruction and measure 21st century knowledge, skills, performance, and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decision.

**Goal:** North Carolina public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

**Goal:** Leadership will guide innovation in North Carolina public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st century learning and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

**Goal:** North Carolina public schools will be governed and supported by 21st century systems.

- Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

*Goals approved by the North Carolina State Board of Education on September 7, 2006.*

Additionally, Encore will contain the research and values of the North Carolina State Board of Education (NC SBE) in its pursuit of high quality arts education for students. Encore support the belief according to the NC SBE, “when children move beyond the “exposure” level toward proficiency in an arts discipline, the basic processes of creating, performing, producing, thinking, perceiving, and responding in one context are utilized in other curriculum areas. The child who learns reading through one or more areas of the arts will also improve in reading in other subject areas. Just so, the child who learns to see with an artist’s eye, hear with the musician’s ear, dramatize the playwright’s vision, or tell a story with the body’s movement has acquired a tool that can enrich and enliven all learning, whether in an arts discipline, other subject areas or beyond.”

Students at Encore Academy will graduate with the skills necessary to be successful in college, work, and life including:

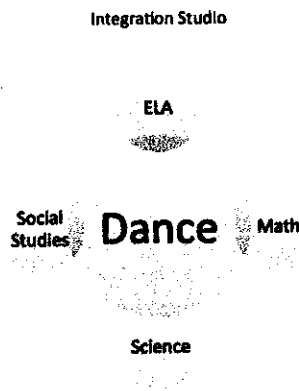
- They will be able to communicate at a basic level in the four arts disciplines -- dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- They will be able to communicate proficiently in at least one art form including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- They will be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- They will have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- They will be able to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related

project.

### **Process**

The process for implementation of this program will be a highly structured and disciplined approach to teaching and learning. It will be focused on arts integration of learning in and through the arts. "Arts integration is an approach to teaching and learning that connects elements and concepts of arts disciplines to those of academic subjects, with a goal of increasing knowledge, understanding, and appreciation of both academics and the arts." (Whitesitt and Franklin RealVisions 2007) Through this process, they go onto explain that arts integration shows a natural connection between the arts and other disciplines found in common concepts, organizing principle, or overarching ideas. Teaching this way requires thinking about teaching differently in the form of content, student engagement, and planning. Teacher's need to first understand how curriculum standards are related and how each of the arts can serve as vehicles cross-disciplinary learning and secondly feel confident in teaching the subject matter.

Encore Academy utilizes a multidisciplinary approach to integration. It is a more comprehensive and complex form of arts integration. It involves focusing on the organization of disciplines around a common theme or concept.



According to A+ Schools, arts education is approached in three ways:

- through arts integration – bringing together arts and non-arts objectives to create hands-on, experiential, connected and meaningful learning experiences
- through pure arts education – developing understanding and comfort in the elements, principles, history, processes and works of each art form
- through arts exposure – creating opportunities for students and staff to experience artistic works and performances in both their school and their community

They continue on to say,

For many years dance, music, theatre arts and visual arts have been viewed as extracurricular with the primary outcome being to produce products or performances. Since the practical application of the study in each area has been to produce products or performances, we have readily displayed the results of our instruction and allowed others to think these products or performances were the only end result of our time intensive instruction. This has created mistaken impressions among those who would be our advocates and our enemies. These products or performances were, indeed, the end result but ' far from the reason we should be teaching arts education. The knowledge and skills acquired during the process of studying the arts has always been the real purpose of arts education and this *is* basic to public education. Therefore, it is vital that we make every effort to demonstrate how we arrive at the products and performances students make and do, and show how the educational processes that are used benefit the total education of all students.

The Encore program utilizes this same philosophy. The schedule and practice at Encore is based on structured independent content skill building, which is called "lecture". The time for background building is designated in the schedule to be succinct. Encore teachers will use the 49 teaching techniques in Teach Like a Champion in combination with the Encore curriculum based on the Common Core State and NC Essential Standards to build this foundation. The lecture courses will include literacy lecture (all English Language Arts contexts), math lecture, science lecture, and arts lecture. Next students will participate in an integration studio. During integration studio, classroom teachers and arts teachers will team-teach the multidisciplinary approach to arts integration. There will be a rotating schedule to ensure that course work is dedicated, thorough, and provides a deep understanding of both the arts and academics. Please see attached draft teaching schedules including Encore Bell Schedule, Encore Daily Schedule, and Encore Integration Schedule.

In order to ensure rigor at the curriculum and instructional level the Encore team will provide application suggested by Whitesitt and Franklin RealVisions 2007, requiring students to

"construct meaning and impose structure on situations rather than expect to find them already apparent." A rigorous curriculum expects students to "demonstrate a thorough, in depth- mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity." A rigorous curriculum is active either through conversation or hands-on minds-on activity; it is deep rather than broad with an emphasis on long-term arts integrated projects that embrace a wide range of cognitive and procedural learning in and through the arts. There's a sense that the learning is hard but satisfying."

The instructional method of implementation of skills during integration studio will follow that of the process in Artful Thinking. Artful Thinking is designed to engage students in responding to learning through various thinking routines that pose open-ended questions about the art-work or other learning. It has two goals, one to help teachers create rich connections between works of art and curricular topics and two to help teachers use art as a force for developing students' thinking dispositions. They do this through a metaphoric art palette made of 6 thinking dispositions; Reasoning, Questions & Investigating, Observing & Describing, comparing & Connecting, Finding Complexity, and Exploring Viewpoints. They refer to them as 6 colors, or forms, of intellectual behavior that possess dual power. The way basic colors can blend together to make other colors is metaphorically displayed by the way each of the dispositions is used to explore art and explore other subjects across the curriculum. The thinking dispositions are taught through thinking routines, which are short, easy-to-learn mini-strategies used to extend and deepen students thinking. This process is used flexibly and repeatedly through the teaching of all art and academic content.

Using this method, art integration doesn't just become a tool, but includes a whole toolbox to help student move through the learning and ultimately successful growing and learning because it teaches and models visible thinking.

***Visible thinking expresses a powerful view of knowledge.*** Knowledge is a living thing, continually shaped and reshaped by human thought; it can't be represented by neat and orderly lists of facts. Visual representations like the ones used by Ludka and Thompson allow for ongoing annotations, revisions, and additions. And they reveal key relationships between claims and evidence, facts and questions, and certainties and uncertainties. Making these messy, changing, and interlocking relationships visible helps students build authentic knowledge instead of just memorizing facts.

***Visible thinking demonstrates the value of intellectual collaboration.*** When engaged in visible thinking practices, students often work with partners or share their ideas in small groups, eventually adding their thoughts to a larger pool of class ideas. The visible representations that ensue tend to have two important characteristics. First, they illustrate a collaborative conceptual "take" on a topic that is broader and more complex than any individual student's conception. Second, because visible thinking practices emphasize students' own ideas and questions, they tend to draw many students into the discussion, particularly students who usually participate only infrequently in class.

***Visible thinking changes the classroom culture.*** When a teacher works to make thinking visible, the mood in the classroom is palpable. The displays of students' thoughts and questions, the visible representations of their developing ideas, and even the tone of interaction in the class all send a message that thinking is highly valued. In this kind of classroom culture, students have ample opportunities to express and explain their ideas. This in turn encourages students to become more

alert to opportunities to think things through for themselves, and helps them become active, curious, engaged learners.

Teachers will be provided with this framework for implementation and high impact professional development through top arts integrated consultants. Teachers will be responsible for modeling the skills that we desire students to learn. The unifying principle is the application of effective, research-based methods to create an environment where all students can learn at high levels to become artists in whatever career field they choose. An artist by this definition relates to a person whose work exhibits exceptional skills. To achieve this end, Encore will partner with Education Closet and/or RealVisions research-proven organizations with a history of success. Encore will implement the Principles of Design and Artful Thinking for teaching and learning through professional development, practice, and student based outcomes. "Arts Integration is an approach to teaching in which students construct and demonstrate understanding [in and] through an art form. Students engage in a creative process which connects and art form and another subject area and meets evolving objectives in both." (Whitesitt and Franklin RealVisions 2007) These key ideas will provide direction and meaning to all instructional practices at the school.

### **Evaluation**

Clearly knowing where we are going and then knowing when we get there is essential to the success of the Encore program and students. Using the recommended assessment rubrics, checklists, and evaluation process written by Whitesitt and Franklin, The Arts Book, Encore academy will guide its teaching and learning by the following criteria:

The overall integration program will:

- Require students to construct meaning and impose structure on situations rather than expect to find them already apparent.
- Ask students to demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity.
- Be active (either through conversation or hands-on or minds-on activity; there's questioning and discovery going on), deep rather than broad (project-based); and engaging (each learning has made a real connection with the material to be learned); there's a sense that the learning is hard but satisfying.

In the classroom student engagement will include:

- Students actively listening or watching the teacher or other students by focusing attention and making eye contact with the presenter.
- Students responding to the teacher/artist prompts or questions
- Students are engaged in questions, exploring or discussing the learning topic with the teacher, artist, or one another.
- Students engaged in collaborating with each other, the artist or teacher, on a project or other task related to learning in or through the arts.

- Students engaged in activities that require critical/creative thinking (analysis, evaluation, problem solving, decision making, or reflection) in or through the arts.
- Students participating in arts learning that connect to other areas of the curriculum.
- Student body language is open and relaxed, with appropriate smiles or laughter.

In the classroom teacher instruction will include:

- The teacher involving all students by inviting and expecting equal participation.
- The teacher using active, experiential instructional approaches related to learning in or through the arts.
- The providing opportunities for students, artist, and/or teacher to collaborate on a project or other task related to learning in or through the arts.
- The teacher encouraging creative/critical thinking in or through the arts.
- The teacher connecting the current lesson to students' previous learning experiences.
- The teacher using modeling to convey the lesson.
- The teacher is providing one-on-one instruction or attention.

In the classroom the implemented lesson plan will include but not be limited to:

- The lesson/unit organized around an overarching idea or concept.
- Authentic and natural connections made between/among the disciplines.
- Activities that are age and grade level appropriate.
- In-depth learning in and through the arts is promoted.
- Terminology is appropriate.
- The artistic processes of principles of design, artful thinking, and include creating, performing and/or responding are incorporated through the lesson.
- Assessment/reflection is ongoing, with appropriate feedback provided.

Classroom observations will be utilized for evaluative purposes of the design, implementation, and effectiveness of the arts integration and will utilize these expectations with a rating scale of visible presentation. Data will be collected to assist teachers and school in improvement and achievement of the desired expectations. This in conjunction with the academic student achievement and special populations performance will be critical in the evidence and attainment of our Encore mission specific program goals.

### **Teamwork**

The Encore team collaboration is the single most fundamental element, which must be present and aligned to ensure success and sustainability. Critical components of teachers found in The Arts Book, will be utilized in designing interview questions and asking the right questions to find the right people for the Encore team. Once the team is hired and professional development is in place, it is essential that teachers, support staff, and the administrative team collaborate on the processes of decision making, taking

responsibility for alignment and implementation, assuming risks in trying new methods of instruction, reflecting on implementation techniques and quality, celebrating successes, and disseminating results. In other words, collaboration permeates every aspect of the program design and it is the critical ingredient to ensuring triumph. When synergy happens, sustainability is attainable.

Encore will develop a leadership team focused on guiding the teachers and support staff toward achievement of the mission. The team will work on collecting baseline data, monitoring, evaluating, documenting, mentoring, making adjustments, and celebrating moving forward. Each team leader will have a team that they work directly with on the tasks and activities from the leadership team and/or administrative team. All members of the Encore team will follow suit and participate in the implementation and guidance towards meeting the goal of the Encore mission. The teams will function as professional learning communities participating in a host of strategies and activities to help the entire program grow and take shape. All members will be sharing in a common idea and common sense of purpose working towards a common goal. The team atmosphere will be a feeling of synergy with positive support, encouragement and celebration, a collective effervescence.

### **Conclusion**

According to Whitesitt and Franklin, if the Encore arts integration program is aligned, based on strong theory, includes structured professional development, a rigorous arts integration curriculum and instruction and is infused with teamwork and has a plan for outreach (found in our community partnerships), then it will be successful and sustainable. These components have been included in the design of the Encore program. Just as with the Bonsai tree artist, with consistent care and commitment to the community, school, program, teachers, and students, Encore Academy will create the art of success.



**The Capitol Encore Academy**  
**Teaching Schedules**  
**Bell, Daily, Integration**



**The Capitol Encore Academy**  
**Daily Bell Schedule**

	<b>Schedule 1</b>	<b>K-2nd Grade</b>	
0 Period	Classroom Meeting	7:50	8:15
1st Period	Literary Lecture	8:15	9:00
2nd Period	Math Lecture	9:05	9:50
3rd Period	Arts Lecture	9:55	10:40
4th Period	Intervention/ Arts	10:45	11:30
	Lunch	11:30	11:55
	Recess	12:00	12:25
5th Period	Science Lecture	12:30	1:00
6th Period	Integration Studio	1:05	2:55
	Dismiss		3:00
	<b>Schedule 2</b>	<b>3rd-5th Grade</b>	
0 Period	Classroom Meeting	7:50	8:15
1st Period	Literary Lecture	8:15	9:00
2nd Period	Arts Lecture	9:05	9:50
3rd Period	Math Lecture	9:55	10:40
4th Period	Intervention/Arts	10:45	11:30
	Recess	11:30	11:55
	Lunch	12:00	12:25
5th Period	Science Lecture	12:30	1:00
6th Period	Integration Studio	1:05	2:55
	Dismiss		3:00
	<b>Schedule 3</b>	<b>6th-8th Grade</b>	
0 Period	Classroom Meeting	7:50	8:15
1st Period	Arts Lecture	8:15	9:00
2nd Period	Literary Lecture	9:05	9:50
3rd Period	Math Lecture	9:55	10:40
4th Period	Intervention/Arts	10:45	11:30
5th Period	Science Lecture	11:30	12:15
	Recess/Social Break	12:15	12:30
	Lunch	12:35	1:00
6th Period	Integration Studio	1:05	2:55
	Dismiss		3:00

The Capital Encore Academy  
Daily Schedule

Monday	Dance Studio	Visual Art Studio	Media Arts Studio	Theater Studio	Music Studio	World Language
8:15-9:00	6A	6A	7A	7B	8A	8B
9:05-9:50	3A	3B	4A	4B	5A	5B
9:55-10:40	KA	KB	1A	1B	2A	2B
10:45-11:30	8B	6A	6B	7A	7B	8A
11:30-11:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning	Planning	Planning	Planning	Planning	Planning
1:05-2:55	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio
2:55-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal
Tuesday	Dance Studio	Visual Art Studio	Media Arts Studio	Theater Studio	Music Studio	World Language
8:15-9:00	8B	6A	6B	7A	7B	8A
9:05-9:50	5B	3A	3B	4A	4B	5A
9:55-10:40	2B	KA	KB	1A	1B	2A
10:45-11:30	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
11:30-11:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning	Planning	Planning	Planning	Planning	Planning
1:05-2:55	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio
2:55-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal
Wednesday	Dance Studio	Visual Art Studio	Media Arts Studio	Theater Studio	Music Studio	World Language
8:15-9:00	8A	8B	6A	6B	7A	7B
9:05-9:50	5A	5B	3A	3B	4A	4B
9:55-10:40	2B	KA	KB	1A	1B	2A
10:45-11:30	4B	5A	5B	3A	3B	4A
11:30-11:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning	Planning	Planning	Planning	Planning	Planning
1:05-2:55	Exhibition	Exhibition	Exhibition	Exhibition	Exhibition	Exhibition
2:55-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal
Thursday	Dance Studio	Visual Art Studio	Media Arts Studio	Theater Studio	Music Studio	World Language
8:15-9:00	7B	8A	8B	6A	6B	7A
9:05-9:50	4B	5A	5B	3A	3B	4A
9:55-10:40	2A	7B	KA	KB	1A	1B
10:45-11:30	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
11:30-11:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning	Planning	Planning	Planning	Planning	Planning
1:05-2:55	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio
2:55-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal
Friday	Dance Studio	Visual Art Studio	Media Arts Studio	Theater Studio	Music Studio	World Language
8:15-9:00	7A	7B	8A	8B	6A	6B
9:05-9:50	4A	4B	5A	5B	3A	3B
9:55-10:40	1B	2A	2B	KA	KB	1A
10:45-11:30	1A	1B	2A	2B	KA	KB
11:30-11:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning	Planning	Planning	Planning	Planning	Planning
1:05-2:55	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio	Integration Studio
2:55-3:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Encore Academy  
Integration Discipline Schedule

Grade	Trimester 1	Trimester 2	Trimester 3
Kindergarten	Dance	Art	Theater
First	Music	Media Arts	World Cultures/Language
Second	Theater	Dance	Art
Third	World Cultures/Language	Music	Media Arts
Fourth	Art	Theater	Dance
Fifth	Media Arts	World Cultures/Language	Music
Sixth	Dance	Art	Theater
Seventh	Music	Media Arts	World Cultures/Language
Eighth	Theater	Dance	Art

Time:	4 Weeks – September	Essential Questions	Teaching Strategy	Assessment	Vocabulary	Resources	Board Objective
Theme/Big Idea	<p><b>Number and Operations of Base Ten</b></p> <p>Understand the place value system</p> <p>5. NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>Understand the place value system</p> <p>5. NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded</p>	<p>What is a number?</p> <p>How can numbers be represented?</p> <p>What value does a number have?</p> <p>How do you explain the relationship between place value and the base 10 number system?</p> <p>What is a decimal?</p> <p>What are the various ways decimals may be used and intermitted?</p>	<p>Use resources such as base ten blocks to explicitly each <b>Number and Operations of Base Ten. Use whole group, and small group, and independent work.</b></p>	<p><b>Before</b> KWL Chart</p> <p><b>During</b> Daily Assignments</p> <p>Practice place value with base-ten blocks</p> <p><b>Project:</b> students create their own place value chart</p> <p><b>After</b> Test/quiz</p>	<p>Place value Decimal Tenths Hundredths Thousandths Hundred Thousands Ten thousands Millions Billions Number sentence Expanded form Rounding</p>	<p>Place Value Discs Place Value Strips Place Value Blocks Base-10 Blocks Counters Hundreds Chart Number Cubes and Regular Dice Place Value Chart</p> <p>Base-Ten Blocks</p> <p>Math Worksheets and Activities: <a href="http://www.edhelper.com">www.edhelper.com</a></p> <p>Math Games and Activities: <a href="http://www.educationcity.com">www.educationcity.com</a></p> <p>Additional Math Resources: <a href="http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html">http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html</a></p>	<p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left to become better problem solvers.</p> <p>Read, write, and compare decimals to thousandths to become better problem solvers.</p> <p>Use place value understanding</p>

TRC Mathematics Pacing Guide Alignment with Common Core Standards  
Grade 5

	<p>form, e.g.,  <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.                      b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>						<p>to round decimals to any place to become better problem solvers.</p>
Time	4 Weeks (October)						

<p><u>Number and Operations of Base Ten</u></p>	<p><b>CRITICAL AREA:</b> Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operation</p>	<p>How are decimals used to solve problems?</p>	<p>Use resources such as base ten blocks to explicitly each <b>Number and Operations of Base Ten. Use whole group, and small group, and independent work.</b></p>	<p><b>Before</b> KWL Chart Demonstrations of converting from one unit of measurement to another <b>During</b> Demonstration of moving the decimal to show the pattern <b>After</b> Test Drawings</p>	<p>Place value Decimal Powers of ten Divisor Dividend Remainder Property Array Model Convert Measurement Length Weight Area Volume</p>	<p>Place Value Discs Place Value Strips Place Value Blocks Base-10 Blocks Counters Hundreds Chart Number Cubes and Regular Dice Place Value Chart Base Ten Blocks Singapore Math Text and Workbooks Additional Math Resources: <a href="http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html">http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html</a></p>	<p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 to become better problem solvers.  <b>Perform operations with multi-digit whole numbers and with decimals to hundredths to learn to solve problems in our every day lives.</b></p>
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<p>denote powers of 10.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths</b></p> <p>5. NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5. NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>						
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	<p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>						
	<p>Convert like measurement units within a given measurement system</p> <p>5. MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world</p>						

	problems.								
<b>Time:</b>	<b>4 Weeks – November</b>								
<b>Numbers and Operations – Fractions</b>	<b>CRITICAL AREA:</b> Developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)  <b>Use equivalent fractions as a strategy to add and subtract fractions</b> 5.NF.1 Add and	What is a fraction?  What are the various ways fractions may be used?	Use resources such as fraction tiles to explicitly teach <b>Number and Operations of Fractions</b> . Use <b>whole group, and small group, and independent work.</b>	<b>Before</b> Teacher Created Pretest  <b>During</b> Project: Take a candy bar and break it into pieces. Have students find the other student with the equivalent fraction.  Students can quiz each other using Fraction flashcards, fraction strips, fraction circles, and fraction tiles  Observations of students using fraction	Whole number Fraction Mixed number Equivalent fractions Denominator Numerator Common denominator Least common denominator Lowest term fraction Estimate Factor Compute Product Quotient Fraction model Area model Line Graph Distance-time graph	Fraction flashcards Fraction strips Fraction circles Fraction tiles  Singapore Math Text and Workbook	Add and subtract fractions with unlike denominators to become better problem solvers.  Solve word problems involving addition and subtraction of fractions to become better problem solvers.		



	<p>subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or</p>			<p>strips/files</p> <p><u>After</u> Teacher Created Post Test Achievement Series</p>			
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	<p>equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math> by observing that <math>3/7 &lt; 1/2</math>.</p>						
<p>Time:</p>	<p>3 Weeks - December</p>						
<p><b>Numbers and Operations – Fractions</b></p>	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p>	<p>How are fractions used to solve problems?</p>	<p>Use resources such as fraction tiles to explicitly each <b>Number and Operations of Fractions</b>. Use <b>whole group, and small group, and independent work.</b></p>	<p><b>Before</b> Teacher Created Pretest</p> <p><b>During</b> Project: Take a candy bar and break it into pieces.</p>	<p>Whole number Fraction Mixed number Equivalent fractions Denominator Numerator Common denominator Least common</p>	<p>Fraction flashcards Fraction strips Fraction circles Fraction tiles Singapore Math Text and Workbook</p>	<p>Interpret a fraction as division of the numerator by the denominator to become better problem solvers.</p>

	<p>5. NF.3 Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack</p>		<p>Have students find the other student with the equivalent fraction.  Students can quiz each other using Fraction flashcards, fraction strips, fraction circles, and fraction tiles  Observations of students using fraction strips/tiles  <u>After</u> Teacher Created Post Test Achievement Series</p>	<p>denominator Lowest term fraction Estimate Factor Compute Product Quotient Fraction model Area model Line Graph Distance-time graph</p>		<p>Multiply a fraction or whole number by a fraction to become better problem solvers.</p>
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	<p>of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>5. NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by</p>					
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	<p>multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>						
<p>Time</p>	<p>4 Weeks - January</p>						
<p><b>Numbers and Operations – Fractions</b></p>	<p>5. NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to</p>	<p>What is a fraction? What are the various ways fractions may be used? How are fractions used to solve</p>	<p>Use resources such as fraction tiles to explicitly teach <b>Number and Operations of Fractions</b>. Use <b>whole group, and small group, and independent work</b>.</p>	<p><b>Before</b> Teacher Created Pretest <b>During</b> Project: Take a candy bar and break it into pieces. Have students</p>	<p>Whole number Fraction Mixed number Equivalent fractions Denominator Numerator Common denominator Least common denominator</p>	<p>Fraction flashcards Fraction strips Fraction circles Fraction tiles</p>	<p>Solve real world problems involving multiplication of fractions and mixed numbers to become better problem solvers.</p>

	<p>represent the problem.</p> <p>5. NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math> and use a visual fraction model to show the quotient. Use the relationship between multiplication and</p>	<p>problems?</p> <p>What is a mixed, improper, and common fraction?</p> <p>What are the various relationships between fractions, decimals, and percentages?</p>		<p>find the other student with the equivalent fraction.</p> <p>Students can quiz each other using Fraction flashcards, fraction strips, fraction circles, and fraction tiles</p> <p>Observations of students using fraction strips/tiles</p> <p><b>After</b> Teacher Created Post Test</p>	<p>Lowest term fraction Estimate Factor Compute Product Quotient Fraction model Area model Line Graph Distance-time graph</p>	<p>Divide unit fractions by whole numbers and whole numbers by unit fractions to be able to solve problems in our every day lives.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit to become better problem solvers.</p> <p>Use operations on fractions to solve problems involving information presented in line plots to become better problem solvers.</p>
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	<p>division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math> and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p>c. Solve real-world problems involving</p>						
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	<p>division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</p> <p><b>Represent and interpret data</b> 5. MD.2 Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve</p>						
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	<p>problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>						
<p>Time</p>	<p>4 Weeks - February</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p>	<p>How are fractions used to solve problems?</p>	<p>Use resources such as fraction tiles to explicitly teach <b>Number and Operations of Fractions</b>. Use <b>whole group, and small group, and independent work.</b></p>	<p><b>Before</b> Pre-Test</p> <p><b>During</b> Have students draw/illustrate a picture showing their understanding of mixed</p>	<p>Fraction Whole number Product Partition Scaling</p>	<p>Fraction flashcards Fraction strips Fraction circles Fraction tiles</p>	<p>Multiply a fraction or whole number by a fraction. to become better problem solvers. Interpret</p>

<p>5. NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general,</p>			<p>numbers using real life situations ex. eating pizzas (each of the 4 students comes up and removes one slice from each of the 3 pizzas)</p> <p>Students create fraction multiplication problems from repeated addition problems</p> <p><b>After</b> Give a picture of a rectangle with the dimensions of <math>5 \times 1 \frac{1}{2}</math> to students. Do not label the dimensions on the rectangle. Students are to give the dimensions by looking at the picture.</p>		<p>multiplication as scaling (resizing) to become better problem solvers.</p>
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	<p><math>(a/b) \times (c/d)</math> = <math>ac/bd</math>.</p> <p>5. NF.5 Interpret multiplication as scaling (resizing) by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing</p>						
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	<p>multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a) / (n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p>						
<p><b>Time::</b></p>	<p><b>4 Weeks – March</b></p>						

Theme/ Big Idea	Objective	Essential/ Focus Questions	Teaching Strategies	Assessment	Vocabulary	Resources	Board Objective
Measurement and Data	<p><b>CRITICAL AREA:</b> Developing understanding of volume</p> <p><b>Geometric measurement:</b> understand concepts of volume and relate volume to multiplication and to addition</p> <p>5. MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used</p>	<p>What are the various measurement tools?</p> <p>How can I determine which measurement tool to use when presented with a project that involves measuring?</p> <p>How do we convert measurement?</p>	<p>Use measuring tools such as fraction tiles to explicitly teach Measurement and Data. Use whole group, and small group, and independent work.</p>	<p><b>Before</b> Students demonstrate the concept of volume using base ten blocks</p> <p><b>During</b> Daily Assignments</p> <p>Real life story problems with illustrations</p> <p><b>After</b> Teacher created assessment</p>	<p>Volume Solid figure Cube Unit cube Formula Centimeter (cm) Inch (in) Foot (ft) Liter (L) Milliliter (mL) Cubic centimeter (cm<sup>3</sup>) Cubic meter (m<sup>3</sup>) Cubic inch (in<sup>3</sup>) Cubic feet (ft<sup>3</sup>) Cubic yard (yd<sup>3</sup>) Cubic measurement Rectangular prism Associative property Compare</p>	<p>Additional Math Resources: <a href="http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html">http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html</a></p>	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement to become better problem solvers.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units to become better problem solvers.</p> <p>Relate volume to the operations of multiplication and addition to become better problem</p>

	<p>to measure volume. b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p>						<p>solvers. Solve real world and mathematical problems involving volume to become better problem solvers.</p>
<p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>	<p>5. MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a</p>						

	<p>right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = (l)(w)(h)</math></p>						
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TRC Mathematics Pacing Guide Alignment with Common Core Standards  
Grade 5

						and $V =$ (b)(h) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.				
Time	3 Weeks - April									
Theme/ Big Idea	Objective	Essential Question	Strategy	Assessment	Vocabulary	Resources	Board Objective			
Measurement and Data	<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</b>	What s volume? How do we calculate volume?	Use resources such as measuring tools to explicitly teach Measurement and Data. Use whole group, small group, and independent	<b>Before</b> Pretest <b>During</b> Daily Assignments <b>After</b>	Measurement Volume Additive Rectangular prism Non-overlapping part	Additional Math Resources: <a href="http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html">http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html</a>	Relate volume to the operations of multiplication and addition to be able to solve real world problems			



	<p>5. MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>		<p><b>work.</b></p>	<p>Teacher Created Post Test</p>			<p>involving volume.</p>
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Time:	4 Weeks – May	Essential/ Focus Question	Teaching Strategy	Assessment	Vocabulary	Resources	Board Objective
Geometry and Algebraic Thinking	<p><b>Moving Into 5<sup>th</sup> Grade</b></p> <p><b>Graph points on the coordinate plane to solve real-world and mathematical problems</b></p> <p>5. G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel</p>	<p>What is a coordinate plane?</p>	<p>Use resources such as number lines to explicitly teach Geometry and Algebraic Thinking. Use <b>whole group, and small group, and independent work.</b></p>	<p><b>Before</b> KWL</p> <p><b>During</b> Daily Assignments</p> <p>Project: Students create pictures for other students to plot.</p> <p><b>After</b> Graphing as a group, working on a picture</p>	<p>Point</p> <p>Coordinate plane</p> <p>Perpendicular Axes</p> <p>Coordinate system</p> <p>Intersection</p> <p>Origin</p> <p>Ordered pair</p> <p>Coordinates</p> <p>x-axis</p> <p>y-axis</p> <p>x-coordinate</p> <p>y-coordinate</p> <p>Quadrant</p> <p>Two-dimensional</p>	<p>Number Lines</p> <p>Graphing Activity: <a href="http://www.mathisfun.com/t_rex.html">www.mathisfun.com/t_rex.html</a></p>	<p>Graph points on the coordinate plane to be able to solve real-world problems.</p>

<p>from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>						
<p><b>5. G.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>						
<p><b>Classify two-dimensional figures into</b></p>						

	<p><b>categories based on their properties</b>                      5. G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5. G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>						
Time	3 Weeks - June	<p><u>What is an expression?</u>                      How do we evaluate expressions?</p>	<p>Use resources such as number lines to explicitly teach Geometry and Algebraic Thinking. Use <b>whole group</b>,</p>	<p><b>Before</b>                      Show students examples of two-dimensional objects and</p>	<p>Numerical expressions                      Parentheses                      Brackets                      Braces                      Evaluate                      Pattern</p>	<p>Additional Math Resources:  <a href="http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html">http://www.svsu.edu/mathsci-center/uploads/math/Elementary.html</a></p>	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate</p>

	<p>braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5. OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p>Analyze patterns and relationships</p>		<p>small group, and independent work.</p>	<p>explain what they are.</p> <p><b>During</b> Daily Assignments</p> <p>Real world problem example: Use the local streets as intersections and have students place themselves at that specific intersection. Give them directions as to which way to walk so students can visualize this concept.</p> <p><b>After</b> Post Test</p>	<p>Relationship</p> <p>Corresponding terms</p> <p>Rule</p> <p>Coordinate plane</p> <p>Sequence</p> <p>Quadrant</p> <p>Ordered Pairs</p> <p>Plot</p> <p>Integers</p> <p>Linear functions</p> <p>Evaluate</p> <p>Like terms</p> <p>Algebraic expression</p> <p>Equation</p> <p>Graph</p> <p>Table</p> <p>Quantity</p>	<p>expressions with these symbols to become better problem solvers.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them to become better problem solvers.</p>
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5. OA.3  
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain

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Grade 5

	informally why this is so.								
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1<sup>st</sup> Grade  
Language Arts Pacing Guide

Month: September

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	Print Concepts: ELA.1.RF.1.a Demonstrate understanding of the organization and basic features of print.	What is the organization of print? What are the distinguishing features of a sentence? (eg. punctuation...)	Reading strategies: Kissman Star Point Mats Generate questions Visualize Summarize Monitor comprehension Recognize text structure Word Families Phonics Things Book (Kissman)	MLPP Rubrics Informal Journals and other writing samples Performance series Achievement series	Concepts of print Capitalization Punctuation Periods Question	Interest Inventories Interview students Clifford the Big Red Dog sound matching game <a href="http://teacher.scholastic.com/clifford/flash/gh/ghs/index.htm">http://teacher.scholastic.com/clifford/flash/gh/ghs/index.htm</a> Initial sound identification game <a href="http://hhbtkids.org/flash/initials/initials.html">http://hhbtkids.org/flash/initials/initials.html</a> Interactive website focusing on sound <a href="http://www.kids.com/level-k/index.html">http://www.kids.com/level-k/index.html</a> Printable books <a href="http://www.hubbardscupboard.com/tasks.html">http://www.hubbardscupboard.com/tasks.html</a> <a href="http://www.enchantedlearning.com/teachers/shirley_nayme/activities/p.25-Read_a_Picture_Read_Strategies_That_Work_Creating_Teaching_Press_ISBN:1516631663">http://www.enchantedlearning.com/teachers/shirley_nayme/activities/p.25-Read_a_Picture_Read_Strategies_That_Work_Creating_Teaching_Press_ISBN:1516631663</a> Rigby Readers Kissman On Point Books Words Their Way Program Literacy Mats No More Letter of the Week	Know and be able to identify the features of print to improve reading skills. Recognize sentence features like capitalization and punctuation to improve our reading and writing.
	Recognize and distinguish features of a sentence of word, capitalization, ending punctuation) ELA.1.RF.2 Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words. RF.3.b Decode regularly spelled one syllable words.	What is a syllable? What do syllables do? What are syllables? What is meant by beginning? Middle? End? What are syllables? How do you decode words?	MLPP Informal Performance series Achievement series	Explanation Beginning Middle End Vowel Consonant Syllables	Recognize and be able to blend beginning, middle and ending sounds when reading new words. Decode unknown words to improve our reading skills.		



Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	ELA.1.RF.3.g Recognize and read grade appropriate irregularly spelled words	What are irregularly spelled words? How do we recognize them?		MLPP Sight Word Assessments Spelling Tests Guided Reading Performance series Achievement series			Be able to recognize and read able to words so we become better readers.  Learn to ask and answer questions about details in a text as we become better readers.
Reading-Literature	ELA.1.RL.1 Ask and answer questions about key details in a text  ELA.1.RL.1.1 Describe characters, settings, and events in a story using key details  ELA.1.RL.7 Use illustrations and details in a story to describe its characters, setting or events.	What are the details in a text? How do we find them? What are the characters? What are the settings? How can we find out more about a story's characters? Setting? Events?	Guided Reading Performance series Achievement series Guided Reading Comprehension test Story Retelling Performance series Achievement series	Details Questions Answers Characters Settings Events Details Details Character Setting Events	Details Questions Answers Characters Settings Events Details Character Setting Events	Learn to use key details as we describe characters, settings and events in a story to improve our reading skills.  Be able to describe how illustrations and details provide information about characters, settings and events so we can better understand what we read.	

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Informational Text	ELA.1.RI.1 Ask and answer questions about key details in a text.	How can we ask questions about key details in a text? How can we answer them?		Comprehension tests Information retell Performance series Achievement series	Text Question Answers		Learn to ask and answer questions about informational text so we can understand it better.
Writing	ELA.1.W.8 With guidance and support from adults, recall information from experiences or from provided sources to answer a question in a complete sentence. Introduce through modeling and group creation, a 5-sentence	What are text features? How can we use them? How do we gather information from sources when trying to answer a question? What is a paragraph? How are they written?	Modeling Six Traits of Writing Writers' Workshop Dictate sentences Step Up To Writing	Rubrics MLPP Journals and other writing samples Performance series Achievement series	Text features (headings, table of contents, graphic elements, icons)	Literacy Mats Kissman On Point Posters <a href="http://www.educationeasis.com/curriculum/graphic_organizers.htm">http://www.educationeasis.com/curriculum/graphic_organizers.htm</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates	Recognize and know text features and how they can help us find information in the text to help us understand what we read. Learn how can we use sources to help us find information when writing. Learn the form of a paragraph as we work on becoming better writers.

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Speaking and Listening	<p>paraphrase; write an introduction sentence, 3 detail sentences, and a conclusion sentence.</p> <p>SL.1.a Follow upon rules for discussions using the Traits of Conversation.</p> <p>SL.1.b Build on others' conversations by responding to the comments of others through multiple exchanges using the Traits of Conversation.</p>	<p>What is an introduction? What are details? What is a conclusion? How do we write them?</p>	<p>Modeling- Traits of Conversation Practicing /Pair/Share</p>	<p>Rubrics Presentations Informal Observation</p>	<p>Traits of Conversation Conversation</p>	<p>Literacy Mats Print</p>	<p>What are the traits of conversation and how they can help us when speaking.  Learn to build upon others' conversations when we are speaking to them.</p>
Language	<p>L.1.a Print all upper and lowercase letters.</p>	<p>What are upper case letters? Lower case? How are they formed correctly?</p>	<p>MLPP writing Rubrics</p>	<p>MLPP Work samples  Word sorts Observation</p>	<p>Upper case Lower case Print</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>	<p>Learn the difference between upper and lower case letters to help improve our writing.</p>

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>ELA.1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>How can we sort words into categories? What concepts do they represent?</p>		<p>Writing samples MLPP Rubrics</p>	<p>Sort Category</p>		<p>Use sorting to help us understand what groups have in common.</p>
	<p>ELA.1.L.2.b Use end punctuation for sentences.</p>	<p>What are end punctuation marks used for?</p>		<p>Writing samples MLPP Rubrics</p>	<p>Punctuation marks</p>		<p>Determine which ending punctuation mark we should use in a given sentence to improve our reading and writing.</p>
	<p>ELA.1.L.5.b Define words in a category and use more key attributes.</p>	<p>What is the definition of a word? What attributes does it have?</p>		<p>Writing samples MLPP rubrics</p>	<p>Category Attribute</p>		<p>Be able to tell what a word means to show understanding.</p>
	<p>ELA.1.L.5.c Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>What are simple sentences? Compound sentences? What are declarative sentences? Interrogative? Imperative? Exclamatory? How do we write in response to a prompt?</p>		<p>Writing samples MLPP rubrics</p>	<p>Compound sentence Declarative Interrogative Imperative Exclamatory</p>		<p>Become better writers by turning simple sentences into compound sentences.  Learn what declarative, interrogative, imperative and exclamatory sentences are and when to use them as we improve our writing.</p>

**First Grade  
Language Arts Pacing Guide**

Month: October

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p><b>ELA.1.RF.2.a</b> Distinguish long and short vowel sounds in spoken single syllable words.</p> <p><b>ELA.1.RF.2.b</b> Orally produce single syllable words and blending sounds (phonemes).</p> <p><b>ELA.1.RF.3.g</b> Associate and pronounce initial, medial vowel and final sounds in spoken single syllable words.</p> <p><b>ELA.1.RF.3.g</b> Recognize and read grade appropriate irregularly spelled words.</p>	<p>What is the difference between long and short vowels?</p> <p>Can you identify the beginning, middle and ending sounds when reading and speaking?</p> <p>What irregularly spelled word is that?</p>	<p>Reading strategies: Kissman Star Point Mats Generate questions Visualize Summarize Monitor comprehension Recognize text structure Families Things Book (Kissman)</p>	<p>MLPP Guided Reading DRA Performance series Achievement series</p>	<p>Vowels Long and short</p>	<p>Interest Inventories Interview students Clifford the Big Red Dog sound matching game <a href="http://teacher.scholastic.com/clifford/flash/obcous/index.htm">http://teacher.scholastic.com/clifford/flash/obcous/index.htm</a> Initial sound identification game <a href="http://www.starfall.com/level-1/index.html">http://www.starfall.com/level-1/index.html</a> Interactive website focus! Letter sounds <a href="http://www.starfall.com/level-1/index.html">http://www.starfall.com/level-1/index.html</a> Rhyming books <a href="http://www.hubbardscupboard.com/level-1.html">http://www.hubbardscupboard.com/level-1.html</a> <a href="http://www.enchantedlearning.com/rhymes/Teachers.shtml">http://www.enchantedlearning.com/rhymes/Teachers.shtml</a> Nonsense rhyme activities. p. 25- Read a Picture; Read Strategies That Work, Cengage Learning Teaching Press. ISBN: 0-02-304444-4 Rigby Readers Kissman On Point Banners Words Their Way Program Literacy Mats No More Letter of the Week</p>	<p>ID vowel sounds as we work to become better readers.</p> <p>Blend sounds together to make words to help us become better readers.</p> <p>ID and say beginning, middle and ending sounds to become better readers.</p> <p>Read grade level words to improve our reading skills.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Literature	<p><b>ELA.1.RL.1</b> Ask and answer questions about key details in a text.</p> <p><b>ELA.1.RL.5</b> Explain major differences between stories and books that give information showing a range of types.</p> <p><b>ELA.1.RL.1</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>ELA.1.RL.7</b> Use illustrations and details in a story to describe its characters, setting or events.</p>	<p>What are the key details in a text?</p> <p>What are the differences between stories and books that give information showing a range of types?</p> <p>How can we describe characters, settings, and major events in a story, using key details?</p> <p>How can illustrations help us describe characters, setting or events?</p>		<p>Comprehension assessments DRA Story Retell Performance series Achievement series</p> <p>Story retell Comprehension tests DRA Performance series Achievement series</p> <p>DRA Comprehension Tests Story Retell Performance series Achievement series</p>	<p>Questions Answers Key details</p> <p>Differences Stories Information Details Types of text</p> <p>Characters Settings Events Details</p> <p>Illustrations Characters Settings Events</p>		<p>Learn to ask and answer questions about details in the text to become better readers.</p> <p>Be able to tell the difference between nonfiction and fiction books as we improve our reading skills.</p> <p>Describe characters, settings and events using details in the story to help us better understand what we are reading.</p> <p>Use illustrations to describe events, characters and setting as we work on becoming better readers.</p>

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading-Informational	<p><b>ELA.1.RI.1</b> Ask and answer questions about key details in a text.</p> <p><b>ELA.1.RI.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>ELA.1.RI.7</b> Identify main topic and retell key details of a text.</p> <p><b>ELA.1.RI.7</b> Use illustrations and details in a text to describe its key ideas.</p>	<p>What are the key details in a text?</p> <p>What are text features?</p> <p>What are the main topic and supporting details?</p> <p>What are illustrations? How do they help describe details?</p>		<p>Comprehension assessments DRA Information Retell Performance series Achievement series</p> <p>Informal Information retell Content Assessments Performance series Achievement series</p> <p>Informal Information retell Content Assessments Performance series Achievement series</p> <p>Informal Information retell Performance series Achievement series</p>	<p>Ask Answer Questions Details</p> <p>Text features Headings Tables Glossaries Menus Icons</p> <p>Key details Text</p> <p>Illustrations Details Text Key ideas</p>		<p>Identify the key details in a text as we read to find information.</p> <p>Be able to use text features to help us find information in a text.</p> <p>Identify the main topic and tell the details to help understand informational text.</p> <p>Use illustrations to describe key ideas to show understanding of informational text.</p>

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p><b>Writing</b></p>	<p><b>ELA.1.W.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of</p>	<p>How can we participate in shared writing projects? What is a how to book? What do they entail?</p>	<p>Modeling Six Traits of Writing Writers’ Workshop Dictate sentences Step Up To Writing</p>	<p>Rubrics Performance series Achievement series</p>	<p>Research How to books</p>	<p>Literacy Mats K.issman On Point Posters <a href="http://www.educationonasis.com/curriculum/graphic_organizers.htm">http://www.educationonasis.com/curriculum/graphic_organizers.htm</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates</p>	<p>Demonstrate that we can write a sequence of instructions by writing a how to book.</p>
<p><b>ELA.1.W.8</b> With guidance and support from adults, recall information from experiments or gather information from packaged</p>	<p>sources to answer a question in a complete paragraph. In a 5-sentence paragraph, write an introduction, 3 detail sentences, and a conclusion sentence.</p>	<p>How do we write a 5 sentence paragraph?</p>	<p>Performance series Achievement series</p>	<p>Rubrics Performance series Achievement series</p>	<p>Research How to books</p>	<p>Literacy Mats K.issman On Point Posters <a href="http://www.educationonasis.com/curriculum/graphic_organizers.htm">http://www.educationonasis.com/curriculum/graphic_organizers.htm</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates</p>	<p>Recall information we have read and heard as we get ready to write a paragraph.</p>



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Speaking and Listening	<p><b>ELA.1.SL.1.c</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>How do we ask questions to clear up confusion?</p>	<p>Modeling-Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics Presentations Informal Observation Performance series/Achievement series</p>	<p>Question Topic Text</p>	<p>Literacy Mats On Point Posters</p>	<p>Ask questions when we are confused to help us understand what we read or what we hear.</p>
Language	<p><b>ELA.1.L.1.a</b> Use common proper, and possessive nouns.</p> <p><b>ELA.1.L.1.e</b> Use verbs to convey a sense of past, present, or future.</p>	<p>What are common nouns? Proper nouns? Possessive nouns? What does a verb mean? Present tense? Past tense? Future tense? How do they show tense?</p>	<p>MLPP writing samples</p>	<p>Rubrics Writing samples MLPP Informal D.O.L. Performance series/Achievement series</p>	<p>None</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Missman Word Bank</p>	<p>Use nouns properly to improve our speaking.</p>
	<p><b>ELA.1.L.2.b</b> Use end punctuation for sentences.</p>	<p>What punctuation mark goes at the end of a sentence?</p>	<p>Writing samples</p>	<p>Rubrics Writing samples MLPP Informal D.O.L. Performance series/Achievement series</p>	<p>Verb Past Present Future Verb tense</p>		<p>Use verbs and their tenses properly when writing and speaking to show an understanding of verbs.</p>
	<p><b>ELA.1.L.e</b> Spell untaught words phonetically, drawing on phonemic</p>	<p>What is phonemic awareness? What are spelling conventions?</p>	<p>Rubrics Writing Samples MLPP Informal D.O.L. Performance series</p>	<p>Phonetic spelling Conventions</p>			<p>Demonstrate a knowledge of ending punctuation marks to improve our reading, writing and speaking.</p> <p>Spell words we don't know by using things we have already learned as we work on becoming better spellers.</p>

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	awareness and spelling conventions.	How can we use them to help us spell words we haven't been taught how to spell yet?		Achievement series			Be able to define words by their attributes as we improve our language skills.
ELA.1.L.5.b	Define words by category and by one of its attributes.	How can words be defined by their attributes?		Word sorts Content area activities Performance series Achievement series	Define Category Attribute		Produce and expand sentences to become better writers.
ELA.1.L.1.j	Produce a complete and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	do you capitalize these? are there any compound sentences? Imperative? Exclamatory? How do we write in response to a prompt?	D.O.L. MLPP Rubrics Journal entries	D.O.L. MLPP Rubrics Journal entries	Interrogative Imperative Exclamatory Prompt		Be able to write declarative, interrogative, imperative and exclamatory sentences as we work on becoming better writers.

Language Arts Pacing Guide

Month: November

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RF.2.c Isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words</p> <p>ELA.1.RF.2.d Segment spoken words into syllables</p> <p>Recognize and read words with irregularly spelled words</p> <p>ELA.1.RF.3.f Read words with inflectional endings.</p>	<p>How do you isolate beginning, middle and ending sounds in words?</p> <p>How do you segment words into syllables?</p> <p>What irregularly spelled word is that?</p> <p>What is an inflectional ending? What is that</p>	<p>Reading strategies: Kissman Star Point Mats Generate questions Visualize Summarize Monitor comprehension Recognize text structure Analyze Things Book (Kissman)</p>	<p>MLPP Guided Reading Spelling tests Journal and other writing samples DR</p> <p>Spelling tests BEAR Assessment</p> <p>Guided reading MLPP DRA</p> <p>Guided Reading DRA MLPP</p>	<p>Initial Middle End Syllable</p> <p>Syllable Sequence Letter Sound</p> <p>Irregular</p> <p>Inflectional endings</p>	<p>Interest Inventories Interview students Clifford the Big Red Dog sound matching game <a href="http://hanber.scholastic.com/clifford1/flash/ob.html">http://hanber.scholastic.com/clifford1/flash/ob.html</a> <a href="http://www.kids.com/kids.com/parents/learn/interactive/website/focus/">http://www.kids.com/kids.com/parents/learn/interactive/website/focus/</a> Letter sounds <a href="http://www.storill.com/n/kvel.html">http://www.storill.com/n/kvel.html</a> <a href="http://www.kids.com/kids.com/parents/learn/interactive/website/focus/">http://www.kids.com/kids.com/parents/learn/interactive/website/focus/</a> Unreadable books <a href="http://www.hubbardscupboard.com/le_bc.html">http://www.hubbardscupboard.com/le_bc.html</a> <a href="http://www.enchantinglearning.com/rhymes/Teachers.shtml">http://www.enchantinglearning.com/rhymes/Teachers.shtml</a> rhyme activities p. 25- Read a Picture: Reading Strategies That Work Teaching Press. ISBN: 1574713663 Rigby Readers Kissman On Point Banners Words Their Way Program Literacy Mats No More Letter of the Week</p>	<p>ID and say beginning, middle and ending sounds to become better readers.</p> <p>Break a word into syllables to help us become better readers.</p> <p>Use our skills to read irregularly spelled words as we work on becoming better spellers.</p> <p>Read and recognize words with different endings to improve our</p>

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	<p>ELA.1.RF.4.a Read on level text with purpose and understanding.</p>	<p>How do we read with purpose and understanding?</p>		<p>Content reading DRA Comprehension assessments BEAR MLPP One minute reads</p>	<p>Text Purpose Understanding</p>		<p>reading skills. Read with purpose and understanding as we work to become better readers.</p>
<p>Reading-Literature</p>	<p>ELA.1.RL.7 Use illustrations and details in a story to describe its characters, settings or events.</p>	<p>How can we use illustrations to describe characters, settings or events?</p>		<p>Story retell DRA Comprehension assessments</p>	<p>Illustrations Characters Settings Events</p>		<p>Use illustrations and details to help us understand story elements and improve our reading ability.</p>
	<p>ELA.1.RL.3 Describe characters, settings, and major events in a story using key detail.</p>	<p>How can we use details to describe characters, settings, and major events?</p>		<p>Story retell DRA Comprehension assessments</p>	<p>Characters Settings Events Details</p>		<p>Use details to help us describe story elements and improve our reading skills.</p>
	<p>ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>How do we use details to retell and show we understand what we read?</p>		<p>Story retell DRA Comprehension assessments</p>	<p>Retell Details Central message Lesson</p>		<p>Use details to retell stories and show we understand what we are reading.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Informational	<p>ELA.1.RI.2 Identify the main topic and retell key details of a text.</p> <p>ELA.1.RI.7 Use illustrations and details in a text to describe its ideas.</p> <p>ELA.1.RI.4 Ask and answer questions to determine the meaning of words and phrases in a text.</p>	<p>What is the main idea? What are the key details?</p> <p>How can illustrations be used to describe key details? How are the details related to the key details?</p> <p>How can illustrations be used to describe key details? How are the details related to the key details?</p> <p>How can illustrations be used to describe key details? How are the details related to the key details?</p>		<p>DRA Informational retell Comprehension assessments</p> <p>DRA Informational retell Comprehension assessments</p> <p>DRA Informational retell Comprehension assessments</p>	<p>Main idea Retell Text Details</p> <p>Illustrations Details Key details</p> <p>Details Key details Main idea Retell Text Details</p>		<p>ID main idea and details to help us understand informational text as we read it.</p> <p>Be able to use illustrations and details to better understand informational text.</p> <p>Ask and answer questions as we read and are unsure of words or phrases to better understand information.</p> <p>Be able to tell how the info. Provided by the pictures and text are different as a way to show we understand the information presented.</p>
	<p>ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the word in a text.</p>	<p>What can we tell about information provided by the pictures? By the text? How are they different? Why are they different?</p>		<p>DRA Informational retell Comprehension assessments</p>	<p>Information Illustrations Text</p>		

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<p><b>Writing</b></p>	<p><b>ELA.1.W.3</b>  <b>Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, the order of events, the time, location, and the people involved. In a 5-sentence paragraph, write an introduction, 3 sequenced detail sentences, and a conclusion sentence.</b></p>	<p>What is a narrative?          What is a sequence?          What is a paragraph?          What is an introduction?          What is a conclusion?          What is a detail?</p>	<p>Modeling          Six Traits of Writing          Writers' Workshop          Dictate sentences          Step Up To Writing</p>	<p>MLPP          Journals and other writing samples          Rubrics</p>	<p>Narratives          Sequence          Events          Order          Paragraph          Sentence          Introduction          Conclusion          Detail</p>	<p>Literacy Mats          Kissman On Point Posters  <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a>          Link to multiple graphic organizers          Step Up To Writing Posters          Trait Crates</p>	<p>Write a well sequenced narrative as we work on becoming better writers.</p>
<p><b>Speaking and Listening</b></p>	<p><b>ELA.1.SL.2</b>  <b>Ask and answer questions about key details in a text read aloud or information presented in diverse media and formats, including digital text.</b></p>	<p>What questions should we ask about the details in a story or other text?</p>	<p>Modeling-Traits of conversation          Practicing          Think/Pair/Share</p>	<p>Rubrics          Presentations          Informal Observation</p>	<p>Questions          Details          Text          Information          Oral</p>	<p>Literacy Mats          On Point Posters</p>	<p>Ask and answer questions to improve understanding of stories we hear.</p>

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>aloud or information presented orally or through other media</p>	<p>media?</p>			Media		Match verbs and nouns in our sentences as we work on improving our language skills.
Language	<p><b>ELA.1.L.1.c</b> Use singular and plural nouns with</p>	<p>What is a noun? What does singular mean? Plural?</p>	<p>MLPP writing Rubrics</p>	<p>Rubrics Writing samples MLPP Informal D.O.L. Performance series Achievement series</p>	<p>Singular nouns Plural nouns Verbs Sentences</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>	
	<p><b>ELA.1.L.1.f</b> Use frequently occurring adjectives.</p>	<p>What is an adjective? What are the different types of adjectives?</p>		<p>Rubrics Writing samples MLPP Informal D.O.L. Performance series Achievement series</p>	<p>Adjectives</p>		Use adjectives to improve our writing and speaking.
	<p><b>ELA.1.L.1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>What is a sentence? What is a simple sentence? Declarative? Interrogative? Exclamatory? How do you write in response to a prompt?</p>		<p>Rubrics Writing samples MLPP Informal D.O.L. Performance series Achievement series</p>	<p>Sentences Simple and compound Declarative Interrogative Imperative Exclamatory Prompts</p>		Write different kinds of sentences as we work on becoming better writers.

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p><b>ELA.1.L.5.b</b>            Define words by category and by one or more key attributes.</p>	<p>What does a word mean?            In what way can we categorize them?</p>		<p>Word sorts</p>	<p>Define category            Key attribute</p>		<p>Define words by their attributes as we work on improving language skills.</p>
	<p><b>ELA.1.L.e</b>            Spell untaught words on phonemic awareness &amp; conventions</p>	<p>What sounds do we hear in words we record? When are we hearing down words?</p>		<p>Spelling tests            MLPP            DRA            Writing samples</p>	<p>Phonetic            Phoneme</p>		<p>Spell words by sounding them out as we learn to become spellers.</p>

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Language Arts Pacing Guide

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p><b>ELA.1.RF.3.a. Know the spelling-sound correspondences for common consonant</b></p> <p><b>ELA.1.RF.3.b. Read grade appropriate irregularly spelled words</b></p> <p><b>ELA.1.RF.4.a. Read words with inflectional endings.</b></p> <p><b>ELA.1.RF.4.a Read on level text with purpose and understanding.</b></p> <p><b>ELA.1.RF.3.e Decode two syllable words following basic patterns by breaking</b></p>	<p>What is a digraph?</p> <p>What is a consonant?</p> <p>What is the vowel sound and how do you figure it out?</p> <p>What is an inflectional ending?</p> <p>How do we read with purpose?</p> <p>How do we read to understand?</p> <p>What is a syllable? How do we decode unknown words?</p>	<p>Reading strategies: Kissman Star Point Mats Generate questions Visualize Summarize Monitor comprehension Recognize text structure Word Families Phonics Things Book (Kissman)</p>	<p>Spelling tests Guided reading DRA Word sorts</p>	<p>Digraphs Consonants</p>	<p>Interest Inventories Interview students Clifford the Big Red Dog sound matching game <a href="http://teacher.scholastic.com/diffordl/flash/ch_sounds/index.htm">http://teacher.scholastic.com/diffordl/flash/ch_sounds/index.htm</a> Initial sound identification game <a href="http://www.kids.com">http://www.kids.com</a> Interactive Vowel Hunt Letter Sounds <a href="http://www.starfall.com/level-k/index.html">http://www.starfall.com/level-k/index.html</a> Printable books <a href="http://www.hubbardscupboard.com/level1.htm">http://www.hubbardscupboard.com/level1.htm</a> <a href="http://www.enchantedlearning.com/teachers/shirl_november/rhyme_activities.html">http://www.enchantedlearning.com/teachers/shirl_november/rhyme_activities.html</a> p. 25- Read a Picture, Read a Story Strategies That Work, Creative Teaching Press. ISBN: 1-56639-663-9 Rigby Readers Kissman On Point Banners Words Their Way Program Literacy Mats No More Letter of the Week</p>	<p>Learn common digraphs and how they can help us become better readers and spellers.</p> <p>Work on recognizing irregularly spelled words to become better readers.</p> <p>Recognize inflectional endings to help us become better readers.</p> <p>Learn to read with purpose and understanding to become better readers.</p> <p>Learn to break a word into syllables to figure out what it is as a way to improve our reading skills.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Literature	<p>the words into syllables</p> <p>ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central figures or lesson.</p> <p>ELA.1.RL.3 Describe characters, setting, and major events in a story using key detail.</p>	<p>How do you retell a story? What are key details? What is the central figure?</p> <p>How can we understand what we read? What are the characters? What is the setting? What are the major events? What are the details?</p>	<p>Story retell DRA Comprehension assessments Achievement series Performance series</p>	<p>Retell Key details Understanding Central message</p>	<p>Use story elements to retell the central message of a story as we read to understand it better.</p>	<p>Use details to help describe story elements as we read to understand.</p>	<p>Compare and contrast what characters in the story do as we try to understand what we read.</p>
	<p>ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in a story.</p>	<p>What does compare mean? Contrast?</p>	<p>Venn diagram Story retell DRA Comprehension assessments Achievement series Performance series</p>	<p>Compare Contrast Adventures Experiences Characters Story</p>			

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading- Informational	ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the word in a text.	What can we tell about information provided by the pictures? By the text? How are they different? Why are they different?		DRA Informational retell Comprehension assessments Achievement series Performance series	Information Illustrations Text		Be able to tell how the info. Provided by the pictures and text are different as a way to show we understand the information presented.
Writing	ELA.1.RI.4 Answer questions to help determine the meaning of words and phrases in text.  ELA.1.W.3 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. In a 5-sentence paragraph, write an introduction sentence, 3 detail sentences, and a conclusion sentence.	How can we ask when we are unsure of the meaning of a word or phrase?  How do we know what a topic is? What is a topic? What are facts? What is a paragraph? What is an introduction? What is a conclusion?	Modeling Six Traits of Writing Writers' Workshop Dictate sentences Step Up To Writing	DRA Informational retell Comprehension assessments Achievement series Performance series  MLPP Journals and other writing samples Rubrics	Answer questions to help determine the meaning of words and phrases in text. Explanatory Topic Facts Sentence Paragraph Introduction Conclusion Details	Literacy Mats Kissman On Point Posters <a href="http://www.education.com/essays/organizers.htm">http://www.education.com/essays/organizers.htm</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates	Ask and answer questions to help determine the meaning of words and phrases to better understand information.  Write in an informative way as we include a topic and facts in our paragraph.

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	<p>ELA.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing</p>	<p>How do we stay on focus when writing? How do we respond to questions? How can we make our writing better?</p>		<p>MLPP Journals and other writing samples Rubrics</p>	<p>Topic Peers Details</p>		<p>Learn the form of a paragraph as we work on becoming better writers.</p>
<p>Speaking and Listening</p>	<p>ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>How do we ask questions to clear up confusion?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics Presentations Informal Observation</p>	<p>Questions Answers Key Details Modeling Oral</p>	<p>Literacy Mats Anchor Point Posters</p>	<p>Ask and answer questions to improve understanding of stories we hear.</p>
	<p>ELA.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>How do we ask questions to clear up confusion?</p>		<p>Rubrics Presentations Informal Observation</p>	<p>Questions Speaker Information Clarify</p>		<p>Ask and answer questions to help understand what we hear and to become better listeners.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Language	ELA.1.L.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their).	What are pronouns? What does possessive mean? What are indefinite pronouns?	MLPP writing Rubrics	Rubrics Writing samples MLPP Informal D.O.L. Performance series Achievement series	Pronouns Personal Possessive Indefinite	Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners	Learn to use pronouns correctly to improve our reading, writing and speaking.
	ELA.1.L.e Use frequently occurring adjectives.	What sounds do we record when we are talking down? How do we record sounds we are hearing when we are talking down? What is an adjective? How do we use adjectives? How do we use adjectives?	Spelling tests Writing samples MLPP D.O.L. Informal Performance series Achievement series	Phonemes Consonants Adjectives		Use what we know about letter sounds to write better spellers.	
			Rubrics Writing samples MLPP Informal D.O.L. Performance series Achievement series				Use adjectives correctly to improve our reading, writing and speaking.

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Language Arts Pacing Guide

Month: January

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RF.3.g Recognize and read grade appropriate irregularly spelled words</p> <p>ELA.1.RF.4 Read on level with purpose and understanding</p> <p>ELA.1.RF.5 Decode words with inflectional endings.</p>	<p>What is the unknown word and how can we figure it out?</p> <p>What do we know about the unknown word?</p> <p>What are the inflectional endings?</p>	<p>Reading strategies: Kissman Star Point Mats Generate questions Visualize Summarize Monitor comprehension Recognize text structure Use context clues Things Book (Kissman)</p>	<p>Guided reading MLPP DRA</p> <p>DRA Comprehension Assessment BEAR</p> <p>One minute Guided Reading DRA MLPP Content reading</p>	<p>Irregular</p>	<p>Interest Inventories Interview students Clifford the Big Red Dog sound matching game <a href="http://teacher.scholastic.com/clifford/flbah/bh">http://teacher.scholastic.com/clifford/flbah/bh</a> <a href="http://www.kids.com/kids/learn/reading/sounds.html">http://www.kids.com/kids/learn/reading/sounds.html</a> <a href="http://www.kids.com/kids/learn/reading/sounds.html">http://www.kids.com/kids/learn/reading/sounds.html</a> Interactive website focusing on letter sounds <a href="http://www.starfall.com/n/level-1/learn/learn.html">http://www.starfall.com/n/level-1/learn/learn.html</a> Printable books <a href="http://www.hubbardscupboard.com/learn.html">http://www.hubbardscupboard.com/learn.html</a> <a href="http://www.enchantedlearning.com/rhymes/Teachers.shtml">http://www.enchantedlearning.com/rhymes/Teachers.shtml</a> rhyme activities. p. 25- Read a Picture, Read a Story Strategies That Work Teaching Press. ISBN: 1574713663 Rigby Readers Kissman On Point Banners Words Their Way Program Literacy Mats No More Letter of the Week</p>	<p>Use our skills to read irregularly spelled words as we work on becoming better spellers.</p> <p>Read with purpose and understanding as we work to become better readers.</p> <p>Read and recognize words with different endings to improve our reading skills.</p> <p>Count the number of syllables in words to help us decode unknown words.</p>
	<p>ELA.1.RF.3.e Decode two syllable words following basic patterns by breaking the words into syllables.</p>	<p>What is a syllable? How do we decode unknown words?</p>		<p>MLPP Guided Reading Spelling tests Journal and other writing samples DRA One minute reads BEAR assessment</p>	<p>Syllables Printed word</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading- Literature	<p><b>ELA.1.RL.9</b>  <b>Compare and contrast the adventures and experiences of characters in a story.</b></p>	<p>How do the experiences of the characters compare?  How do they contrast?</p>		<p>Comprehension tests  Story retell  Venn diagram</p>	<p>Compare  Contrast  Story</p>		<p>Compare and contrast the adventures of characters to help us become better readers.</p>
Reading- Informational	<p><b>ELA.1.RI.6</b>  <b>Distinguish between information provided by pictures or illustrations and information provided by the words in text.</b></p>	<p>Can we learn about information provided by pictures or illustrations in text?  Are they different?</p>	<p>Modeling  Six Traits of Writing  Writers' Workshop  Dictate sentences  Step Up To Writing</p>	<p>DRAs  Informational retell  Comprehension assessments</p>	<p>Illustrations  Text  Information</p>	<p>Literacy Mats  Kissman On Point Posters  <a href="http://www.educationosis.com/cwr/riculum/graphic_organizers.htm">http://www.educationosis.com/cwr/riculum/graphic_organizers.htm</a>  Link to multiple graphic organizers  Step Up To Writing Posters  Trait Crates</p>	<p>Determine whether the pictures and text as we read for information.</p>
Writing	<p><b>ELA.1.W.3</b>  <b>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of</b></p>	<p>What is a narrative?  How do we write in sequence?  What words can we use to signal order and transitions?  How do we ensure closure?</p>		<p>MLPP  Journals and other writing samples  Rubrics</p>	<p>Narratives  Sequence  Events  Details  Transition words  Temporal words  Closure</p>		<p>Learn to write a narrative that is properly sequenced as we work to become better writers.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>closure.</p> <p>ELA.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to substance as needed.</p> <p>writing 3 paragraphs that includes a topic sentence, three supporting paragraphs, and a closing sentence. Teacher will model writing paragraphs to guide students.</p>	<p>How do we stay on focus when writing? How do we respond to questions? How can we make our writing better?</p>		<p>MLPP Journals and other writing samples Rubrics</p>	<p>Topic Peers Details</p>		<p>Learn to respond to suggestions from others as we work to improve our writing.</p>
<p>Speaking and Listening</p>	<p>ELA.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not</p>	<p>How do we ask questions to clear up confusion?</p>	<p>Modeling-Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics Presentations Informal Observation</p>	<p>Questions Speaker Information Clarify</p>	<p>Literacy Mats On Point Posters</p>	<p>Ask and answer questions to improve understanding of stories we hear.</p>



Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>understood</p> <p>ELA.1.SL.4</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>How can you describe people with details?</p> <p>Places?</p> <p>Things?</p> <p>Events?</p>		<p>Rubrics</p> <p>Presentations</p> <p>Informal</p> <p>Observation</p>	<p>People</p> <p>Places</p> <p>Things</p> <p>Relevant details</p> <p>Ideas</p>		<p>Clearly describe people, places, things and events as we work on becoming better writers.</p>
<p>Language</p>	<p>ELA.1.L.1.e</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>What sounds do we hear in words?</p> <p>How do we recognize sounds when we hear them?</p> <p>How do we spell words?</p>	<p>Spelling lists</p> <p>Writing samples</p> <p>MLP</p> <p>DOJ</p> <p>Performance series</p> <p>Achievement series</p>	<p>Phonemes</p> <p>Conventions</p> <p>Performance series</p> <p>Achievement series</p>	<p>Words Their Way</p> <p>100 More Letter of the Week</p> <p>Phonics Things</p> <p>Alphabet chart</p> <p>Kissman Word Bank</p>	<p>Use what we know about letter sounds to become better spellers.</p>	
<p>ELA.1.L.1.d</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their).</p>	<p>What is a pronoun?</p> <p>How are they used?</p> <p>What are possessive pronouns?</p> <p>What are indefinite pronouns?</p> <p>What are commas?</p> <p>How are they used correctly?</p>	<p>Phonemes</p> <p>Conventions</p> <p>Performance series</p> <p>Achievement series</p>	<p>Writing samples</p> <p>MLPP</p> <p>D.O.L.</p> <p>Performance series</p> <p>Achievement series</p>	<p>Personal</p> <p>Possessive</p> <p>Indefinite</p> <p>Pronouns</p>	<p>Commas</p> <p>Dates</p>	<p>Learn to use pronouns properly to improve our reading, writing and speaking.</p>	
<p>ELA.1.L.2.c</p> <p>Use commas in dates and to separate single words in a series.</p>						<p>Use commas to separate words in a list and in dates to improve our writing.</p>	

Language Arts Pacing Guide

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p><b>Reading</b></p> <p><b>ELA.1.RF.3.g</b>                      Recognize and read grade appropriate irregularly spelled</p> <p><b>ELA.1.RF.3.f</b>                      Know final common vowel conventions representing vowel sound</p> <p><b>ELA.1.RF.3.e</b>                      Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p><b>ELA.1.RF.3.d</b>                      Determine the number of syllables in a printed word, understanding that</p>	<p>What is the unknown word and how can we figure it out?</p> <p>How do we determine the number of syllables in a word?</p>	<p>Reading strategies:                      Kissman Star Point Mats                      Generate questions                      Visualize                      Summarize                      Monitor comprehension                      Recognize text structure</p>	<p>Guided reading                      MLPP                      DRA</p>	<p>Irregular</p>	<p>Interest Inventories                      Interview students                      Clifford the Big Red Dog sound matching game  <a href="http://teacher.scholastic.com/clifford/flash/oh">http://teacher.scholastic.com/clifford/flash/oh</a></p>	<p>Use our skills to read irregularly spelled words as we work on becoming better spellers.</p>	

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>every syllable must have a vowel sound.</p>						
<p>Reading-Literature</p>	<p><b>ELA.1.RL.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>How do we use details to retell and show we understand what we read?</p>		<p>Story retell DRA Comprehension assessments</p>	<p>Retell Details Central message Lesson</p>		<p>Use details to retell stories and show we understand what we are reading.</p>
	<p><b>ELA.1.RL.9</b> Compare and contrast the adventures and experiences of characters in a story.</p>	<p>How do we compare and contrast? What does the author do to contrast?</p>		<p>Story retell DRA Comprehension assessments Achievement series Performance series</p>	<p>Compare Contrast Adventures Experiences Characters Story</p>		<p>Compare and contrast what characters in the story do as we try to understand what we read.</p>
<p>Reading-Informational</p>	<p><b>ELA.1.RI.8</b> Identify the reasons an author gives to support points in a text.</p>	<p>What reasons are given by the author to support their point?</p>		<p>DRA Comprehension assessments Achievement series Performance series</p>	<p>Author Support Text</p>		<p>Identify ways the author supports a point being made as we try to understand the information we read.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Writing	<p><b>ELA.1.W.3</b>  <b>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, temporal words or phrases, signal event order, and provide a sense of closure.</b></p> <p><b>ELA.1.W.4</b>  <b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Begin writing 3 paragraphs that includes a lead sentence, three supporting paragraphs,</b></p>	<p>What is a narrative?  How do we write in sequence?  What words can we use to signal order and</p>	<p>Modeling  Six Traits of Writing  Writers' Workshop  Dictate sentences  Step Up To Writing</p>	<p>MLPP  Journals and other writing samples  Rubrics</p>	<p>Narratives  Sequence  Events  Details  Transition words  Temporal words</p>	<p>Literacy Mats  Kissman On Point Posters  <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a>  Link to multiple graphic organizers  Step Up To Writing Posters  Trait Crates</p>	<p>Learn to write a narrative that is properly sequenced as we work to become better writers.</p>
		<p>How do we stay on topic when writing?  How do we respond to questions?  How can we make our writing better?</p>		<p>MLPP  Journals and writing samples  Rubrics</p>	<p>Peers  Details</p>		<p>Learn to respond to suggestions from others as we work to improve our writing.  With guidance, write 3 paragraphs as we work on our writing skills.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Speaking and Listening	<p>and a closing sentence. Teacher will model writing three paragraphs to guide students.</p> <p><b>ELA.1.SL.3</b> Ask and answer questions about what a speaker says in order to gain additional information, clarify something that is not understood.</p>	<p>How do we ask questions to clear up...</p>	<p>Modeling-Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics Presentations Informal Observation</p>	<p>Questions Sneaker Information Cl...</p>	<p>Literacy Mats On Point Posters</p>	<p>Ask and answer questions to improve understanding of what we hear.</p>
Language	<p><b>ELA.1.L.2.c</b> Use commas in dates and to separate single words in a series.</p>	<p>What are commas? How are they used correctly?</p>	<p>MLPP writing Rubrics</p>	<p>Writing samples MLP D.O.L. Performance series Achievement series</p>	<p>Commas Dates Series Lists</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>	<p>Use commas to separate words in a list and in dates to improve our writing.</p>

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p><b>ELA.1.RF.3.g</b> Recognize and read grade-appropriate irregularly spelled words</p> <p><b>ELA.1.RF.3.h</b> Know final common vowel-conventions representing long vowels.</p>	<p>What is the unknown word and how can we figure it out?</p> <p>How do we determine the number of syllables in a word?</p>	<p>Reading strategies: Kissman Star Point Mats Generate questions Visualize</p>	<p>Guided reading MLPP DRA</p>	<p>irregular</p>	<p>Interest Inventories Interview students Clifford the Big Red Dog sound matching game Initial sound identification Interactive website focus on letter sounds Interactive books rhyme activities.</p>	<p>Use our skills to read irregularly spelled words as we work on becoming better readers.</p> <p>Use our knowledge of ways to make long vowel sounds to become better readers.</p>
Reading-Literature	<p><b>ELA.1.RF.3.d</b> Determine the number of syllables in a printed word, understanding that every syllable must have a vowel sound.</p> <p><b>ELA.1.RL.6</b> Identify who is telling the story at</p>	<p>Who is telling the story?</p>	<p>One minute BEAR assessment</p>	<p>MLPP</p>	<p>Syllables</p>	<p>Strategies That Work, Creative Teaching Press. ISBN: 1574713663 Rigby Readers Kissman On Point Banners Words Their Way Program Literacy Mats No More Letter of the Week</p>	<p>Be able to count the number of syllables in a word to improve our reading skills.</p>
Reading-Literature	<p><b>ELA.1.RL.6</b> Identify who is telling the story at</p>	<p>Who is telling the story?</p>	<p>Informal DRA Story retell</p>	<p>Informal DRA Story retell</p>	<p>Narrator Text story</p>	<p>Understand who is telling the story at a given point so we can better understand what we are reading.</p>	<p>Understand who is telling the story at a given point so we can better understand what we are reading.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Informational	<p>various points in a text.</p> <p><b>ELA.1.RL.10</b></p> <p>With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Are we reading grade level informational texts?</p>		<p>Comprehension Test</p> <p>Achievement series</p> <p>Performance series</p> <p>DRA</p> <p>Informational retell</p>	<p>informational text</p>		<p>Read grade level informational text for understanding to become a better reader.</p>
Writing	<p><b>ELA.1.W.5</b></p> <p>With guidance and support from adults, focus on a topic or question and suggest ideas from peers, appropriate to strengthen writing as needed.</p> <p>Begin writing 3 paragraphs that includes a lead sentence, three supporting paragraphs, and a closing sentence.</p> <p>Teacher will model writing three paragraphs to guide</p>	<p>do we focus on writing? and to questions? can we our writing better?</p>	<p>Writing Traits of Writing</p> <p>Writers' Workshop</p> <p>Dictate sentences</p> <p>Step Up To Writing</p>	<p>ILPP</p> <p>Journals</p> <p>Writing rubrics</p> <p>Rubrics</p>	<p>To</p> <p>Pe</p> <p>De</p>	<p>Literacy Mats</p> <p>Assman On Point Posters</p> <p><a href="http://www.educationonline.org/">http://www.educationonline.org/</a></p> <p>Link to multiple graphic organizers</p> <p>Step Up To Writing</p> <p>Trait Crates</p>	<p>Learn to respond to suggestions from others as we work to improve our writing.</p>

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Speaking and Listening	<p>students.</p> <p><b>ELA.1.SL.4</b> Describe people, places, things and events with relevant details, expressing ideas and feelings</p>	<p>How can you describe people with details? Places? Things? Events?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics Presentations Informal Observation</p>	<p>People Places Things Relevant details Ideas</p>	<p>Literacy Mats On Point Posters</p>	<p>Learn the form of a paragraph as we work on becoming better writers.</p>
Language	<p><b>ELA.1.L.1.2</b> Use frequently occurring conjunctions</p> <p><b>ELA.1.L.1.3</b> Use frequently occurring prepositions.</p>	<p>What are conjunctions? do you use them?  What are prepositions? do you use them?</p>	<p>Writing samples MLPP D.O.L. Performance series Achievement series</p>	<p>Writing samples MLPP D.O.L. Performance series Achievement series</p>	<p>Conjunctions Prepositions</p>	<p>Words Their Way No More Letter of the Week Phonics Things Alphabet chart Missman Word Bank</p>	<p>Use conjunctions correctly as we strengthen our writing, reading and speaking.  Use prepositions correctly as we strengthen our writing, speaking and reading.</p>
Language	<p><b>ELA.1.L.2.5</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>ELA.1.L.5.c</b></p>	<p>What is phonemic awareness? What are spelling conventions? How can we use them to help us spell words we haven't been taught how to spell yet?  What connection</p>	<p>Rubrics Writing Samples MLPP Informal D.O.L. Performance series Achievement series</p>	<p>Phonetic spelling Conventions</p>	<p>Real life</p>	<p>Spell words we don't know by using things we have already learned as we work on becoming better spellers.</p>	<p>Identify what words are used for in real life to improve our</p>



Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>Identify real life connections between words and their use.</p> <p>ELA.1.L.5.d Distinguish shades of meaning among verbs describing the same generation (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>exists between words and their uses?</p> <p>What verbs can we use to describe the same action?</p> <p>How can we act out their meanings?</p>		<p>Achievement series</p> <p>Word sorts</p> <p>Charades</p> <p>D.O.L.</p> <p>Performance series</p> <p>Achievement series</p>	<p>Connections</p> <p>Word use</p> <p>Verbs</p> <p>Same</p> <p>Similar</p> <p>Acting out</p>		<p>language skills.</p> <p>Come up with more than one word to describe the same action to improve our language skills.</p>
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# BRATTLE

## Language Arts Pa Guide

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Reading</p>	<p>ELA.1.RF.3.d Determine the number of syllables in a printed word, understanding that every syllable must have a vowel sound.</p> <p>ELA.1.RF.3.f Read words with</p>	<p>How do we determine the number of syllables in a word?</p> <p>What is an inflectional ending?</p>	<p>Reading strategies:</p> <p>Kissman Star Point Mats</p> <p>Generate questions</p> <p>Visualize</p> <p>Summarize</p> <p>Monitor comprehension</p> <p>Recognize text structure</p> <p>Word Families</p> <p>Phonics Things Book (Kissman)</p>	<p>MLPP</p> <p>Guided Reading</p> <p>DRA</p> <p>MLPP</p>	<p>Syllables</p> <p>Inflectional endings</p>	<p>Interest Inventories</p> <p>Interview students</p> <p>Clifford the Big Red Dog sound matching game</p> <p><a href="http://teacher.scholastic.com/clifford/flashph/ques/index.htm">http://teacher.scholastic.com/clifford/flashph/ques/index.htm</a></p> <p>Initial sound identification game</p> <p><a href="http://obskids.org/lions/games/cars.htm">http://obskids.org/lions/games/cars.htm</a></p> <p>Interactive website focusing on Letter sounds</p> <p><a href="http://www.starfall.com/level1/index/01w.htm?l">http://www.starfall.com/level1/index/01w.htm?l</a></p> <p>Printable books</p> <p><a href="http://www.hubbardscupboard.com/minutable_ho_sheets.html">http://www.hubbardscupboard.com/minutable_ho_sheets.html</a></p> <p><a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></p>	<p>Be able to count the number of syllables in a word to improve our reading skills.</p> <p>Read and recognize words with different endings to improve our reading skills.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>inflectional endings.</p> <p><b>ELA.1.RF.3.g</b> Recognize and read grade appropriate irregularly spelled words.</p>	<p>What is that word?</p> <p>What is the unknown word and how can we figure it out?</p>		<p>Content reading Performance series</p> <p>Achievement series</p> <p>Guided reading</p> <p>MLPP</p> <p>DRA</p> <p>Performance series</p> <p>Achievement series</p>	<p>Irregular</p>	<p><a href="#">rhymes/Teachers.shtml</a> Nursery rhyme activities.</p> <p>p. 25- Read a Picture: Reading Strategies That Work, Creative Teaching Press. ISBN: 1574713663</p> <p>Rigby Readers</p> <p>Kissman On Point Banners</p> <p>Words Their Way Program</p> <p>Literacy Mats</p> <p>No More Letter of the Week</p>	<p>Use our skills to read irregularly spelled words as we work on becoming better spellers.</p>
<p><b>ELA.1.RF.4</b> Read with sufficient accuracy and fluency to support comprehension</p>	<p><b>ELA.1.RL.10</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>What is the accuracy? Do they support comprehension that is...</p> <p>What words do we use to our senses? Feelings?</p>		<p>Guided reading</p> <p>DRA</p> <p>Content reading Performance series</p> <p>Guided reading</p>	<p>Accuracy</p> <p>Fluency</p> <p>Comprehension</p> <p>Senses</p>	<p>Understand how words are used in what we remember as we read.</p>	<p>Identify words that make us use our senses as we work to become better readers.</p>
<p>Reading-Literature</p>	<p><b>ELA.1.RL.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade level.</p>	<p>What is poetry? Are we reading grade level poetry?</p>		<p>Guided reading</p> <p>Performance series</p> <p>Achievement series</p>	<p>Prose</p> <p>Poetry</p>	<p>Read poetry to become better readers.</p>	

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading-Informational	<p><b>ELA.1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>What connection exists between two story elements?</p>		<p>DRA Informational retell Comprehension assessments</p>	<p>Connection Events Ideas Information Text</p>		<p>Identify how a connection between two pieces of information can help us better understand what we are reading.</p>
Writing	<p><b>ELA.1.W.1</b> Write on pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure; writing 3 paragraphs that includes a lead sentence, three supporting paragraphs,</p>	<p>What is an opinion piece? How do you write one? How do we support our opinion? How do you write a 3 paragraph essay?</p>	<p>Modeling Steps of Writing Dictate sentences Step Up To Writing</p>	<p>Journals and writing samples Rubrics</p>	<p>Opinion Topic Support Details Closure Paragraphs Essay</p>	<p>Literacy Mats Kissman On Point Posters <a href="http://www.educationaspirations.org">http://www.educationaspirations.org</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates</p>	<p>Write pieces where we give our opinion and support it with reasons as we learn to become better writers.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>and a closing sentence. Teacher will model writing three paragraphs to guide students.</p>	<p>How do you write complete sentences?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics</p>	<p>Complete sentences Appropriate</p>	<p>Literacy Mats On Point Posters</p>	<p>Use complete sentences when talking to improve our writing skills.</p>
<p>Speaking and Listening</p> <p>ELA.1.SL.6 Produce complete sentences when appropriate to task and situations.</p>		<p>How do you write complete sentences? How do you use appropriate to task and situations?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>Rubrics</p>	<p>Complete sentences Appropriate</p>	<p>Literacy Mats On Point Posters</p>	<p>Use complete sentences when talking to improve our writing skills.</p>
<p>Language</p> <p>ELA.1.L.1 Use definitions of words (e.g., articles, demonstratives).</p>		<p>How do you use definitions of words? How do you use articles, demonstratives, etc.?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>D.O.L. Writing samples MLPP Performance series Achievement series</p>	<p>Complete sentences Appropriate</p>	<p>Literacy Mats On Point Posters Words Their Way No More Letter of the Week Phonics Things Alphabet chart Kissman Word Banners</p>	<p>Correctly use definitions of words when writing, speaking and reading as we work to improve our literacy skills.</p>
<p>ELA.1.L.4.a Use sentence level context as a clue to determine meaning of a word or phrase.</p> <p>ELA.1.L.4.c Identify frequently occurring root words</p>		<p>How can we use sentence level context to determine the meaning of an unknown word or phrase? What is a root word? What is an inflectional ending?</p>	<p>Modeling- Traits of conversation Practicing Think/Pair/Share</p>	<p>DRA Guided reading Writing samples Performance series Achievement series  D.O.L. Writing samples MLPP Performance series</p>	<p>Complete sentences Appropriate</p>	<p>Literacy Mats On Point Posters</p>	<p>Learn to use the rest of a sentence to help us figure out what an unknown word means so we can become better readers.  Be able to identify root words and their inflectional endings as we work to become better readers and</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	and their inflectional forms.	ending? What do they mean?		Achievement series			writers.

**1st**  
**Language Arts Pacing Guide**

Month: May

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RF.4.b            Read on level text orally with accuracy, appropriate expression and successive re-readings.</p> <p>ELA.1.RF.4.c            Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Are we doing accurately? How do we figure out what a word means? How can we check our predictions by using the context?</p> <p>How do you compare and contrast?</p>	<p>Reading strategies:            Kissman Star Point Mats            Differentiate questions            Size            or comprehension            Recognize text structure            and Families            Phonics Things Book (Kissman)</p>	<p>Guided Reading            DRA            One minute reads            Benchmark assessment            MLPP            Guided Reading            Journal and oral writing samples            DRA            One minute reads</p>	<p>On level text            Accuracy            Reading            Expression            Comprehension            Self-correct            Understanding</p>	<p>Interest Inventories            New stories            Click and Drag Red Dog matching game  <a href="http://teacher.scholastic.com/skills/online/index.htm">http://teacher.scholastic.com/skills/online/index.htm</a>            Initial sound identification  <a href="http://pbskids.org/ibooks/learn/letter/sounds">http://pbskids.org/ibooks/learn/letter/sounds</a>            Interactive website focus on letter sounds  <a href="http://www.starfall.com/level-1/index/play.html">http://www.starfall.com/level-1/index/play.html</a>            Printable books  <a href="http://www.hmheducation.com/grade1/1st_grade.html">http://www.hmheducation.com/grade1/1st_grade.html</a>  <a href="http://www.enchantingrhymes.com/Teachers.htm">http://www.enchantingrhymes.com/Teachers.htm</a>            Nursery rhyme activities.            p. 25- Read a Picture, Reading Strategies That Work, Creative Teaching Press. ISBN: 1574713663            Rigby Readers            Kissman On Point Banners            Words Their Way Program            Literacy Mats            No More Letter of the Week</p>	<p>Read grade level texts accurately as we work to become better readers.</p> <p>Use the words in the reading to help us figure out what an unknown word means as we work to become better readers.</p> <p>Compare and contrast what characters in the story do as we try to understand what we read.</p>
Reading-literature	<p>ELA.1.RL.9            Compare and contrast the adventures and</p>	<p>How do you compare and contrast?</p>		<p>Venn diagram            Story retell            DRA            Comprehension assessments</p>	<p>Compare            Contrast            Adventures            Experiences            Characters</p>		

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>experiences of characters in a story, in writing.</p>			<p>Achievement series Performance series</p>	<p>Story</p>		<p>Identify things that are similar between two texts as we work on understanding what we read in both texts.</p>
<p>Reading-Informational</p>	<p>ELA.1.RI.9 Identify basic similarities in and differences between</p>	<p>What are the similarities between two texts discussing the</p>		<p>Information retell Content area assessments Informal</p>	<p>Similarities Differences Text Topic</p>		
<p>Writing</p>	<p>topic (e.g. illustrations, descriptions, procedures). ELA.1.W.1 Write opinion pieces</p>	<p>What is an opinion piece? do you write one? How do we support our opinion? How do you write a 3 paragraph essay?</p>	<p>Modeling Traits of Writing Dictate sentences Step Up To Writing</p>	<p>Journals and writing samples Rubrics</p>	<p>Opinion Topic Support Details Closure Paragraphs Essay</p>	<p>Literacy Mats Kissman On Point Posters <a href="http://www.educationonline.org">http://www.educationonline.org</a> Link to multiple graphic organizers Step Up To Writing Posters Trait Crates</p>	<p>Write pieces where we give our opinion and support it with reasons as we learn to become better writers.</p>

Theme/Big Ideas	Objectives	Essential Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>supporting paragraphs, and a closing sentence. Teacher will model writing three paragraphs to guide students.</p>						
<p>Speaking and Listening</p>	<p>ELA.1.SL.5            Analyze media messages or other visual displays to describe when appropriate ideas, thoughts and feelings.</p>	<p>Can we clarify and relationships?</p>	<p>Modeling- Traits of conversation            Partnering/Pair/Share</p>	<p>Rubric            Performance series</p>	<p>Visuals            Descriptions            Cl</p>	<p>Literacy Mats            On Point Posters</p>	<p>Understand how adding visuals can clarify meaning when we are speaking.</p>
<p>Language</p>	<p>ELA.1.L.4            Use frequent words occurring affixes as a clue to the meaning of a word.</p>	<p>What are the affixes?</p>	<p>Modeling- Traits of conversation            Partnering/Pair/Share</p>	<p>D.O.L.            Guided reading            DRA            Performance series            Achievement series</p>	<p>Affixes            Morphology</p>	<p>Words Their Way            No More Letter of the Week            Phonics Things            Alphabet chart            Kissman Word Banners</p>	<p>Use affixes to figure out what a word means as we improve our language skills.</p>
	<p>ELA.1.L.6            Use words and phrases acquired through conversations, reading and being able to read, and responding to texts,</p>	<p>What are conjunctions? What words have we learned by reading and through conversation that we can use now?</p>		<p>Guided Reading            DRA            MLPP            Content reading            Performance series            Achievement series            D.O.L.            Rubrics</p>	<p>conjunctions</p>		<p>Use conjunctions correctly in our reading, writing and speaking as we improve our language skills.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	including using frequently occurring conjunctions to single simple relationships.			Presentations			

**1st**  
*Language Arts Pacing Guide*

Month: June

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading	<b>D</b>						
Writing	<b>R</b>						
Speaking and Listening	<b>V</b>						
Language	<b>A</b>						
	<b>L</b>						
	<b>E</b>						
	<b>L</b>						
	<b>L</b>						



**The Capitol Encore Academy**  
**Graduation Requirements**

Subject Area	NOT FUTURE READY CORE	ENCORE GRADUATION REQUIREMENTS
<b>English</b>	4 Credits I, II, III, IV or a designated combination of 4 courses	4 Credits I, II, III, IV or a designated combination of 4 courses
<b>Math</b>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans—could include AP Calculus, Trigonometry, or Probability and Statistics <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>
<b>Science</b>	3 Credits A physical science course, Biology, Environmental Science	4 Credits A physical science course, Biology, Environmental Science, and a 4 <sup>th</sup> Science Course aligned with the student's post high school plans—possible Scientific Research, Anatomy & Physiology, Chemistry, or Physics or dual enrollment offering.
<b>Social Studies</b>	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course	4 Credits Civics and Economics, World History, US History I and II, and World Cultures, additional social studies course possible Politics & Ethics, Court Cases or dual enrollment offering
<b>World Languages</b>	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	2 Credits in a World Language – Spanish will be offered at Encore possible dual enrollment offering for other language.

**The Capitol Encore Academy**  
**Graduation Requirements**

<b>Health and Physical Education</b>	1 Credit Health/Physical Education	1 Credit Health/Physical Education
<b>Fine Arts Discipline Course Work and Electives</b>	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> <li>▪ Career and Technical Education (CTE)</li> <li>▪ Arts Education</li> <li>▪ World Languages</li> </ul> 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> <li>▪ Career and Technical Education (CTE)</li> <li>▪ JROTC</li> <li>▪ Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>▪ Any other subject area (e.g. social studies, science, mathematics, English)</li> </ul>	6 Credits required 5 credits required from declared arts discipline: <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Art</li> <li>• Media Art</li> <li>• Dance</li> <li>• Theater Art</li> <li>• Multi-Arts</li> </ul> 1 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> <li>▪ Career and Technical Education (CTE)</li> <li>▪ JROTC</li> <li>▪ Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>▪ World Cultures/Language</li> <li>▪ Any other subject area (e.g. social studies, science, mathematics, English)</li> </ul>
<b>Total Credits</b>	<b>22</b>	<b>26</b>

**Additional Notes:**

Students must have a minimum cumulative grade point average (GPA) of 2.0 to graduate from Encore Academy.

Students who transfer or who enroll after their freshman year will be held accountable to the North Carolina Future Ready Core and the Encore minimum GPA requirement.

Encore will honor the Interstate Compact for Military Children in that the administrative officials of Encore shall waive specific courses required for graduation if such courses have been satisfactorily completed in another state jurisdiction and have received a grade reasonable in preparation for admission to the receiving school. The local education agency shall provide an alternative means of acquiring credits if courses were not completed at the student's previous school. Additionally, in all cases, Encore shall use its best efforts to facilitate the on-time graduation of the student in accordance with the Compact.

**The Capitol Encore Academy**  
**School Calendar 2013-2014**



<b>2013</b>			
August	14-27	Wed-Tues	Administrative/Staff Workdays
	28	Wednesday	First Day for all students
September	2	Monday	Labor Day Holiday, Non-Student/Non-Teacher Day
October	11	Friday	Mid-Term Progress Reports (Trimester 1)
	14	Monday	Columbus Day Holiday, Non-Student/Non-Teacher Day
November	8	Friday	Continuous School Improvement/Workday, Non-Student Day
	11	Monday	Veterans Day Holiday, Non-Student/Non-Teacher Day
	26	Tuesday	End of 1 <sup>st</sup> Trimester (61)
	27-29	Wed, Thurs, Fri	Thanksgiving Break, Non-Student/Non-Teacher Day
December	2	Monday	1 <sup>st</sup> Day of 2 <sup>nd</sup> Trimester
	5 & 6	Thurs & Fri	½ Days, Student-Led Conferences
	23-31	Mon-Tues	Winter Break, Non-Student/Non-Teacher Days
<b>2014</b>			
January	1-3	Wed, Thurs, Fri	Winter Break Continued, Non-Student/Non-Teacher Days
	20	Monday	Martin Luther King, Jr. Day, Non-Student/Non-Teacher Day
	31	Friday	Mid-Term Progress Reports (Trimester 2)
February	14	Friday	Continuous School Improvement/Workday, Non-Student Day
	17	Monday	President's Day Holiday, Non-Student/Non-Teacher Day
March	14	Friday	End of 2 <sup>nd</sup> Trimester (62)
	20 & 21	Thurs & Fri	½ Days, Student Led Conferences
April	7-11	Mon-Fri	Spring Break
	18	Friday	Non-Student/Non-Teacher Day
May	2	Friday	Mid-Term Progress Reports (Trimester 3)
	26	Monday	Memorial Day Holiday, Non-Student/Non-Teacher Day
June	19	Thursday	Last Student Day (62)
	20	Friday	Teacher Workday
	23	Monday	Teacher Workday
	27	Friday	Report cards mailed home
<b>Notes:</b>			
<i>Total instructional days included in this calendar, 185</i>			
<i>Total professional development days, 12</i>			

## **The Capitol Encore Academy**

### **Description of Evaluation**

A culture of continuous improvement is inherent to the design of Encore. The school will utilize data continually to improve school culture, organization, management, curriculum and instruction to advance student learning. The high level of interaction between the teacher and students will allow for one method of ongoing evaluation of student mastery. Additionally, Encore will partner with Performance Series testing by Global Scholars for grades K-8 and ACCUPLACER testing by College State Board to provide another level of assessment, which will guide instruction. Students begin with Performance Series and ACCUPLACER Diagnostics at the start of each school year. These computer-adaptive, untimed assessments provide a detailed analysis of each student's academic strengths and weaknesses. Based on performance on the diagnostic test, a personalized learning path will be created for each student. Students will test on Performance Series three times (fall, winter, and spring) and ACCUPLACER Diagnostics at minimum two times during the school year (fall & spring) and students and staff members will be held accountable for meeting specific growth targets.

In addition to the ongoing assessment of student and school performance that is fundamental to the design of Encore, the school will demonstrate student progress through the administration of standardized tests. Encore will utilize the state adopted performance-based accountability system to ensure at least a year's growth in learning for all students as a minimum standard, with the goal to advance most students beyond the yearly annual target to close gaps and keep our students aiming for college level readiness. The school will continue to monitor the progress of the changing standards of measurement through the NC Accountability and Reform Effort (ACRE) in order to accurately demonstrate student mastery of content and growth.

In accordance with the state's new accountability model, Encore will administer Explore, PLAN, ACT (EPAS) and WorkKeys to the appropriate grade levels for the purpose of providing additional diagnostic tools for students and teachers. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

Encore will offer Advanced Placement (AP) instruction in addition to dual enrollment and those scores will be considered as indicators of college-preparation success. All students will be prepared for a college experience on the spectrum from local community colleges to highly selective universities.

In summary, Encore will monitor progress according to an absolute performance index including the school performance composite, the schools national percentile ranking and comparison growth progress, college-readiness benchmarks as defined by the EPAS system of testing and ACCUPLACER scores, future-ready core participation, and the 5-year cohort graduation rate.

Encore will employ assessment FOR learning, which is a process of assessment in which teachers use student-involved classroom assessments and the continuous flow of

**The Capitol Encore Academy**  
**Description of Evaluation**

information about student learning provided by the assessments to advance student learning. Teachers follow a proven set of strategies that show students what success looks like, how close they are coming to that target as they work, and how to continue to close the gap between their work and the agreed vision of excellence. Every student will have an individual student plan (ISP) which serves as snapshot guide to help students and teachers with goal setting. It will include assessment scores and specific learning information to give a quick understanding of what the student's academic needs are. Assessment FOR learning process will assist in ensuring that students are making progress toward their learning goals.

In addition to assessment FOR learning, Encore will make use of assessment OF instruction to evaluate the effectiveness of chosen strategies, make revisions for the future, and improve instruction. This type of data will be used in monitoring student achievement and evaluating system-wide progress toward the goals Encore.

# **ARTS INTEGRATION CONSULTING PROPOSAL BETWEEN ENCORE ACADEMY AND SUSAN RILEY, EDUCATIONCLOSET.COM**

## **SITUATION APPRAISAL**

The overview of this situation is that a new school format is being presented for Encore Academy which consists of using Arts Integration as a core strategy for student success in academic achievement. As such, you are looking to develop reflective teachers who understand what Arts Integration is, how to implement it authentically in the classroom and use Arts Integration strategies to support Common Core State Standards. This will require intensive professional development of all administration, teachers and support staff, as well as curriculum mapping and development of a school improvement plan which embeds Arts Integration as a fundamental element to the school culture and design.

## **OBJECTIVES**

The objectives of this consulting assistance include, but are not limited to:

- Direct, hands-on professional development in Arts Integration theory, strategies and assessment practices
- Increasing the effectiveness of Arts Integrated teaching
- Securing teacher ownership of the process, especially among formal and informal leadership.
- Bringing to bear world-class techniques from superb school organizations that have undergone similar transitions.
- Developing curriculum maps that outline natural alignments across and within content areas.
- Using the opportunity to improve teamwork, build a culture of innovation, and develop a strong vision of success through Arts Integration
- Supporting continued Arts Integrated practices with resources, materials and critical connections to local and national Arts organizations.

## **MEASURES OF SUCCESS**

Progress toward the objectives will be measured by:

- Feedback opportunities created for staff to inform and collaborate with administration
- Actual observations and anecdotal information collected by administrative team.
- Demonstrated higher student achievement through benchmark and national tests.
- Opportunities for reflective teacher practice through online teacher portfolios.
- Completion of the transition within a one-year period.

## **VALUE TO Encore Academy**

The value of this project appears to be multifold, including:

- Improved student academic achievement.
- Building a school and community which is connected by relevant, meaningful curriculum for students.
- Retention of high-quality teaching staff due to a challenging, engaging and positive school culture.
- Students who demonstrate a greater capacity for creativity, collaboration, communication and 21<sup>st</sup> century learning skills due to the high rigorous nature of Arts Integration strategies. '

## TIMING

The transition itself is estimated to take one year, which is a reasonable expectation, barring unforeseen developments. I am able to begin in the spring of 2013, as staff is being selected.

## METHODOLOGY AND OPTIONS

There are two levels of interaction that can be effective for this project, depending on the degree of help and participation you desire from your consultant.

**1. Professional Development:** The first week would be spent in 5 full days of intensive professional development sessions. These would cover what Arts Integration is, an overview of the process and a workshop/studio with hands-on strategies, study of weaving together Arts Integration and Common Core and lesson writing. It would also cover how to assess Arts Integrated lesson, when it's appropriate to use Arts Integration, and how to effectively work with teaching artists and community members to truly make the classroom come alive for students. It will also include time for administrators to attend the sessions with their staff and have sessions of their own that would focus solely on the everyday demands of an Arts Integration program. There would also be 3 additional face-to-face professional development follow up sessions throughout the year to monitor progress, introduce advancing strategies and to answer natural questions that occur along the way. Finally, there will be opportunity for web-access to the consultant through periodic virtual sessions to collaborate with teachers and administrators, and to provide a clearinghouse of resources for staff to access and contribute to.

**2. Curriculum Development:** This would entail some curriculum mapping, work with writing and weaving some model AI lessons within each unit that support Common Core, and the development of high-quality assessments. This takes between 30-40 hours, and that is being optimistic. It's one of the pieces of Arts Integration that takes the most time because it is so tedious, but this is needed to ensure authenticity.

## JOINT ACCOUNTABILITIES

You would be responsible for internal scheduling, reasonable access to key personnel, on-site administrative support, and reasonable access to past and current documentation that would aid the project. I would sign all required nondisclosure and confidentiality agreements, and would provide all administrative support off-site. We agree to immediately apprise each other of any intelligence or findings that would impact the success of the project so that rapid action could be considered.

## TERMS AND CONDITIONS

I never assess an hourly or daily fee, since you should not have to make an investment decision every time my assistance may be needed, nor should your people have to seek permission to spend money if they need my help. This is a unique feature of my consulting practice.

Fees for the options are:

Option 1: \$9,000.

Option 2: \$5,500.

Both: \$14,500.

These fees **do not include** expenses. I set a one-time expense amount, which will cover all food, lodging, car rental and airfare to the site. This fee is: \$4,500.

Payment terms for any of the options are:

Travel expenses paid in full on acceptance of this proposal.

- Fifty percent due on acceptance of this proposal.
- Twenty-Five percent due on the fifth day of face-to-face professional development
- Twenty-five percent within 30 days of project completion

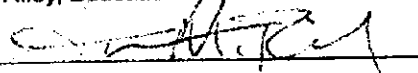
This project, once approved, is non-cancelable for any reason, although it may be delayed, rescheduled, and otherwise postponed without any penalty whatsoever.

## ACCEPTANCE

Your signature below indicates acceptance of this proposal and the terms and conditions herein. Alternatively, your initial payment per the terms above will also represent acceptance of this proposal.

Please check the option you prefer:  #1  #2  Both

For Susan Riley, EducationCloset.com

Signature: 

Name: Susan Riley

Title: Arts Integration Consultant

Date: March 30<sup>th</sup>, 2012

For Encore Academy:

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



**Planned Proposal between RealVisions and Encore Academy**  
**RealVisions' thoughts regarding professional development at NC arts-focused charter school:**

1. Develop a plan (in discussion with school leadership) for arts integration professional development based on students' needs. Such a plan would align what student performance data has revealed about students' needs with specific, research-based, arts integration instructional tools for meeting those needs. The plan would identify the one or two arts disciplines that, when integrated into the non-arts areas of greatest need, would be the best match for leveraging students' skills in those areas.

It is anticipated that all teachers in one grade level would focus on integrating one arts discipline into the same non-arts academic area. For example, data reveals that first grade students' greatest need rests in the area of increasing reading comprehension. Research indicates that integrating drama with reading strengthens student reading comprehension skills. Consequently, first grade teachers would focus on acquiring skills in using drama to teach reading comprehension.

2. Provide professional development to teachers in order to strengthen their knowledge, skills, awareness, and understanding regarding the arts discipline identified in the professional development plan;

3. Provide professional development to teachers and community teaching artists (in the disciplines identified in the professional development plan) in order to strengthen their knowledge, skills, awareness, and understanding regarding how to . . .

- Integrate the arts and non-arts disciplines identified in the professional development plan (i.e., how to plan, implement and assess arts integration lessons/units);
- Reflect on and assess their arts integration lesson planning and instructional practice;
- Help their students reflect on their performance in arts integration classes;
- Assess their students' performance in arts integration classes; and
- Collaboratively work in teams in order to effectively develop, implement and evaluate quality arts integration experiences for their students.

**Timeline:**

Spring 2013:

One week – discussions with school leadership and the preparation of a school professional development plan

Summer 2013:

One week professional development for all teachers (teachers would participate in grade-level teams in professional development regarding the integration of one arts discipline with one non-arts academic area – see above) and teaching artists

2013 – 2014 academic year:

Biweekly electronic follow-up with every teacher related to their arts integration efforts; based on teachers' needs, goals and performance benchmarks

Three two-day site visits (fall, winter, spring) – classroom observations, mentoring and team teaching designed to assess and strengthen teachers' arts integration curriculum and instructional practices

End-of-year formative evaluation of entire professional development component and its impact on students and teachers

Professional development providers:

3 or 4 consultants – 2 experts in arts integration, 1 expert in integrating each of the one or two arts disciplines identified in the professional development plan

Cost Estimate:

3 consultants included a music and theater specialist for the period of May 2013 through June 2014 is \$38,700.

Should you also require a dance or visual arts specialist, the cost would increase by an additional estimated \$9,500 per specialist.

# Encore Academy Individual Student Plan K-2

<b>Student Name:</b>	<b>School Year:</b>	<b>Grade:</b>
<b>Teacher:</b>	<b>Birthday:</b>	<b>Retained Grade:</b>

Check the boxes that apply:

<b>RTI Math:</b>	<b>RTI Reading:</b>	<b>RTI ELL:</b>	<b>Neuro Reading:</b>
<b>Behavior Plan: (attach)</b>	<b>Sp. Ed. Hours:</b>	<b>Speech:</b>	<b>OT:</b>
<b>Counselor:</b>	<b>Social Worker:</b>	<b>RTI: Tier ( 1 2 3 )</b>	<b>Other:</b>

EOG		DRA/Testing	September	½ yr. goal	January	1 yr. goal	May
Reading		Level					
Writing		%					
ELA		Comp					
Math		1 Min Read					
Science		BEAR Assess					
SS							

Math							
Performance Series		Count to		1:1 Corr. to		Add/Sub/Mult/Divide	

	September	¼ yr. goal	December	½ yr. goal	February	1 yr. goal	May
Writing							
Presentation							
Conversation							

PS Testing	September	½ yr. goal	January	1 yr. goal	May
Reading					
Math					
ELA					
Science					

**Student Goal:**

Short Term Goal Objectives					
Trimester 1 Objectives	✓	Trimester 2 Objectives	✓	Trimester 3 Objectives	✓
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	

**End of Year Comments:**

# Encore Academy Individual Student Plan 3-8

<b>Student Name:</b>	<b>School Year:</b>	<b>Grade:</b>
<b>Teacher:</b>	<b>Birthday:</b>	<b>Retained Grade:</b>

Check the boxes that apply:

<b>RTI Math:</b>	<b>RTI Reading:</b>	<b>RTI ELL:</b>	<b>Neuro Reading:</b>
<b>Behavior Plan: (attach)</b>	<b>Sp. Ed. Hours:</b>	<b>Speech:</b>	<b>OT:</b>
<b>Counselor:</b>	<b>Social Worker:</b>	<b>RTI: Tier ( 1 2 3 )</b>	<b>Other:</b>

EOG		DRA/Testing	September	½ yr. goal	January	1 yr. goal	May
Reading		Level					
Writing		%					
ELA		Comp					
Math		1 Min Read					
Science		BEAR Assess					
SS							

Explore (8 <sup>th</sup> Grade)							
English		Math		Reading		Science	

	September	¼ yr. goal	December	½ yr. goal	February	1 yr. goal	May
Writing							
Presentation							
Conversation							

PS Testing	September	½ yr. goal	January	1 yr. goal	May
Reading					
Math					
LA					
Science					

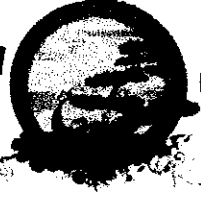
**Student Goal:**

**End of Year Comments:**

Short Term Goal Objectives					
Trimester 1 Objectives		Trimester 2 Objectives		Trimester 3 Objectives	
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	

*"The Art of Success"*

ENCORE  
academy



inquire  
imagine  
innovate  
inspire

# DRAFT

2013-2014 School Year

K-6<sup>th</sup> Grade Handbook

Encore Academy

The Capitol

126 Hay St.

Fayetteville, NC

(Encore Web Address TBD)

**TRG**

THE ROMINE GROUP

## WELCOME!

Welcome to Encore! Our staff is looking forward to providing your child with every educational opportunity for maximum growth in the academic and social-emotional areas. Our goal is to provide meaningful instruction, positive for you and your child.

# ENCORE

————— *the ART of SUCCESS*

*inquire ~ imagine ~ innovate ~ inspire*

Academy Mission Statement

The Capitol Encore Academy develops students who inspire others with principles of design through the integration of academic excellence, positive character, and disciplined artistry.

# DRAFT

*We're on the web!*

**Encore Web Address TBD**

*You can also check on the progress of your individual student by visiting*

**Encore Powerschool Address TBD**

*Enter in your ID and password!*

**Academy School Hours**

Grades K-6                    7:50 AM – 3:00PM  
Grades 7-12                7:50 AM – 3:00PM  
Half Day Dismissal    11:45AM for all students

**Academy School Office Hours**

Mon-Fri                    7:30 AM – 3:30 PM

**Encore Academy Board of Directors**

- , *President*
- , *Vice President*
- , *Treasurer*
- , *Secretary*
- , *Board Member*

**Administration**

, Principal  
name@Encoreacademy.org

, 7<sup>th</sup> - 12<sup>th</sup> Principal  
name@Encoreacademy.org

, Director of Sec. Education  
name@Encoreacademy.org

, Counselor  
name@Encoreacademy.org

, Admin. Assistant  
name@Encoreacademy.org

, K-6<sup>th</sup> Vice Principal  
name@Encoreacademy.org

, Director of Elem.  
name@Encoreacademy.org

, Administrative Manager  
name@Encoreacademy.org

, Secretary  
name@Encoreacademy.org

**DRAFT**

**Educational Service Provider**

The Romine Group  
7877 Stead  
Suite 100  
Utica, MI. 48317  
www.therominegroup.com

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# DRAFT

OVERVIEW OF GENERAL  
INFORMATION



# OVERVIEW

The regular school day begins at 7:50 and ends at 3:15. Breakfast will be served in the classroom from 7:35am-7:50am. Students will be permitted in the school at 7:30am and are to report directly to their classrooms if they want to participate in breakfast. Breakfast is a pre-order system and families qualify for free/reduced status according to the same guidelines followed for lunch. **BREAKFAST IS OVER AT 7:50 AND TEACHERS ARE NOT PERMITTED TO SERVE THOSE STUDENTS WHO COME TO CLASS LATE FOR ANY REASON.**

### Regular Daily Schedule (K-6<sup>th</sup> Grade)

- 7:30 Doors Open—students should report directly to homeroom or pick up breakfast
- 7:35-7:50 Breakfast is consumed in classrooms
- 7:50-3:00 Student proceeds through school day with homeroom teacher

Each student will have twenty-five minutes to complete his or her lunch. There are 4 lunch periods for grades K-12:

1st lunch – 12:00pm – 12:25pm  
 2nd lunch – 12:30pm – 12:55pm  
 3rd lunch – 12:30pm – 1:00pm  
 4th lunch – 11:00am – 11:55am (for HS Admitted)

# DRAFT

### ADMISSION INTO ACADEMY

During the school year, parents wishing to enroll their child into Encore are required to complete an application and provide all necessary documentation. If space is available the parent will receive an acceptance letter for their child. If space is not available, the child will be placed on the waiting list and called in the order they signed in (based on date and time of submitted application).

During public open enrollment for the proceeding school year, parents must also complete the application and provide all necessary documentation. However, if space is not available, children will be admitted on the basis of the lottery system according to the Board of Directors policy. Re-enrollment is a designated period for parents wishing to reenroll their child. All parents will be required to complete a form to reserve their child’s placement for the following school year.

### PARENT INVOLVEMENT AND COMMITMENT

By enrolling your child at Encore Academy, you have chosen to participate in a unique educational experience that actively involves both you and your child. We ask that you demonstrate your commitment to Encore Academy by...

- Ensuring your child will attend school on a regular basis. He/she should attend school unless he/she is unable to function at school due to illness. We also ask that you schedule vacation in conjunction with school breaks and holidays.

doors for entering & exiting the building between 7:30 am and 3:30pm. All visitors during this time MUST report to the main office, sign in and receive a background check. No visitors will be permitted into the classroom corridors without prior approval. This is for the protection of all students and staff in the building.

### LUNCH

Each student will have twenty-five minutes to complete his or her lunch. Students are expected to follow the Lunch Room Behavior Code and respect all adults that are Encore staff or parent volunteers when enforcing this Code.

- Students are expected to sit during the lunch period and ask permission to move otherwise.
- Students are to use normal/table voices when conversing with other students.
- Students are expected to use good table manners while at lunch and to clean up their area after eating.

Any student that does not follow the Behavior Code will be redirected according to behavior code. Continual problems will result in loss of cafeteria privileges and will be required to eat in the school office or other assigned area with their parent/guardian if necessary.

A daily hot lunch program is offered to all students at Encore from an outside food service, menus are provided to parents monthly, a payment system will be provided, and the cost of the preparation of lunches.

There are no refrigerators or freezers for student use. All lunches brought need to be prepared ahead of time. Drink boxes, for example, must be prepared the night before and packed in the student's lunch to keep items cool.

Parents/guardians may only take their children off school premises for lunch in special circumstances and after receiving approval from the principal or other school administrator. Approval is also required from the principal or a school administrator to bring an outside lunch from a restaurant (McDonalds, Taco Bell, etc.) and is only approved for special circumstances or occasions such as the child's birthday. **Furthermore, at no time are caffeinated beverages or other similar products permitted for students.**

### RECESS

For grades K-6, students have recess immediately following their lunch period for approximately twenty minutes. Recess is held in the playground or blacktop area behind the school. Students are required to stay in the designated recess area and follow all school policies. All students are required to participate in the recess time. Please make sure they are dressed appropriately for the weather. Students will go outside for recess when the temperature is above 40 degrees.

In the event of rain or temperatures below 40 degrees, recess will be held in the student's classroom.

### DISMISSAL

At no time will the Academy permit a student to be dismissed without a parent/guardian. Students are not permitted to walk home or leave with a friend without written parent/guardian permission and approval in the main office. Repeated offenses will be turned over to the principal and school social worker for review and follow-up.

Students in grades K-6 are dismissed from their classroom at 3:00pm. Parents are required to follow the parking lot instructions for dismissal. All students not picked up by 3:45pm will be sent to Latch Key. If the student's are not registered for Latch Key they will be sent to the office and a charge of \$10/hr will be incurred by the parent. If students are left here for long periods of time or on repeated occasions the authorities will be called to pick up the student. Students will not be permitted to walk home without administrative approval. Administrative approval requires signed written permission from a parent/guardian for consideration.

### **INDIVIDUAL STUDENT DISMISSAL**

Students will be dismissed from their classroom to a parent/guardian or emergency contact until the age of 18. Students will not be dismissed to any other adult or peer unless prior written arrangements are made with the Academy office. This procedure will guarantee the safety and well being of all students. Parent/Guardian is required to go to the office to pick up their child from the Academy at times other than normal arrival and dismissal. The Parent/Guardian is not to go directly to the classroom but report to the office where they will be required to sign students out of the Academy. After approval from the main office, the student's educator will send the student to the parent's home office. Parents should not go to the student's home to pick up the student. This causes distraction to the learning environment.

### **NO RESCUE POLICY**

Encore Academy works to train and educate our students towards self-reliance. Thus, we do not allow students to call home and ask parents to bring in homework, projects, and calm upset feelings or arrange sleepovers, etc. Because Encore Academy values the educational time entrusted to us, teachers will release students to the office to ask to use the phone only in emergency situations.

Office staff will use the following procedures when a student asks to use the phone:

1. The office staff will ask the student why he or she wants to use the phone. Care will be given to assess the student's predicament. A decision will be made by the staff person (based on the above stated purpose) whether the student should be allowed to call home.
2. If it is determined that the student should work through the issue without calling home, the staff person will discuss with the student resources available at the school to help.
3. When the student is determined able to manage the problem, he or she will be sent back to the classroom.
4. If after working with the student, it is determined that he or she will not be able to function at school appropriately, the staff person will call the parent. From experience, however, it is not expected that this will be the typical result.

### **TELEPHONE**

A telephone is available in the school office for EMERGENCY phone use by students. During the school day, permission to use the telephone must come from the office personnel. It is also school policy for students to work out any concerns with staff when adult intervention is needed, not

with parents by phone. Cellular phones are not permitted at school. If a student is found using a cellular phone, it will be confiscated and a parent must come in to obtain the phone. Refusal to turn in a cell phone will result in further disciplinary action. Please see policy for prohibited electronic devices for additional procedure of handling student in possession of cell phone.

### THE ACADEMY VISITORS

Adult visitors are always welcome. However, we are interested in knowing who is in the building and require all visitors to register in the office and wear a visitor's badge. Students or parents from other schools or Academies wishing to visit must make prior arrangements with the principal and a fifteen-minute observation will be scheduled with an educator. Any visitors that will be spending more than four hours in a week at the Academy will be required to meet all criminal/background screening at the cost of the visitor. This is to ensure the safety of all Encore students and staff.

### VOLUNTEER POLICY

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The Principal in cooperation with the Educational Service Provider shall be responsible for recruiting volunteers, reviewing their capabilities, and making appropriate placements. S/He shall not be obligated to make use of volunteers whose abilities are not in accord with school needs.

The Administration shall conduct appropriate background checks on all volunteers in the same manner as required for other professional staff for any volunteer that is assigned to the school for more than four hours per week.

The Administration shall inform each volunteer of the following:

Each volunteer shall be required to abide by all Board policies and school guidelines while on duty as a

volunteer including signing, if appropriate, the School's Network and Internet Access Agreement Forms;

- Will be covered under the School's liability policy but the School cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- Will be asked to sign a form releasing the School of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.
- To attend the appropriate training for the assigned tasks prior to his/her volunteer services at the school.

The Administration shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time efforts in assisting the operation of the School

### THE ACADEMY EMERGENCY CLOSINGS

In the event of the Academy closing due to weather or other emergencies, please check Channel ABC, Channel and Channel FOX News. In the event of a school emergency, you will be contacted by Academy personnel so it is important that you keep your information updated at the front office.

### TEXTBOOKS AND SUPPLIES

Students are responsible for the proper care of all books and supplies issued each year through the Academy. Students who lose books or damage the Academy property will be assessed a replacement fee or repair cost to offset the replacement or repair cost. All costs are to be paid prior to receiving all report cards or the transfer of student records.

### **HOMEWORK**

Homework is a very necessary and integral part of a child's education. The purpose of homework is to reinforce those skills and concepts taught in the learning environment. Homework also includes work not finished during class time. Parental support and cooperation are very important in this area. Helping students with their homework shows you are interested in their education. Each educator is responsible for the classroom homework policy. This is to ensure age-appropriate requirements. Please note that homework can come in many forms and while the Academy recognizes that age appropriate learning also consists of social and family activities at home, we request your support and cooperation while we try to find the best ways to reinforce learning at home. When traditional forms of homework are not necessary, the educators may have alternative projects and such instead. Please direct all homework questions to your student's educator.

### **REQUEST FOR HOMEWORK**

A request for homework for a child that is ill should be made in the morning. This will allow time for the educator to organize the materials. Homework may be picked up in the office at the end of the day. Educators will make every effort to have homework ready for you to pick up in the office at the end of the day. Please remember that most of the learning at Encore Academy is done in a hands-on and experiential way and many times cannot be sent home to be completed. That is why it is vital that all students are at school as much as possible.

### **COMMUNICATION**

Parents can now access up to date information on their student's progress via the web. Just visit [powerschool.therominegroup.com/admin](http://powerschool.therominegroup.com/admin), enter in your ID and password, and you will have access to grades and attendance, information on individual assignments, you can sign up for e-mail notification, and view teacher comments. This is a great way to stay on top of what is happening with your student!

Additionally, each week, students will take home "Friday Folders" containing important information from the school, which will help families attend events and continue an awareness of school activities. Check the school website, [www.Encoreacademy.us](http://www.Encoreacademy.us) for updated information on the Academy and student activities.

### **STUDENT RECORD "RIGHTS"**

The Federal "Family Educational Rights and Privacy Act of 1974" provides parents or guardians of students under the age of 18 the right to examine official records, files, and data relating to the student. If you wish to review your child's record, please contact the office.

### **STUDENT RECORDS**

The Board of Directors for Encore Academy believes that all student records shall be treated as confidential and exist primarily for local Academy use or as otherwise stipulated. To request a review of your students records a parent/guardian must contact the main office to schedule an

appointment. To request a hardcopy of your student's records a parent/guardian must submit the request in writing to the main office. The Office Manager will then contact the parent/guardian to notify of when the request can be reasonably fulfilled, not to exceed 15 days.

In situations where the parents of a student are divorced or separated, each parent custodial and/or non-custodial has equal rights to their child's records unless a court order specifies otherwise. The Academy's personnel shall not recognize private agreements between the student's parents.

Parents shall have an opportunity for a hearing to challenge the content of their child's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students; to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein; and to insert into such records the parent's written explanation of the content of such records.

Any eligible parent/guardian or student may inspect the records of the student during regular Academy office hours with a scheduled appointment. The district reserves the right to interpret selected records to students and/or parent/guardians at the time of the inspection.

If circumstances prevent a parent/guardian from exercising their right to come to the Academy to review a student's education records, the Academy will provide a copy of the requested records to the requesting party following the procedure above. The Academy will not release any educational records if there is an outstanding request to inspect and review a student's records.

Whenever a student attains the legal age, the consent required of an individual accorded to the parents of the student shall thereafter only be for the student. Parents/guardians are responsible for notifying the Academy of an emergency phone number and address if the information has been changed.

### MOVING?

Please notify the Academy office before transferring to another school. A copy of the immunization form will be given to you to present to the new school.

We want to know:

- New address and phone number
- Date of the move
- Name of the new school
- Students are expected to:
  - *Return all library and textbooks*
  - *Settle all outstanding debts*
  - *Collect all personal items*

In the event that the above is not returned the student's records will not be transferred and the last report card will not be mailed to the parent/guardian.

# DRAFT

## SCHOOL-WIDE POLICIES





### **CELLULAR PHONES, MP3 Players, IPODs, and Other ELECTRONIC DEVICES**

The telephones are for the Academy business and emergencies only. Students will be permitted to use the telephones for emergency purposes only. Students should take care of information business with parents prior to coming to school.

At no time are students permitted to bring pagers, cellular phones, video games, musical electronic listening devices or any other electronic devices. Failure to follow policy will result in disciplinary action and forfeit of device to the academy until the end of the school year. Encore will not accept responsibility for the personal items of students lost, stolen, or confiscated.

- First offense the item will be taken and released only to a parent or legal guardian.
- Second offense the item will be kept until the last day of school and released only to a parent or legal guardian.
- Refusing to surrender a cell phone will result in further disciplinary action.

### **STUDENT CAMERAS**

For the safety and well being of all of our students, student cameras are not permitted at school. We recognize the importance of school day memories and will designate specific dates and events which cameras will be permitted for. This will require teacher supervision of the photographs being taken as well as administrative approval. Please understand that we want to ensure the safety and well being of every student at Encore and that circumstances such as the internet and other predators are at large and we want to protect and ensure you are aware of exposure of your child.

Students in possession of cameras that are not approved by administration will be confiscated and if necessary pictures deleted and release of camera to parent/guardian.

### **INTERNET POLICY**

Encore Academy adheres to the federal requirements and guidelines stipulated under Title XVII—Children's Internet Protection Act.

#### **A. Educational Purpose**

Encore Academy Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. Encore Academy has the right to place reasonable restrictions on material you access or post through the system. You are expected to follow the rules set forth in the Encore Academy disciplinary code and the law in your use of the network. *Students who use laptops for personal (non-academic) purposes during the school day will be prohibited from bringing their laptop to school or using an Academy laptop during the school day.*

#### **B. Internet Management**

Embracing the Internet as a critical and essential component in today's world is essential if our students are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of student to inappropriate material and people. As part of our commitment to Internet security, we offer a firewall (a web-blocker application program). This has the ability to block objectionable material and captures the window when questionable material is accessed.

### **C. Unacceptable Uses**

The following uses are considered unacceptable:

#### **1. Personal Safety and Personal Privacy**

Students will not post personal contact information. This includes students address, school address, telephone number, and name on the Internet. This includes other people as well as the student. Students will promptly disclose to the teacher any message or website that is inappropriate or makes students feel uncomfortable.

#### **2. Illegal Activities**

Students will not attempt to gain unauthorized access to Encore Academy Network or to any other system through the network beyond authorized access. Students will not attempt to deliberately disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students will not use the network to engage in any other illegal act, such as arranging for illegal activities or threatening the safety of other people.

#### **3. System Security**

No software is to be downloaded on the computers at any time without explicit consent of the system administrator.

#### **4. Inappropriate Language**

Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages. Students will not use obscene, profane, vulgar, rude, threatening, or disrespectful language. Students will not post information that could cause damage or a danger of disruption. Students will not engage in personal attacks, including profanity, discrimination, or attacks. Students will not harass another person and will not knowingly post false or defamatory information about another person or organization.

#### **5. Respecting Resources**

Using the computer systems and Internet is a privilege. Students need to respect the computer by using it appropriately.

#### **6. Plagiarism**

Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.

#### **7. Copyright**

Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure or have questions, they should ask a teacher.

#### **8. Inappropriate Access to Material**

Students will not access material that is designated for adult use only or is profane or obscene, that advocates illegal or dangerous acts, or discrimination towards other people. If students mistakenly access inappropriate information, they should immediately tell the teacher. This will protect students against a claim that they have intentionally violated the rules.

**D. Disciplinary Actions**

Students should only expect limited privacy in the contents of personal files or records of Web research. Routine maintenance and monitoring of the network may lead to discovery that you have violated the Policy, the school disciplinary code or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Encore Academy disciplinary code or the law.

Encore Academy will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school.

**E. Limitation of Liability**

Encore Academy makes no guarantee that the functions or the services provided by or through the school Network system will be error free or without defect. Encore will not be responsible for any damage that may be suffered, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents or guardians will be responsible for any harm to the system as a result of intentional misuse.

**LOST AND FOUND**

Found articles of clothing or miscellaneous articles will be placed in the lost and found area (see front of location). Each week all the lost and found items will be turned over to a local charity organization. Please help alleviate the problem of lost articles by placing your name on the clothing. PLEASE PUT YOUR CHILD'S NAME ON ALL CLOTHING.

**STUDENT SOLICITATION**

Students may participate only for the Academy sponsored activities. The Academy activities at the elementary level discourage door-to-door solicitation in the community. There will be no exchange of money among students for any purpose unless authorized by the office.

**THE ACADEMY CELEBRATIONS**

All celebrations are at the discretion of each educator and the academy administration. If you choose to have your child not participate in an activity, please speak with your child's educator. If the activity is due to religious or other beliefs an opt-out activity will be provided for your student. At Encore Academy we try to recognize celebrations and traditions of many different cultures. Understanding cultural diversity is an integral part of society. If you have other suggestions for educators or the school in regards to celebrations and traditions of different cultures please let us know and we will be happy to consider the additions.

# DRAFT

## ATTENDANCE POLICIES



## ATTENDANCE POLICIES & PROCEDURES

All students are expected to attend the Academy for the entire academic year. Parents are strongly discouraged from taking their students out of the Academy for family vacations.

### I. ATTENDANCE

1. Parents are asked to call the Academy before 7:50 am when their child is going to be absent. This does not constitute an excused absence.
2. Whenever students are absent from the Academy, notes or medical excuses are required explaining the absence. The note should also have day, time, and phone number where the parent can be reached.
3. Parents may arrange, in advance, for absences. Prearranged absences are not automatically excused (guidelines apply for excused/unexcused absences).
4. Medical and funeral excuses only are exempt from the attendance count.
5. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

### II. FAMILY VACATIONS:

1. We would like to encourage you to schedule family vacations at times other than when the Academy is in session. When you must schedule a family trip during Academy time, contact the educator in advance concerning how your child will complete missed assignments.

### III. ATTENDANCE PROCESS / QUINCY:

A letter from the student's teacher will be sent to the student's parent/guardian on the tenth absence.

A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in In-School suspension until the conference is held.

3. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the Academy due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the Academy.

*Please Note: 5 Late Arrivals (more than 10 minutes) = 1 absence*

*5 Early Dismissals (more than 10 minutes) = 1 absence*

### IV. THE PROCEDURES FOR APPEALS:

1. Students, who exceed the number of absences with justifiable cause, may petition the appeals board for a hearing. The appeals process is only presenting proof of justifiable absences. It is not intended for any other use.
2. Students who wish to use the appeals process must present a completed form to the Principal's office clearly giving reasons for their absences. Excuses such as getting up late, car problems, or missing a ride will not be accepted.
3. Each case will be heard and judged on its individual merits.
4. It is the parent's responsibility to provide the necessary materials on his/her behalf.
5. The appeals board will be comprised of two (2) educators and one Administrator.
6. The decision of the board will be final.

**V. TARDY/LATE ARRIVAL/EARLY DISMISSAL:**

1. Classes begin at 7:50 a.m. Students can be dropped off as early as 7:35 a.m. Students arriving in the learning environment after 7:50 a.m. will be considered tardy. Due to state guidelines, all attendance must be documented and reported to Wayne County RESA including late arrivals.
2. A letter from administration will be sent to the student's parent/guardian on the tenth absence.
3. A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in In-School suspension until the conference is held.
4. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the Academy due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the Academy.

*Please Note: 5 Late Arrivals (10 minutes or more) = 1 absence  
5 Early Dismissals (10 minutes or more) = 1 absence*

**PROCEDURE FOR LATE ARRIVAL**

1. Parents are asked to call the Academy when their child is going to be late. Upon arrival, parent/guardian must report to the office, with a note explaining the situation. The parent/guardian must obtain a pass to enter class. Educators will be informed on the pass whether the late arrival is "excused" or "unexcused" pass. Students must request in writing for a formal meeting. A student will be considered absent for tardiness if s/he arrives after 10:30 a.m. and for the afternoon if s/he leaves before 1:30 p.m.
4. All documentation will be maintained in the student record.

**ATTENDANCE AND CREDITS EARNED**

A student who has **MISSED 8 DAYS OF CLASS** within a given trimester **MAY BE RETAINED IN THEIR CURRENT GRADE**. **\*The Principal will issue final decision on retention at the end of the school year.**

**ATTENDANCE FOR RELIGIOUS INSTRUCTION**

Encore Academy will cooperate with parents who wish to provide religious instruction for their child but also recognizes its responsibility to enforce the attendance requirements of the State. Upon the signed request by the student's parent, the Board will allow exceptions to the student's continuous attendance at school:

1. for religious instruction outside the school building for no more than two (2) class hours per week
2. for attendance at confirmation classes provided is twelve (12) or thirteen (13) years of age and the instructional period is no longer than five (5) months in either of those years.

The student must be properly registered and a copy of such registration must be filed with the principal, which will be maintained in the student file. The time release for religious instruction or

education shall be arranged by the Principal in keeping with the regulations of the State Board of Education. The student will also assure the appropriate continuance of the instructional program at Encore during such release times. No solicitation for attendance at religious instruction shall be permitted on school premises. No member of the staff shall encourage nor discourage participation in any religious instruction program.

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# DRAFT

DRESS CODE





## DRESS CODE OVERVIEW

*Take pride in how you look at all times. Uniforms can help keep you safe and prevent you from being judged by others for not looking a certain way. They also create a serious, distinguished look that tells the world YOU are about business. Always be mindful of your personal appearance – it speaks volumes about your character.*

## DRESS CODE

Our basic standards regarding student dress are based on cleanliness, neatness, modesty, safety and minimizing learning distraction. Uniforms are to be worn at the Academy by all students in grades 1-12 except on announced "Dress Down" days.

Kindergarten students are not required to wear uniforms, but are available for purchase for interested parents. Kindergarten students must be in attire that meets school safety and educational guidelines. No open-toe shoes, controversial pictures or sayings, etc. will be permitted. Kindergarten students who wear these items will remain in the office until proper attire is provided by the family.

Fridays are Encore Spirit Days. Students may wear appropriate, plain blue or black jeans without holes, designs on any area other than pockets, or cargo pockets, on Fridays (sweat pants, or others types may not be a substitute for jeans). The jeans must be accompanied by any Encore shirt.

Encore shirts that have school name or logo printing on it are allowed. Blue and white Encore/Wildcat sweatshirts, shirts, or uniform shirts are allowed. Sneakers may be worn if wearing jeans on Friday Spirit Day only. If students choose not to wear plain blue or black jeans or uniform pants with their Encore shirts, Encore uniform is required. Participation in Spirit Day is a privilege that can be revoked to any student by school administration for any length of time deemed necessary. Spirit Day T-shirts and Sweatshirts can be purchased at the main office.

DRESS CODE policy will be enforced for all students:

1<sup>st</sup>-6<sup>th</sup> Grade: Any uniform violation will cause student to move to next step (i.e. no uniform shirt causes step 1 and no school shoes next time will move student to step 2).

**Step 1:** Letter written by student to parent for parent signature and miss recess.

**Step 2:** Warning letter sent home by the teacher to be signed by parent and student and miss recess.

**Step 3:** Student calls home to parent for change of clothes. If change of clothes cannot be provided student will remain in the office until the end of the day.

**Step 4:** In-House Suspension and student receives an unexcused absence.

**Step 5:** Out of School Suspension and lose ability to participate in spirit day for remainder of the school year.

*\*Please refer to attendance policy for results of accumulated unexcused absences*

*Encore Logo Uniform shirts must be purchased at the school (the cost is between \$---- and \$-----) from the main office during school hours. Pants, skirts and sweaters can be purchased at any store; however, they must meet the requirements stated below.*

**General attire for GIRLS:**

2. Hats are not to be worn in the building.
3. Jewelry, if worn, should be lightweight, simple in style, kept to a minimum and not displayed over their uniform.
4. Hair should be neat, clean, and styled in an appropriate conservative style. No distracting hair color (only natural hair color combinations of blond, brunette, reds) and / style will be permitted.
  - a. No Mohawks (shaved on sides and hair on top)
  - b. Faux-hawks no higher than 2 inches are permitted (hair is short on sides and taller on top)
5. Shirts and blouses must be neatly tucked into the waistband. No midriffs are to be worn. All clothes need to be the appropriate size for the student.
6. No visible body piercing (other than ears), fixed ornaments, or tattoos.
7. No purses or personal handbags will be permitted into class.
8. No backpacks permitted into class in grades 7-12.
9. No tennis shoes are to be worn into school for grades 7-12. Except on announced dress down days (the main office is subject to decide if they are acceptable or are not acceptable). Students will be required to bring their tennis shoes with them on scheduled P.E. days to change into before their scheduled P.E. period.
10. Winter attire such as boots, coats, hats, gloves, etc, will not be permitted in class. If these items are worn to school (which we recommend in cold months) they must be removed and proper uniform attire worn to enter the classroom.

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- All students in grades K-12 need safe play shoes to change into for P.E. Students in grades 5 and 6 are required to change shoes and we recommend, but optional, changing into P.E. uniform shirt. Students in grades 7-12 are required to change into P.E. uniform.
- P.E. uniforms, with exception of tennis shoes, are purchased at the main office and consist of a Encore Physical Education Dept. T-shirt and shorts.

# DRAFT

**IMPORTANT INFORMATION:  
Students with special needs**



### SPECIAL SERVICES

The services of a speech and language therapist, psychologist, social worker, and Special Education Educator, and Occupational therapist are available on a referral basis. If you would like more information, please contact your child's educator. The following special services are available to all students who qualify under state guidelines.

- Occupational Therapist: Provides services to students who need fine motor therapy.
- School Psychologist: Provides services to students who need evaluation for special education needs.
- School Social Worker: Provides services to students who are experiencing personal or social adjustment problems in the Academy or at home.
- Speech Therapist: Works with students who are impaired by speech and language difficulties.
- Special Education Teacher: Services are provided for students with special needs in a resource room or on a consultant basis.
- Vision and Hearing: The Wayne County Health Department provides tests annually for designated grade levels.

### SPECIAL EDUCATION POLICY

The board of Directors of Encore Academy wants each child to fulfill their ultimate learning potential. To the extent that an educator or parent feels that child may demonstrate some learning difficulties, the following policy to evaluate a child's academic progress shall be followed:

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After either a parent or educator expressed concern about a child's school performance, Response to Intervention, a plan will be put in place in which an educator is making documented attempts to develop strategies that increase the success of a student. If the RTI process is not successful after all options have been exhausted, a child study meeting will be held to determine if formal testing is needed. The student's educator, special education educator, learning specialist, school social worker or counselor and principal will be in attendance at the child study meeting.

- If it is determined that formal testing is needed, within ten days parents must be notified and request made for their written authorization for testing.
- Once the parents provides consent for formal testing of their child, the Academy has thirty days to complete the evaluation process and hold an Individualized Education Program Team (IEPT) meeting in which determines if special educational services are needed.
- For a child to qualify for special education services there must be proof that the child's academic progress is impacted by a discrepancy in achievement or other tested data.
- After a decision is made on the student's eligibility for special education services, the IEPT meeting is held with general education educator, special education educator, principal and parent in attendance.
- It will be determined at the IEPT meeting how many hours per week and what services the child will receive special education services.
- Once a child is in special education the child's IEP goals will be reassessed annually.
- Every three years the child must be reevaluated to determine continued eligibility for special education services. It is the ultimate goal for each child eligible for special education services that the achievement gap will be closed and that the special education intervention strategies have worked to no longer require services.

**SECTION 504**

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The publication, *A Parent Guide to Section 504 Of the Rehabilitation Act of 1973*, is a resource available to parents through their school.

- A physical or mental impairment (has a history of having a physical or mental impairment)
- That **substantially** limits
- One or more major life activities

If you believe that a student may be eligible for Section 504 support, please contact Mrs. Dorband (school counselor) for additional information.

**HOMELESS STUDENTS: MCKINNEY VENTO ACT**

**Educational Rights of Children and Youth Experiencing Homelessness:** *If you or someone you know is experiencing homelessness, please notify the school so we can help. This is not something to be ashamed of and there are many resources to assist families in this situation. Encore Academy is committed to keeping all information strictly confidential.*

Children and youth experiencing homelessness have the right to:

- Go to school, no matter where they live or how long they have lived there. Students who are homeless must be given access to the same public education provided to other students.
- Continue in the school they attended before becoming homeless or the school last attended if that is their choice and feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school they attended before they became homeless or the school last attended, if a request is made for such transportation and transportation is feasible.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program due to the fact that they are homeless.
- Enroll in school without providing a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes in the school of their choice even while the school and student who is homeless seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

These rights are established under the McKinney-Vento Homeless Assistance Act. This act is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness

in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition of homelessness.

**How does the McKinney-Vento Act define homelessness?**

According to U.S. Department of Education (USDE) guidance, people living in the following situations are considered homeless under McKinney-Vento: doubled-up with family or friends due to economic hardship; in motels or hotels due to lack of other suitable housing; in homes for unwed or expectant mothers because they have nowhere else to go; in homeless and/or domestic violence shelters; in transitional housing programs; on the streets; in abandoned buildings; in public places not meant for housing; in cars, trailers, and campgrounds; or awaiting foster care. Runaway and/or "throwaway" children and youth are also considered homeless under McKinney-Vento.

*The description above refers to people living "doubled-up". What does that mean?*

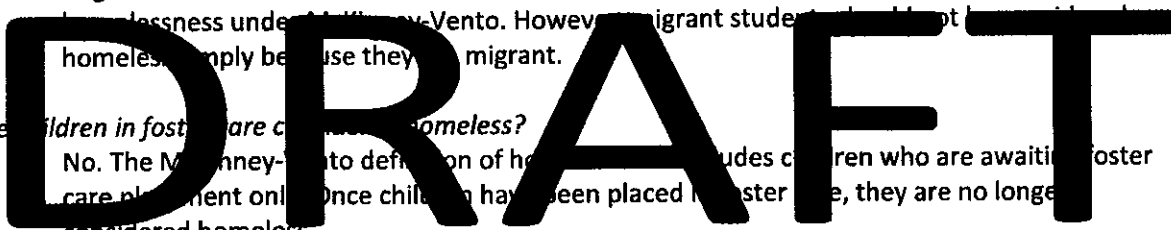
"Doubled-up" refers to people who are living with friends and relatives due to loss of housing, economic hardship, or a similar reason. However, families who have chosen to move into adequate housing situations with friends or relatives for reasons of cultural preference or convenience are not covered by McKinney-Vento.

*Are migrant students considered homeless under McKinney-Vento?*

Migrant students are considered homeless if they meet one or more of the definitions of homelessness under McKinney-Vento. However, migrant students do not become homeless simply because they are migrant.

*Are children in foster care considered homeless?*

No. The McKinney-Vento definition of homelessness includes children who are awaiting foster care placement only. Once children have been placed in foster care, they are no longer considered homeless.



**If you would like additional information on the rights of homeless students or you would like to notify us of a situation involving a homeless student, please contact the following Encore Academy Homeless liaisons:**

School Counselor  
name@Encoreacademy.us  
 (734)374-8222

Encore Academy Principal  
name@Encoreacademy.us  
 (734)374-8222

# DRAFT

ADDITIONAL  
INFORMATION



### **BOOK BAG/LOCKER CHECK**

Random book bag and locker checks are to help prevent any illegal substances or weapons from being housed in the student possession. It is the responsibility of the school administration to check bags and lockers. The school administration may be assisted by the police and canine unit from time to time when conducting locker or personal bag checks. Encore Academy is not responsible for items that are stolen out of book bags or lockers. Students should never bring valuable expensive coats, jackets, jewelry, shoes, supplies etc. to school. Students are not allowed to share a book bag or house another student's belongings in their bag.

### **MEDICAL REQUIREMENTS**

State Law and the Cumberland County Immunization Code require all students entering the Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Peruses, Polio, Measles, Rubella, and Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State Law and Cumberland County Immunization Code prohibit the Academy from admitting children without the required immunizations.

### **INJURIES AND ILLNESS**

Children should report all illnesses and injuries occurring in the Academy to their educator or supervisory personnel. Only immediate and temporary care will be given in the Academy. Parents will be notified by phone when a child needs additional care. If injury or illness is of an urgent nature, an emergency contact will be contacted by the school office. Parents should provide a contact number for the parent/guardian.

### **MEDICAL EXCUSE**

A student may be excused from physical education and recess for one day with a note from a physician. Extended excuses will be honored upon receipt of a physician's note. In the event of an extended excuse a physician's note may be required to return to physical education, recess, and after school activities.

### **COMMUNICABLE DISEASES**

Any student evidencing a rash, sores, or other physical problems with possibility of being contagious, the student will be sent to the office to be sent home. When a child is absent with a contagious disease or illness, the parent/guardian should notify the Academy office. In order for your child to be admitted back into the Academy, parents must comply with the Cumberland County Health guidelines. Please contact the Academy office for further information.

### **ADMINISTRATION OF MEDICATION**

In accordance with Encore Academy's policy, no medication is to be in the student's possession at any time. Should children be required to take medication during the school hours, a form must be filled out by the physician indicating the name of the drug, the dosage to be taken and any other instructions that are necessary. The medication must be brought from the home by the parent/guardian or other responsible adult. The medication container must have the dispensing instructions noted on it. At school, the medication will be kept under lock and key and only the office staff will administer the medication. A record is kept of the medication that is administered to each child. A log will be kept indicating when each dose is administered to each child and signed by administering staff and when possible a witness. It is the responsibility of the High School



student to come to the office to take the medication. If it needs to be distributed at a specific time during class, the parent must provide a physician's note to that specific classroom teacher.

*NOTE: Prescription inhalers and over-the-counter throat lozenges are allowed in the student's possession at any time. We recommend advising your child's educator if they are carrying an inhaler. At no time should a student be sent to school with medication that does not follow these guidelines. Student's are not to self medicate while at school nor are they to possess medications to offer opportunity for other students to ingest and possibly overdose.*

**ILLNESS AND ACCIDENTS**

If a child must go home because of an injury or illness, it is the parent/guardian's responsibility to pick up the child at school. When a situation appears to be life threatening, the staff will act on the side of caution and will call an ambulance. The cost of the ambulance is the responsibility of the parent/guardian. The situation becomes challenging if parents cannot be reached in the case of an emergency therefore, the emergency phone number becomes crucial since it is the first number the office attempts to contact.

**POLICY FOR REPORTING SUSPECTED CHILD ABUSE**

In a perfect world, all children are loved, well cared for, safe, and treated with respect. Because our world isn't perfect, this is not true for some children. As educators and other Academy staff members, we not only have the privilege of teaching, learning from and getting to know our students, we must take the responsibility of listening to and helping them. When there is a reasonable cause to suspect child neglect or abuse, the following policy will be followed.

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**MAKE AN IMMEDIATE REPORT**

In accordance with state law, any Encore Academy employee who suspects child abuse or neglect will report it to Child Protective Services immediately. Suspicion can be based on many factors such as observations, bruises or marks, student report, and so on. The abuse does not have to be confirmed. After an internal investigation, the Wayne County Department of Social Services will determine the correct course of action. The Department caseworkers will interview the student as soon as possible. Any Academy employee having knowledge of the incidents or concerns about the child on question should be prepared to share any such information with the child protection services caseworker or with any law enforcement personnel.

**ADDITIONAL INSTRUCTIONAL PROGRAMS**

The following classes are an integral part of our curriculum. All students are expected to participate in these classes:

- Visual Art Studio- Instruction is given to students at Encore Academy. Students will be introduced to a variety of media and art through literature, history, skill, and practice
- Music Studio- Instruction is given to students at Encore Academy. Students will be introduced to a variety of music arts through literature, history, skill, and practice An important part of this program is the opportunity for students to perform both in the class and during the Academy wide programs.

- Theater Studio- Instruction is given to students at Encore Academy. Students will be introduced to a variety of theater arts through literature, history, skill, and practice. Participation in performances and tech crew will be expected.
- Media Studio - Instruction is given to all students at Encore Academy in each learning environment and in the Academy Media Arts lab. Students will apply their technology learning throughout each of the classes/activities.
- Dance Studio- is given to all students at Encore Academy. All students are required to participate. Students must have a note from home to be excused from physical education for one class period. Extended non-participation requires a physician's note. Suitable clothing and tennis shoes must be worn during class. Tennis shoes or gym uniforms are not to be worn into school; they must be brought with the student on gym days to change into.
- World Language: will be provided for students to participate. Spanish will be the primary world language taught, but periodic exposure to additional languages may take place. Students will be introduced to basic grammar, language skills, and different customs.

# DRAFT

## FIELD STUDIES

The purpose of a field study is to give students a better understanding of their culture and acquaint them with real life experiences. Students are expected to follow all the Academy rules and policies and pay for any cost incurred. For those who cannot afford such studies, some funding and/or fundraising options may be available. Please notify the office in such cases. If a Field Study Permission Form is not submitted by a parent/guardian in the proper time frame, if the student is not in proper uniform, or a student has had behavior which may jeopardize the safety of self, others, or the school, the child may not attend the study. Students not attending will still be expected to attend school and will be provided parallel learning activities.

Student safety is the main priority on field studies. Sponsoring and chaperoning adults are expected to adhere to Academy policies and procedures on the field study as well as sign a chaperone agreement provided by the classroom teacher specifying specific expected chaperone behavior. Sponsors and chaperones should acquaint themselves in advance with those students who have medical conditions, which may need emergency care. The classroom teacher must accompany the group and adequate male/female supervision should be provided.

*Responsibilities of Parents Chaperoning Field Studies:* Parents play an important role in making a field study successful. Field studies are planned to supplement the content through a “hands-on” experience. In preparing for a field study, the following points need to be understood by parent chaperones.

The classroom teacher is the final authority for all field study procedures. Chaperones are volunteers, scheduled, student discipline, and setting objectives. Chaperones are required to remain with the assigned group for the duration of the field study. Chaperones are never to leave any student in their care unsupervised. Situations involving student discipline should be reported immediately to the classroom teacher. Chaperones should refrain from positive reinforcement and redirection until the classroom teacher can be contacted. Chaperones should never touch a student in a physically aggressive way or speak to them disrespectfully.

4. Chaperones may not participate in smoking of tobacco products or consumption of alcoholic beverages during the entire duration of the field study. If this cannot be adhered to then please do not volunteer we will not tolerate this type of participation.
5. Since the field study is viewed as an extension of the regular classroom, all Encore Academy discipline codes apply.
6. Parents who offer to supervise on a school field study must understand that their full attention is needed to ensure the students' safety. Therefore, siblings are not permitted on school field studies.
7. We also only permit a certain number of chaperones and do not permit additional parents and family members to meet us at fieldstudy locations. A group that is too large makes it difficult for us to ensure safety and appropriate learning experiences for our students.

## AFTER SCHOOL ACTIVITIES

After school activities offer a wide range of social and skill learning opportunities in addition to or to enhance the general curriculum. Encore Academy understands the importance of the after school program to the growth of students and also recognizes the importance of enforcing academic standards. All after school activities require students to maintain their academic grades and appropriate behavior during school and after school. Students may be placed on probation or

removed from the after school activity based on this criteria. Please refer to “Academic Probation” for details.

After school activities also offer a social learning experience for students. Encore students and spectators are expected to behave in accordance with school policies and procedures for conduct at home and away events. Furthermore, any student or spectator not adhering to these policies and procedures will be asked to leave the event and may not be permitted to return to future after school events.

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway and Friday Folder information for more details on Encore’s athletic program and after school clubs. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

**STUDENT COUNCIL**

The Board of Directors acknowledges the importance of offering students the opportunity to participate in self-government within the Academy. Students have the right to organize, conduct meeting, and elect officers and representatives and petition to the Board. The Board of Directors recognizes the Student Council as the official voice of the student body and for the purpose of:

students practice experience in organizing, planning and... to  
Develop student leadership  
Providing a learning experience in democratic decision making  
Offering an alternative avenue toward the realization of the goals of Encore  
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The Student Council will also be advised by staff members and required to post meeting minutes in the school hallway.

**ATHLETICS AND AFTER SCHOOL CLUBS**

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway for more details on Encore’s athletic program and after school clubs.

**Sports Eligibility**

In order to be eligible for participation in inter-scholastic athletics, students must have passed 4 of 5 classes from the previous trimester. Students must be currently passing 4 of 5 classes during the trimester of participation as well. (Per State regulations) Please see the Encore Athletic Handbook for specific guidelines on eligibility and athletic procedures. Students who have an interest in participating in sports at the college level must become familiar with NCAA guidelines for participation. These guidelines specify requirements regarding: GPA, ACT/SAT scores, applications and visits. Additionally, many of these guidelines are changing. Athletic candidates must complete a CLEARINGHOUSE form.

**TUTORING**

Tutoring and offering academic support after regular school hours is very important to Encore Academy. Encore staff will continue to offer tutoring support to all grade levels during scheduled times. Parent permission is required for students to participate in this activity.

**SOCIAL EVENTS**

The Board of Directors recognizes the value of student social events in enhancing and enriching the educational experience for the children at Encore. The Board of Directors along with the administrative staff will make school facilities available and provide appropriate staff to conduct the student social event after approval by the principal.

School social events, which take place outside school facilities, must be approved by administration. As voluntary participants in school social events, students are held responsible for compliance with the rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures applicable during the regular school day.

Participation at school events is not a right, it is a privilege and as such will be denied to any student who has demonstrated disregard for the rules of the school, including students on suspension and academic probation.

**BEFORE AND AFTER SCHOOL CARE PROGRAM**

**ADMISSION CRITERIA-** Only students who are presently enrolled in Encore Academy are eligible for the Before and After School Program, which is provided to students on the campus of Encore Academy. Students not registered must be picked up by 3:45pm or they will be sent to the age appropriate program and the parent/guardian charged accordingly.

Students may not enter the building on the premises without academy supervision. If we find a student in the building or on the grounds disciplinary action will be taken and the student may be dismissed from the Academy.

**Champions** is the name of the provider for Before and After school care for **ages 4-12**. Please see the office for details on registering your child for this program. This program is located in the back of the building in the small gym/cafeteria. You may drive to the back of the building to pick up and drop off your children.

**After School Study Club** is the name of the Before and After school care for **ages 13-17**. Please see the office for details on registering your child for this program. This program is located adjacent to the lobby and will be accessed through the main office doors on the south side of the building.

**TIMES:**

- Doors open at 6:30 a.m. **We are not prepared to accept students prior to that time!**
- Hours are from 6:30am until 7:35am and from 3:15pm until 6:00p.m.
- Any child(ren) not picked up by 6:00pm, will be assessed a charge of \$4.00 per minute after 6:00pm per child.

**ACADEMY WITHDRAWAL OF STUDENT FROM BEFORE AND AFTER SCHOOL PROGRAMS:**

ENCORE ACADEMY reserves the right to exercise immediate withdrawal of any student or individual if it is deemed that such person(s) fails to abide by the rules established for the program. A student may be withdrawn from the day care program if day care fees are not paid.

Written notice will be sent to parent or legal guardian explaining reasons for withdrawal.

**R400.5107 Discipline. Rule 107.**

1. Staff shall use developmentally appropriate positive methods of discipline, which encourage self-control, self-direction, self esteem, and cooperation.
2. Staff shall be prohibited from using the following as a means of punishments:
  - (a) Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
  - (b) Restricting a child's movement by binding or tying him or her.
  - (c) Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
  - (d) Depriving a child of meals, snacks, rest or necessary toilet use.
  - (e) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
3. Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by sub-rule (2) of this rule.
4. The Academy shall have written policy regarding the discipline of children. This policy shall be furnished to staff and parents.

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All students enrolling and participating in the Before/After School Program are subject to the same rules of conduct as during the day. Latchkey staff members are permitted to issue Student Conduct Referrals appropriate and forward to the principal/administrator for follow-up. Latchkey staff are also designated to inform Latchkey director of student issues and students may be dismissed from the Latch key program if deemed necessary by the director.

### **FUNDRAISING**

The Board of Directors acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the school.

The Board of Directors will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity with the school. All fundraisers are required to post in the school hallways the following: 1) group coordinating the fundraiser, 2) contact name, 3) purpose of the fundraiser, 4) fundraising goals, 5) amount collected, 6) how the fundraising dollars were spent. Fundraisers may be denied based on the discretion of the administrative office.

# DRAFT

GRADING POLICIES



**GRADING**

Kindergarten through third grade will utilize the mastery of standards key:

- 4 Exceeding standards**
- 3 Meeting standards**
- 2 Progressing toward standards**
- 1 Limited or no progress towards standards**

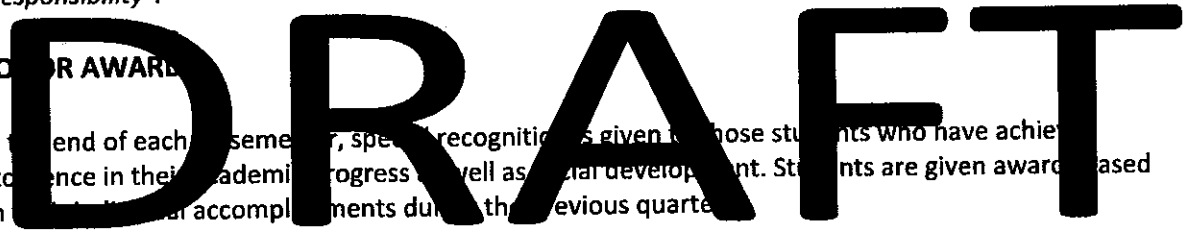
Fourth through eighth grade will utilize the school Academic Key:

	<b>A</b>	<b>94-100</b>	<b>A-</b>	<b>93-90</b>	
<b>B+</b>	<b>89-87</b>	<b>B</b>	<b>86-84</b>	<b>B-</b>	<b>83-80</b>
<b>C+</b>	<b>79-77</b>	<b>C</b>	<b>76-74</b>	<b>C-</b>	<b>73-70</b>
<b>D+</b>	<b>69-67</b>	<b>D</b>	<b>66-64</b>	<b>D-</b>	<b>63-60</b>
<b>E</b>	<b>59 and below</b>				

*Students should be bringing home their planner every single day. Please review any notes or assignments with your child and sign the planner for them to return the following day. Failure to have a signed planner will result in disciplinary action and it will lower the grade your child receives for "Responsibility".*

**HONOR AWARDS**

At the end of each semester, special recognitions are given to those students who have achieved excellence in their academic progress as well as social development. Students are given awards based on their individual accomplishments during the previous quarter.



- Principal's List: A's in all course of study and exceptional citizenship (4-8th only)
- Honor Roll: Letter grades of all A's and B's (4-8th only)
- Attendance Award: Perfect Attendance and no tardies (all grades)
- Citizenship Award: Exceptional citizenship at all times (all grades)

*Golden Paw Awards are also presented to students and staff based on recommendations from their peers. A Golden Paw Award Form can be picked up from the School Office. Awards are presented monthly.*



**ACADEMIC and BEHAVIORAL PROBATION**

Any student that does not maintain a C average will be placed on academic probation. Students on academic probation may not attend social field studies participate in any after school activity, or receive other student privileges until their academics have reached the average required or appropriate behavior or citizenship is another area of focus at Encore Academy.

A student may be placed on behavioral probation if they are consistently and repeatedly sent to the Dean. A student may also be placed on behavior probation because of involvement in serious incidents at school including but not limited to fighting, insubordination, bullying, etc. Students on behavioral probation may not attend social field study or others where safety and the reputation of the school is a concern, participate in after school activities, or receive other student privileges until their behavior corrects consistently and proves otherwise.

**REPORT CARDS – CONFERENCES**

Academic reports for students in grades K-6 are distributed in December, March, and June. Parent-Educator Conferences are scheduled in approximately December and March of each school year. Parent/guardian or students of age 18 are required to attend the conference to receive their child's report card. In the event the parent is unable to attend the conference a conference will be scheduled with school administration, at which time the report will be given to the parent/guardian. Please understand that if you need to schedule with the school administration it may be well after the initial conferences are scheduled. In this event, it is still encouraged that you meet additionally with your child because the progress of the progress of your student. *should if necessary, arrange additional periodic conferences with parents. Conferences with educators must be scheduled during non-instructional time.*

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**APPOINTMENTS WITH EDUCATORS**

If you would like an appointment to meet with your child's educator, you may make an appointment by note or call the Academy and leave a message. Phone calls to educators during school hours are reserved for emergencies only. Meetings with educators are best when an appointment is made in advance.

**PROMOTION AND RETENTION**

Encore Academy recognizes that the personal, social, physical, and educational growth of children will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of Encore Academy that each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his or her own development. Such a pattern should coincide with the system of grade levels established by the Board of Directors and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade.

C. Demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade.

However, in addition to these considered factors each year, a student who by the conclusion of the 2nd, 5th and 8th grade, has not scored with-in the designated grade level range on a nationally norm referenced assessment will be retained and required to repeat their current grade level in order to develop the skills necessary to succeed at the next grade level. The school principal or designee approves the final determination of promotion and Retention.

In addition, the following factors are considered when making a decision for retention by the professional staff in the student's academic and social livelihood:

- Student performance based on report cards, portfolio, academic records, assessments
- Discipline record
- Attendance record
- Maturity and social level
- Age of the student
- Reading level

The school principal, however, reserves the right to retain a student in the same grade when in his/her judgment, despite the objection of a parent, and in combination of the above-listed factors strongly suggest a student needs another year of growth in order to be successful at the next grade level.

## STANDARDIZED TESTS

The Academy gives the following standardized tests every year. Parents can receive results and are encouraged to review the findings. Call for an appointment.

- End of Grade/Course exams (EOG, EOC): Administered to grades K-12
- Performance Series (Scantron) assessment will be administered to each student in grades K-8. The assessments will measure their academic growth throughout the Academy year.
- ACCUPLACER assessments will be given to 9-12<sup>th</sup> grade students as interim benchmark assessments throughout the school year to measure and direct academic growth.
- Explore, Plan, ACT (EPAS) assessment will be given to 8-11<sup>th</sup> grade to assist in directing growth towards college readiness.

# DRAFT

DISCIPLINE OVERVIEW



## GENERAL PURPOSE OF SCHOOL DISCIPLINE

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the most common discipline problems involve non-criminal student behavior.

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." **Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.**



Recent research tells us that children are "hardwired" from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, all contributing members of their community must have just social and life skills. Positive discipline based on the understanding that discipline must be taught and that discipline teaches.

The tools and concepts of positive discipline include:

- ✓ **Model respect.** Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- ✓ **Identifying the belief behind the behavior.** Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- ✓ **Effective communication and problem solving skills.**
- ✓ **Discipline that teaches (and is neither permissive nor punitive).**
- ✓ **Focusing on solutions instead of punishment.**
- ✓ **Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

## STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- Respect the inherent human dignity and worth of every individual.

- Be informed of and adhere to all rules and regulations established by Encore Academy and implemented by school administrators, teachers, and support staff for the welfare and safety of all students.
- Study diligently and strive to reach the highest possible level of academic achievement.
- Be punctual to school and classes.
- Refrain from slanderous remarks and obscenity in verbal and written expression.
- Dress and present oneself in a manner that meets the standards of health, cleanliness, safety, and the Encore Academy Dress Code.
- Help maintain and improve Encore Academy's school environment, preserve school property and exercise the utmost care while using school equipment and facilities.
- Conduct oneself in an appropriate manner while in attendance at all school sponsored and/or related events.
- Continue to be, or strive to become, more actively involved in one's education and personal growth.

### DISCIPLINE & SPECIAL EDUCATION STUDENTS

School officials may suspend a disabled student (as identified by IDEA 2004) for up to ten (10) consecutive days without implementing procedural safeguards. However, a suspension in excess of ten (10) consecutive school days constitutes a "change in placement" for which procedural safeguards must be implemented.

Before implementing a suspension for a disabled student for more than ten (10) consecutive school days, the school district must provide due process protection, even non-disabled students, and must take the following steps:

1. Notify the student's parent or guardian in writing of proposed change in placement; and
2. Convene an MDR/IEPT to determine:
  - a. Did the disability cause, or have a direct and substantial relationship to the act of the misconduct?
  - b. Did the District's failure to implement the IEP cause the misconduct?
3. If the answer to both questions is NO, a suspension of more than ten (10) days must be imposed. However, the school district is still responsible for providing special education services during the course of the long-term suspension and an IEPT must be convened to determine what the special education services will be.

At any stage, the parent always has the right to appeal a decision made as part of the IEPT process. In the event of an appeal, the school district must operate under the "stay put" policy allowing the student to remain in the present program. *Encore Academy will follow IDEA 2004 mandates.*

### ACADEMY WIDE RULES:

The Academy's ultimate goal is to produce students that are respectful, responsible, and resourceful.

Respectful students are polite and use manners. They use appropriate language and appropriate voice levels when talking in the building and to others. They listen to and follow the direction of authority figures. They walk in the building. They keep their hands, feet, and objects to themselves. They keep a comfortable distance away from other people's personal space. They allow the teacher to teach and minimize disruptions to the learning environment. They use safe measures and decision making when dealing with themselves, other students, staff, parents, and the school. They utilize good communication skills when dealing with others including listening and responding appropriately to concerns.

Responsible students make decisions to follow rules appropriately. They behave in a safe way for themselves and others. They care about the cleanliness of their school environment and take pride in helping to keep it clean. They make sure they are in proper uniform when they leave for school in the morning and remain in proper uniform throughout the school day. They make sure they have all they need for the day including finished homework, signed papers, and a lunch and are prepared to learn. When a choice or decision has the potential for negative consequences, responsible students admit wrong doing and are accountable for their actions.

Resourceful students are able to problem solve. They utilize people, places, and things to find answers to problems that they are having. They seek the appropriate help when they need it including adults that are on staff and the closest to get to. They help others when they can by getting an appropriate adult or forming an appropriate adult if another student or person needs help. They use conflict resolution strategies to solve student to student issues appropriately and when that doesn't work they seek help of an appropriate adult. If they are in an immediate danger they use good decisions to get out of it as soon as possible and then inform the nearest appropriate adult.

### Specific School Rules:

#### 1) Be prepared to learn:

Including: be on time, bring all necessary school materials (including completed homework), do not disrupt the learning environment, take care of other business outside of the classroom.

#### 2) Follow the direction of the teacher or staff members in charge:

Including: teacher directives include classroom and school rules, requests to sit down or in a specific seat, requests to take notes, read, or any academic tasks or behavioral tasks, etc.

#### 3) Be respectful:

Including: use your manners, clean up after yourself, be nice and cooperative to the teacher, other staff, other students, guests, and self. Use appropriate language at all times throughout the school. Talk in an appropriate tone and level when speaking with authority, students, guests and within the building and classrooms. Keep hands, feet, and objects to self. Keep an appropriate distance from the personal space of others. Take appropriate care of the school facility, furniture, grounds, and materials.

#### 4) Be safe:

Including: walk at all times both in the school and outside, upon dismissal and at arrival. Keep hands, feet, and objects to yourself and do not spit or bite others. Keep an appropriate distance from others. Keep toy weapons at home – (guns, knives, handcuffs, etc. are NOT PERMITTED)

5) **NOTE:**

**Gum Chewing and Caffeinated beverages** are **not** permitted.  
**Inappropriate Public Displays of Affection** between students including holding, kissing, inappropriate touching, etc, are **not** permitted.

**CLASSROOM RULES:**

Each educator has the opportunity to add or enhance the Academy Rules within the confines of their classroom. This is in order to make the learning environment age appropriate to promote growth and success.

**SAFE ACADEMY'S STUDENT DISCIPLINE POLICY**

Encore Academy and Encore Academy's Board of Directors, endeavors to ensure that Encore Academy is a safe place for teaching, learning and working. In order to achieve this goal we have instituted a **Zero Tolerance Discipline Policy**. Regardless of circumstances these policy guidelines will be followed. Encore Academy will notify the police and take swift and appropriate disciplinary action for the following infractions:

**Physical Assaults Against Academy Personnel:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Any student who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on Academy property, on an Academy bus or other Academy related vehicles, or at an Academy-sponsored activity or event, may be suspended and may be permanently expelled for a period of 90 days or one full academic year.

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**Physical Assaults against Students:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

The Academy board or designee of the Academy board shall **expel** any student from Encore Academy if at Academy a student:

- Possesses a dangerous weapon
- Commits arson
- Commits criminal sexual conduct.

Any student in 6<sup>th</sup> grade or above may be suspended or expelled for the following:

- Physical assault against another student
- Physical assault against an Academy Staff or Official (expel)
- Verbal assault, as defined by Academy board policy, against an Academy Official or Staff member
- Bomb threat or similar threat
- Other serious in nature offense which significantly jeopardizes the student, other students, staff, guests, or the Academy.

**Verbal Assaults:**

Verbal Assault means a threat of an immediate harmful or offensive touching, coupled with apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching, or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence, a bomb threat (or similar threat) directed at an Academy building, other Academy property, or an Academy related event. For purposes of this policy, the definition of assault also includes written threats.

Any student in grade 6 or above who commits a verbal assault on Academy property, on an Academy bus or other Academy related vehicle, or at an Academy sponsored activity or event against an Academy employee or against a person engaged as a volunteer or contractor for the Academy shall be suspended or expelled, depending upon circumstances, for up to one hundred eighty (180) days or one full academic school year.

**Criminal Sexual Conduct:**

Criminal sexual conduct means sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area.

Without consent:

- Any sexual touching of person's intimate parts: With or without consent
- Any sexual touching of person under 10 years old

**SEXUAL HARASSMENT POLICY**

For the purpose of this Policy, sexual harassment shall mean ANY unwelcome advance of a sexual nature, requests for sexual favors, and verbal or physical conduct of a sexual nature.

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Sexual Harassment: Discriminatory harassment on the basis of sex is hereby prohibited.

Compliant Procedure: Report. A person who believes that this Policy has been violated should promptly report the alleged violation to the school administrator/principal. All alleged violations should be reported no later than sixty days from the date the person first becomes aware of the alleged incident. However, the school reserves the right to investigate and act upon reports submitted beyond the sixty day period.

School Action: The school administrator/principal and a representative from the educational service provider (ESP), shall assist in the complainant to pursue effective resolution of the complaint. This may be handled through an informal or formal process, depending on the severity of the situation. In the event that the administrator or representative from the ESP or among the persons complained of, their positions shall be filled by a member of the Board of Directors, as determined by the Board.

Informal Process: The complaint shall be handled by an informal process unless the situation complained of is deemed so severe by the investigating team or the Board of Directors as to require a formal process, or the complainant demands a formal process, or the action complained of would constitute a criminal act if proven true. The informal process shall involve the investigating team meeting with the alleged offender and all other persons or parties as it deems appropriate, this includes meeting with the student without a parent/guardian present. The alleged offender(s) shall be informed



of the complaint and the complainant has requested resolution. If the complaint is resolved to the satisfaction of all parties, no further action will be taken unless required by law or if deemed appropriate by the investigating team. If all parties are not satisfied with the action taken, a formal complaint can then be made by any of the parties.

**Formal Complaint:** A formal complaint must be signed and clearly state the nature of the alleged offense, the name of the alleged defender and the specifics (including time, date and location of the incident(s)). The formal complaint must be filed with the investigating team. If the investigating team deems that the circumstances require action, the complaint will be investigated in a timely and thorough manner to protect the rights of both the complainant and the alleged harasser(s). In the course of the investigation, the following process will be followed:

- a. The investigating team will attempt to convene as soon as is reasonably possible after the filing of the formal complaint.
- b. The investigating team will attempt to gather all appropriate facts in as timely a manner as is reasonably possible.
- c. The investigating team will report to the board at the next regularly scheduled board meeting, or if the investigating team and the Board President deem appropriate, at a special meeting of the board.
- d. The board shall determine appropriate action to be taken.

**Sanctions:** The person(s) who is found to have violated this Policy may be subject to sanctions which may include, but need not be limited to, suspension, removal from school, suspension from school environments/activities/events, expulsion from the school, banishment from the campus, and dismissal from service at the school. Violators may also be subject to civil action or criminal prosecution.

**Confidentiality:** Discretion will be exercised. However, there will be no guarantee of confidentiality or anonymity since any investigation will involve discussions with other parties. Information about the complainant giving rise to the complaint will be reviewed only as investigatory and disciplinary processes require, or as otherwise required by law or courts having competent jurisdiction. Confidentiality will be observed to the extent permitted by law and to the extent consistent with protecting the welfare of the School Community and the interest of the school. However, the investigating team, the Board and/or the school administrator/principal may report the incident to appropriate authorities as they deem necessary or appropriate.

### **CHILD ABUSE OR NEGLECT**

Child abuse or neglect means harm or threatened harm to a child's health or welfare by a parent, or legal guardian, or any other person responsible for the child's health or welfare, or by an educator or educator's aide.

**Suspected child abuse and or neglect must be reported to FIA. (See Encore Academy's Child Abuse and Neglect policy)**

### **EDUCATOR EMPOWERMENT TO SUSPEND**

Pursuant to MCL 380.1309(2), the type of conduct of which educators may unilaterally suspend students in grades 6 and above from a class subject or activity for up to one day, is expressly limited to misconduct involving a physical assault committed against another student or other Academy personnel. Physical assault is defined as intentional causing or attempting to cause physical harm to another through force or violence. Following an educator initiated suspension; the educator shall send

the student to the Principal's office, immediately report the suspension and reason for the same to the Principal. The educator shall schedule as soon as possible a conference with the student's parent(s)/guardian(s) and the Principal to discuss the suspension. The educator and administrator(s) shall be in attendance at the conference. Any student suspended pursuant to this policy shall not be allowed to return to the class from which he or she was suspended from until the passage of one full Academy day from the time of the student's infraction unless otherwise permitted to return by the educator who ordered the suspension and the Academy Principal's concurrence. Further, suspended students under this section shall not be permitted, during the term of the suspension to attend other classes in the Academy building or extracurricular activities, unless the Principal or designee permits the student to continue the Academy day under appropriate supervision. This policy does not negate the Principal's discretion to impose a multiple day suspension or expulsion beyond the educator's statutorily limited suspension period when the student's conduct warrants more severe disciplinary action in the Principal's sole discretion.

**Application to Students with Disabilities**

*This policy shall be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.*

**STUDENT BEHAVIOR CODE**

Students are expected to follow the rules and regulations of the Student Handbook. The school will uphold the code and will exercise proper discretion as it pertains to each incident. For further information on expulsion and due process, see the main office.

Self-discipline is an integral goal for all of the students of Encore Academy. To encourage the development of this virtue, positive reinforcement will be used. Students are expected to follow the rules and regulations of Encore Academy. The Academy will uphold the code and will exercise proper discretion as it pertains to each in student.

**DEFINITION OF DISCIPLINARY ACTIONS:**

**Conference with student:**

Conferences are held for all disciplinary problems. Usually it is also a first step for minor violations resulting in a warning being issued. All behaviors and resolutions will be documented.

**Parent Conferences:**

A parent conference can be personal or by phone. This can be used as a second disciplinary action or can be required for other violations. All conferences and resolutions will be documented.

**Referrals:** If a resolution is not created, student will be referred to school administration by any staff member within the school. All students will be responsible for returning their referral with a parent/guardian signature by the next school day. If not returned they may be asked to serve an in-house suspension until all required paperwork is returned.

**Detention:** May be served during recess, lunch, classroom celebrations, and before or after-school for unacceptable behavior.

**In-School Suspension:** For chronic irresolvable or major discipline problems, a student will remain in the office for the entire duration. They will work on a writing assignment given to them by the administrator without talking. They are to ask permission to leave for any reason and will be required to eat their lunch in the office. They are to make up all missed assignments and have the same number of days to complete it as they are absent. They will receive an unexcused absence for any time served. It is the teacher's discretion to assign full or partial credit for the work completed.

#### Rules for In-House Suspension

1. Students will sit in their assigned seats given to them by the office staff.
2. Students will be in the in-house room by the first hour bell.
3. While in the in-house room there will be no talking, note writing or any other type of communication.
4. Students are responsible for keeping their area clean. Any waste can be kept on their desk top until their break time or end of the school day.
5. Students are not allowed to leave their seat unless they have permission to do so.
6. Restroom and drinking fountain breaks will be at 10:00 and 1:00 only and will be limited to 5 minutes. If abuse of this privilege occurs they can lose the remainder of their privileges.
7. There is no food allowed in the in-house room except for the designated lunch period.
8. If a student refuses to follow the in-house rules they will be given an out of school suspension.
9. If a student is absent the scheduled day of in-house or misses any part of the day, they will make up any absent time the next day in attendance.

**Suspension:** For chronic, irresolvable or severe discipline problems. A student who is suspended out of school will be required to remain in the office until picked up by a parent or guardian. While in the office they will follow the same rules as an In-School suspension. Once they are out of school suspension they are not to be on school grounds or school attend any after school activities. They are to make up all missed assignments and have the same number of days to complete it as they are absent. They will receive an unexcused absence for any time served. It is the teacher's discretion to assign full or partial credit for the work completed.

**Expulsion from the Academy:** In extreme cases expulsion from the Academy may be necessary. A student who is expelled may not return to the school for a time period equivalent to one full academic school year. After the expulsion is completed it is up to the Academy to permit re-enrollment into the Academy.

#### Due Process for Disciplinary Action

The Encore Board of Directors assumes its responsibility to assure every student's right to an equal education opportunity. The Board further assumes its responsibility to assure an atmosphere conducive to learning and the expression of individual responsibility while protecting the individual rights of all students in accordance with standards of due process required by law and accepted standards of fairness. These procedures include a notification of discipline and an opportunity for students to explain their version of what happened. When discipline involves long-term suspension or expulsion, students may also request a formal hearing. This procedure is not designed to deal with ordinary classroom discipline. The law requires that all teachers "maintain good order and discipline" and the Board joins with parents and students in supporting every reasonable effort of teachers to meet this obligation. (Legal Reference: G.S. 115C-47, -288, -307, 390.1 – 390.12)

# DRAFT

**DISCIPLINE ACTIONS &  
MINIMUM PENALTIES**



**DISCIPLINARY ACTIONS AND MINIMUM PENALTIES:**

Every student has the innate right to an education free from being threatened in any fashion. In addition, every teacher has the right to teach just as every student has the right to learn. Any disruption to this process will not be tolerated. The following is a list of some unacceptable student behaviors and the suggested minimum starting penalties. Should a violation not be listed, administrative discretion will be exercised and proper penalty imposed for the violation. Violations may have different circumstances and therefore administrative discretion may be imposed to apply appropriate consequences and penalties to each individual situation to ensure fairness.

*If a student misses class for an in school or out of school suspension, they are responsible for speaking with their teacher and making up the work from the class period(s) they missed.*

Offense	Definition	K-3 Minimum Penalty	4- 6 Minimum Penalty
Dress Code Violation	Out of compliance with proper Encore uniform defined in the Student Code of Conduct. ( <u>Untucked uniform shirt will be treated as insubordination, please see below</u> )	Please refer to handbook section Dress Code.	Please refer to handbook section Dress Code.
Rough-housing / Verbal Confrontation	Exhibiting physically aggressive or unsafe behavior including but not limited to: grabbing, shoving, pushing, pulling, tripping, or putting someone in danger. Instigating or engaging in verbal confrontations which are abusive, vulgar, insulting, lewd, or otherwise of a derogatory nature. Inappropriate gestures, pictures, stories, or language is used.	Removal from class for a designated period of time.  Parent contact  Parent conference if necessary	Removal from class for a designated period of time.  to 5 day out of school suspension.
Fighting	An extreme act of physical aggression that is designed to seriously harm or injure another person	1 day suspension.  Referral to counselor/social worker.  Days may increase with the number of violations	Out of school Suspension  1 day to expulsion depending on severity of the situation. Days will increase with multiple violations.. After 10 days an automatic referral for expulsion.
Insubordination	Deliberate refusal to obey a reasonable request or order by an Academy personnel, documented by the Academy personnel and submitted to the office	Removal from class for a designated period of time.  Parent contact  Parent conference if necessary	Removal from class.  An appropriate form of suspension  Continued violation warrants dismissal from Academy.
Disrespect towards	To use inappropriate voice tone, voice level, language, insinuations, mockery, gestures,	In-House suspension to Out of School	Referral to counselor/social worker.

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<p>Authority</p>	<p>threats, intimidation, etc.</p>	<p>suspension.</p> <p>Referral to counselor/social worker.</p> <p>Days may increase with the number of violations</p>	<p>1 day out of school suspension to dismissal from academy and will add an additional day for each additional occurrence up to 10 with referral for expulsion.</p>
<p>Harassment</p>	<p>To disturb persistently; torment, as with troubles or cares; bother continually; pester; persecute. <i>*Please refer to the section on bullying for additional information.</i></p>	<p>Removal from class for a designated period of time.</p> <p>Parent Conference.</p> <p>Referral to counselor/social worker.</p>	<p>Out of school suspension</p> <p>1 day to expulsion.</p> <p>Notification to authorities if appropriate.</p> <p>Referral to counselor/social worker if appropriate.</p>
<p>Serious</p>	<p>Written or verbal abuse toward self, another person's life or well being, or the school.</p>	<p>Removal from class for a designated period of time.</p> <p>Investigation by Administrative staff and when necessary contact to local authorities and child protective services.</p> <p>Parent contact.</p> <p>Recommendation for counseling evaluation if appropriate.</p>	<p>Removal from class. Investigation by Administrative staff.</p> <p>Minimum 3 day suspension — not return to school until psychological evaluation determined not a threat to self or others.</p> <p>Required to make up all missed assignments if eligible to return to school. Notification to authorities and/or child protective services if appropriate.</p>
<p>Sexual Harassment</p>	<p>The making of offensive sexual advances, touching of personal areas, or of sexually offensive remarks, gestures or acts, that make another person feel uncomfortable.</p>	<p>Parent Notification.</p> <p>Removal from class.</p> <p>Referral to counselor/social worker.</p> <p>Recommendation for counseling evaluation if appropriate.</p>	<p>Out of school suspension</p> <p>1 day to expulsion.</p> <p>Notification to authorities if appropriate.</p> <p>Referral to counselor/social worker</p>

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<p>Forgery</p>	<p>Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing whether or not it is also the forger's name.</p>	<p>Parent Notification.  Dependent upon what and how forgery occurred, loss of some form of school privilege to suspension.</p>	<p>Adm. Determined appropriate form of suspension for situation.  Parent notification.  Notification of authorities if appropriate.</p>
<p>Profanity or Obscenities</p>	<p>The use of abusive, vulgar, irreverent, lewd, or indecent conduct, including gestures, pictures, stories, or language.</p>	<p>Contact of Parents  Time out of class to In-House suspension</p>	<p>Out of school suspension  1 day to expulsion.</p>
<p>Cell Phone</p>	<p>Possessing or using a cell phone for any purpose during school hours</p>	<p>• First offense the item will be taken and released only to a parent or legal guardian.  • Second offense the item will be kept until the last day of school and released only to a parent or legal guardian.  • Refusing to surrender a cell phone will result in further disciplinary action.</p>	<p></p>
<p>Bullying</p>	<p>Assessment of bullying is a gesture or written, verbal, graphic, or physical act (including electronically transmitted acts) intended, cell phone, personal digital assistant (PDA) or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. This also includes ANY behavior that could be perceived as being aimed at intimidating, threatening, or coercing another person. <u>Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle. Encore Academy Adheres to a ZERO TOLERANCE BULLYING POLICY.</u></p>	<p>Contact of Parents  Removal from class for designated period of time to suspension and expulsion.  Referral to counselor/social worker.</p>	<p>Out of school suspension  3 days to expulsion  Recommendation for counseling evaluation if appropriate.</p>
<p>Stealing</p>	<p>To take (the property of another or others) without permission or right, esp. secretly or by force.</p>	<p>Return of items or cost of missing items  Contact of Parents  Time out of class.</p>	<p>Return of items or cost of missing items  In-House suspension to Out of school suspension  Days may increase with the</p>

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		Loss of some type of school privilege.  Recommendation for counseling evaluation if appropriate	number of violations.  Recommendation for counseling evaluation if appropriate
Plagiarism and Academic Dishonesty	To copy or present someone else's work as your own OR to not be able to distinguish your work from a group of students you are working with.	Consequence is determined by Encore Academy staff and may include withholding credit until the student retakes the class.	
Skiping Class /Loitering	Being out of class during instructional time without a pass, arriving 5 or more minutes late to class without a pass, or not attending class without proper authorization; being present in unauthorized areas in the building or school grounds.	Notify Parents to removal from class.	1 <sup>st</sup> - Notify Parents  2 <sup>nd</sup> - In school suspension to two days out of school suspension
Gambling /Gambling paraphernalia	Being found in possession of gaming paraphernalia such as dice, chips, etc.; exhorting and/or collecting money under any circumstances	Notify Child Protective Services/Parents	Up to 5 day out of school suspension and dismissal from Encore
Vandalism	Deliberate damaging or destruction of school or individual student, staff, or guest property	Student to remove or parent to pay for removal or replacement of damaged property.  Form of time out of class.	Student to remove or parent to pay for removal or replacement of damaged property.  1 day suspension to expulsion.  Notification to the authorities.
Trespassing /Loitering:	Students and parents being on school grounds fifteen (15) minutes after dismissal or after a school related function, even in a vehicle.	Verbal warning; reported to local authorities; after 3 incidents child protective services will be notified; Dismissal from Encore.	
Leaving school without proper authorization	Leaving the premises of the school without following check-out protocols.	In school suspension to three days out of school suspension	
False Fire Alarm	Deliberately pulling or setting off the fire alarms.	Parents will be fined by local fire department.  1 day suspension	Parents will be fined by local fire department.  3 day suspension to expulsion
Possession/usag	Any instrument of attack used to cause serious	Contact authorities - 10 day suspension	Contact authorities - 10 day suspension and referral for

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<p>e of Weapon</p>	<p>harm to another.</p>	<p>and referral for immediate expulsion  Notification to Child Protective Services  Recommendation for counseling evaluation if appropriate.</p>	<p>immediate expulsion  Notification to authorities and Child Protective Services  Recommendation for counseling evaluation if appropriate.</p>
<p>Alcohol</p>	<p>Possession of an intoxicating liquid containing some form of alcohol.</p>	<p>Contact Child Protective Services  Appropriate disciplinary Action and/ or out of school suspension to expulsion  Recommendation for counseling evaluation if appropriate.</p>	<p>5 day suspension up to expulsion  Notification to authorities and Child Protective Services</p>
<p>Drug /paraphernalia</p>	<p>Possession of any substance, illegal or otherwise, that affects the central nervous system causing changes in behavior and/or addiction or possession of any equipment used in making, using, or concealing such a substance.</p>	<p>Contact the authorities and Child Protective Services  Appropriate disciplinary Action and/or out of school suspension to expulsion.  Recommendation for counseling evaluation if appropriate</p>	<p>Contact authorities for 5 day suspension and referral for immediate expulsion  Notification to Child Protective Services  Recommendation for counseling evaluation if appropriate</p>
<p>Tobacco</p>	<p>Possession and/or use of tobacco containing product including cigarettes, chewing tobacco, or other.</p>	<p>Contact child protective services  Appropriate disciplinary Action and/or out of school suspension to expulsion</p>	<p>1<sup>st</sup> - 3 day suspension 2<sup>nd</sup> – 5 day suspension and notification to authorities 3<sup>rd</sup> – 10 day suspension and notification to authorities and dismissal from Academy.</p>

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<p>Fire type materials</p>	<p>Possession of Fireworks, stink bombs, lighters, matches, smoke bombs, etc.</p>	<p>Situation Subjective, Contact parents, 1 day suspension, Contact Child Protective Services, Recommendation for counseling evaluation if appropriate.</p>	<p>3 day suspension to expulsion  Recommendation for counselling evaluation if appropriate.</p>
<p>Compromise of public safety (teachers, staff, and students):</p>	<p>Exhibiting physically aggressive or unsafe behavior including acting carelessly and putting others in danger; disregard for directives and/or authoritative figure</p>	<p>Out of school suspension to expulsion. Notification to authorities and/or child protective services if appropriate. Dismissal from Encore.</p>	
<p>WEAPONS USAGE, ARSON, CRIMINAL SEXUAL CONDUCT-</p>	<p>If a student possesses a dangerous weapon in a weapon free school zone (on school property and/or a vehicle used by a school to transport students to or from school property), or commits arson or criminal sexual conduct in a school building or on school grounds, the student must be removed from school permanently, subject to possible reinstatement provided for by the law.</p>	<p>Any student who commits a physical assault against an Academy employee or against a person engaged as a volunteer or contractor for the Academy on Academy property, on an Academy bus or other Academy related vehicles, or at an Academy-sponsored activity or event will be suspended and may be permanently removed from a full academic school year for a period of more than one hundred eighty (180) days or more.</p>	

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**PARENT GRIEVANCES**

Encore Academy is committed to an equitable and timely process for grievances. A student, parent, or guardian may initiate the grievance procedure to appeal any final decision (a decision from a school employee from which no further appeal to a school administrator is available) of school personnel within the school system, as outlined in this policy. Grievances that involve an alleged violation of board policy or state or federal law or regulation by a final administrative decision may be appealed to the School Board. All other grievances may be appealed to the superintendent/designee but may only be appealed to the board at its discretion.

**Step 1: Principal Conference** A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution according to the following guidelines:

- 1.) 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.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty calendar days after the act or condition giving rise to the grievance.

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

4.) 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.

Step II: Appeal to the Superintendent If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principals decision in writing to the superintendent. The appeal must be made within five school days following receipt of the principals written response in Step I. The superintendent or his/her designee shall review the grievance within five days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen 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 from the superintendent or his/her designee within ten school days following the review.

Step III: Appeal to the School Board: If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the Board to consider.. The boards consideration of these appeals will take place in a board 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 superintendent. The step II decision will be reversed if the board determines that there has been a material violation of board policy, state or federal law or regulation, or if the decision is unsupported by substantial evidence in view of the facts as submitted. The board shall issue a final written decision within thirty days.

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*For all other Academy policies approved by the Board of Directors, feel free to request a time to review the Board Policy Manual with the Board of Directors Recording Secretary or the Academy Principal.*

*"The Art of Success"*

ENCORE  
academy



inquire  
imagine  
innovate  
inspire

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2012-2013 School Year  
Middle & High School

**Student Handbook**

Encore Academy

The Capitol

126 Hay St.

Fayetteville, NC

(Encore Web Address TBD)

**TRG**  
THE ROMINE GROUP

**WELCOME!**

Welcome to Encore! Our staff is looking forward to providing your child with every educational opportunity for maximum growth in the academic and social-emotional areas. Our goal is to provide meaningful instruction, positive for you and your child.

# ENCORE

— *the ART of SUCCESS*

*inquire ~ imagine ~ innovate ~ inspire*

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Encore Academy Mission Statement

The Capitol Encore Academy develops artists who inspire others with principles of design through the integration of academic excellence, positive character and disciplined artistry.

*We're on the web!*

**[www.ENCORE.us](http://www.ENCORE.us)**

*You can also check on the progress of your individual student by visiting*

**[powerschool.ENCORE.com/public](http://powerschool.ENCORE.com/public)**

*Enter in your ID and password!*

**Academy School Hours**

Grades K-6                    7:50 AM – 3:00PM  
Grades 7-12                 7:50 AM – 3:00PM  
Half Day Dismissal        11:45AM for all students

**Academy School Office Hours**

Mon-Fri                      7:30 AM – 3:30 PM

**Encore Academy Board of Directors**

- , *President*
- , *Vice President*
- , *Treasurer*
- , *Secretary*
- , *Board Member*

**Administration**

, Principal  
name@Encoreacademy.org

, 7<sup>th</sup> / 2<sup>nd</sup> Vice Principal  
name@Encoreacademy.org

, Director of Sec. Education  
name@Encoreacademy.org

, Counselor  
name@Encoreacademy.org

, Admin. Assistant  
name@Encoreacademy.org

, 6<sup>th</sup> Vice Principal  
name@Encoreacademy.org

, Director of Elementary Education  
name@Encoreacademy.org

, Administrative Manager  
name@Encoreacademy.org

, Secretary  
name@Encoreacademy.org

**Educational Service Provider**

The Romine Group  
7877 Stead  
Suite 100  
Utica, MI. 48317  
www.therominegroup.com

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OVERVIEW OF  
GENERAL INFORMATION



## OVERVIEW

The regular school day begins at 7:50 and ends at 3:00. Breakfast will be served from 7:30 – 7:45am. MS/HS Students will be permitted in the school at 7:30 and are to report directly to cafeteria if they want to participate in breakfast. Breakfast is a pre-order system and families qualify for free/reduced status according to the same guidelines followed for lunch. **BREAKFAST IS OVER AT 7:45am AND THE SCHOOL IS NOT PERMITTED TO SERVE THOSE STUDENTS WHO COME LATE FOR ANY REASON.**

### Regular Daily Schedule

#### Regular Daily Schedule (MS and HS)

- 7:30** Doors Open—*students should report directly to homeroom or pick up breakfast*
- 7:35-7:50** Breakfast is consumed in classrooms
- 7:50-3:00** Student proceeds through school day with homeroom teacher

*Each student will have twenty minutes to complete his or her homework there are five periods for grades 9-12:*

- 1st Lunch – 11:30am – 11:55am
- 2nd Lunch – 12:00pm – 12:25pm
- 3rd Lunch – 12:30pm – 12:55pm
- 4th Lunch – 11:00am – 11:25am

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HS Option A Schedule	
1st Period	7:50-9:00 (70)
2nd Period	9:05-10:20 (70)
3rd Period	10:25-11:35 (70)
Lunch	11:35-12:05 (30)
4th Period	12:10-1:20 (70)
5th Period	1:25-2:35 (70)
0 Period	2:40-3:00

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HS Option B Schedule	
1st Period	8:30-9:40 (70)
2nd Period	9:45-10:55 (70)
Lunch	10:55-11:25 (30)
3rd Period	11:30-12:40 (70)
4th Period	12:45-1:55 (70)
5th Period	2:00-3:10 (70)

### ADMISSION INTO SCHOOL

During the school year, parents wishing to enroll their child into ENCORE are required to complete an application and provide all necessary documentation. If space is available the parent will receive an acceptance letter for their child. If space is not available, the child will be placed on the waiting list and called in the order they signed in (based on date and time of submitted application).

During public open enrollment for the proceeding school year, parents must also complete the application and provide all necessary documentation. However, if space is not available, children will be admitted on the basis of the lottery system according to the Board of Directors policy. Re-enrollment is a designated period for parents wishing to reenroll their child. All parents will be required to complete a form to reserve their child's placement for the following school year.

### PARENT INVOLVEMENT AND COMMITMENT

By enrolling your child at Encore, you have chosen to participate in a unique educational experience that actively involves both you and your child. We ask that you demonstrate your commitment to Encore by:

- Ensuring your child will attend school on a regular basis. He/she should attend school unless he/she is unable to function at school due to illness. We also ask that you schedule vacation in conjunction with school breaks and holidays.

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- Minimizing interruptions to instruction and learning time for all children in a class. One child being minutes late each day means loss of two full school days in a school year for the entire class. Consider the loss over time when there are multiple tardies. Respond to the need to have your child at school on time.
- Provide your child with the necessary materials and time to complete assignments requiring library references, computer access and other research materials.
- See that your child is dressed properly in adherence to the dress code policy.
- Attend conferences and communicate with your child's teachers to monitor progress and to address questions and concerns as they occur.
- Read and return, on time, as requested, all informational materials sent home by the school and classroom teacher in order to ensure good communication.
- Adhering to policies and procedures within this handbook and at the school including behavior in the parking lot and on school grounds.
- Responding respectfully and appropriately to all staff, students, parents, and guests within the ENCORE community and at the school.

*Complaint Procedure: If you have a disagreement with a teacher or the administration, you should make every attempt to settle the problem with that person, without involving others. Should it not be settled, the two should go to the next line of authority to arbitrate the difficulty (Teacher → Vice Principal → Principal → Superintendent → Board of Directors). It is the goal of Encore to respond to complaints and problems as soon as possible.*

### DAILY PROCEDURES—ARRIVAL

Students should arrive at school between 7:30 am and 8:50am. Students will not be permitted to enter the building until 7:30am, unless they are in the before school program. *Please have*

*students dress appropriately for weather if they will arrive prior to 7:30—No matter the weather conditions they will not be permitted inside the building prior to 7:30 am.* Students need to enter the building in an orderly fashion, they may not run, shout, or otherwise act in a disorderly manner. All students wearing hats need to remove them upon entering the building.

Prompt arrival into the classroom is essential. Classroom doors shut at 7:51 am and all students who come to class after 7:50am will be considered tardy. Students will receive tardy slips in their homeroom until 8:15am. At 8:15am the office will issue the tardy pass and the student may proceed to their classroom. Once class has begun, it is distracting to the other students to have their classmates entering the room late so please make every effort to have your child to school on time.

### **AM & PM FACILITY SAFETY PROCEDURES**

Parents are not to park or stand in the drop off zone. It is for quick drop off only. Please stop by the office for parking lot map & details. Students and parents are only to use the main entrance doors for entering & exiting the building between 7:30 am and 3:15pm. All visitors during this time MUST report to the main office, sign in and receive a background check. No visitors will be permitted into the classroom corridors without prior approval. This is for the protection of all students and staff in the building.

# **LUNCH DRAFT**

Each student will have twenty-five minutes to complete her lunch. Students are expected to follow the Lunch Room Behavior Code and respect adults that are ENCORE staff or parent volunteers when enforcing the code.

Students are expected to sit during the lunch period and ask permission to move otherwise.

- Students are to use normal/table voices when conversing with other students.
- Students are expected to use good table manners while at lunch and to clean up their area after eating.

Any student that does not follow the Behavior Code will be redirected according to behavior code. Continual problems will result in loss of cafeteria privileges and will be required to eat in the school office or other assigned area with their parent/guardian if necessary.

A daily hot lunch program is offered to all students at ENCORE from an outside food service, menus are distributed to parents monthly. A payment system will be provided, which requires prepayment of lunches.

Parents/guardians may only take their children off school premises for lunch in special circumstances and after receiving approval from the principal or other school administrator. Approval is also required from the principal or a school administrator to bring an outside lunch from a restaurant (McDonalds, Taco Bell, etc.) and is only approved for special circumstances or occasions such as the child's birthday.

### INDIVIDUAL STUDENT DISMISSAL

Students will be dismissed from their classroom to a parent/guardian or emergency contact until the age of 18. Students will not be dismissed to any other adult or peer unless prior written arrangements are made with the school office. This procedure will guarantee the safety and well being of all students. Parent/Guardian is required to go to the office to pick up their child from the school at times other than normal arrival and dismissal. The Parent/Guardian is not to go directly to the classroom but report to the office where they will be required to sign students out of the school. After approval from the main office, the student's educator will send the student to meet the parent in the main office. Parents should not go to the classroom to pick up the student. This causes disruption to the learning environment.

### NO-RESCUE POLICY

Encore works to train and educate our students towards self-reliance. Thus, we do not allow students to call home and ask parents to bring in homework, projects, and calm upset feelings or arrange sleepovers, etc. Because Encore values the educational time entrusted to us, teachers will release students to the office to ask to use the phone only in emergency situations.

Office staff will use the following procedures when a student asks to use the phone:

1. The office staff will ask the student why he or she wants to use the phone. Care will be taken to assess the student's predicament. A decision will be made by the staff (based on the above stated purpose) whether the student should be allowed to call home. If it is determined that the student should work through the issue without calling home, the staff person will discuss with the student resources available at the school to help. When the student is determined able to manage the problem, he or she will be sent back to the classroom.
4. If after working with the student, it is determined that he or she will not be able to function at school appropriately, the staff person will call the parent. From experience, however, it is not expected that this will be the typical result.

### TELEPHONE

A telephone is available in the school office for EMERGENCY phone use by students. During the school day, permission to use the telephone must come from the office personnel. It is also school policy for students to work out any concerns with staff when adult intervention is needed, not with parents by phone. Cellular phones are not permitted at school. If a student is found using a cellular phone, it will be confiscated and a parent must come in to obtain the phone. Refusal to turn in a cell phone will result in further disciplinary action. Please see policy for prohibited electronic devices for additional procedure of handling student in possession of cell phone.

### SCHOOL VISITORS

Adult visitors are always welcome. However, we are interested in knowing who is in the building and require all visitors to register in the office and wear a visitor's badge. Students or parents from other schools or Academies wishing to visit must make prior arrangements with the principal and a fifteen-minute observation will be scheduled with an educator. Any visitors that will be spending more than four hours in a week at the school will be required to meet all criminal/background screening at the cost of the visitor. This is to ensure the safety of all ENCORE students and staff.

**VOLUNTEER POLICY**

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The Principal in cooperation with the Educational Service Provider shall be responsible for recruiting volunteers, reviewing their capabilities, and making appropriate placements. S/He shall not be obligated to make use of volunteers whose abilities are not in accord with school needs. The Administration shall conduct appropriate background checks on all volunteers in the same manner as required for other professional staff for any volunteer that is assigned to the school for more then four hours per week.

The Administration is to inform each volunteer that s/he:

- Shall agree to abide by all Board policies and school guidelines while on duty as a volunteer including signing, if appropriate, the School's Network and Internet Access Agreement Forms;
- Will be covered under the School's liability policy but the School cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;

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The Administration shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time efforts in assisting the operation of the School

**SCHOOL EMERGENCY CLOSINGS**

In the event of the school closing due to weather or other emergencies, please check television news channels and the school website. In the event of a school emergency, school personnel will contact you so it is important that you keep your information updated at the front office.

**TEXTBOOKS AND SUPPLIES**

Students are responsible for the proper care of all books and supplies issued each year through the school. Students who lose books or damage the school property will be assessed a replacement fee or repair cost to offset the replacement or repair cost. All costs are to be paid prior to receiving all report cards or the transfer of student records.

**HOMEWORK**

Homework is a very necessary and integral part of a child's education. The purpose of homework is to reinforce those skills and concepts taught in the learning environment. Homework also includes work not finished during class time. Parental support and cooperation are very important in this area. Helping students with their homework shows you are interested in their education. Each educator is responsible for the classroom homework policy. This is to ensure age-appropriate requirements. Please note that homework can come in many forms and while the school

recognizes that age appropriate learning also consists of social and family activities at home, we request your support and cooperation while we try to find the best ways to reinforce learning at home. When traditional forms of homework are not necessary, the educators may have alternative projects and such instead. Please direct all homework questions to your student's educator.

### REQUEST FOR HOMEWORK

A request for homework for a child that is ill should be made in the morning. This will allow time for the educator to organize the materials. Homework may be picked up in the office at the end of the day. Our educators will make every effort to have homework ready to be picked up in the office at the end of the day. Please remember that much of the learning at Encore is done in a hands-on and experiential way and many times cannot be sent home to be completed. That is why it is vital that all students are at school as much as possible.

### COMMUNICATION

Parents can now access up to date information on their student's progress via the web. Just visit [powerschool.ENCORE.com/public](http://powerschool.ENCORE.com/public), enter in your ID and password, and you will have access to grades and attendance, information on individual assignments, you can sign up for e-mail notification, and view teacher comments. This is a great way to stay on top of what is happening with your student!

Check the school website, [www.ENCORE.com](http://www.ENCORE.com) for updated information on the school and student activities.

### STUDENT RECORDS "RIGHTS"

The Federal Family Educational Rights and Privacy Act of 1974 provides parents or guardians of students under the age of 18 the right to examine official records, files, and data relating to the student. If you wish to review your child's record, please contact the office.

### STUDENT RECORDS

The Board of Directors for Encore believes that all student records shall be treated as confidential and exist primarily for local School use or as otherwise stipulated. To request a review of your student's records a parent/guardian must contact the main office to schedule an appointment. To request a hardcopy of your student's records a parent/guardian must submit the request in writing to the main office. The Office Manager will then contact the parent/guardian to notify of when the request can be reasonably fulfilled, not to exceed 15 days.

In situations where the parents of a student are divorced or separated, each parent custodial and/or non-custodial has equal rights to their child's records unless a court order specifies otherwise. The school's personnel shall not recognize private agreements between the student's parents.

Parents shall have an opportunity for a hearing to challenge the content of their child's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students; to provide an opportunity for the correction or deletion of any

such inaccurate, misleading or otherwise inappropriate data contained therein; and to insert into such records the parent's written explanation of the content of such records.

Any eligible parent/guardian or student may inspect the records of the student during regular School office hours with a scheduled appointment. The district reserves the right to interpret selected records to students and/or parent/guardians at the time of the inspection.

If circumstances prevent a parent/guardian from exercising their right to come to the school to review a student's education records, the school will provide a copy of the requested records to the requesting party following the procedure above. The school will not destroy any educational records if there is an outstanding request to inspect and review a student's records.

Whenever a student attains 18 years of age, the consent required of and the rights accorded to the parents of the student shall thereafter only be accorded to the student. Parents/guardians are responsible for updating the school when emergency phone number and address information has been changed.

**MOVING?**

Please contact the ENCORE Transition Coordinator who will assist your family in making a smooth transition to a new location. Notify the school office before transferring to another school. A copy of the registration form will be sent to you to present to the new school.

We want to know:

New address and phone number

Date of the move

Name of the new school

Students are expected to:

- o *Return all library and textbooks*
- o *Settle all outstanding debts*
- o *Collect all personal items*

In the event that the above is not returned the student's records will not be transferred and the last report card will not be mailed to the parent/guardian.

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CONTROL-WIDE POLICIES



### **CELLULAR PHONES, MP3 Players, IPODs, and Other ELECTRONIC DEVICES**

The telephones are for the school business and emergencies only. Students will be permitted to use the telephones for emergency purposes only. Students should take care of information business with parents prior to coming to school.

At no time are students permitted to bring pagers, cellular phones, video games, musical electronic listening devices or any other electronic devices. Failure to follow policy will result in disciplinary action and forfeit of device to the school until the end of the school year. ENCORE will not accept responsibility for the personal items of students lost, stolen, or confiscated.

- First offense the item will be taken and released only to a parent or legal guardian.
- Second offense the item will be kept until the last day of school and released only to a parent or legal guardian.
- Refusing to surrender a cell phone will result in further disciplinary action.

### **STUDENT CAMERAS**

For the safety and well being of all of our students, student cameras are not permitted at school. We recognize the importance of school day memories and will designate specific dates and events which cameras will be permitted for. This will require teacher supervision of the photographs being taken as well as administrative approval. Please understand that we want to ensure the safety and well being of every student at ENCORE and that circumstances such as the Internet and other... are at large... to protect and ensure you are...  
child...

Students in possession of cameras that are not approved by administration will be confiscated and if necessary pictures deleted prior to release of camera to parent/guardian.

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### **INTERNET USE POLICY**

Encore adheres to the federal requirements and guidelines stipulated under Title XVII—Children's Internet Protection Act.

#### **A. Educational Purpose**

Encore Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. Encore has the right to place reasonable restrictions on material you access or post through the system. You are expected to follow the rules set forth in the Encore disciplinary code and the law in your use of the network. *Students who use laptops for personal (non-academic) purposes during the school day will be prohibited from bringing their laptop to school or using a School laptop during the school day.*

#### **B. Internet Management**

Embracing the Internet as a critical and essential component in today's world is essential if our students are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of student to inappropriate material and people. As part of our commitment to Internet security, we offer a firewall (a web-blocker application program). This has the ability to block objectionable material and captures the window when questionable material is accessed.

### C. Unacceptable Uses

The following uses are considered unacceptable:

#### 1. *Personal Safety and Personal Privacy*

Students will not post personal contact information. This includes student's address, school address, telephone number, and name on the Internet. This includes other people as well as the student. Students will promptly disclose to the teacher any message or website that is inappropriate or makes students feel uncomfortable.

#### 2. *Illegal Activities*

Students will not attempt to gain unauthorized access to Encore Network or to any other system through the network beyond authorized access. Students will not attempt to deliberately disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students will not use the network to engage in any other illegal act, such as arranging for illegal activities or threatening the safety of other people.

#### 3. *System Security*

No software is to be downloaded on the computers at any time without explicit consent of the system administrator.

#### 4. *Inappropriate Language*

Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. Students will not use obscene, profane, vulgar, threatening, or disrespectful language. Students will not post anything that could cause damage or a danger of confusion. Students will not engage in personal attacks, including prejudicial or discriminatory attacks. Students will not harass another person. Students will not knowingly post false or defamatory information about another person or organization.

#### 5. *Respecting Resources*

Using the computer systems and Internet is a privilege. Students need to respect the computer by using it appropriately.

#### 6. *Plagiarism*

Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.

#### 7. *Copyright*

Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure or have questions, they should ask a teacher.

#### 8. *Inappropriate Access to Material*

Students will not access material that is designated for adult use only or is profane or obscene, that advocates illegal or dangerous acts, or discrimination towards other people. If students

mistakenly access inappropriate information, they should immediately tell the teacher. This will protect students against a claim that they have intentionally violated the rules.

#### D. Disciplinary Actions

Students should only expect limited privacy in the contents of personal files or records of Web research. Routine maintenance and monitoring of the network may lead to discovery that you have violated the Policy, the school disciplinary code or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Encore disciplinary code or the law.

Encore will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school.

#### E. Limitation of Liability

Encore makes no guarantee that the functions or the services provided by or through the school Network system will be error free or without defect. ENCORE will not be responsible for any damage that may be suffered, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents or guardians will be responsible for any harm to the system as a result of intentional misuse.

#### LOST AND FOUND

Found articles of clothing or miscellaneous articles will be placed in the Lost and Found area (situated in the office for location). Each Friday, the lost items will be removed and donated to a local charity organization to help alleviate the problem of lost articles. PLEASE PUT YOUR CHILD'S NAME ON ALL CLOTHING.

#### STUDENT SOLICITATION

Students may solicit only for the school-sponsored activities. All the school activities at the elementary level discourage door-to-door solicitation in the community. There will be no exchange of money among students for any purpose unless authorized by the office.

#### SCHOOL CELEBRATIONS

All celebrations are at the discretion of each educator and the school administration. If you choose to have your child not participate in an activity, please speak with your child's educator. If the activity is due to religious or other beliefs an opt-out activity will be provided for your student. At Encore we try to recognize celebrations and traditions of many different cultures. Understanding cultural diversity is an integral part of society. If you have other suggestions for educators or the school in regards to celebrations and traditions of different cultures please let us know and we will be happy to consider the additions.

# DRAFT

ATTENDANCE POLICIES

### ATTENDANCE POLICIES & PROCEDURES

All students are expected to attend the school for the entire academic year. Parents are strongly discouraged from taking their students out of the school for family vacations.

#### I. ATTENDANCE

1. Parents are asked to call the school before 8:00 am when their child is going to be absent. This does not constitute an excused absence.
2. Whenever students are absent from the school, notes or medical excuses are required explaining the absence. The note should also have day, time, and phone number where the parent can be reached.
3. Parents may arrange, in advance, for absences. Prearranged absences are not automatically excused (guidelines apply for excused/unexcused absences).
4. Medical and funeral excuses only are exempt from the attendance count.
5. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

#### II. FAMILY VACATIONS:

1. We would like to encourage you to schedule family vacations at times other than when the school is in session. When you must schedule a family trip during School time, contact the educator in advance concerning how your child will complete missed assignments.

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# DRAFT

#### III. ATTENDANCE PROCESS / QUANCY

A letter from the student's teacher will be sent to the student's parent/guardian on the tenth absence.

A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in In-School suspension until the conference is held.

3. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the school due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the school.

*Please Note: 5 Late Arrivals (more than 10 minutes) = 1 absence  
5 Early Dismissals (more than 10 minutes) = 1 absence*

#### IV. THE PROCEDURES FOR APPEALS:

1. Students, who exceed the number of absences with justifiable cause, may petition the appeals board for a hearing. The appeals process is only presenting proof of justifiable absences. It is not intended for any other use.
2. Students who wish to use the appeals process must present a completed form to the Principal's office clearly giving reasons for their absences. Excuses such as getting up late, car problems, or missing a ride will not be accepted.
3. Each case will be heard and judged on its individual merits.
4. It is the parent's responsibility to provide the necessary materials on his/her behalf.
5. The appeals board will be comprised of two (2) educators and one Administrator.
6. The decision of the board will be final.

**V. TARDY/LATE ARRIVAL/EARLY DISMISSAL:**

1. Classes begin at 8:30 a.m. Students can be dropped off as early as 8:00 a.m. Students arriving in the learning environment after 8:45 a.m. will be considered tardy. Due to state guidelines, all attendance must be documented and reported to the appropriate state officials.
2. A letter from administration will be sent to the student's parent/guardian on the tenth absence.
3. A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in In-School suspension until the conference is held.
4. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the school due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the school.

*Please Note: 5 Late Arrivals (10 minutes or more) = 1 absence  
 5 Early Dismissals (10 minutes or more) = 1 absence*

**PROCEDURE FOR LATE ARRIVAL**

Students are asked to report to school when their child is going to be absent. A student must report to the office with a note of explanation signed and dated by a parent/guardian to obtain a pass to enter class. Educators will be informed of the pass whenever the arrival is excused or "unexcused" pass. Submit a request in writing for a special meeting. A student will be considered absent for the morning if he/she arrives after 10:30 a.m. and for the afternoon if he/she leaves before 1:30 p.m.

4. All documentation will be maintained in the student record.

**ATTENDANCE AND CREDITS EARNED**

A student who has **MISSED 8 DAYS OF CLASS** (excused or unexcused) within a given trimester will be required to receive a 70% or higher on comprehensive final exam for that class to receive credit. **\*The Principal will issue final decision on retention at the end of the school year.**

**ATTENDANCE FOR RELIGIOUS INSTRUCTION**

Encore will cooperate with parents who wish to provide religious instruction for their child but also recognizes its responsibility to enforce the attendance requirements of the State. Upon the signed request by the student's parent, the Board will allow exceptions to the student's continuous attendance at school:

1. for religious instruction outside the school building for no more than two (2) class hours per week
2. for attendance at confirmation classes provided is twelve (12) or thirteen (13) years of age and the instructional period is no longer than five (5) months in either of those years.

The student must be properly registered and a copy of such registration must be filed with the principal, which will be maintained in the student file. The time release for religious instruction or education shall be arranged by the Principal in keeping with the regulations of the State Board of Education. The student will also assure the appropriate continuance of the instructional program at ENCORE during such release times. No solicitation for attendance at religious instruction shall be permitted on school premises. No member of the staff shall encourage nor discourage participation in any religious instruction program.

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DRESS CODE



### DRESS CODE OVERVIEW

*Take pride in how you look at all times. Uniforms can help keep you safe and prevent you from being judged by others for not looking a certain way. They also create a serious, distinguished look that tells the world YOU are about business. Always be mindful of your personal appearance – it speaks volumes about your character.*

### DRESS CODE

Our basic standards regarding student dress are based on cleanliness, neatness, modesty, safety and minimizing learning distraction. Uniforms are to be worn at the school by all students except on announced "Dress Down" days.

Fridays are ENCORE Spirit Days. Students may wear appropriate, plain blue or black jeans without holes, designs on any area other than pockets, or cargo pockets, on Fridays (sweat pants, or others types may not be a substitute for jeans). The jeans must be accompanied by any ENCORE shirt.

ENCORE shirts are shirts that have our school name or logo printing on it. This also includes ENCORE sweatshirts, T-Shirts, or uniform shirts. Tennis shoes may be worn if wearing jeans on Friday Spirit Day only. If students choose not to wear plain blue or black jeans or uniform pants with their ENCORE shirts, ENCORE full uniform is required. Participation in Spirit Day is a privilege that can be revoked to any student by school administration for any length of time deemed necessary. Day T-shirts and sweatshirts can be purchased in the store.

Dress code policy will be enforced for all students:

ENCORE Logo Uniform shirts must be purchased from the school. The cost is between \$---- and \$- from the main office during school hours. Pants, skirts and sweaters can be purchased at any store; however, they must meet the requirements stated below.

#### General attire for GIRLS:

1. Skirts/jumpers/skorts: navy or black (polyester/cotton) dress apparel. No shorter than two inches above knee.
2. Pants/capris: navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, or skinny jeans. **Dress pants may NOT have outside pockets or rivets to meet the dress code requirement.**
3. Shorts: navy or black (polyester/cotton) dress shorts. No shorter than two inches above the knee. May only be worn in 70 o or above weather.
4. Cardigan Sweater: navy or black. Solid colors only, ENCORE logo polo must be worn underneath. No hooded sweaters or hooded zip sweatshirts permitted.
5. Tights: navy, black, or white solid color only.
6. Belts: navy or black, must be worn with any apparel containing belt loops- cutting off belt loops is a dress code violation.
7. Solid black or navy shoes (spike heel fashion shoes, multi-colored-logo-white tennis shoes, boots with fur or winter boots, sandals or open-toe shoes, or open-back shoes are not permitted).
8. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of grade level offered uniform shirts.

9. A reasonable number of earrings are permitted. Only ears may be pierced (no facial piercings).
10. A reasonable amount of makeup is permitted but may not be a distraction.

**General attire for BOYS:**

1. Pants/capris: navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, or skinny jeans. **Dress pants may NOT have outside pockets or rivets to meet the dress code requirement.**
2. Shorts: navy or black (polyester/cotton) dress shorts. No shorter than two inches above the knee. May only be worn in 70 o or above weather.
3. Cardigan Sweater: navy or black. Solid colors only, ENCORE logo polo must be worn underneath. No hooded sweaters or hooded zip sweatshirts permitted.
4. Belts: navy or black, must be worn with any apparel containing belt loops- cutting off belt loops is a dress code violation.
5. Solid black or navy shoes (spike heel fashion shoes, multi-colored-logo-white tennis shoes, boots with fur or winter boots, sandals or open-toe shoes, or open-back shoes are not permitted).
6. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of grade level offered uniform shirts.
7. Earrings a reasonable number of earrings (1 or 2) and may not be distracting (small stud earrings or a body piercing or navel are not permitted).

**Additional guidelines for ALL STUDENTS:**

Good grooming and hygiene are important to the well-being of every student and is expected of all students.

Hats are not to be worn in the building.

3. Jewelry, if worn, should be lightweight, simple in style, kept to a minimum and not displayed over their uniform.
4. Hair should be neat, clean, and styled in an appropriate conservative style. No distracting hair color (only natural hair color combinations of blond, brunette, reds) and / style will be permitted.
  - a. No Mohawks (shaved on sides and hair on top)
  - b. Faux-hawks no higher than 2 inches are permitted (hair is short on sides and taller on top)
5. No midriffs are to be worn. All clothes need to be the appropriate size for the student.
6. No visible body piercing (other than ears), fixed ornaments, or tattoos.
7. No purses or personal handbags will be permitted into class.
8. Winter attire such as boots, coats, hats, gloves, etc, will not be permitted in class. If these items are worn to school (which we recommend in cold months) they must be removed and proper uniform attire worn to enter the classroom.
9. Physical Education Attire:
  - All students need safe play tennis shoes to change into for P.E.
  - P.E. uniforms, with exception of tennis shoes, are purchased in the main office and consist of a ENCORE Physical Education Dept. T-shirt and shorts.

# DRAFT

**IMPORTANT INFORMATION:**  
Students with special needs

### SPECIAL SERVICES

The services of a speech and language therapist, psychologist, social worker, and Special Education Educator, and Occupational therapist are available on a referral basis. If you would like more information, please contact your child's educator. The following special services are available to all students who qualify under state guidelines.

- Occupational Therapist: Provides services to students who need fine motor therapy.
- School Psychologist: Provides services to students who need evaluation for special education needs.
- School Social Worker: Provides services to students who are experiencing personal or social adjustment problems in the school or at home.
- Speech Therapist: Works with students who are impaired by speech and language difficulties.
- Special Education Teacher: Services are provided for students with special needs in a resource room or on a consultant basis.
- Vision and Hearing: The Cumberland County Health Department provides tests annually for designated grade levels.

### SPECIAL EDUCATION POLICY

The Board of Directors of Encore wants each child to fulfill its ultimate learning potential. To the extent possible, the Board of Directors desires that each child may demonstrate some level of academic achievement. The following board policy to evaluate a child's academic progress shall be followed:

After either a parent or educator expressed concern about a child's school performance, Response to Intervention, a plan will be put in place in which an educator is making documented attempts to develop strategies that increase success for students. If the RTI process is not successful after all options have been exhausted, a child study meeting will be held to determine if formal testing is needed. The student's educator, special education educator, learning specialist, school social worker or counselor and principal will be in attendance at the child study meeting.

- If it is determined that formal testing is needed, within ten days parents must be notified and request made for their written authorization for testing.
- Once the parents provides consent for formal testing of their child, the school has thirty days to complete the evaluation process and hold an Individualized Education Program Team (IEPT) meeting in which determines if special educational services are needed.
- For a child to qualify for special education services there must be proof that the child's academic progress is impacted by a discrepancy in achievement or other tested data.
- After a decision is made on the student's eligibility for special education services, the IEPT meeting is held with general education educator, special education educator, principal and parent in attendance.
- It will be determined at the IEPT meeting how many hours per week and what services the child will receive special education services.
- Once a child is in special education the child's IEP goals will be reassessed annually.
- Every three years the child must be reevaluated to determine continued eligibility for special education services. It is the ultimate goal for each child eligible for special education services that the achievement gap will be closed and that the special education intervention strategies have worked to no longer require services.

### SECTION 504

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The publication, *A Parent Guide to Section 504 Of the Rehabilitation Act of 1973*, is a resource available to parents through their school.

- A physical or mental impairment (has a history of having a physical or mental impairment)
- That **substantially** limits
- One or more major life activities

If you believe that a student may be eligible for Section 504 support, please contact Mrs. Dorband (school counselor) for additional information.

### HOMELESS STUDENTS: MCKINNEY VENTO ACT

**Educational Rights of Children and Youth Experiencing Homelessness:** *If you or someone you know is experiencing homelessness, please notify the school so we can help. This is not something to be ashamed of. There are many ways to assist families in this situation. This is not a competition. We are here to help. We will keep all information strictly confidential.*

Children and youth experiencing homelessness have the right to:

- Go to school, no matter where they live or how long they have lived there. Students who are homeless must be given access to the same public education provided to other students.
- Continue in the school they attended before becoming homeless or the school last attended if that is their choice and feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school they attended before they became homeless or the school last attended, if a request is made for such transportation and transportation is feasible.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program due to the fact that they are homeless.
- Enroll in school without providing a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes in the school of their choice, even while the school and student who is homeless seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

These rights are established under the McKinney-Vento Homeless Assistance Act. This act is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition of homelessness.

**How does the McKinney-Vento Act define homelessness?**

According to U.S. Department of Education (USDE) guidance, people living in the following situations are considered homeless under McKinney-Vento: doubled-up with family or friends due to economic hardship; in motels or hotels due to lack of other suitable housing; in homes for unwed or expectant mothers because they have nowhere else to go; in homeless and/or domestic violence shelters; in transitional housing programs; on the streets; in abandoned buildings; in public places not meant for housing; in cars, trailers, and campgrounds; or awaiting foster care. Runaway and/or "throwaway" children and youth are also considered homeless under McKinney-Vento.

*The description above refers to people living "doubled-up". What does that mean?*

"Doubled-up" refers to people who are living with friends and relatives due to loss of housing, economic hardship, or a similar reason. However, families who have chosen to move into adequate housing situations with friends or relatives for reasons of cultural preference or convenience are not covered by McKinney-Vento.

*Are migrant students considered homeless under McKinney-Vento?*

Migrant students are considered homeless if they meet one or more of the definitions of homelessness under McKinney-Vento. However, migrant students are not considered homeless simply because they are migrant.

*Are children in foster care considered homeless?*

No. The McKinney-Vento definition of homelessness includes children who are awaiting foster care placement only. Once children have been placed in foster care, they are no longer considered homeless.

**If you would like additional information on the rights of homeless students or you would like to notify us of a situation involving a homeless student, please contact the following Encore Homeless liaisons:**

School Counselor  
[name@ENCORE.us](mailto:name@ENCORE.us)

Encore Principal  
[name@ENCORE.us](mailto:name@ENCORE.us)

**DRAFT**  
ADDITIONAL  
INFORMATION

### **BOOK BAG/LOCKER CHECK**

Random book bag and locker checks are to help prevent any illegal substances or weapons from being housed in the student possession. It is the responsibility of the school administration to check bags and lockers. The school administration may be assisted by the police and canine unit from time to time when conducting locker or personal bag checks. Encore is not responsible for items that are stolen out of book bags or lockers. Students should never bring valuable expensive coats, jackets, jewelry, shoes, supplies etc. to school. Students are not allowed to share a book bag or house another student's belongings in their bag.

### **MEDICAL REQUIREMENTS**

State Law and the Cumberland County Immunization Code require all students entering the school to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Peruses, Polio, Measles, Rubella, and Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State Law and Cumberland County Immunization Code prohibit the school from admitting children without the required immunizations.

### **INJURIES AND ILLNESS**

Children should report all illnesses and injuries occurring in the school to their educator or supervisory personnel. Only immediate and temporary care will be given in the school. Parents will be notified by phone when needed additional care. If injury occurs, the school office will notify the parent/guardian, the local emergency services will be contacted. The school office will also notify the child's parent/guardian.

### **MEDICAL EXCUSES**

A student may be excused from physical education and recess for one day with a note from parent/guardian. Extended excuses will be honored upon receipt of a physician's note. In the event of an extended excuse a physician's note may be required to return to physical education, recess, and after school activities.

### **COMMUNICABLE DISEASES**

Any student evidencing a rash, sores, or other physical problems with possibility of being contagious, the student will be sent to the office to be sent home. When a child is absent with a contagious disease or illness, the parent/guardian should notify the school office. In order for your child to be admitted back into the school, parents must comply with the Cumberland County Health guidelines. Please contact the school office for further information.

### **ADMINISTRATION OF MEDICATION**

In accordance with Encore's policy, no medication is to be in the student's possession at any time. Should children be required to take medication during the school hours, a form must be filled out by the physician indicating the name of the drug, the dosage to be taken and any other instructions that are necessary. The medication must be brought from the home by the parent/guardian or other responsible adult. The medication container must have the dispensing instructions noted on it. At school, the medication will be kept under lock and key and only the office staff will administer the medication. A record is kept of the medication that is administered to each child. A log will be kept indicating when each dose is administered to each child and signed



by administrating staff and when possible a witness. It is the responsibility of the High School student to come to the office to take the medication. If it needs to be distributed at a specific time during class, the parent must provide a physician's note to that specific classroom teacher.

*NOTE: Prescription inhalers and over-the-counter throat lozenges are allowed in the student's possession at any time. We recommend advising your child's educator if they are carrying an inhaler. At no time should a student be sent to school with medication that does not follow these guidelines. Student's are not to self medicate while at school nor are they to possess medications to offer opportunity for other students to ingest and possibly overdose.*

**ILLNESS AND ACCIDENTS**

If a child must go home because of an injury or illness, it is the parent/guardian's responsibility to pick up the child at school. When a situation appears to be life threatening, the staff will act on the side of caution and will call an ambulance. The cost of the ambulance is the responsibility of the parent/guardian. The situation becomes challenging if parents cannot be reached in the case of an emergency therefore, the emergency phone number becomes crucial since it is the first number the office attempts to contact.

**POLICY FOR REPORTING SUSPECTED CHILD ABUSE**

In a perfect world, all children are loved, well cared for, safe, and treated with respect. Because our world is not perfect, this is not the case for some children. As educators, we have no choice. As members, we not only have the privilege of teaching, but also the responsibility of knowing our students, but we must take the responsibility of recognizing and helping them when they need us. When there is a reasonable cause to suspect child neglect or abuse, the following policy will be followed.

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**MAKE AN ORAL REPORT**

In accordance with the law, any Encore employee who suspects child abuse or neglect will report it to Child Protective Services immediately. Suspicion can be based on many factors such as observations, bruises or marks, student report, and so on. The abuse does not have to be confirmed. After an internal investigation, the Cumberland County Department of Social Services will determine the correct course of action. The Department caseworkers will interview the student as soon as possible. Any School employee having knowledge of the incidents or concerns about the child on question should be prepared to share any such information with the child protection services caseworker or with any law enforcement personnel.

### FIELD STUDIES

The purpose of a field study is to give students a better understanding of their culture and acquaint them with real life experiences. Students are expected to follow all the school rules and policies and pay for any cost incurred. For those who cannot afford such studies, some funding and/or fundraising options may be available. Please notify the office in such cases. If a Field Study Permission Form is not submitted by a parent/guardian in the proper time frame, if the student is not in proper uniform, or a student has had behavior which may jeopardize the safety of self, others, or the school, the child may not attend the study. Students not attending will still be expected to attend school and will be provided parallel learning activities.

Student safety is the main priority on field studies. Sponsoring and chaperoning adults are expected to adhere to School policies and procedures on the field study as well as sign a chaperone agreement provided by the classroom teacher specifying specific expected chaperone behavior. Sponsors and chaperones should acquaint themselves in advance with those students who have medical conditions, which may need emergency care. The classroom teacher must accompany the group and adequate male/female supervision should be provided.

*Responsibilities of Parents Chaperoning Field Studies:* Parents play an important role in making a field study successful. Field studies are planned to supplement the content through a "hands-on" experience. In preparing for a field study, the following points need to be understood by parent chaperones:

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The classroom teacher is the final authority for all field study preparations including: volunteers, scheduling, student discipline, and learning objectives. Chaperones are required to remain with their assigned group for the duration of the field study. Chaperones should never leave an unattended student or carelessly supervised. Situations involving student discipline should be reported immediately to the classroom teacher. Chaperones should rely on positive reinforcement redirection until the classroom teacher can be contacted. Chaperones should never touch a student in a physically aggressive way or speak to them disrespectfully.

4. Chaperones may not participate in smoking of tobacco products or consumption of alcoholic beverages during the entire duration of the field study. If this cannot be adhered to then please do not volunteer we will not tolerate this type of participation.
5. Since the field study is viewed as an extension of the regular classroom, all Encore discipline codes apply.
6. Parents who offer to supervise on a school field study must understand that their full attention is needed to ensure the students' safety. Therefore, siblings are not permitted on school field studies.
7. We also only permit a certain number of chaperones and do not permit additional parents and family members to meet us at field study locations. A group that is too large makes it difficult for us to ensure safety and appropriate learning experiences for our students.

### AFTER SCHOOL ACTIVITIES

After school activities offer a wide range of social and skill learning opportunities in addition to or to enhance the general curriculum. Encore understands the importance of the after school program to the growth of students and also recognizes the importance of enforcing academic standards. All after school activities require students to maintain their academic grades and appropriate behavior during school and after school. Students may be placed on probation or

removed from the after school activity based on this criteria. Please refer to "Academic Probation" for details.

After school activities also offer a social learning experience for students. ENCORE students and spectators are expected to behave in accordance with school policies and procedures for conduct at home and away events. Furthermore, any student or spectator not adhering to these policies and procedures will be asked to leave the event and may not be permitted to return to future after school events.

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway and the school website for more details on ENCORE's athletic program and after school clubs. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

**STUDENT COUNCIL**

The Board of Directors acknowledges the importance of offering students the opportunity to participate in self-government within the school. Students have the right to organize, conduct meeting, and elect officers and representatives and petition to the Board. The Board of Directors recognizes the Student Council as the official voice of the student body.

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- Giving students practical experience in organizing, planning and executing outcomes
- Developing student leadership
- Providing a learning experience in democratic decision making
- Offering an alternative avenue toward the realization of the goals of ENCORE

*The Student Council will also be advised by staff members and required to post meeting minutes in the school hallway.*

**ATHLETICS AND AFTER SCHOOL CLUBS**

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway for more details on ENCORE's athletic program and after school clubs.

**Sports Eligibility**

In order to be eligible for participation in inter-scholastic athletics, students must have passed 4 of 5 classes from the previous trimester. Students must be currently passing 4 of 5 classes during the trimester of participation as well. (Per State regulations) Please see the ENCORE Athletic Handbook for specific guidelines on eligibility and athletic procedures. Students who have an interest in participating in sports at the college level must become familiar with NCAA guidelines for participation. These guidelines specify requirements regarding: GPA, ACT/SAT scores, applications and visits. Additionally, many of these guidelines are changing. Athletic candidates must complete a CLEARINGHOUSE form.

**TUTORING**

Tutoring and offering academic support after regular school hours is very important to Encore. ENCORE staff will continue to offer tutoring support to all grade levels during scheduled times. Parent permission is required for students to participate in this activity.

**SOCIAL EVENTS**

The Board of Directors recognizes the value of student social events in enhancing and enriching the educational experience for the children at ENCORE. The Board of Directors along with the administrative staff will make school facilities available and provide appropriate staff to conduct the student social event after approval by the principal.

School social events, which take place outside school facilities, must be approved by administration. As voluntary participants in school social events, students are held responsible for compliance with the rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures applicable during the regular school day.

Participation at school events is not a right, it is a privilege and as such will be denied to any student who has demonstrated disregard for the rules of the school, including students on suspension and academic probation.

**FUNDRAISING**

The Board of Directors acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the school.

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The Board of Directors will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity with the school. All fundraisers are required to post in the school hallways the following: 1) group coordinating the fundraiser, 2) contact name, 3) purpose of the fundraiser, 4) fundraising goals, 5) amount collected, 6) how the fundraising dollars were spent. Fundraisers may be denied based on the discretion of the administrative office.

# DRAFT

GRADING POLICIES

**GRADING**

		<b>A</b>	<b>94-100</b>	<b>A-</b>	<b>93-90</b>
<b>B+</b>	<b>89-87</b>	<b>B</b>	<b>86-84</b>	<b>B-</b>	<b>83-80</b>
<b>C+</b>	<b>79-77</b>	<b>C</b>	<b>76-74</b>	<b>C-</b>	<b>73-70</b>
<b>D+</b>	<b>69-67</b>	<b>D</b>	<b>66-64</b>	<b>D-</b>	<b>63-60</b>
<b>E</b>	<b>59 and below</b>				

*Students should be bringing home their planner every single day. Please review any notes or assignments with your child.*

# DRAFT

**ACADEMIC and BEHAVIORAL PROBATION**

Any student that does not maintain a C average will be placed on academic probation. Students on academic probation may not attend social field studies participate in any after school activity, or receive other student privileges until their academics have reached the average required or appropriate behavior or citizenship is another area of focus at Encore.

A student may be placed on behavioral probation if they are consistently and repeatedly sent to the Dean. A student may also be placed on behavior probation because of involvement in serious incidents at school including but not limited to fighting, insubordination, bullying, etc. Students on behavioral probation may not attend social field study or others where safety and the reputation of the school is a concern, participate in after school activities, or receive other student privileges until their behavior corrects consistently and proves otherwise.

**REPORT CARDS – CONFERENCES**

Academic reports for students are distributed in December, March, and June. Student led Parent-Educator Conferences are scheduled in approximately December and March of each school year. Parent/guardian or students of age 18 are required to attend the conference to receive their child's report card. In the event the parent is unable to attend the conference a conference will be scheduled with school administration, at which time the report will be given to the parent/guardian. Please understand that if you need to schedule with the school administration it may be well after the initial conference is scheduled. It is still encouraged that you schedule a conference with your child's educator to use the knowledge of the progress of your student. It is understood that educators should, if necessary, arrange additional periodic conferences with parents. Conferences with educators must be scheduled during non-instructional time.

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**APPOINTMENTS WITH EDUCATORS**

If you would like an appointment to meet with your child's educator, you may make an appointment by note or call the school and leave a message. Phone calls to educators during school hours are reserved for emergencies only. Meetings with educators are best when an appointment is made in advance.

**STANDARDIZED TESTS**

The school gives the following standardized tests every year. Parents can receive results and are encouraged to review the findings. Call for an appointment.

- End of Grade/Course exams (EOG, EOC)
- ACCUPLACER assessments will be given to 9-12<sup>th</sup> grade students as interim benchmark assessments throughout the school year to measure and direct academic growth.
- Explore, Plan, ACT (EPAS) assessment will be given to 9<sup>th</sup>-11<sup>th</sup> grade students to assist in directing growth towards college readiness.

**The Capitol Encore Academy  
Graduation Requirements**

<b>SUBJECT AREA</b>	<b>NC FUTURE-READY CORE</b>	<b>ENCORE GRADUATION REQUIREMENTS</b>
<b>English</b>	4 Credits I, II, III, IV or a designated combination of 4 courses	4 Credits I, II, III, IV or a designated combination of 4 courses
<b>Math</b>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans—could include AP Calculus, Trigonometry, or Probability and Statistics <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>
<b>Science</b>	3 Credits A physical science course, Biology, Environmental Science	4 Credits A physical science course, Biology, Environmental Science, and a 4 <sup>th</sup> Science Course aligned with the student's post high school plans—possible Scientific Research, Anatomy & Physiology, Chemistry, or Physics or dual enrollment offering.
<b>Social Studies</b>	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course	4 Credits Civics and Economics, World History, US History I and II, and World Cultures, additional social studies course possible Politics & Ethics, Court Cases or dual enrollment offering
<b>World Languages</b>	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	2 Credits in a World Language - Spanish will be offered at Encore possible dual enrollment offering for other language.



**The Capitol Encore Academy  
Graduation Requirements**

<p><b>Health and Physical Education</b> <b>Fine Arts Discipline</b> <b>Course Work and Electives</b></p>	<p>1 Credit Health/Physical Education 6 Credits required 2 elective credits of any combination from either:</p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul> <p>4 elective credits strongly recommended (four course concentration) from one of the following:</p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>• Any other subject area (e.g. social studies, science, mathematics, English)</li> </ul>	<p>1 Credit Health/Physical Education 6 Credits required</p> <p>5 credits required from declared arts discipline:</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Art</li> <li>• Media Art</li> <li>• Dance</li> <li>• Theater Art</li> <li>• Multi-Arts</li> </ul> <p>1 elective credits strongly recommended (four course concentration) from one of the following:</p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>• World Cultures/Language</li> <li>• Any other subject area (e.g. social studies, science, mathematics, English)</li> </ul>
<p><b>Total Credits</b></p>	<p><b>22</b></p>	<p><b>26</b></p>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Students must have a minimum cumulative grade point average (GPA) of 2.0 to graduate from Encore Academy.</li> <li>• Students who transfer to Encore after their Freshman year will be held accountable to the North Carolina Future-Ready Core and the Encore minimum GPA requirement.</li> <li>• Encore will honor the Interstate Compact for Military Children in that the administrative officials of Encore shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial of a waiver. If a waiver is not granted to a student who qualifies to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required course work so that the student may graduate on time. Additionally, in all cases, Encore shall use its best efforts to facilitate the on-time graduation of the student in accordance with the Compact.</li> </ul>		



# DRAFT

DISCIPLINE OVERVIEW

## GENERAL PURPOSE OF SCHOOL DISCIPLINE

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the most common discipline problems involve non-criminal student behavior.

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." **Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.**



Research tells us that children who are "hardwired" for conduct problems, and children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful contributing members of their community, children must learn necessary social and life skills. Positive discipline is based on the understanding that discipline must be taught and that discipline teaches.

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The tools and concepts of positive discipline include:

- ✓ **Mutual respect.** Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- ✓ **Identifying the belief behind the behavior.** Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- ✓ **Effective communication and problem solving skills.**
- ✓ **Discipline that teaches (and is neither permissive nor punitive).**
- ✓ **Focusing on solutions instead of punishment.**
- ✓ **Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

## STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- Respect the inherent human dignity and worth of every individual.
- Be informed of and adhere to all rules and regulations established by Encore and implemented by school administrators, teachers, and support staff for the welfare and safety of all students.
- Study diligently and strive to reach the highest possible level of academic achievement.
- Be punctual to school and classes.
- Refrain from slanderous remarks and obscenity in verbal and written expression.
- Dress and present oneself in a manner that meets the standards of health, cleanliness, safety, and the Encore Dress Code.
- Help maintain and improve Encore's school environment, preserve school property and exercise the utmost care while using school equipment and facilities.
- Conduct oneself in an appropriate manner while in attendance at all school sponsored and/or related events.
- Continue to be, or strive to become, more actively involved in one's education and personal growth.

**DISCIPLINE & SPECIAL EDUCATION STUDENTS**  
School officials may suspend a student (as identified by IDEA 2004) for up to ten (10) consecutive days without implementing procedural safeguards. However, a suspension in excess of ten (10) consecutive school days constitutes a "change in placement" for which procedural safeguards must be implemented.

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Before implementing a suspension for a disabled student for more than ten (10) consecutive school days, the school district must provide due process protection given non-disabled students, and must take the following steps:

1. Notify the student's parent or guardian in writing of proposed change in placement; and
2. Convene an MDR/IEPT to determine:
  - a. Did the disability cause, or have a direct and substantial relationship to the act of the misconduct?
  - b. Did the District's failure to implement the IEP cause the misconduct?
3. If the answer to both questions is NO, a suspension of more than ten (10) days must be imposed. However, the school district is still responsible for providing special education services during the course of the long-term suspension and an IEPT must be convened to determine what the special education services will be.

At any stage, the parent always has the right to appeal a decision made as part of the IEPT process. In the event of an appeal, the school district must operate under the "stay put" policy allowing the student to remain in the present program. *Encore will follow IDEIA 2004 mandates.*

**SCHOOL WIDE RULES:**

The school's ultimate goal is to produce students that are respectful, responsible, and resourceful.

Respectful students are polite and use manners. They use appropriate language and appropriate voice levels when talking in the building and to others. They listen to and follow the direction of authority figures. They walk in the building. They keep their hands, feet, and objects to themselves. They keep a comfortable distance away from other peoples personal space. They allow the teacher to teach and minimize disruptions to the learning environment. They use safe measures and decision-making when dealing with themselves, other students, staff, parents, and the school. They utilize good communication skills when dealing with others including listening and responding appropriately to concerns.

Responsible students make decisions to follow rules appropriately. They behave in a safe way for themselves and others. They care about the cleanliness of their school environment and take pride in helping to keep it clean. They make sure they are in proper uniform when they leave for school in the morning and remain in proper uniform throughout the school day. They make sure they have all they need for school including homework, signed papers, and a lunch and are prepared for school. When a choice of decision has the potential for negative consequences responsible students do not write, do and are accountable for their actions.

Resourceful students are able to problem solve. They utilize people, places, and things to find answers to problems they are having. They seek the appropriate help when they need it including adults that are on staff and the closest to get to. They help others when they can by getting an appropriate adult, or informing an appropriate adult if another student or person needs help. They try to use conflict resolution strategies to solve student-to-student issues appropriately and when that doesn't work they seek help of an appropriate adult. If they are in immediate danger they use good decisions to get out of it as soon as possible and then inform the nearest appropriate adult.

**Specific School Rules:**

**1) Be prepared to learn:**

Including: be on time, bring all necessary school materials (including completed homework), do not disrupt the learning environment, take care of other business outside of the classroom.

**2) Follow the direction of the teacher or staff members in charge:**

Including: teacher directives include classroom and school rules, requests to sit down or in a specific seat, requests to take notes, read, or any academic tasks or behavioral tasks, etc.

**3) Be respectful:**

Including: use your manners, clean up after yourself, be nice and cooperative to the teacher, other staff, other students, guests, and self. Use appropriate language at all times throughout the school. Talk in an appropriate tone and level when speaking with authority, students, and guests within the building and classrooms. Keep hands, feet, and objects to self. Keep an

appropriate distance from the personal space of others. Take appropriate care of the school facility, furniture, grounds, and materials.

4) **Be safe:**

Including: walk at all times both in the school and outside, upon dismissal and at arrival. Keep hands, feet, and objects to yourself and do not spit or bite others. Keep an appropriate distance from others. Keep toy weapons at home – (guns, knives, handcuffs, etc. are NOT PERMITTED)

5) **NOTE:**

Gum Chewing and Caffeinated beverages are not permitted.  
Inappropriate Public Displays of Affection between students including holding, kissing, inappropriate touching, etc, are not permitted.

**CLASSROOM RULES:**

Each educator has the opportunity to add or enhance the school Rules within the confines of their classroom. This is in order to make the learning environment age appropriate to promote growth and success.

**SAFE SCHOOL'S STUDENT DISCIPLINE POLICY**

Encore and Encore's Board of Directors, endeavors to ensure that Encore is a safe place for teaching, learning and working. In order to achieve this goal we have instituted a Zero Tolerance Discipline Policy. Regardless of circumstances the policy guidelines will be followed. Encore will notify the police and take swift and appropriate disciplinary action for the following infractions:

**Physical Assaults against School Personnel:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Any student who commits a physical assault against a School employee or against a person engaged as a volunteer or contractor for the school on School property, on a School bus or other School related vehicles, or at a School-sponsored activity or event will be suspended and may be permanently expelled for a period of not less than one hundred eighty (180) days or one full academic school year.

**Physical Assaults against Students:**

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

The school board or designee of the school board shall **expel** any student from Encore if at School a student:

- Possesses a dangerous weapon
- Commits arson
- Commits criminal sexual conduct.

Any student in 6<sup>th</sup> grade or above may be suspended or expelled for the following:

- Physical assault against another student
- Physical assault against a School Staff or Official (expel)
- Verbal assault, as defined by School board policy, against a School Official or Staff member
- Bomb threat or similar threat
- Other serious in nature offense, which significantly jeopardizes the student, other students, staff, guests, or the school.

**Verbal Assaults:**

Verbal Assault means a threat of an immediate harmful or offensive touching, coupled with apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching, or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence, a bomb threat (or similar threat) directed at a School building, other School property, or a School related event. For purposes of this policy, the definition of assault also includes written threats.

Any student in grade 6 or above who commits a verbal assault on School property, on a School bus or other School related vehicle, or at a School sponsored activity or event against a School employee or against a person engaged as a volunteer or contractor for the school shall be suspended or expelled, depending upon circumstances, for up to one hundred eighty (180) days or one full academic school year.

**Criminal Sexual Conduct:**

Criminal sexual conduct means sexual penetration of a person's intimate parts. Intimate parts are defined as the breast, buttock, perineum, and groin/ genital area.

Without consent:

- Any sexual touching of person's intimate parts: With or without consent
- Any sexual touching of a person under 10 years old

**SEXUAL HARASSMENT POLICY**

For the purpose of this Policy, "sexual harassment" shall mean ANY unwelcome advance of a sexual nature, requests for sexual favors, and/or verbal or physical conduct or communication of a sexual nature.

Sexual Harassment: Discriminatory harassment on the basis of sex is hereby prohibited.

Compliant Procedure: Report. A person who believes that this Policy has been violated should promptly report the alleged violation to the school administrator/principal. All alleged violations should be reported no later than sixty days from the date the person first becomes aware of the alleged incident. However, the school reserves the right to investigate and act upon reports submitted beyond the sixty-day period.

School Action: The school administrator/principal and a representative from the educational service provider (ESP), shall assist in the complainant to pursue effective resolution of the complaint. This may be handled through an informal or formal process, depending on the severity of the situation. In the

event that the administrator or representative from the ESP or among the persons complained of, their positions shall be filled by a member of the Board of Directors, as determined by the Board.

**Informal Process:** The complaint shall be handled by an informal process unless the situation complained of is deemed so severe by the investigating team or the Board of Directors as to require a formal process, or the complainant demands a formal process, or the action complained of would constitute a criminal act if proven true. The informal process shall involve the investigating team meeting with the alleged offender and all other persons or parties as it deems appropriate, this includes meeting with the student without a parent/guardian present. The alleged offender(s) shall be informed of the complaint and the complainant has requested resolution. If the complaint is resolved to the satisfaction of all parties, no further action will be taken unless required by law or if deemed appropriate by the investigating team. If all parties are not satisfied with the action taken, a formal complaint can then be made by any of the parties.

**Formal Complaint:** A formal complaint must be signed and clearly state the nature of the alleged offense, the name of the alleged defender and the specifics (including time, date and location of the incident(s)). The formal complaint must be filed with the investigating team. If the investigating team deems that the circumstances require action, the complaint will be investigated in a timely and thorough manner to protect the rights of both the complainant and the alleged harasser(s). In the course of the investigation, the following process will be followed:

- The investigating team will attempt to convene as soon as possible a meeting with the complainant and the alleged offender to discuss the complaint and the filing of the formal complaint.
- b. The investigating team will attempt to gather all appropriate facts in as timely a manner as reasonably possible.
  - c. The investigating team will report the results of the investigation at the next regularly scheduled board meeting, or the investigating team and the Board President deem appropriate at a special meeting of the board.
  - d. The board shall determine appropriate action to be taken.

**Sanctions:** The person(s) who is found to have violated this Policy may be subject to sanctions which may include, but need not be limited to, suspension, removal from school environments/activities/events, expulsion from the school, banishment from the campus, and/or dismissal from service at the school. Violators may also be subject to civil action or criminal prosecution.

**Confidentiality:** Discretion will be exercised. However, there can be no guarantee of confidentiality or anonymity since any investigation will involve discussions with other parties. Information about the complainant giving rise to the complaint will be reviewed only as investigatory and disciplinary processes require, or as otherwise required by law or courts having competent jurisdiction. Confidentiality will be observed to the extent permitted by law and to the extent consistent with protecting the welfare of the School Community and the interest of the school. However, the investigating team, the Board and/or the school administrator/principal may report the incident to appropriate authorities as they deem necessary or appropriate.



**CHILD ABUSE OR NEGLECT**

Child abuse or neglect means harm or threatened harm to a child's health or welfare by a parent, or legal guardian, or any other person responsible for the child's health or welfare, or by an educator or educator's abide.

**Suspected child abuse and or neglect must be reported to FIA. (See Encore's Child Abuse and Neglect policy)**

**EDUCATOR EMPOWERMENT TO SUSPEND**

Pursuant to MCL 380.1309(2), the type of conduct of which educators may unilaterally suspend students in grades 6 and above from a class subject or activity for up to one day, is expressly limited to misconduct involving a physical assault committed against another student or other School personnel. Physical assault is defined as intentional causing or attempting to cause physical harm to another through force or violence. Following an educator initiated suspension; the educator shall send the student to the Principal's office, immediately report the suspension and reason for the same to the Principal. The educator shall schedule as soon as possible a conference with the student's parent(s)/guardian(s) and the Principal to discuss the suspension. The educator and administrator(s) shall be in attendance at the conference. Any student suspended pursuant to this policy shall not be allowed to return to the class from which he or she was suspended from until the passage of one full school day from the time of the student's infraction unless otherwise permitted by the Principal.

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Further, suspended students under this section shall not be permitted, during the term of the suspension to attend other classes in the school building or extra-curricular activities, unless the Principal or designee permits the student to continue the school day under appropriate supervision. This policy does not negate the Principal's discretion to impose a multiple day suspension or expulsion beyond the educator's statutorily limited suspension period when the student's conduct warrants more severe disciplinary action in the Principal's sole discretion.

***Application to Students with Disabilities***

*This policy shall be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.*

**STUDENT BEHAVIOR CODE**

Students are expected to follow the rules and regulations of the Student Behavior Code. The school will uphold the code and will exercise proper discretion as it pertains to each incident. For further information on expulsion and due process, see the main office.

Self-discipline is our goal for all of the students of Encore. To encourage the development of this virtue, positive reinforcement will be used. Students are expected to follow the rules and regulations of Encore. The school will uphold the code and will exercise proper discretion as it pertains to each in student.

**DEFINITION OF DISCIPLINARY ACTIONS:**

**Conference with student:**

Conferences are held for all disciplinary problems. Usually it is also a first step for minor violations resulting in a warning being issued. All behaviors and resolutions will be documented.

**Parent Conferences:**

A parent conference can be personal or by phone. This can be used as a second disciplinary action or can be required for other violations. All conferences and resolutions will be documented.

**Referrals:** If a resolution is not created, student will be referred to school administration by any staff member within the school. All students will be responsible for returning their referral with a parent/guardian signature by the next school day. If not returned they may be asked to serve an in-house suspension until all required paperwork is returned.

**Detention:** May be served during recess, lunch, classroom celebrations, and before or after-school for unacceptable behavior.

**In-School Suspension:** For chronic irresolvable or major discipline problems, a student will remain in the office for the entire duration. They will work on a writing assignment given to them by the administrator without talking. They are to ask permission to leave for a reason and will be required to eat their lunch in the office. They are to make up all missed assignments and have the same number of days to complete it as they were absent. They will receive an excused absence any time served. It is the teacher's discretion to assign full or partial credit for work completed.

**Rules for In-House Suspension**

1. Students will sit in their assigned seats given to them by the office staff.
2. Students will be in the in-house room by the first hour bell.
3. While in the in-house room there will be no talking, note writing or any other type of communication.
4. Students are responsible for keeping their area clean. Any waste can be kept on their desktop until their break time or end of the school day.
5. Students are not allowed to leave their seat unless they have permission to do so.
6. Restroom and drinking fountain breaks will be at 10:00 and 1:00 only and will be limited to 5 minutes. If abuse of this privilege occurs they can lose the remainder of their privileges.
7. There is no food allowed in the in-house room except for the designated lunch period.
8. If a student refuses to follow the in-house rules they will be given an out of school suspension.
9. If a student is absent the scheduled day of in-house or misses any part of the day, they will make up any absent time the next day in attendance.

**Suspension:** For chronic, irresolvable or severe discipline problems. A student who is suspended out of school will be required to remain in the office until picked up by a parent or guardian. While in the office they will follow the same routine as an In-School suspension. Once serving their out of school suspension they are not to be on school grounds during or after school or attend any after school activities. They are to make up all missed assignments and have the same number of days to complete it

as they are absent. They will receive an unexcused absence for any time served. It is the teacher's discretion to assign full or partial credit for the work completed.

**Expulsion from the school:** In extreme cases expulsion from the school may be necessary. A student who is expelled may not return to the school for a time period equivalent to one full academic school year. After the expulsion is completed it is up to the school to permit re-enrollment into the school.

**Due Process for Disciplinary Action**

The Board of Education of Encore assumes its responsibility to assure every student's right to an equal education opportunity. The Board further assumes its responsibility to assure an atmosphere conducive to learning and the expression of individual responsibility while protecting the individual rights of all students in accordance with standards of due process required by law and accepted standards of fairness. These procedures include a notification of discipline and an opportunity for students to explain their version of what happened. When discipline involves long-term suspension or expulsion, students may also request a formal hearing. This procedure is not designed to deal with ordinary classroom discipline. The law requires that all teachers "maintain good order and discipline" and the Board joins with parents and students in supporting every reasonable effort of teachers to meet this obligation. (Legal Reference: G.S. 115C-47, -288, -307, 390.1 – 390.12)

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DISCIPLINE ACTION &  
MINIMUM PENALTIES

**DISCIPLINARY ACTIONS AND MINIMUM PENALTIES:**

Every student has the innate right to an education free from being threatened in any fashion. In addition, every teacher has the right to teach just as every student has the right to learn. Any disruption to this process will not be tolerated. The following is a list of some unacceptable student behaviors and the suggested minimum starting penalties. Should a violation not be listed, administrative discretion will be exercised and proper penalty imposed for the violation. Violations may have different circumstances and therefore administrative discretion may be imposed to apply appropriate consequences and penalties to each individual situation to ensure fairness.

*If a student misses class for an in school or out of school suspension, they are responsible for speaking with their teacher and making up the work from the class period(s) they missed.*

OFFENSE/DEFINITION	CONSEQUENCE RANGE
<p><b>WEAPONS USAGE, ARSON, CRIMINAL SEXUAL CONDUCT-</b> If a student possesses a dangerous weapon in a school zone (on school property and/or a vehicle used by a school to transport students to or from school property), or commits a physical assault or criminal sexual conduct in a school building or school grounds, the student must be expelled from school permanently, subject to the reinstatement provided for in the law.</p>	<p>Any student who commits a physical assault against a School employee or against a person engaged as a volunteer or contractor of the School on school property, on a School bus or other School owned vehicle, or at a School-sponsored activity or event will be suspended and may be permanently expelled for a period of not less than one hundred eighty (180) days or one full academic school year.</p>
<p><b>WEAPONS USAGE</b> - An instrument of attack and being used to cause serious harm to students, staff, or any person on school grounds.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>
<p><b>ARSON</b> - The willful act of setting something on fire.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>
<p><b>CRIMINAL SEXUAL CONDUCT</b> - Sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>

<p><b>Profanity or Obscenities:</b> The uses of abusive, vulgar, irreverent, lewd, or indecent conduct, including gestures, pictures, stories, or language.</p>	<p>Detention, out of school suspension—1 day to expulsion from the School</p>
<p><b>Harassment or Bullying:</b> is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. This also includes ANY behavior that could be perceived as being aimed at intimidating, threatening, or coercing another person. <u>Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.</u> <b>ENCORE School has a ZERO TOLERANCE BULLYING POLICY.</b></p>	<p>1 day out of school suspension to dismissal from ENCORE; notification to authorities if appropriate/necessary</p>
<p><b>Weapons Possession:</b> Possession of a firearm or other dangerous instrument or object used to cause serious harm to another person.</p>	<p>Notification to authorities; 10 day out of school suspension up to dismissal from ENCORE; Notification to Child Protective Services if appropriate/necessary.</p>
<p><b>Stealing:</b> To take (the property of another or others) without permission or right, esp. secretly or by force.</p>	<p>1-day out of school suspension up to recommendation for expulsion AND return of items or cost of missing items. <b>Items stolen worth over \$100 must be reported to local authorities.</b></p>
<p><b>Alcohol:</b> Possession, consumption (or under the influence), or distribution of an intoxicating liquid containing some form of alcohol.</p>	<p>5 day out of school suspension up to dismissal from ENCORE. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p><b>Drugs/paraphernalia:</b> Possession or distribution of a chemical substance, illegal or otherwise, that affects the central nervous system causing changes in behavior and often addiction or possession of any equipment used in making, using, or concealing such a substance.</p>	<p>10-day suspension and referral for immediate expulsion from ENCORE School. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p><b>Trespassing/Loitering:</b> Students and parents being on school grounds fifteen (15) minutes after dismissal or after a school related function, even in a vehicle.</p>	<p>Verbal warning; reported to local authorities; after 3 incidents child protective services will be notified; Dismissal from ENCORE.</p>

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<p><b>Tobacco Possession:</b> and/or use of tobacco containing product including cigarettes, chewing tobacco, or other. ENCORE School is a drug free school zone.</p>	<p>Up to 10 day out of school suspension and/or recommendation dismissal from ENCORE</p>
<p><b>Plagiarism and Academic Dishonesty:</b> To copy or present someone else's work as your own OR to not be able to distinguish your work from a group of students you are working with.</p>	<p>Consequence is determined by ENCORE School staff and may include withholding credit until the student retakes the class.</p>
<p><b>Leaving school without proper authorization:</b> Leaving the premises of the school without following checkout protocols.</p>	<p>In school suspension to three days out of school suspension</p>
<p><b>Skipping Class/Loitering:</b> Being out of class during instructional time without a pass, arriving 5 or more minutes late to class without a pass, or not attending class without proper authorization; being present in unauthorized areas in the building or school grounds.</p>	<p>In school suspension to two days out of school suspension</p>
<p><b>Firearm Possession:</b> Possession of any firearm, including but not limited to handguns, rifles, shotguns, bows, lighters, matches, smoke bombs, etc.</p>	<p>Out of school suspension to expulsion. Notification to authorities and/or child protective services if appropriate. Dismissal from ENCORE.</p>
<p><b>Gambling/Gambling paraphernalia:</b> Possession of gambling paraphernalia such as dice, chips, etc. or collecting money under suspicious or unwarranted circumstances</p>	<p>Up to 10 day out of school suspension and recommendation dismissal from ENCORE</p>
<p><b>Compromise of public safety (teachers, staff, and students):</b> Exhibiting physically aggressive or unsafe behavior including acting carelessly and putting others in danger; disregard for directives and/or authoritative figure</p>	<p>Out of school suspension to expulsion. Notification to authorities and/or child protective services if appropriate. Dismissal from ENCORE.</p>
<p><b>Cell Phone:</b> Possessing or using a cell phone for any purpose during school hours</p>	<ul style="list-style-type: none"> <li>• First offense the item will be taken and released only to a parent or legal guardian.</li> <li>• Second offense the item will be kept until the last day of school and released only to a parent or legal guardian.</li> <li>• Refusing to surrender a cell phone will result in further disciplinary action.</li> </ul>
<p><b>Sexual Misconduct -</b> Sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>

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breast, buttock, inner thigh, and groin or genital area.	
<b>Peddling</b> – To engage in the unlawful sale of goods or services; carrying goods from place to place for resale without a permit or license.	<ul style="list-style-type: none"> <li>• Up to 3 day out of school suspension</li> </ul>
<b>Dress Code Violation</b> – Out of compliance with proper ENCORE uniform defined in the Student Code of Conduct	<ul style="list-style-type: none"> <li>• Please refer to the ENCORE School Dress Code Policy.</li> </ul>

**PARENT GRIEVANCES**

Any and all parent concerns and grievances should be brought to the attention of the teacher. If, after consultation and discussion with the teacher, the parent feels the matter has not been satisfactorily settled, the parent may bring the matter to the attention of the Vice-Principal. If, after consultation and discussion with the Vice Principal, the parent feels the matter has still not been satisfactorily settled, the parent may make a written appeal to the Principal. The Principal will respond in writing informing the parent if and when the hearing of the grievance will take place. If appropriate the grievance will be relayed to the ENCORE Superintendent and/or the ENCORE Board of Directors. Please be aware that the Encore Principal, Superintendent, and Board members are in their official capacity to respond to the grievance when and only when they are meeting formally regarding it. Individually, (in the hallways, at games, on the telephone, etc) they are not to discuss official business of this nature, as it would be considered inappropriate.

Encore is committed to an efficient and timely process for grievances. A parent, or guardian may initiate the grievance procedure (appeal a decision) (a decision from a school employee from which no further appeal to a school administrator is available) of school personnel within the school system, as outlined in this policy. Grievances that involve an alleged violation of board policy or state or federal law or regulation by a final administrative decision may be appealed to the School Board. All other grievances may be appealed to the superintendent/designee but may only be appealed to the board at its discretion.

Step I: Principal Conference: A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution according to the following guidelines:

- 1.) 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.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty calendar days after the act or condition giving rise to the grievance.
- 3.) The principal shall grant the conference within five school days following receipt of the request. The principal will state in writing his/her position on the question to the student or parent within five school days following the conference.
- 4.) 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.

Step II: Appeal to the Superintendent: If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principal's decision in writing to the superintendent. The appeal must be made within five school days following receipt of the principals written response in Step I. The superintendent



or his/her designee shall review the grievance within five days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen 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 from the superintendent or his/her designee within ten school days following the review.

**Step III: Appeal to the School Board:** If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the Board to consider. 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 superintendent. The Step II decision will be reversed 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 days.

**EARLY AGE PERMANENT WITHDRAWAL FROM SCHOOL**

NC... attendance... student until sixteen (16) years of age... be b...  
both students and the community that they complete an educational program that will equip them  
with skills and increase their chances for a successful and fulfilling life beyond ENCORE.

Any student leaving ENCORE will have an exit interview with the principal to determine the  
reason for leaving. The principal will make every effort to extend counseling to the student and family,  
define goals for the student in a written plan, provide information of a local G.E.D. program and assure  
the student of the timely return of all school-owned supplies and equipment they may still possess.

No student under the age of eighteen (18) is permitted to withdraw without the written consent of a  
parent or the approval from the principal.

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*For all other School policies approved by the Board of Directors, feel free to request a time to review the  
Board Policy Manual with the Board of Directors Recording Secretary or the school Principal.*

# DRAFT

HEALTH & SAFETY

**GENERAL:**

The health and safety of students, staff and visitors is an essential component of the school. Encore will abide by all applicable health and safety laws and regulations. ENCORE will set policies to ensure that the school is a safe and healthy place for all. ENCORE will prepare and follow a building safety plan for emergency situations. In addition, all employees will be provided an ENCORE procedural handbook that outlines rules of conduct and health and safety issues.

Behavior that threatens, intimidates or coerces an employee, student or member of the public at any time, including off-duty periods, will not be tolerated. Any threatening statement or gesture will be interpreted as intent to carry it out. Similarly, veiled threats will not be tolerated. All threats of (or actual) violence, both direct and indirect, will be reported immediately. This includes threats by employees, as well as threats by students, vendors or other members of the public. All suspicious individuals or activities will also be reported immediately. All visitors to the school will be required to sign in at the office through an electronic safety check in system. The system will immediately cross check a visitor with their drivers license or fingerprint against a database of criminal and sexual offenders. This will ensure the safety of the ENCORE community quickly and efficiently.

The ENCORE facility will comply with all applicable federal, state and local laws for fire safety including the Americans with Disabilities Act. The facility will be accessible and accommodate all students so they can fully engage in their life at the school. ENCORE shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3.

To maintain a healthy learning environment, students will be offered certain health screening services and will be required to provide evidence of required immunizations.

To ensure the safe, secure and proper administration of medication to students, school staff will administer medications according to state requirements including obtaining proper permission, administration, record keeping, storage, and training practices. Only those medications which are necessary to maintain the student in school and which must be given during regular school hours will be administered. All medications will require written permission, instructions and signature from the student's parent/guardian and must include either a copy of the prescription or have a prescription on the labeled container in order to be administered to the student at the school.

Encore shall meet the same health and safety requirements required of a local school administrative unit.

VACCINATIONS:

ENCORE shall notify the parent(s), guardian or person in loco parentis that they have 30 calendar days from the first day of attendance to present the required up-to-date immunization record for their child. If the child's immunizations are not up to date, the required immunizations must be obtained within the same 30-day period.

At the end of the 30 calendar day period, any child without a Certificate of Immunization showing that the child has received the required vaccines shall be prohibited from attending ENCORE until he/she provides a Certificate of Immunization as required by law or shows that he/she has begun the immunization process.

All adolescents in North Carolina are required to be vaccinated against: Diphtheria, Hepatitis B, Measles, Mumps, Pertussis (whooping cough), Polio, Rubella, Tetanus, Varicella (chickenpox)

The CDC also recommends children be vaccinated against the following diseases, although immunization against these diseases is not required for children in North Carolina: Hepatitis A, HPV, Influenza, Meningococcal Disease, Pneumococcal Disease.

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Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat secretions. Signs of meningitis include a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability. There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease. Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

Human Papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called "high-risk" types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year-old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year-old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six-month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

FIRE & SAFETY

The principal of ENCORE shall have the following duties regarding fire hazards:

- 1.) The principal shall make certain that all corridors, halls, and tower stairways which are used for exits shall always be kept clear and that nothing shall be permitted to be stored or kept in corridors or halls, or in, on or under stairways that could in any way interfere with the orderly exodus of occupants. The principal shall make certain that all doors used for exits shall be kept in good working condition. During the occupancy of the building or any portion thereof by the public or for school purposes, the principal shall make certain that all doors necessary for prompt and orderly exodus of the occupants are kept unlocked.
- 2.) It shall further be the duty of the principal to bring to the attention of the school board or ESP the failure of the building inspector, electrical inspector, county fire marshal, or other person to make the inspections required by G.S. 115C-525(b). It shall further be the duty of the principal to call to the attention of the school board or ESP all recommendations growing out of the inspections, in order that the proper authorities can take steps to bring about the necessary corrections.
- 3.) The ENCORE building shall be inspected a minimum of two times during the year in accordance with the law. The inspections shall be at least 120 days apart.
- 4.) The ENCORE principal will make certain that all fire hazards called to his/her attention in the course of the inspections and reports required by this subsection are immediately removed or corrected. Such removal or correction shall be accomplished by the principal. If the principal cannot accomplish such removal or correction, it shall be the duty of the principal to bring the matter to the attention of the school board or ESP.
- 5.) ENCORE understands the following Liability for Failure to Perform Duties Imposed by G.S. 115C-288 and 115C-525(a) or 115C-525(b). Any person willfully failing to perform any of the duties imposed by G.S. 115C-288, 115C-525(a) or 115C-525(b) shall be guilty of a Class 3 misdemeanor and shall only be fined not more than five hundred dollars (\$500.00) in the discretion of the court. (1957, c. 844; 1959, c. 573, s. 14; 1981, c. 423, s. 1; 1989, c. 681, s. 12; 1993, c. 539, s. 892; 1994, Ex. Sess., c. 24, s. 14(c).)

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**DIABETES CARE PLANS:**

For the health and safety of all students and in accordance with the law, the ENCORE board shall ensure that the guidelines adopted by the State Board of Education under G.S. 115C-12(31) are implemented at the school. In particular, the school board shall require the implementation of the procedures set forth in those guidelines for the development and implementation of individual diabetes care plans. The board also shall make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans.

The following protocol will be established at ENCORE:

- 1.) An individualized diabetic care plan will be developed by the ENCORE 504 coordinator at the written request of the student's parent or guardian, and will involve the parent or guardian, the student's health care provider, the student's classroom teacher, the student if appropriate, the school nurse if available, and other appropriate school personnel.
- 2.) The 504 Coordinator will ensure that the care plan is reviewed annually or more frequently if necessary.
- 3.) The care plan will include the following information: responsibilities of each staff member and appropriate staff development for teachers and other school personnel, an emergency care plan, the identification of actions to be taken if the student is unable to participate in the student's diabetes care management, and other information necessary for teachers and other school personnel in order to offer appropriate assistance and support to the student. All information included in a diabetes care plan as required in this subdivision shall meet or exceed the American Diabetes Association's recommendations for the management of children with diabetes in the school and day care setting.
- 4.) ENCORE will ensure that information and staff development shall be made available to teachers and other school personnel in order to appropriately support and assist students with diabetes.
- 5.) The ENCORE 504 Coordinator will follow guidance from the State Board to keep this policy up to date and to ensure that updated information is disseminated to the appropriate parties.

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**LAWFULLY ABANDONING A NEWBORN:**

ENCORE will ensure that all students in grades 9-12 receive information regarding Infant Safe Haven Laws (Safe Surrender) in the state of North Carolina. Including but not limited to the following guidelines:

Gen. Stat. 7B-500: A child who is younger than 7 days old may be relinquished.

Gen. Stat. 7B-500: The child's parent may relinquish the infant.

Gen. Stat. 7B-500: The following individuals shall, without a court order, take into temporary custody an infant under 7 days old that is voluntarily delivered to the individual by the infant's parent who does not express an intent to return for the infant:

- : A health-care provider who is on duty or at a hospital, a local or district health department, or a nonprofit community health center
- : A law enforcement officer who is on duty or at a police station or sheriff's department
- : A social services worker who is on duty or at a local department of social services
- : A certified emergency medical service worker who is on duty or at a fire or emergency medical services station
- : An adult

Gen. Stat. 7B-500

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An individual who accepts a relinquished infant is immune from any civil or criminal liability that might otherwise be incurred or imposed as a result of any omission or action taken pursuant to the requirements of this section as long as that individual was acting in good faith. The immunity established by this subsection does not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

Gen. Stat. 7B-500; 14-322.3: The parent is not required to provide identifying information or medical history information. The individual taking custody of the child shall notify the parent that the parent is not required to provide the information.

When a parent abandons an infant who is less than 7 days old by voluntarily delivering the infant as provided in 7B-500 and does not express intent to return for the infant, that parent shall not be prosecuted for abandonment of a child.

The Capitol Encore Academy  
Timeline

*This is a draft of the preliminary startup plan for The Capitol Encore Academy. It identifies major tasks, general timelines, and persons responsible for completing each task.*

TASK	Start Date	Finish Date	Responsible Parties
Adopt bylaws	3-Feb-13	3-Feb-13	BOARD
Adopt Articles of Incorporation and file	13-Apr-12	13-Apr-12	BOARD
Elect officers	3-Feb-13	28-Feb-13	BOARD
Set terms of office	3-Feb-13	29-Feb-13	BOARD
Adopt Board Policies	3-Feb-13	29-Feb-13	BOARD
Secure Board Insurance Policies	3-Feb-13	29-Feb-13	TRG
Apply for Employer Identification Number	3-Feb-13	29-Feb-13	TRG
Board Meeting Calendars published	1-Mar-13	29-Mar-13	BOARD, TRG
Execute Lease Agreement	3-Feb-13	28-Feb-13	BOARD, TRG
Execute Service Agreement	3-Feb-13	28-Feb-13	BOARD, TRG
Establish Open Enrollment Dates	3-Feb-13	28-Feb-13	BOARD
Publish Parent-Student Handbook	1-Mar-13	29-Mar-13	TRG
Establish Student Reporting (method, timing system)	3-Feb-13	28-Feb-13	TRG
School setup in general ledger	3-Feb-13	28-Feb-13	TRG
Account number setup within general ledger	3-Feb-13	28-Feb-13	TRG
MICR set up - check setup with general ledger	3-Feb-13	28-Feb-13	TRG
Assign Business Analyst and Accounts Payable Accountant	3-Feb-13	28-Feb-13	TRG
Setup General/Board Bank Accounts	3-Feb-13	28-Feb-13	TRG
Financial reporting setup (method, timing, system, format)	1-Mar-13	30-Mar-13	TRG
Budget/cash flow/other financial reporting established	1-Mar-13	30-Mar-13	TRG
Determine special education funding procedures	1-Mar-13	30-Mar-13	TRG
Contact surrounding districts for billing purposes (if applicable)	1-Mar-13	30-Mar-13	TRG
Local payroll taxes % and tax number applied for	1-Mar-13	30-Mar-13	TRG
Obtain State School ID	1-Mar-13	30-Mar-13	TRG
Visa cards setup and distributed	1-Mar-13	30-Mar-13	TRG
Apply for federal charter school grant	1-Sep-12	1-Sep-12	TRG
<b>Draft of Facilities Timeline</b>			
Create a list of all subcontractors for the project	3-Feb-13	28-Feb-13	TRG
Issue Notice of Commencement	3-Feb-13	28-Feb-13	TRG
Construction of Facility (Date subject to change)	28-Feb-13	15-Jul-13	TRG



The Capitol Encore Academy  
Timeline

Identify options for temporary offices surrounding the school	3-Feb-13	15-Mar-13	TRG
Establish temporary office	1-Apr-13	15-Apr-13	TRG *
Review substantial completion documentation and submit to general contractor	28-Feb-13	15-Jul-13	TRG
Establish custodial services program	2-Apr-13	13-Apr-13	TRG
Establish food service program	2-Apr-13	13-Apr-13	TRG
Develop traffic plan	16-Apr-13	30-Apr-13	TRG
Ensure building is keyed	1-Jun-13	29-Jun-13	TRG
Hold on-site meeting to educate school Leadership on building mechanical systems	29-Jun-13	29-Jun-13	TRG
Lunch program equipment installed	18-Jun-13	29-Jun-13	TRG
Health department inspection and application for food service license	2-Jul-13	13-Jul-13	TRG
Conduct code, fire and safety inspections	2-Jul-13	13-Jul-13	TRG
Certificate of Occupancy obtained	16-Jul-13	16-Jul-13	TRG
School Staff Move In Starts	23-Jul-13	23-Jul-13	TRG
<b>Draft of Admissions Timeline</b>			
Establish Direct mail Program	8-Feb-13	28-Feb-13	TRG
Develop Media Plan	8-Feb-13	28-Feb-13	TRG
Create School Website	8-Feb-13	28-Feb-13	TRG
Determine dates and location for all Parent Information Meetings	8-Feb-13	28-Feb-13	TRG
Set date for Groundbreaking Ceremony	8-Feb-13	28-Feb-13	TRG
Hire admissions	8-Feb-13	28-Feb-13	TRG
Hold groundbreaking ceremony	8-Feb-13	28-Feb-13	Board, TRG
Conduct Parent information Meetings - monthly at minimum	8-Feb-13	29-Jun-13	TRG
Execute media and direct mailing plans	8-Feb-13	29-Jun-13	TRG
Send legal notice for open enrollment to newspaper	5-Mar-13	9-Mar-13	TRG
Open enrollment	15-Mar-13	10-Jun-13	TRG
Enter applications into PowerSchool (School Information System)	15-Mar-13	20-Aug-13	TRG
Send school newsletters to all applicant families	15-Mar-13	20-Aug-13	TRG
Determine if lottery needs to be done	11-Jun-13	11-Jun-13	TRG
Send lottery letter to all who applied or acceptance package	11-Jun-13	11-Jun-13	TRG
Conduct lottery	14-Jun-13	14-Jun-13	TRG
Send out acceptance packages, waiting list letters if lottery is needed	17-Jun-13	21-Jun-13	TRG

The Capitol Encore Academy  
Timeline

Acceptance Letter follow-up sent to those who did not return Application Verification Form	24-Jun-13	06.26.2013	TRG
Verify immunizations, birth certificates and proof of residency	28-Feb-13	20-Aug-13	TRG
Establish date for Open House	25-May-13	25-May-13	TRG
Create forms package for Open House including Home Language Questionnaire	28-May-13	1-Jun-13	TRG
Send invitations and forms package to all accepted and registered families	17-Jun-13	21-Jun-13	TRG
Conduct Open House	TBD	TBD	TRG
Hold Ribbon Cutting Ceremony	4-Jul-13	4-Jul-13	TRG
Teachers welcome students	26-Aug-13	27-Aug-13	TRG
<b>Draft of Recruitment/Staffing Timeline</b>			
Principal Hired	28-Feb-13	30-Mar-13	BOARD, TRG
Deans hired, trained and on staff	2-Apr-13	18-May-13	BOARD, TRG
School secretary hired, trained and on staff	28-Feb-13	30-Mar-13	TRG
Recruit teachers/Identify candidates	28-Feb-13	29-Jun-13	TRG
Staff Hired	29-Jun-13	29-Jun-13	BOARD, TRG
<b>Draft of Human Resources Timeline</b>			
Create new school positions in HR/Payroll	8-Feb-13	28-Feb-13	TRG
Establish an unemployment account	8-Feb-13	28-Feb-13	TRG
Obtain new hire paperwork and fingerprints	28-Feb-13	29-Jun-13	TRG
Obtain compliance documentation - licenses, certifications, etc.	28-Feb-13	29-Jun-13	TRG
Setup school for all benefit plans	8-Feb-13	28-Feb-13	TRG
Identify medical center	8-Feb-13	28-Feb-13	TRG
Notify workers comp	8-Feb-13	28-Feb-13	TRG
Send employment law posters by first day of school	29-Jun-13	29-Jun-13	TRG
<b>Draft of School Quality Timeline</b>			
Before or after school care identified and set up at school	2-Apr-13	18-May-13	TRG
Develop classroom assignments	2-Jul-13	9-Jul-13	TRG
Identify students with IEP's and/or potential need for 504's	7-May-13	26-Aug-13	TRG
Setup Classrooms	23-Jul-13	26-Jul-13	TRG
Finalize School Calendar	3-Jun-13	3-Jun-13	BOARD, TRG
<b>Draft of Purchasing Timeline</b>			
Establish Stables and School Specialty vendor accounts for the school	8-Feb-13	28-Feb-13	TRG
Setup and train requestors and approvers for requisitions	8-Feb-13	28-Feb-13	TRG
Furniture/Curriculum/IT/Equipment ordered	8-Feb-13	28-Feb-13	TRG

The Capitol Encore Academy  
Timeline

Furniture/Curriculum/IT/Equipment delivered	9-Jul-13	15-Jul-13	TRG
Furniture/Curriculum/IT/Equipment installed	22-Jul-13	26-Jul-13	TRG
<b>Draft of Information Technology Timeline</b>			
Network cabling	1-Mar-13	30-Mar-13	TRG
Installation of T1 for data and Router	1-Apr-13	30-Apr-13	TRG
Phone system and phone equipment ordered	1-Mar-13	30-Mar-13	TRG
School host server ordered	1-Mar-13	30-Mar-13	TRG
Computing technology equipment ordered	1-Mar-13	30-Mar-13	TRG
Router and switches equipment order	1-Mar-13	30-Mar-13	TRG
Installation of phone lines	1-Apr-13	3-May-13	TRG
Installation of phone system	1-Apr-13	3-May-13	TRG
Phone number for permanent site	1-Apr-13	3-May-13	TRG
Phones installed	1-Apr-13	3-May-13	TRG
Computers installed	20-May-13	24-May-13	TRG
UPS installed	20-May-13	24-May-13	TRG
Switches installed	20-May-13	24-May-13	TRG
School host server installed	20-May-13	24-May-13	TRG
PowerSchool online and set up for school staff	20-May-13	24-May-13	TRG
Multi-function printers and servers installed	20-May-13	24-May-13	TRG
<b>Draft of Instructional Support Timeline</b>			
New Principal Training	30-Mar-13	23-Aug-13	TRG
New Secretary Training	30-Mar-12	23-Aug-12	TRG
New Teacher Orientation and Professional Development	14-Aug-13	27-Aug-13	TRG
<b>FIRST DAY OF SCHOOL</b>	<b>28-Aug-13</b>	<b>28-Aug-13</b>	

**The Capitol Encore Academy**  
**Draft Job Descriptions**



**\*All job descriptions are contingent upon the state qualifications as outlined in the attachment, Encore Academy Job Qualifications.**

**Job Title:** Administrator /Principal  
**Contract:** 12 Months  
**Reports To:** The Romine Group, Inc. ("TRG")  
**Employed By:** TRG

**Job Summary:**

The Administrator/Principal is responsible for providing instructional, operational and administrative leadership. He/she will organize, supervise and evaluate development of curriculum, School programs, staff, and student achievement, while overseeing the day-to-day operations of the School.

**Performance Duties:**

- ◆ Communicate the vision, philosophy and mission of ENCORE to staff, students, parents, community and the media.
- ◆ Develop a plan for achieving the School's vision and establish annual objectives and strategies.
- ◆ Develop and manage the School budget.
- ◆ Represent the School at Board of Directors meetings and provide educational leadership.
- ◆ Represent the School at formal functions and civic affairs.
- ◆ Implement State of North Carolina education code rules and regulations as given by Board of Education.
- ◆ Prepare or approve manuals, guidelines and reports on State educational policies and practices for distribution to the School.
- ◆ Confer with federal, state and local school officials to develop curricula and establish guidelines for educational programs.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create high performance teams of instructional and support staff, parents and community.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Recruit, select and hire School staff.
- ◆ Supervise and evaluate administrative, instructional and support staff.
- ◆ Maintain complete and accurate records of the entire School program.
- ◆ Consult with parents/guardians regarding School academic and behavioral progress.
- ◆ Disseminate information and promote a sense of community involvement between School and parents, civic and business community.
- ◆ Monitor student behavior and address major code of conduct violations.

**The Capitol Encore Academy**  
**Draft Job Descriptions**



- ◆ Admit and transfer students.
- ◆ Other duties as assigned.

**Requirements:**

- ◆ Master's Degree in Education required.
- ◆ Must comply with all applicable laws related to the Administrator certificate.
- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Exemplary teaching experience.
- ◆ Two (2) years of administrative or comparable experience preferred.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Evidence of recent roles as conference workshop facilitator or presenter.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Evidence to support community involvement and leadership.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Vice-Principal  
**Contract:** 12 Months  
**Reports To:** Principal  
**Employed By:** TRG

**Job Summary:**

The Vice Principal is responsible for providing assistance to the Principal for instructional, operational and administrative leadership. He/she will participate in organizing, supervising and evaluating development of daily instruction, staff, and student achievement, while overseeing the day-to-day student behavior within the School.

**Performance Duties:**

- ◆ Monitor and Enforce School Code of Conduct and administer discipline.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students receiving support from Vice Principal.
- ◆ Communicate with parents and teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate
- ◆ Establish, maintain and revise record keeping system
- ◆ Communicate the vision, philosophy and mission of ENCORE to staff, students, parents, community and the
- ◆ Provide educational leadership.
- ◆ Represent the School at formal functions, community and civic affairs.
- ◆ Enforce State of North Carolina education codes, rules and regulations as given by the State Board of Education .
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Provide instructional leadership through observations and regular consistent daily walk-in's and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create high performance teams of instructional and support staff, parents and community.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Participate in recruiting and selecting and transitioning new hires.
- ◆ Supervise and evaluate direct educational teams.
- ◆ Maintain complete and accurate records of designated School programs.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Disseminate information and promote a sense of community involvement between School and parents, civic and business community.
- ◆ Other duties as assigned by school principal.

**Requirements:**

- ◆ Master's Degree in Education required.
- ◆ Must comply with all applicable law related to the Administrator's certificate.

**The Capitol Encore Academy**

**Draft Job Descriptions**



- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Exemplary teaching experience.
- ◆ Two (2) years of administrative or comparable experience preferred.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Evidence of recent roles as conference workshop facilitator or presenter.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Evidence to support community involvement and leadership.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**  
**Draft Job Descriptions**



**Job Title:** Teacher (Assigned Teaching Area)  
**Contract:** School Year  
**Reports To:** Administrator/Principal  
**Employed By:** Board of Directors and TRG

**Job Summary:**

Working in a full-time capacity, the academic subject area Teacher will facilitate student learning utilizing a variety of methodologies and curriculum resources to increase student achievement, and work with an educational team to develop and implement the School program and develop individualized learning plans for each student.

**Performance Duties:**

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School approved standardized tests.
- ◆ Demonstrate competency in assigned subject areas, the art of instruction, the use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette.
- ◆ Develop individual and group activities, which stimulate intellectual, emotional, social, and physical dimensions of each student.
- ◆ Prepare and maintain accurate and appropriate student attendance and grade records as outlined by the Administrator/Principal.
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, attractive and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-School relationship.
- ◆ Participate in school fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Coordinate field trips.
- ◆ Other duties assigned by Administrator/Principal.

**Requirements:**

- ◆ Bachelor's degree.
- ◆ North Carolina teacher certification.
- ◆ Highly qualified under NCLB.
- ◆ Teaching experience preferred.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.



**The Capitol Encore Academy**  
**Draft Job Descriptions**



**Job Title:** Counselor  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Under the direction of the Administrator/Principal, the Counselor will assist in the supervision of support staff and facilitate School programs. The Counselor will also provide personal, social and educational counseling to the students of ENCORE.

**Performance Duties:**

- ◆ Supervise students.
- ◆ Counsel students.
- ◆ Establish and maintain communication with parents.
- ◆ Develop and facilitate programs and workshops for parents.
- ◆ Make home visits as needed.
- ◆ Provide referrals to designated agencies as needed.
- ◆ Facilitate various groups as needed.
- ◆ Implement conflict management groups.
- ◆ Write proposals and make application for grants.
- ◆ Utilize technology.
- ◆ Assume other duties as assigned by Administrator/Principal.

**Requirements:**

- ◆ Master's Degree.
- ◆ Experience in counseling preferred.
- ◆ Meet NC SBE requirements for certification as applicable.
- ◆ Previous experience in program planning and implementation.
- ◆ Administrative and organizational experience.
- ◆ Ability to motivate and communicate with parents.
- ◆ Previous experience in education.
- ◆ Ability to write proposals and grants and facilitate implementation.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Proficient in the use of technology.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Social Worker  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Under the direction of the Administrator/Principal, the Social Worker will assist in the supervision of support staff and facilitate School programs. The Social Worker will also provide personal, social and educational therapy to the students and families of ENCORE.

**Performance Duties:**

- ◆ Supervise students.
- ◆ Counsel students.
- ◆ Establish and maintain communication with parents.
- ◆ Develop and facilitate programs and workshops for parents.
- ◆ Make home visits as needed.
- ◆ Provide referrals to designated agencies as needed.
- ◆ Facilitate various groups as needed.
- ◆ Implement conflict management groups.
- ◆ Write proposals and make application for grants.
- ◆ Proficient in technology.
- ◆ Assume other duties as assigned by Administrator/Principal.

**Requirements:**

- ◆ Master's Degree.
- ◆ Previous experience in counseling preferred.
- ◆ State requirements for certification and licensing through state and Office of Special Education as applicable.
- ◆ Previous experience in program planning and implementation.
- ◆ Administrative and organizational experience.
- ◆ Ability to motivate and communicate with parents.
- ◆ Previous experience in education.
- ◆ Ability to write proposals and grants and facilitate implementation.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Proficient in the use of technology.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Program Coordinator  
(Title 1, RTI, Special Ed, Student Achievement, Integration)  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

The Program Coordinator is responsible for providing instructional, operational and administrative leadership to the direct program staff and classroom teaching staff. He/she is also responsible for the teaching and learning of academically struggling students. He/she will organize, supervise and evaluate development of modified/individual curriculum and assessments administered by program staff and classroom teaching staff, and provide updated communication to Administrator/Principal and parents.

**Performance Duties:**

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students and staff.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School-approved standardized tests.
- ◆ Develop comprehensive designed subject areas, the appropriate use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette.
- ◆ Develop individual activities, which stimulate the cognitive, affective and physical dimensions of each student.
- ◆ Prepare, maintain, and supervise accurate and appropriate student attendance and logging logs, ARS as outlined by the Administrator/Principal.
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, attractive and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-school relationship.
- ◆ Participate in School fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Prepare schedule for Program time in classrooms and with pullout groups of students.
- ◆ Participate and provide guidance for the RTI team.
- ◆ Participate on the School Improvement Team and provide student achievement data for decision-making.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.

**The Capitol Encore Academy**

**Draft Job Descriptions**

- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Participate in recruiting, selecting and hiring of Program staff.
- ◆ Supervise and evaluate Program staff.
- ◆ Maintain complete and accurate records of the entire designated program.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Other duties as assigned by Administrator/Principal.

**Requirements:**

- ◆ Bachelor's degree.
- ◆ Master's degree and/or Program Specific Endorsement.
- ◆ North Carolina teacher certification.
- ◆ Highly Qualified under NCLB.
- ◆ Teaching experience preferred.
- ◆ Verbal and written communication skills.
- ◆ Able to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Inprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Program Director  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

The Program Director is responsible for providing instructional, operational and administrative leadership to the direct program staff and classroom teaching staff. He/she is also responsible for the teaching and learning of program specific students. He/she will organize, supervise and evaluate development of modified/individual curriculum and assessments administered by program staff and classroom teaching staff, and provide updated communication to Administrator/Principal and parents.

**Performance Duties:**

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students and staff.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School-approved standardized tests.
- ◆ Demonstrate competency in assigned subject areas, the art of instruction, the use of technology, and teaching strategies.
- ◆ Teach rules of conduct and proper etiquette.
- ◆ Develop individual and group activities, which stimulate growth in the cognitive, affective and physical dimensions of each student.
- ◆ Prepare, maintain, and supervise accurate and appropriate student attendance and daily tracking logs, ARS as outlined by the Administrator/Principal.
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, attractive and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-school relationship.
- ◆ Participate in School fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Prepare schedule for Program time in classrooms and with pullout groups of students.
- ◆ Participate on the School Improvement Team and provide student achievement data for decision-making.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Participate in recruiting, selecting and hiring of Program staff.

**The Capitol Encore Academy**

**Draft Job Descriptions**

- ◆ Supervise and evaluate Program staff.
- ◆ Maintain complete and accurate records of the entire designated program.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Handle the coordination and maintenance of all licensing documents for program.
- ◆ Other duties as assigned by Administrator/Principal.

**Requirements:**

- ◆ Bachelor's degree.
- ◆ Master's degree and/or Program Specific Endorsement preferred.
- ◆ North Carolina teacher certification.
- ◆ Highly Qualified under NCLB.
- ◆ Meet all State licensing requirements.
- ◆ Teaching experience preferred.
- ◆ Verbal and written communication skills.
- ◆ Able to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Satisfactory completion of oral and written interview.
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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Office Manager  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

**Performance Duties:**

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Compile data for state and federal reports.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Maintain School's calendar of events.
- ◆ Communicate with students and direct them to appropriate staff members when
- ◆ Respond to and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, copier, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Direct and submit financial documents to accounting firm.
- ◆ Collect and report payroll to ESP.
- ◆ Classify and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Implements enrollment procedures and processes.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

**Requirements:**

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Administrative Assistant  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

**Performance Duties:**

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Compile data for Board of Directors; state and federal reports.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Administer Administrator's calendar.
- ◆ Maintain School's calendar of events.
- ◆ Communicate with students and direct them to appropriate staff members when necessary.
- ◆ Respond to and disseminate information regarding general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, copier, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Classify and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

**Requirements:**

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.



**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Secretary  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

**Performance Duties:**

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Communicate with students and direct them to appropriate staff members when
- ◆ Respond to and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Organize and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

**Requirements:**

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Office Assistant  
**Contract:** Extended School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

**Performance Duties:**

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Communicate with students and direct them to appropriate staff members when

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- ◆ Respond to and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Organize and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Arranges School Fundraisers
- ◆ Assists Administrator/Principal in marketing needs.
- ◆ Assists with food service reporting and accounting.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

**Requirements:**

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

**The Capitol Encore Academy**  
**Draft Job Descriptions**



**Job Title:** Maintenance/Custodian  
**Contract:** Extended Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Under supervision of Administrator/Principal, maintain School and School grounds, performing a wide range of cleaning, maintenance and repair duties.

**Performance Duties:**

- ◆ Keep building clean of graffiti.
- ◆ Paint as needed.
- ◆ Perform routine maintenance – replace light bulbs, repair leaky faucets, move office and classroom furniture.
- ◆ Keep surrounding grounds free from litter and all inappropriate material.
- ◆ Repair equipment as needed.
- ◆ Make deliveries as needed.
- ◆ Receive and transport deliveries to designated locations.
- ◆ Clean and sanitize cafeteria daily.

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**Requirements:**

- ◆ High school diploma or equivalent.
- ◆ Ability to lift or push furniture and cleaning equipment; ability to do job with or without accommodations.
- ◆ Ability to utilize standard cleaning equipment and industrial equipment (polisher, buffer, etc.).
- ◆ Ability to safely utilize chemical cleaners and disinfectants.
- ◆ Self-motivated and high level of initiative.
- ◆ Previous experience necessary.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Be familiar with state and federal codes and regulations.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Para-Professional  
**Contract:** School Year  
**Reports to:** Administrator/Principal or Program Coordinator/Director  
**Employed By:** TRG

**Job Summary:**

Working to assist the classroom Teacher with student learning to increase student achievement, and work with the educational team to develop and implement the School and/or classroom program.

**Performance Duties:**

Assist the classroom Teacher to do the following:

- ◆ Facilitate and communicate knowledge and strategies for learning to students.
- ◆ Prepare projects.
- ◆ Demonstrate competency in assigned subject areas and the use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Maintain consistent and progressive corrective discipline.
- ◆ Participate in School fund-raise, extra-curricular activities, School-wide annual programs and social events.
- ◆ Coordinate field trips
- ◆ Other duties assigned by the classroom teacher

**Requirements:**

- ◆ Associate Degree or equivalent 60 credit hours or pass competency test.
- ◆ Highly Qualified under NCLB.
- ◆ Experience preferred.
- ◆ Ability to work with young people.
- ◆ Willingness to participate in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** RTC Director  
**Contract:** School Year  
**Reports To:** Administrator/Principal  
**Employed By:** TRG

**Job Summary:**

Coordinate the Responsible Thinking Classroom ("RTC") program.

**Performance Duties:**

- ◆ Assist Administrator/Principal with student discipline through the RTC Program.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students served through the RTC Program.
- ◆ Communicate with parents and Teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate persons within the School.
- ◆ Establish, maintain and revise record keeping.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

**Requirements:**

- ◆ Associate degree or two (2) years of college preferred.
- ◆ Previous experience with student discipline preferred.
- ◆ Strong verbal and written skills.
- ◆ Strong organizational skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency.
- ◆ Ability to create database, forms, tables, charts, records, spread sheets, etc., utilizing appropriate computer software.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

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**The Capitol Encore Academy**

**Draft Job Descriptions**

**Job Title:** Transition Success Coach  
**Reports To:** Counselor  
**Employed By:** TRG

**Job Summary:**

The Transition Success Coach is responsible for supporting students in their transition to and from ENCORE, including successful completion of a two or four-year college or university degree, and their subsequent move to post-educational options such as employment or graduate school.

**Performance Duties:**

- Support those students who are in a post-secondary program to be successful academically and in co-curricular activities.
- Develop a strategic travel plan to visit students on their college campuses. The Transition Success Coach will be responsible for grouping trips (locally or regionally) to ensure maximum impact.
- Provide guidance within financial aid issues, transferring schools, small financial assistance support, social connectedness, and other barriers to the successful completion of a post-secondary educational program.
- Provide focused support to students in local community colleges, providing opportunities for students to receive both peer and mentor support.
- Ensure that each student has a plan in place for transitioning to a four-year college or university if that is the student's goal.
- Create plan for mentors at ENCORE to provide encouragement to students attending post-secondary educational programs.
- Support current ENCORE staff to help create a post high school plan for each student to focus on how to successfully transition in the first year of a post-secondary program.
- Support high school seniors in applying for post-secondary educational opportunities and scholarships, as well as preparing for this transition.
- Develop a yearly communication plan for students at post-secondary sites. This plan would include an annual social gathering for program participants.
- Provide overall leadership in assisting high school and post-secondary students to find and be competitive for employment and or internship opportunities during the summer and or after completing their post-secondary education.
- Provide support to those students who are within a year of completing their postsecondary education to put together a plan for gaining employment or further schooling, and support them in its implementation.
- Track the results of students involved in the Alumni Support Program, to use for program evaluation.
- Adhere to program budget; turn in timesheets monthly, and output/outcome and program. Receipts bimonthly as requested by administrative staff.
- Other duties and responsibilities as assigned.

**Traits of an ENCORE Transition Success Coach**

- Strong analytical, communication and writing skills.
- Ability to work well with students and their families and colleagues.

## **The Capitol Encore Academy**

### **Draft Job Descriptions**

- Ability to travel via auto and air to support college students.
- A high threshold for stress and a tireless commitment to excellence in all endeavors.
- A "Whatever it Takes" attitude.

### **Supervisory Responsibilities:**

This position does not have any supervisory responsibilities.

### **Qualifications:**

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

### **Education and/or Experience:**

Bachelor's degree (B. A. / B.S.) from four-year college or university required. Master's Degree is desirable but not required. Previous 9th - 12th grade educational experience highly desirable. Demonstrated successful work with teens and parents highly desirable.

### **Language Skills:**

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and general documents. Ability to respond to common questions or problems from parents, students, and administrative staff. Ability to effectively present information to top management, public groups, and/or boards of directors.

### **Mathematical Skills:**

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

### **Reasoning Ability:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

### **Computer Skills:**

To perform this job successfully, an individual should be competent in Microsoft Office applications (Outlook, PowerPoint, Word, and Excel) and ability to learn and use computer software as necessary. Ability to use basic office equipment.

### **Safety Duties & Responsibilities:**

Every ENCORE employee has an obligation to know the School's safety rules and procedures; to teach what they know to others; to recognize unsafe actions and situations; to warn others of unsafe situations; to react to emergency situations and to report hazardous or unsafe practices to those in a position to correct them.

### **Physical/Mental Demands:**



**The Capitol Encore Academy**

**Draft Job Descriptions**

The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is regularly required to sit and use the wrists, hands and/or fingers, The employee is occasionally required to stand; walk; climb or balance, The employee must occasionally lift and/or move up to 25 pounds, Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception and ability to adjust focus, Work at a desk and computer screen for extended periods of time.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level is moderate and may have frequent interruptions. There may be activity from other employees and students of a distracting nature.

**Other Qualifications:**

Satisfactory criminal records check, pre-hire and annually thereafter, if applicable. Must be eligible to work in the state of Maryland and provide work authorization for the state. Willingness to make a 5 year commitment to the position will be preferred.

**Modification of Duties and Essential Functions:**

ENCORE retains the right to change and/or modify the duties and essential functions of this position at any time. This job description is not intended to cover or contain a complete listing of activities, duties or responsibilities required of the employee.

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**The Capitol Encore Academy**  
**Draft Job Descriptions**

**Job Title:** Dean of Students  
**Contract:** 12 Months  
**Reports To:** Principal  
**Employed By:** TRG

**Job Summary:**

The Dean of Students is responsible for providing assistance to the Principal, Vice Principal, and Staff for operational and disciplinary supervision. He/she will participate in all roles associated with the supervision of daily student success.

**Performance Duties:**

- ◆ Monitor and Enforce School Code of Conduct and administer discipline.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students receiving support from Vice Principal.
- ◆ Communicate with parents and teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate persons within the School.
- ◆ Maintain accurate record keeping.
- ◆ Communicate the vision, philosophy and mission of ENCORE to staff, students, parents, and the community and the media.
- ◆ Provide student management support to teaching staff through guidance, meetings, and feedback from observations.
- ◆ Represent the School at formal functions, community and civic affairs.
- ◆ Enforce State of North Carolina education codes, rules and regulations as given by the State Board of Education.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Maintain complete and accurate records of designated School programs.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Other duties as assigned by school principal.

**Requirements:**

- ◆ Bachelor Degree Required. Working toward a Masters in Administration Preferred.
- ◆ Minimum 2 Years of Exemplary Teaching Experience Preferred.
- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

**The Capitol Encore Academy**  
**Procedure for Grievance/Termination**



**Grievance**

All salaried TRG employees are eligible for a leave of absence with pay when a death occurs in their immediate family. The amount of pay that the employee will receive is based upon the normal scheduled hours that the employee will be absent due to the allotted bereavement.

If an employee has had a family death and needs time to grieve they should alert their administrator as soon as possible. The administrator will provide the employee with a paid leave consistent with the TRG Bereavement Policy and has the flexibility to extend the duration of leave if the situation deems it necessary.

TRG will provide a leave of absence with pay in the event a death occurs in your immediate family. Leave for funerals of the immediate family will not affect or count against your sick days. Three (3) days will be allowed if the funeral leave is for a member of the immediate family whose funeral will be held within one hundred (100) miles of your primary residence. Five (5) days will be allowed if the funeral will be held in excess of one hundred (100) miles of your primary residence. Unusual circumstances that require additional time in excess of the allotted three or five days should be submitted to your principal.

**Termination**

All TRG employees are "At Will Employees" and are free to resign at any time with or without cause, just as TRG is free to separate from employment at any time with or without cause.

TRG considers its employees to be its largest resource, and thus invests a substantial amount of time and money into developing each employee. If a decision is reached to terminate an employee it is viewed that somewhere along the hiring/employment process that we have failed to accurately assess or develop an employee and is not a decision that is taken lightly.

Employees are observed and given feedback on a regular basis. This feedback is given in written form and will include areas that can be improved upon and resources available to help foster such improvement. If an employee is not showing desired improvement in an area of need they may be placed on a Corrective Action Plan. The Corrective Action Plan will contain documentation indicating past efforts to correct the issue and a plan, which will ensure employee success. If the desired improvement is not seen within a specified amount of time action may be taken up to and including termination.

At times an employee's actions or lack thereof can result in immediately being placed on a Corrective Action Plan. When such is the case the timeline for improvement will

typically be much shorter. Additionally, there are circumstances that will necessitate an employee to be terminated immediately.

Upon termination an employee will receive a Letter of Separation, which will detail any remaining pay due to the employee and an explanation and schedule of benefits.



## **Section 1 Employment**

### **1.1 Resource**

The information outlined in this handbook is intended to be a resource for you during your employment with TRG. The policies and procedures described are not conditions of employment. The language that appears in this booklet is not intended to create nor is it to be construed to constitute a contract between TRG and any one or all of its employees. If at any time the application of policy differs from information indicated in this handbook, the actual policy will prevail. Where state laws differ, state provisions will govern.

Because there are multiple schools managed by TRG, if you are positioned in a school, you will receive a teacher's handbook from the school in which you work. Therefore, items that are unique to each school will be covered in that specific handbook. When such is the situation, you will be directed to that handbook.

During August of each year you will receive written changes to your Employee and Teacher Handbooks that contain the benefit plans, programs, policies, and procedures of both TRG and the School. Please keep in mind that it is your responsibility to review and comply with these documents.

### **1.2 Reservation of Rights**

TRG reserves the right to interpret its stated policies on a case-by-case basis. TRG further reserves the right to modify, revoke, suspend, terminate, or change any or all such policies and procedures and employee benefits, in whole or in part, at any time, with or without prior notice. The most recent revision supersedes any prior revisions.

### **1.3 Your Employment**

All employment and compensation with TRG is "AT WILL". Neither TRG, any of its managers, nor any other employee can guarantee a

specific duration of employment. The company recognizes that circumstances change with the passage of time, and that some employees may seek opportunities elsewhere or choose to leave the company for other reasons.

Some employees may not fulfill the operational needs of the company or changed circumstances may reduce available employment opportunities, which may result in involuntary terminations. Employees may leave employment at any time with or without a reason. Likewise, the company reserves the right to terminate any employee at any time within the provisions of Federal and State laws.

#### **1.4 Equal Employment Opportunity**

Employees will be selected, trained and promoted based on each individual employee's ability and job performance. Equal Employment Opportunity is provided to each individual in all aspects of the employer/employee relationship without unlawful regard to race, color, religion, sex, national origin, age, disability or other protected classification. All applicable local, state and federal statutes concerning Equal Employment opportunity will be complied with.

#### **1.5 Employer of Record**

All teachers positioned in a school located in North Carolina are jointly employed by TRG and the school board they serve. A further explanation of this is the hiring or termination of a teacher is subject to review and approval by the school Board. Although employed by both TRG and the board, the policies and regulations in this handbook will apply.

## **Section 2**

### **Policies and Procedures**

#### **2.0 Attendance and Tardiness**

Employees are expected to be at the work site ready to work at their appointed time.

You must notify your manager or principal prior to your scheduled work time on any day you are unable to report to work.

Continued or persistent absence and/or tardiness are grounds for corrective action, up to and including termination from the Company.

##### **2.0.1 Bereavement**

All salaried TRG employees are eligible for a leave of absence with pay when a death occurs in their immediate family. The amount of pay that the employee will receive is based upon the normal scheduled hours that the employee will be absent due to the allotted bereavement.

TRG will provide a leave of absence with pay in the event a death occurs in your immediate family. Leave for funerals of the immediate family will not affect or count against your sick days. Three (3) days will be allowed if the funeral leave is for a member of the immediate family whose funeral will be held within one hundred (100) miles of your primary residence: Five (5) days will be allowed if the funeral will be held in excess of one hundred (100) miles of your primary residence. Unusual circumstances that require additional time in excess of the allotted three or five days should be submitted to your principal. (See *definition of "immediate family"*).

Definition of the Immediate Family: The immediate family includes: spouse, parent, parent of current spouse, brother, sister, son, daughter, grandparent, grandchild, or any dependant living in the household of the staff member.

## **2.1 Personal Appearance**

TRG prides itself in providing our students, parents, school staffs and guest with a professional atmosphere. Therefore, it is expected that employees will maintain a personal appearance that is appropriate to the work being performed and consistent with the professional image of TRG. Each school may outline specifics on attire in their staff handbook, please consult and follow those specifics as set forth.

### **2.1.2 Business Hours**

The basic work week may vary. It is established at each school or office location. Consult your specific teacher handbook for business hours.

### **2.1.3 Change of Employee Personal Information**

It is important that employees keep their manager or principal informed of any changes in important information. Current address and phone number records are essential for many purposes. Personal information changes can also affect your benefits. Please let us know immediately of any births, marriage, divorce, adoptions, dependants, and death. It is the employee's responsibility to notify TRG and the school administration when any changes occur.

### **2.1.4 Classification of Employees**

Each employee falls into a certain classification dependant upon several variables. It is important for an employee to understand their particular classification due to its relevance in given benefits. If an employee has a question regarding their classification please contact TRG Department of People Services.

There are 4 separate classifications of employees which are listed and explained as follows:

- **Full Time Salary** This classification includes employees who are positioned in a school as a full time educator, administrator, office

staff, or custodian. To qualify as full time salary, an employee must be positioned in a school 5 days a week, and must be present throughout the entire school day. The employee must also be paid on a salary schedule in order to qualify.

- **Para-Professional** In order to qualify for this classification an employee must be a para-professional who is scheduled to be present in a classroom during all of the calendared school days, and receives their pay based upon a salary payment schedule.
- **Part Time Salary** These employees are positioned in a school less than 5 days a week, or are not required to work the entire school day. These employees receive their pay based upon a salary payment schedule.
- **Hourly Employee** A staff member would be considered an hourly employee if their pay is based upon an hourly rate.

## **2.2 Computer Security**

TRG places emphasis on computer security in order to protect its programs and data from damage or sabotage. Do not share your user "ID" or password. TRG considers the unauthorized use of another employee's password or the unauthorized access of computer files a serious breach of integrity. Employees who have accessed computer files without the proper authorization will be subject to immediate corrective action up to and including termination.

Please note that this policy covers all hardcopy files, "ID's" needed for any office equipment, and any student records.

### **2.2.1 Communications and Computers**

The communication systems in each school are the property of that school and therefore any communication should be that of the school. Assume the school/TRG will read any and all communication made electronically. TRG will defer the specific policy to each school.

TRG employees may not use any system for use that would be considered improper, harassing, offensive, threatening or sexual in nature. Employees may not use any system to access materials that contain the above described improper information.



Please consult your school handbook for more information on the use of information systems.

### **2.2.3 Company Property**

TRG provides a work area and the essential equipment required for your job for use during work. The Company and/or each school own all such equipment and the contents of all cabinets, storage facilities, etc. which are provided, and as such are subject to entry at any time. Employees are not authorized or allowed to affix their own locks to any property provided by the Company or school. The Company or school assumes no liability for personal property lost or stolen on the work site.

### **2.2.4 Confidentiality**

Unless authorized, information regarding your employment should be a private matter and not discussed with parents, vendors, or co-workers.

Student information should be used for the improvement of the student as an individual and should not be used for any other purposes. The information kept by the school office and/or the teacher is private and confidential.

Unauthorized disclosure of confidential information may result in disciplinary action up to and including dismissal.

## **2.3 Criminal Records Check**

Although this is not a requirement for TRG employees outside of school positions, it is a requirement mandated by the State School Code for all employees working in a school. Employees must be fingerprinted at an Identix location, information on locations can be found with your office managers.

### **2.3.1 Criminal Conduct**

As an employee of TRG, you should be aware that TRG strictly prohibits and will not tolerate any form of criminal conduct on the part of its employees. In response to any violation of this policy, the Company will react in the strongest terms possible. TRG as a matter of policy, will

cooperate fully with law enforcement authorities conducting criminal investigations which involve TRG employees.

### **2.3.2 Discrimination and Harassment**

TRG believes that all employees have a right to work in an environment free from any type of discrimination or harassment. This includes, but is not limited to treatment based on race, color, religion, sex, national origin, age, height, weight, political affiliation, disability, marital status, or veteran status. TRG prohibits discrimination or harassment of its employees in any form. Such conduct will not be tolerated or ignored and may result in corrective action up to and including termination.

Employees who have complaints of discrimination or harassment should send them in writing in a sealed, confidential envelope to the following:

TRG  
Attn: Paul Romine  
7877 Stead St.  
Utica, MI 48317

The Romine Group will direct the investigation. All complaints will be investigated in a confidential manner to determine their merit. Where an investigation confirms the allegation, prompt corrective action will be taken.

### **2.4 Drug Free Workplace**

Employees of TRG are our most valuable resource and, for that reason, their health and safety is our number one concern. Any drug use, which imperils the health and well being of our employees or threatens our business will not be tolerated.

The use of illegal drugs and abuse of other controlled substances on or off duty is inconsistent with the law-abiding behavior expected of our employees. Employees who use illegal drugs or abuse other controlled substances on or off duty tend to be less productive, less reliable, and prone to greater absenteeism. Drug use in the workplace puts the health and safety of the abuser and all other workers around them at increased risk. Employees have the right to work in a drug-free environment.

Early recognition and treatment of drug abuse is important for successful rehabilitation. Whenever feasible, TRG will assist employees in overcoming drug abuse by providing information on treatment opportunities and programs. However, the decision to seek diagnosis and seek treatment for drug abuse is the individual employee's responsibility.

Employees with drug abuse problems should request assistance from management. The Romine Group will treat all requests with confidentiality and will help guide the employee to the appropriate treatment and counseling services. Voluntary requests from employees will not however prevent disciplinary action up to, and including, termination.

The Romine Group is committed to maintaining a safe workplace free from the influence of drugs. All employees are hereby notified that TRG will comply with the requirements of the Drug-Free Workplace Act of 1988, and all applicable regulations issued there under.

The Romine Group reserves the sole right to modify its Drug-Free Workplace policy and program at any time.

#### **2.4.1 Prohibitions**

TRG's Drug-Free Workplace prohibits employees from engaging in any of the following activities:

- Use, possession, manufacture, distribution, dispensation or sale of illegal drugs on company premises or company business, in company supplied vehicles, or during working hours.
- Unauthorized use or possession, or any manufacture, distribution, dispensation or sale of a controlled substance on company premises or while on company business or while in company supplied vehicles.
- Storing in a locker, desk, automobile or other repository on company premises any controlled substances whose use is unauthorized.
- Being under the influence of a controlled substance on company premises or while on company business, or while in company supplied vehicles.

- Any possession, use, manufacture, distribution, dispensation or sale of illegal drugs off company premises that adversely affects the individual's work performance, their own or the safety of others at work, or the company's regard or reputation in the community.
- Failure to adhere to the requirements of any drug treatment or counseling program in which the employee is enrolled.

## **2.5 Holidays & Vacation Days**

Each school plans and maintains its own schedule for holidays and working schedule. All educational and administrative staff should refer to its school schedule and administration for a working calendar.

Educational and education support staff will have some duration of summer vacation during which they will not report.

Administrative staff is expected to be in attendance throughout the summer, with the exception of the scheduled 2 week summer shut down.

Facility and maintenance staff is expected to report to the school every week Monday through Friday regardless of the hours of the office being open. During the months that school is in session these staff members should consult their school administration for allowed days off. During Summer Break, the facility and maintenance staff will be given 10 days of vacation that they must schedule with their school administration. These days will not have the option of being banked or bought out.

### **2.5.1 Injuries and Accidents**

Employees must immediately report all injuries, accidents, and illnesses which occur while at work to either the school's office manager or principal. All injuries, accidents, and illnesses must immediately be reported regardless of the appeared severity.

The employee will be provided by office management the appropriate forms to be filled out and filed. Failure to report these occurrences may result in a loss of benefits as well as corrective action up to and including termination.

## **2.5.2 Jury Duty**

TRG recognizes its employees' civic responsibility to serve as jurors. If you are called to serve, give written evidence to your manager or principal as soon as possible so that proper arrangements can be made for your absence. Employees selected to serve must notify their manager or principal with specific information on the location of Jury Duty and the projected dates of service.

Full-time employees will be compensated at their regular rate for days serving Jury Duty.

## **2.5.3 Family Leave of Absence (Unpaid)**

A Family Leave of Absence (FMLA) is an unpaid Company approved absence for the birth of a child, the placement of a child for adoption or foster care, a serious health condition that places you unable to perform the essential functions of your job, or a serious health condition affecting your spouse, child, or parent, for which you are needed to provide care. Please refer to section 3 for more information pertaining to FMLA.

## **2.5.4 Leave of Absence (Unpaid)**

TRG understands that due to certain circumstances an employee may need to request a leave of absence that does not qualify under the FMLA. If an employee desires to take an unpaid leave of absence from their position they should discuss the situation with the building principal as soon as they become aware of the need to go on leave. TRG reserves the right to handle each leave of absence request on a case by case basis. If a leave of absence is granted all necessary information and arrangements will be clearly documented in written form and must be signed by the employee and TRG representative before the employee goes on leave.

If an employee takes an unapproved leave of absence their position may not be held for their return. If at any point an employee fails to report to work for 2 consecutive days and has not followed the necessary procedures or was granted permission by their principal they will be considered on an unapproved leave of absence and may be terminated.

### **2.5.5 Working While on Leave**

Working another job while on family or medical leave is prohibited and may result in corrective action up to and including termination. Such work will be reported to the insurance company.

### **2.5.6 Outside Employment**

It is the intent of TRG to provide a challenging and demanding environment in which employees can develop to their fullest potential.

Any outside employment that you engage in, including a self-owned business, should in no way conflict with your performance in your job at TRG. It should not in any way be detrimental to TRG's business or reputation or to other employees.

### **2.6 Paydays**

Company paydays are on the 15<sup>th</sup> and 30<sup>th</sup> of each month. If TRG facilities or your specific school is closed on a scheduled payday, then paychecks will be issued on the last workday preceding the closed day.

For employees who receive their pay on a salary schedule, the pay on the 15<sup>th</sup> of each month is for services rendered from the 1<sup>st</sup> through the 15<sup>th</sup> of that month. The pay on the 30<sup>th</sup> of each month is for services rendered from the 16<sup>th</sup> until the last day of that month.

Employees who are paid through an hourly rate will also receive pay on the 15<sup>th</sup> and 30<sup>th</sup> of each month. The pay that they receive is based upon hours worked during that designated pay period. For a schedule of hourly pay periods, please consult your school's office manager.

TRG highly recommends direct deposit of its employees. Employees must sign up for this feature by filling out the appropriate paperwork. Once the TRG Human Resource department has received all the appropriate paperwork, it will take 2 pay periods to take effect.

Employees' paycheck stubs will be sent to each TRG site's Payroll Custodian. On payday, Payroll Custodians will distribute paycheck stubs. If employees are absent on payday, the Payroll Custodian will

hold the stub for one (1) working day and then send it through U.S. Mail to the employee's current address.

If an employee chooses not to participate in the direct deposit plan TRG will make every reasonable effort to deliver live checks by the pay date. Due to scheduling, weather, holidays, and unforeseen events TRG again highly recommends the direct deposit plan to ensure receiving pay on time.

### **2.6.1 Payroll Deductions**

Federal taxes, FICA, Medicare, state and city taxes, and 401(k) employee contributions are withheld from employee paychecks.

TRG is required by law to accept legal assignments or garnishments against employees' wages. Employees will be notified of any attachment received.

### **2.6.2 Pay at Time of Separation**

Employees separated from employment will be paid for time worked (less deductions) on the next regular pay day according to the applicable federal and state laws. Any accrued vacation time will also be paid at this time.

The company will determine if the terminating employee has any outstanding debt owed to the company and whether the individual has in their possession any company property.

After a full accounting of the employee's and the company's accounts (as determined by TRG) is completed, the final paycheck will be issued to the employee in accordance with state law.

The company will issue a check, which is designated as the final payment for all services rendered. The check will not reflect any time not actually worked by the employee.

The check designated as the final payment will be mailed to the address given by the employee as their address of residence. The employee should not attempt at any time to receive this check at their previous location of employment.

### **2.6.3 Pay and Benefits When Contract not Renewed**

Educators who complete employment through the current school year, but are not extended, or do not accept an offer for the following school year, will remain employees of TRG through August 15<sup>th</sup>. Eligible employees will continue to receive regular paychecks through August 15<sup>th</sup>, and will remain enrolled in the health insurance program through August 30<sup>th</sup>. If a non returning employee opts to file for unemployment prior to the termination date of August 15<sup>th</sup> TRG will interpret the filing as formal notice of the employee's immediate resignation, which will result in a loss of benefit coverage.

Administrators, administrative assistants, and facility staff who are not extended or do not accept an offer for the following school year will receive their last pay on June 30<sup>th</sup> of the completed school year. These employees will maintain benefit coverage through June 30<sup>th</sup> of the completed school year as well.

### **2.6.4 Sick Leave**

Employees who are paid on a salary schedule are granted two (2) sick or personal days per year for every full day that they work per week. For example a full time employee that works five full days a week will be granted ten (10) days of paid sick leave per year. As soon as you are aware that you will be unable to attend work due to personal illness it is the employee's responsibility to contact their manager or principal.

Sick/Personal days are to be used in the event that you cannot attend work due to an illness or matter that must be attended to during the working hours. Sick/Personal days are not intended to be used as vacation days or days to extend holiday breaks. Any deviation of the intended purpose for a sick day must be cleared with your school principal before being recognized by TRG. Employee absenteeism that exceeds the granted number of days is a serious issue and can lead to employee termination.

At the end of the working year employees will have the option to be reimbursed for unused sick days, or bank these days (up to ten) into the following year. The amount of reimbursement per day is listed in the



school staff handbook. If an employee opts for reimbursement, they can expect to receive their buyout checks in the July 30<sup>th</sup> pay.

## **2.7 Performance and Corrective Action**

All employees are expected to meet TRG standards for work performance and business conduct. Employees are also expected to follow the policies and procedures covered in this handbook. In addition, employees will also be expected to follow the policies and procedures covered in the handbook provided by each individual school. Failure to meet these expectations may result in one or more of the following corrective actions: verbal counseling, written reprimand, suspension or discharge. Generally the severity of the performance or behavior problem will determine the level of corrective action and whether the employee will be given the opportunity to correct the problem. TRG utilization of corrective action to improve performance of its employees does not alter the fact that both the company and its employees may terminate the employment relationship at any time, with or without cause.

### **2.7.1 Personal Expenditure Reimbursement**

In order to receive reimbursement for any academy function or materials, TRG employees must obtain prior consent from the active administrator on site. Company employees must complete the appropriate reimbursement form and provide a receipt or proof of purchase in order to be reimbursed. It is therefore understood that reimbursement will not be granted unless prior approval has been granted and a receipt attached to the proper form.

### **2.7.2 Safety**

Safety is considered to be an important part of your job, and the Company will do everything possible to make work areas safe for you. It is the responsibility of all employees to develop safe working habits and observe the rules and practices that protect the individual employee and fellow employees.

Please consult your school handbook for instructions on safety programs including: Accident Reporting, Emergency Action Fire Plan,

Severe Weather, Emergency Evacuation, Blood Borne Pathogens, Communicable Diseases, and First Aid.

### **2.7.3 Tobacco Free Environment**

Consistent with TRG's intent to provide a safe and healthy work and learning environment, smoking and the use of other tobacco products is prohibited on any property owned or managed by TRG.

### **2.7.4 Tuition Reimbursement**

Individual schools may or may not have funds available to support this benefit. Therefore, TRG will not make it a benefit mandatory to all schools and their staffs.

Reimbursement for tuition will be a decision that will be left to the individual school boards as a possible benefit. Please consult your school staff handbook for further information.

## **Section 3 While on a Family or Medical Leave of Absence**

### **3.1 Health Care Benefits**

You have the right under FMLA to take up to 90 days of unpaid leave in a rolling 12 month period. Your health benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work. If you wish to file for FMLA, forms can be obtained by contacting TRG.

### **3.2 Dependant Coverage**

You may elect to discontinue coverage for your dependant(s)/spouse while you are on a leave of absence (LOA). Please refer to the Reinstatement section below.

### **3.3 Status Change**

If a status change occurs during a LOA, contact the TRG offices within thirty (30) days of the qualifying event.

### **3.4 Reinstatement**

When you elect to discontinue your dependent(s)/spouse benefit coverage during a LOA, reinstatement into the plan can be made by completing a new application for enrollment in the Plan upon return to work.

### **3.5 Return to Work**

You must return to work on the day your LOA ends. If you fail to return to work on the date scheduled, you may be subject to termination.

A request to extend a LOA must be made two weeks prior to your scheduled return to work date and must be accompanied by a certification from a health care provider.

Your health and life insurance benefits and the health benefits for your dependent(s)/spouse end at midnight on the last day of your LOA if you fail to return to work as scheduled.

### **3.6 Life Insurance Coverage**

Your Life Insurance Coverage benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work. If you remain on a LOA longer than the 90 days that FMLA provides, your life insurance coverage will cease. When your coverage stops, you may convert your Supplemental Life coverage to an individual whole life policy.

Accidental Death and Dismemberment insurance cannot be converted.

### **3.7 Short & Long Term Disability**

Your Short and Long Term Disability Benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work.

### **3.8 Job Availability**

The Company understands that you may require time away from work for family reasons. While on an unpaid LOA the Company will make all reasonable attempts to hold your job, or a comparable job for which you are qualified. The business necessities of the Company may, force the Company to fill the position which will result in finding you an equivalent position, if available, which you are qualified for.

### **3.9 FMLA Eligibility**

In order to qualify for FMLA an employee must have been employed by TRG for a minimum of 12 months. If you have questions regarding eligibility please contact the TRG Department of People Services.



**General Qualifications for Individual Positions**

**PROFESSIONAL EDUCATOR'S LICENSE QUALIFICATIONS:**

- ◆ **Standard Professional 1 (SP1) Professional Educator's Licenses** are intended for teachers with 0-2 years of teaching experience, and are valid for three years. To be issued a SP1 Professional Educator's License, an individual must have:
  - completed a state approved teacher education program from a regionally accredited college or university, or
  - completed another state's approved alternative route to licensure, met the federal requirements to be designated as "Highly Qualified," and earned a bachelor's degree from a regionally accredited college.
- ◆ **Standard Professional 2 (SP2) Professional Educator's Licenses** are intended for teachers with 3 or more years of teaching experience, and are valid for five years. Teachers who are fully licensed and "Highly Qualified" in another state who have three or more years of teaching experience in another state AND who meet NC's Praxis testing requirements OR have National Board Certification are issued the SP2 Professional Educator's license.

**ADMINISTRATORS/SPECIAL SERVICE PERSONNEL REQUIREMENTS:**

**Requirement for All Areas:**

- Obtain a valid Standard Professional 2 (SP2) Professional Educator's License.

**Professional Educator's License Areas and Requirements**

- ◆ **School Administrator - Superintendent:** Eligibility to serve as a superintendent must be verified by the State Board of Education prior to election by a local board of education.
  - Minimum of one year of experience (or the equivalent) as a principal.
  - Advanced graduate level (sixth-year degree) in school administration.
  - Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS) OR
  - At least a bachelor's degree from a regionally accredited college or university and five years leadership or managerial experience considered relevant by the employing local board of education.
- ◆ **School Administrator - Principal**
  - Completion of an approved program in school administration at the master's level or above.
  - Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS).
  - No provisional principal's licenses are issued for service as a principal.
- ◆ **School Administrator - Assistant Principal**
  - Completion of an approved program in school administration at the

- master's level or above.
- Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS).
- Provisional principal's licenses are issued for service as an assistant principal if the local board determines there is a shortage of individuals with principal licensure.
- Affiliation with a master's school administrator program must occur before the expiration of the provisional license. Provisional principal licenses can be extended for up to two additional school years during which time program requirements and SLLA test must be met.

◆ **Curriculum Instructional Specialist**

- Completion of an approved program for a curriculum instructional specialist at the master's degree level or above
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS)

◆ **Career-Technical Director**

- Completion of an approved program for a career-technical education director at the master's level or above

◆ **Exceptional Children Program Administrator** \* *Licensure as an exceptional children program director is a supervisory classification.*

- A master's degree in an exceptional children area or an advanced (sixth year) degree in school psychology
- Three graduate semester hours of credit in each of the following:
  - Administration
  - Curriculum development
  - Supervision
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS) OR
- A master's degree in administration and/or curriculum instruction
- Nine semester hours of course work in exceptional children
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS)

◆ **Instructional Technology Specialist - Computers**

- Completion of a college or university program at the master's level or above

◆ **Instructional Technology Specialist - Telecommunications**

- Completion of a college or university program at the master's level or above

◆ **Media Supervisor** *(in addition to a master's degree in school media)*

**The Capitol Encore Academy**  
**Staff Qualifications**



- Completion of three graduate semester hours in each of the following:
  - Administration
  - Curriculum development
  - Supervision

**◆ Media Coordinator**

- One of the following:
  - Completion of an approved program for a media coordinator at the master's degree level or above
  - Completion of an approved program after July 1, 1984, allows a provisional license upon employment with requirement to update to master's degree level
  - Obtain a provisional media coordinator license as explained in Chapter 12, Out-of-Field Assignments
- NTE/Praxis Library Media Specialist. Educational Testing Service (ETS)

**◆ Associate Media Coordinator**

- New licenses are not issued in this area
- Established licenses based on completion of an approved program prior to July 1, 1984, at the bachelor's level license (no requirement to upgrade to the master's level)

**◆ School Counselor**

- Completion of an approved program in school counseling at the master's level or above
- NTE/Praxis School Guidance and Counseling test. Educational Testing Service (ETS)

**◆ School Social Worker**

- Completion of an approved program in school social work at the bachelor's level or above

**◆ School Psychologist**

- Completion of an approved program in school psychology at the sixth-year level
- NTE/Praxis School Psychology. Educational Testing Service (ETS)

**◆ School Speech-Language Pathologist**

- Effective July 1, 2011 the North Carolina State Board of Education will accept only a current valid North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists (NCBOESLPA) license as the qualifying credential for service in public schools.
- Once the speech-language pathologist has a NCBOESLPA license, they may apply to the Licensure Section of DPI



◆ **School Audiologist**

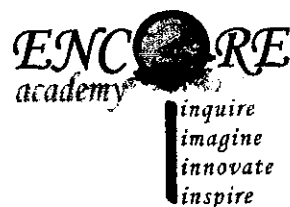
- One of the following:
  - An audiology Certificate of Clinical Competence (CCC-A) from the American Speech-Language-Hearing Association
  - A license from the North Carolina Board of Examiners for Speech and Language Pathologist and Audiologist
  - Completion of an approved program in audiology at the master's level or above
- NTE/Praxis Audiology. Educational Testing Service (ETS)

◆ **School Nurses**

- The DPI licensure section does not license school nurses. However, school nurses (employed after June 30, 1993) shall be required to hold a school nurse certificate from the American Nurses Association (ANA) or the National Association of School Nurses (NASN). Registered nurses without ANA or NASN may be employed provisionally and must complete licensure requirements within three years.

*\* All personnel in supervisor or director assignments with specific responsibilities as instructional leaders, who consult with and advise teachers, administrators and other professional personnel, must hold a curriculum-instructional specialist license.*

**The Capitol Encore Academy**  
**Comprehensive Marketing Plan**



The marketing goal of Encore Academy is to provide information access year round about the Academy and events. We want people to “know” Encore and how to access the school and events. Providing year round marketing opportunities helps to maintain the necessary enrollment without having to exhaust efforts for one main marketing “push” during the year. The following are the marketing strategies and opportunities at Encore:

**On-site:**

School Sign: Posting of school events and recruitment opportunities  
Friday Folders: Informing of school events and family/friends events  
Website: Easy access to basic school information

**Newspaper:**

Fayetteville Observer  
Fayetteville Press

**Television, Radio, Billboard:**

Explore cost effective most optimal option

**Direct Mailing:**

To students in the Fayetteville area within the current enrollment age-range.

**Flyers:**

Flyers distributed in local pre-schools, recreational facilities, local businesses, museums, etc.

**Special Publicity Events:** Press release opportunities for human-interest stories, awards and recognitions, projects and educational events, sports and extracurricular events.

**Specific School Marketing Events:**

Parent Information Meetings: Scheduled for open enrollment, once per school year usually late winter early spring and advertised on school sign, newspaper, and mailing.

Kindergarten Round Up: Scheduled late winter early spring and advertised on school sign, newspaper, mailing, and flyers posted at local preschools.

**Bring a Friend Night:** Scheduled during open enrollment, late winter or early spring. Currently enrolled students can bring friends that do not attend Encore. Entertainment and light refreshments provided.

**Community Partnerships:** Build connected relationships based on positive interactions and reputations. These relationships offer opportunities of sharing information about the school and simply "putting our name out there."

**Arts Partnerships:** Hosting Shows and advertisements include access to Encore through public attendance and interest.

**Boy and Girl Scouts of America:** Hosting both Boy and Girl Scout troops with promote and build community relationships.

**Local Chamber Member:** Networking opportunities with local businesses informing of who, what, and where Encore is.

**NC Alliance for Public Charter Schools:** Networking opportunities and sharing of information with organizations and schools across the state.

**Local Restaurants:** Hosts Encore Academy every other month or intermittently and advertises the donation to our school for patron's of the restaurant at a specified date and time.

**Local Recreation Facilities and Business such as a Bowling Alley:** Hosts and advertises Encore Night and donates percentage of proceeds to school organizations. Encore students encouraged to bring family and friends.

**Charity Foundation:** National and Local Partnership of charitable giving. By linking our websites people will be drawn to learn about Encore and interest will spread. The sponsorship also offers the opportunity of placing our name in a widespread marketing program. This marketing opportunity will reach out to individual families in the community and beyond as well as corporate agencies that may indirectly seek interest in supporting our school in other ways beyond the "Kids Helping Kids" service learning project.

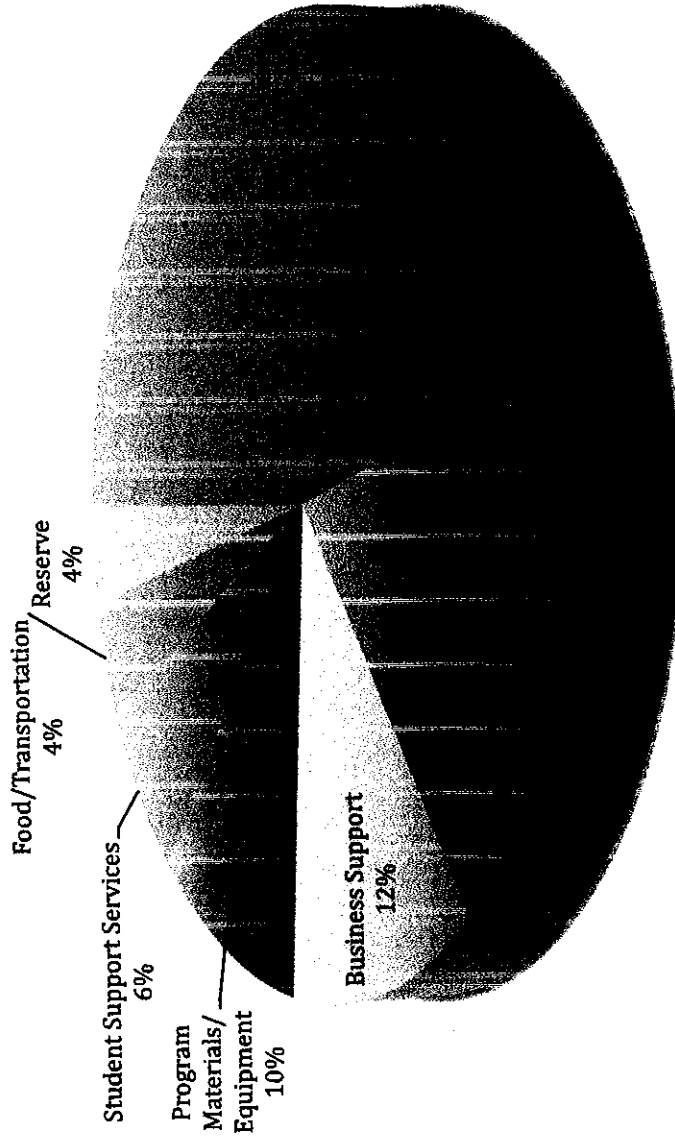
**Staff Marketing Opportunities:** Staff members that have expertise to share go out into the community and represent the school promoting both great working opportunities as well as a great educational opportunity for students. Indirect promotion and marketing of the school.

**Presenters:** Encore staff members share expertise through presentations at educational conference events.

Consultants: Encore staff members share expertise by requested consultation for other schools and or participation on committees.

Job Recruitment Fairs: Encore representatives will attend college and other job recruitments fairs to collect resumes, interview candidates, and market our school and program.

# EXPENSE BREAKDOWN



- Staffing
- Facility
- Business Support
- Program Materials/Equipment
- Student Support Services
- Food/Transportation
- Reserve

**Report of the  
Quality Assurance Review Team  
for  
The Romine Group  
7877 Stead Suite 100  
Utica, Michigan, United States 48317**

**Mr. John Romine  
Mrs. Linda A. Bauer, Chair/Lead Evaluator, Quality Assurance Review Team**

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**Review Dates: 12/04/2011 - 12/07/2011**



***North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.***

**Quality Assurance Review Report**

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## About AdvancED and NCA CASI/SACS CASI

**Background.** Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and Schools (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools, school districts, and educational service agencies continuously improve.

**The Accreditation Process.** To earn and maintain accreditation from NCA CASI or SACS CASI, school districts and their schools must:

**1) Meet the AdvancED Standards and Policies for Quality School Systems.** School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.

**2) Engage in continuous improvement.** School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

**3) Demonstrate quality assurance through internal and external review.** School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school district community in a continuous process of self-evaluation and improvement. The overall aim is to help school districts and their schools maximize student success and improve organizational effectiveness



# Introduction to the Quality Assurance Review

**Purpose.** The purpose of the Quality Assurance Review is to:

1. Evaluate the school district's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the district's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the district and its schools.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school district is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**School District Preparation.** To prepare for the Quality Assurance Review, the school district and the community complete the AdvancED Standards Assessment Report. The report engages the district in an in-depth self assessment of each of the seven AdvancED standards. The school district identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school district examines how its systems and processes contribute to student performance and school district effectiveness.

**Summary of Team Activities.** The Quality Assurance Review Team is led by an AdvancED certified District Lead Evaluator and comprised of professionals from outside the school district. The team reviews the findings of the school district's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school district, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school district's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school district and its schools improve.

**The Quality Assurance Review Team Report.** Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the district. The report contains commendations and required actions for improvement.

**Using the Report - Responding to the Required Actions.** The school district uses the report to guide its improvement efforts. The school district is held accountable for addressing the required actions identified in the report. The AdvancED State Office is available to assist the school district in addressing the required actions. Following the Quality Assurance Review Team visit, the school district must submit a progress report detailing the actions and progress it has made on the team's required actions. The report is reviewed at the state and national level to ensure the school district is addressing the required actions.

**Accreditation Recommendation.** The Quality Assurance Review team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school district following action from the commission.

## Summary of Findings

A Quality Assurance Review Team representing the NCA CASI Michigan State Office (NCA-CASI-MI), a division of AdvancED, visited The Romine Group on 12/04/2011 - 12/07/2011.

During the visit, members of the Quality Assurance Review Team interviewed 9 administrators, 32 teachers, 5 support staff, 6 parents and business partners, 17 students, and 3 Board of Education members for a total of 72 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 2 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

Through its examination of the school district's adherence to the standards, the Quality Assurance Review Team prepared reports on each standard, highlighting strengths and suggestions for improvement specific to each standard. These reports can be found following this summary.

The Quality Assurance Review Team also examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team's findings in this area can be found following the standard reports.

The team used the standard reports and quality assurance findings to identify common themes, significant accomplishments, and pressing needs facing the district. These became the basis for the overall commendations and required actions that are provided below. The commendations and required actions should serve as the focus for the district as it acts on the team's findings. They represent the areas that the team believes will have the greatest impact in helping the district further its improvement efforts. The standard reports and quality assurance findings can be used to help reinforce and enrich the district's understanding of the commendations and required actions.

## Commendations

The Quality Assurance Review Team commends the The Romine Group for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

### Commendation 1

#### Commendation Statement:

All stakeholder groups express a systemic commitment to living the organizational mission of providing the highest level of support to students.

#### Evidence:

During interviews staff and parents stated that The Romine Group (TRG) has an open door policy that encourages stakeholders to express concerns and ideas. TRG is to be commended for their very positive, nurturing learning environments. Students and parents described staff members as caring, passionate, dedicated role models. This was evident in the buildings. All stakeholder groups expressed their pride in being part of TRG schools. All stakeholder groups were compassionate about the part they play in carrying out the mission of meeting the needs of individuals associated with The Romine Group of schools.

#### Rationale:

When all stakeholders support the shared mission and purpose for the system, expectations for student learning serve as the focus for overall effectiveness.

### Commendation 2

#### Commendation Statement:

The leadership has created a culture that embraces the organization's guiding principles to be responsive, relational, realistic, resilient, and relaxed in both their conduct and decision-making.

#### Evidence:

During interviews staff and parents stated that TRG has an open door policy that encourages stakeholders to express concerns and ideas. Evidence shows that individuals at all levels are comfortable working with each other, collaborating, and solving problems. On an informal basis as well as some formal channels, TRG fosters a working relationship that engages stakeholders through direct response and in a professional but relaxed manner.

#### Rationale:

Research has proven that effective organizations have a strong leadership base which responds to stakeholder needs in a timely and direct manner.

### Commendation 3

#### Commendation Statement:

The company fosters a systemic, collaborative, collegial, family-like atmosphere.

#### Evidence:

TRG demonstrated a genuine culture of caring and collegiality. Stakeholders stated repeatedly that a caring and family-like atmosphere permeates the organization. The Romine Group (TRG) can boast that stakeholders refer to their culture as "family". Upon interviewing many groups and individuals, this term is well deserved. The Romine Group's open door policy strengthens this culture.

**Rationale:**

When a positive environmental culture of collaboration and teamwork exists in a system, outcomes increase and students become more successful in their achievement.

## Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The The Romine Group will be held accountable for making progress on each of the required actions noted in this section. Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

### Required Action 1

**Required Action:**

Develop a plan to implement the company's "12 Select Standards."

**Evidence:**

Little evidence was presented to show a complete comprehensive plan of implementation exists. Although some Select Standards have been introduced to some grade levels, a robust implementation plan needs to be communicated, embraced, and supported by all schools, grade levels and staff.

**Rationale:**

A strong "12 Select Standards" implementation plan will enhance organizational effectiveness and support schools in their continuous school improvement efforts.

### Required Action 2

**Required Action:**

Establish and implement a comprehensive plan to facilitate, monitor, and oversee the collection, analysis, and use of data to evaluate the effectiveness of curriculum and instruction at all schools.

**Evidence:**

The Romine Group (TRG) has begun working on a plan to use their "12 Select Standards" to drive their system. This will provide TRG and its schools with the framework to gather, communicate, and evaluate information concerning teaching and learning. Schools will be able to use data from both their formative and summative assessments to determine student mastery of curriculum targets on state standards and national common core standards. The schools have begun to use the Orange Grove data system to help analyze instructional and organizational effectiveness, however, some schools are much better at using the data system than others. There is no evidence of a plan in place at this time for the company to monitor and oversee the collection, analysis, and use of data to evaluate the effectiveness of curriculum and instruction at all schools.

**Rationale:**

A curriculum and subsequent instructional practices based on targeted data and a comprehensive analysis will promote student achievement and company effectiveness.

**Required Action 3**

**Required Action:**

Expand company planning documents to include formal company goals and benchmarks for improvement.

**Evidence:**

Evidence was found that the company informally engages in a continuous process of improvement when TRG executives ask company office staff and stakeholders "What can we do better?" Additionally, formal documentation and use of results to inform future corporate improvement efforts were not available. Evidence provided by multiple stakeholder groups indicates an absence of a formal process for the monitoring of system-wide effectiveness.

**Rationale:**

A strong formal company plan that is revisited regularly with next steps will strengthen continuous improvement.

**Review of AdvancED Standards for Quality Schools:** The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

## Next Steps

The school district should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school district.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school district's efforts to improve student performance and district effectiveness.
5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

### Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for review and action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school district. Upon receiving its accreditation, the school district should celebrate its achievement with the community. Flags, door decals, diploma seals, and other related items can be ordered from the website to help you share your accomplishment with your community.

**Summary**

The accreditation process engages the school district, its schools, and community in an ongoing journey of continuous improvement. The next steps in this journey are to build on the commendations and address the required actions noted in this report. Doing so will enable the school district to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

## Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

The Quality Assurance Review Team divided into standard teams to review each standard and prepare a standards report summarizing the team's findings. These standard reports, along with the quality assurance findings that follow these reports, provided the basis for the team's identification of over-arching commendations and required actions presented earlier in this report. The reports submitted by each team are provided on the following pages for the district's review and use. Each report reflects its respective team's unique voice, perspective, and deliberations. The reports can be used to help enrich and deepen the district's understanding of the overall commendations and required actions.

### Standard 1: Vision & Purpose

**Standard:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Description:**

In order to understand the vision and purpose for this corporation system, the QAR team believes it is important to provide an overview of The Romine Group (TRG.) As an educational corporation, TGB manages four schools in three counties of Michigan. One operates a preK-12 program, two have K-12 (one is fine arts focused) and one is preK-8. Each school has a separate board under a separate authorizer, has its own Board of Directors, and unique budget. TRG provides management services to these public school academies by blending its business expertise and educational background. Services provided include such areas as Human Resources, Accounting, Facilities and Maintenance, Technology, Curriculum and Assessments, Benefits, and Payroll. The company has its own 5 R's for business relationships which guide their conduct and decision-making: Responsive, Relational, Realistic, Resilient, and Relaxed. Their mission statement is, "Helping individuals and organizations reach their potential through sound business and educational practices."

Interviews with stakeholders revealed that the original vision and purpose was established at the TRG leadership level and it is reviewed and revised periodically if appropriate at quarterly meetings between TRG staff and school building leaders. The company vision is visible throughout headquarters published through policies, procedures, manuals, website, and handbooks. Although there was no evidence that parent or student stakeholder collaboration occurred in the development of the vision, interviews with those stakeholder groups verified that they were familiar with the purpose of TRG and its mission in relation to the schools and students. Parents, teachers, and students were vocal about the efforts that the company puts forth to build "family" relations and a sense of caring about the individual. In fact, all stakeholder groups were vocal about the involvement they have in helping individuals associated with the Romine Group become their best, whether those individuals were students, parents, teachers, or principals. These actions were not limited to the school/work day, and they extended beyond the school and into the TRG headquarters.

Artifacts indicate that although each school's vision, mission, and purpose is different, each falls under the same umbrella set forth by TRG to help individuals reach their individual best. These vision statements are communicated to stakeholders on a regular basis through newsletters, handbooks, during meetings, and on school websites.

The company informally engages leaders in developing system-wide goals. The QAR team reviewed evidence of goals to improve company performance which included purpose statements, action steps and completion dates, however, all of the necessary steps were not included. Developing these goals into a formal plan that includes benchmarks for improvement, who is responsible, and use of results to inform future efforts was not observed. Nor was there a timeline for the goals to be reviewed and measured on a regular basis to advance the vision.

The company ensures that each school's continuous improvement plan is aligned with TRG's vision and expectations for learning with a focus on increasing learning for all students. During the 2011-2012 school year, the company saw differences in the academic accomplishments of schools and decided to standardize what is working for students so similar results can be found in all TRG schools. With that in mind, the "12 Select Standards" were developed calling for full implementation for fall of 2012. These standards influence mission and vision, professional development, leadership, instructional practices, instructional days/hours, assessments, remediation and enrichment, curriculum and pacing, school improvement process, staff job descriptions and evaluations, special education, and procedures. Overseeing the implementation of the "12 Select Standards" will help TRG ensure that the company's vision and purpose guide the teaching and learning process.

**Strengths - The team noted the following successful practices deserving of recognition:**

- All stakeholder groups express a systemic commitment to living the organizational mission of providing the highest level of support to students.
- The company fosters a systemic, collaborative, collegial, family-like atmosphere.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Expand company planning documents to include formal company improvement goals and benchmarks for improvement.
- Develop a plan to implement the company's "12 Select Standards."

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Vision & Purpose" standard.



## Standard 2: Governance & Leadership

**Standard:** The system provides governance and leadership that promote student performance and system effectiveness.

### Description:

In the fall of 2001, The Romine Group (TRG) was formed to provide management services to public school academies. The company is governed by a Chairman of the Board, a President, and includes two advisory positions. The TRG Board and leadership team created a vision and utilizes policies that guides all operations. Since 2001 three academies have been authorized and one existing academy contracted with TRG for management services. All charters have been authorized by state approved agencies. The company's organizational chart displays the various departments, which provide among other things, compliance with state/federal regulations, curriculum development, budget creation/allocations/safeguards and future growth opportunities.

To enhance curricular and instructional strategies, staff reported a need for grade level networks that are systemic and collaborative that will have the ability to interact with all TRG professional staff. Presently, there is little evidence that TRG gathers parent or other stakeholder opinions which could gage and build public support and satisfaction.

The company has created "12 Select Standards" that will guide the organizational efforts in curriculum, instructional development, and operation efficiencies. These valuable standards will need a comprehensive implementation and communication plan that reaches out to all stakeholders.

The company states that there are improvement and growth initiatives but no formal documents exist detailing TRG goals/benchmarks for improvement. It was stated and observed that there is equity of opportunities and resources for innovations within each academy. Also, TRG sponsors many co-curricular programs for student enrichment (Battle of the Books, athletic teams, area spelling bee competition).

**Strengths - The team noted the following successful practices deserving of recognition:**

- The Chairman of the Board and President have assembled a highly effective company team.
- A culture has been created which reflects the company's guiding principles.
- An atmosphere of collaboration, collegiality and family exists and is fostered by the company.
- The company allows for much school autonomy.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop and support stakeholder networking strategies. Implement a parent survey to gather system effectiveness.
- Develop a comprehensive plan to implement the company's "12 Select Standards".
- Implement a plan to evaluate the effectiveness of curriculum and instruction.
- Expand corporate planning documents to include formal company goals/benchmarks for improvement.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Governance & Leadership" standard.

## Standard 3: Teaching & Learning

**Standard:** The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

### **Description:**

The Romine Group (TRG) can boast that stakeholders refer to their culture as "family". Upon interviewing many groups and individuals, this term is well deserved.

TRG sees the importance of curriculum and recently increased the administrative team by 1.0 full time employee in curriculum development and support. Staff shared that with the increased curriculum focus this school year, there is an increased interest in commonality and collaboration among the schools and this is described as a good thing.

Curriculum in the TRG schools is aligned to state and national common core standards. TRG provides a curricular framework and staffs are encouraged to implement best practice strategies in their instruction. They have begun working on pacing guides and common assessments at the K and 1st grades and plan to continue this work up through the grades. They are planning to use their "12 Select Standards" to drive their system. This will provide TRG with an opportunity to evaluate the effectiveness of curriculum and instruction within their plan. At least half of the "12 Select Standards" deal directly with curriculum and instruction, which is the focus of learning. TRG schools are using a variety of research-based instructional practices and materials. They are proud of the autonomy that each school has to choose what works best in their school. Teachers feel that they are participating in a great amount of professional development that is based on current research and best practice. It is focused on helping them achieve their goals for teaching and learning, which in turn will help their students be ready for future schooling or employment.

Students are assessed and instruction is differentiated to meet the needs of each learner. The TRG schools have a diverse population and celebrate this diversity. Some parents and high school students shared a desire for more advanced instructional opportunities, but did share how they are also using dual enrollment. Opportunities for intervention occur at all levels of instruction, beginning in K and continuing throughout the grades, including Response To Intervention, tutoring, Match, and summer school, as well as in special education programs.

TRG is to be commended for their very positive, nurturing learning environments. Students and parents described staff members as caring, passionate, dedicated role models. This was evident in the buildings. All stakeholder groups expressed their pride in being part of TRG schools.

### **Strengths - The team noted the following successful practices deserving of recognition:**

- A culture exists that embraces the organization's guiding principles for conduct and decision-making.
- The system fosters a systemic, collaborative, collegial, family-like atmosphere.

### **Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop a plan to implement the company's "12 Select Standards".
- Implement a comprehensive plan to evaluate the effectiveness of curriculum and instruction.
- Expand corporate planning documents to include formal company goals/benchmarks for

- improvement.
- Develop, articulate, and coordinate curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills.
  - Support a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity.
  - Maintain articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Teaching & Learning" standard.

## **Standard 4: Documenting & Using Results**

**Standard:** The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

### **Description:**

The Romine Group (TRG) is strengthening its company-wide processes to monitor student achievement and the effectiveness of the curriculum and instructional programs across all schools. Many types of assessments are used by TRG schools, but not all schools use all of the same assessments. This contributes to the challenge of systemically monitoring corporate-wide achievements and effectiveness. In addition, TRG is striving to strengthen the use of data from both their formative and summative assessments to determine student mastery of curriculum targets on state standards and national common core standards.

For example, TRG is working on a plan to use their "12 Select Standards" to drive their system. This will provide TRG with the opportunity to develop and employ a comprehensive assessment system based on clearly defined performance measures to gather, communicate, and evaluate information concerning teaching and learning. In addition, TRG is working to establish selected common assessments across all schools.

A variety of assessments are used by most schools. Examples of such assessments are Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Michigan Literacy Progress Program (MLPP), Diagnostic Reading Assessment (DRA), American College Test (ACT), English Language Proficiency Assessment (ELPA), Michigan Educational Assessment Program (MEAP), and Performance Series. The results of these assessments are used by selected schools to monitor student progress against educational standards, respond through the use of interventions, and evaluate the effectiveness of curriculum and instruction.

TRG schools currently use Power School, progress reports, report cards, websites, and newsletters to report data to parents. They maintain a secure, accurate and complete student record system in accordance with state and federal standards. Their Power School Program allows students and parents access to up-to-date grades, assignments, and attendance data, permitting parents to monitor their student's progress on a daily basis. Parents shared that this system is used very well.

Some schools have begun to use the Orange Grove data system to help manipulate data to provide an opportunity to analyze instructional and organizational effectiveness using trend analysis. At the building level they are also using survey data to inform decisions and validate perceptions of stakeholders. This information could be valuable to TRG as they assess their effectiveness as a system. TRG schools are also planning to implement grade level promotion testing in 2nd, 5th and 8th grades at the end of this current school year.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Most schools use a variety of assessments to monitor the effectiveness of the curricular and instructional programs and student achievement.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Establish and implement a comprehensive plan to facilitate, monitor, and oversee the collection, analysis, and use of data to evaluate the effectiveness of curriculum and instruction in all schools.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Emerging," indicating that the The Romine Group has not met the accreditation requirements for the "Documenting & Using Results" standard.

## Standard 5: Resource & Support Systems

**Standard:** The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

### Description:

The visiting team observed that the The Romine Group (TRG) vision statement is supported by the practice of employing highly qualified staff in each of the areas including human, material, and fiscal resources. Interviews and artifacts verified that teachers are certified in the area they teach, counselors and special education teachers have required endorsements, and para-professionals have the training necessary to fulfill assigned roles and responsibilities. At company headquarters, departments are represented by degreed educational leaders, experienced business professionals, a Certified Public Accountant, a technology specialist, and trained support staff who are hired for their areas of expertise. Together they work as a collaborative team to meet the needs of the four schools and the combined stakeholders. During interviews at the schools, stakeholders described company headquarters personnel as fair, having integrity, and compassionate. School employees stated that they regularly experience company personnel visiting the school sites to talk one-on-one with staff members about benefits, concerns, or mentoring. Employees state that they consider their benefits with TRG to be of great value.

Employees are recruited through job fairs, web sites, word-of-mouth, and advertising. Promotion often comes from within the organization as TRG mentors their employees. Each new employee is involved in a mentoring program; the teacher program lasts for a minimum of one year. All school faculty/staff and headquarters staff have an evaluation instrument to which they are to be evaluated on a yearly basis. Teachers also experience routine "walk-thru's" from their administrators which serve as informal ways to give feedback on performance.

Interviews, certifications, and observations support the idea that TRG does an excellent job of recruiting,

mentoring and training teaching staff that is eager to enter the classroom, have a passion for teaching students, and know their subject well. Statistics and interviews indicate that the turnover of teaching staff occurs quickly. Determining the cause of teachers leaving and developing some workable exchange might be more beneficial than having so many leave each year.

Professional development for all is tied to each employee's individual development goal and to his/her department/school's improvement plan. Stakeholders mentioned in interviews that they can request professional development offered outside the company and it is usually reimbursed since it is deemed to be for improvement of the employee's effectiveness. It was noted during observations that assigned staff members are sufficient in number to meet the vision of the overall system and to meet federal and state law.

Together, TRG company personnel and school principals use the team approach to develop the budget for each school. Since every school has its own board, a budget based on enrollment, and a school improvement plan, the team approach ensures that the voice of the board is heard and the needs of a particular school's students are met. The process is assisted, overseen and monitored by the TRG company to make sure that system-wide initiatives are in place and all financial transactions are safeguarded through proper budgetary measures. The TRG company has its own board in place and a CPA certifies that books are audited and transactions are appropriate.

TRG employs a Director of Maintenance at the company headquarters who is in charge of making sure that it and the school sites remain safe, orderly, and healthy. Processes are in place to report/request services, and stakeholders at schools voiced the opinion that the director was always a phone call away and responsive to their needs. On-site visits revealed that crisis plans were in place, students had knowledge of how to evacuate and what to do in a crisis, sites were well maintained, and equipment was available and in working order.

Technology varied throughout the headquarters and the schools. This is not surprising, since each school has its own budget; however, each school was determined to have met the threshold for equity in the TRG system. Most classrooms had at least one computer, most of the classrooms visited had four or more. Some classes had students using individual IPADS, and computer stations were available.

TRG headquarters work with the schools to provide support services to meet the special needs of students. TRG has been successful in obtaining many grants to provided services to its students, in addition, TRG provides support services through Title 1 funds, counselors, food nutrition specialists, and learning para-professionals. Some key programs offered at the schools include Response To Intervention (RTI), before and after school tutoring, and summer school. Interviews with students and parents indicated that there is a need for students who are excelling at their grade level. Classes with dual credit are offered, but requests for Advanced Placement classes, a gifted program, and advanced math courses.

TRG assists schools in coordinating community services such as medical and dental care with on-site visits to each campus.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The company is successful at recruiting and mentoring a qualified professional and support staff who fulfill their assigned roles with integrity and compassion.
- Employees of The Romine Group enjoy personal service in learning about and obtaining their benefits with TRG.
- Development of individual employee strengths through professional development at TRG is valued.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop a plan to provide for the needs of gifted and advanced students through course offerings and enrichment.
- Analyze the cause of losing teachers each year and develop a benefit that would encourage them to stay a part of the organization.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Resource & Support Systems" standard.

## **Standard 6: Stakeholder Communications & Relationships**

**Standard:** The system fosters effective communications and relationships with and among its stakeholders.

### **Description:**

TRG demonstrated a genuine culture of caring and collegiality. Stakeholders stated repeatedly that a caring and family-like atmosphere permeates the organization. Their open door policy strengthens this culture.

Staff indicated that the recently created "12 Select Standards" that guide the organization's efforts in curriculum/instruction development and system operations are critical elements in communicating expectations for student learning and organizational effectiveness. However, some staff stated that to help ensure understanding and gain more commitment to this initiative, a comprehensive and timely implementation and communication plan should be established.

Artifacts showed and conversations reinforced the belief that the company uses their website, handbooks, voicemail, email and newsletters (when appropriate) and on-site visits to communicate with stakeholders. In addition, during a QAR interview, the charter authorizer spoke highly of their communications with TRG (all reports on time and accurate, timely response to any questions or concerns the authorizer may have).

Although various avenues of communication exist, staff indicated a more structured and systemic flow of information to/from TRG would enhance understandings.

**Strengths - The team noted the following successful practices deserving of recognition:**

- During interviews staff and parents stated that TRG has an open door policy that encourages stakeholders to express concerns and ideas.
- The company uses various methods to appropriately communicate with stakeholders.
- The charter authorizer spoke highly of TRG's accurate reports and timely responses.
- All stakeholders stated that a positive family-like atmosphere exists at TRG.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Establish a formal, system-wide flow of information from TRG to stakeholders.
- Foster a belief that, collectively, staff and other stakeholders can impact the desired results of the company.
- Implement a comprehensive plan to clarify understanding and gain commitment for the 12 Select

Standards.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

## **Standard 7: Commitment to Continuous Improvement**

**Standard:** The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Description:**

The company informally engages in a continuous process of improvement that articulates the vision and purpose the organization is pursuing when The Romine Group (TRG) executives ask corporate office staff and stakeholders (principals), "What can we do better?" Expanding upon this informal process by capturing responses to these queries into a written format that reflects not only the immediate responses but is also forward thinking with identifiable benchmark indicators that reveal progress made and show what is still to come, will enable the company to reflect upon and communicate progress to all stakeholders including school principals and Boards of Directors, authorizing agencies, corporate personnel, parents, and the larger community. Evidence reviewed indicates corporate goals to improve company performance inclusive of summaries, purpose statements, action steps and completion dates are evident. Developing these goals into a corporate plan for continuous improvement that includes who within the company is responsible for the completion of the project not only meets the accreditation requirements of AdvancED but also is essential to maintaining a cohesive continuous improvement process, particularly as the company expands out of state.

Additionally, formal documentation and use of results to inform future corporate improvement efforts were not available.

Moreover, the company ensures that each school's continuous improvement plan is aligned with TRG's vision and expectations for learning with a focus on increasing learning for all students. Facilitating specific analysis of Adequate Yearly Progress (AYP) subgroup results with articulated steps for closing any achievement gaps between Caucasian students and non-Caucasian students as well as socioeconomically disadvantaged and non-socioeconomically disadvantaged students into school improvement plans assures increased learning for all students. Overseeing the Implementation of the company "12 Select Standards" into specific goals and actions that are strategic, measurable, attainable, and time bound reflecting not only the analysis of AYP subgroup gaps, but also analysis and inclusion of all summative (MEAP), benchmark (Performance Series/MAP), and formative (planned common assessment) data with actions within each schools' improvement plan as well as the corporate business plan enables the organization to monitor, evaluate and document the effectiveness and impact of continuous improvement efforts system-wide.

Furthermore, evidence provided by multiple stakeholder groups indicates an absence of a formal process for the monitoring of system-wide effectiveness. For example, while teachers, building administrators and corporate office personnel shared that kindergarten and first grade teachers have implemented common pacing guides developed over the summer of 2011, a systemic process for collecting ongoing feedback

from all teachers to adjust and revise these pacing guides was not shared. This area of growth was also apparent when stakeholder groups were unable to convey that a process for communicating and building upon the commendations and required actions of each school's recent Quality Assurance Report was in place. Ongoing, planned, frequent discussions facilitated by the management company in these areas not only provides needed support to building administrators, it further generates an environment with a commitment to continuous improvement system-wide.

Lastly, allocation of system-wide, protected time to engage in common planning and engagement in continuous improvement efforts outside of mandated and legal requirements is beginning to take place. Corporate, building principal, and teacher interviews indicate that two days at the beginning of each school year are calendared for all TRG school personnel to participate in statutory training such as blood born pathogen information, sexual harassment and CPR certification, and updates to employee benefits programs. These stakeholders also shared that in the summer of 2011, part of these 2 days of professional development also included a daylong gathering at one of the company's schools to reveal the expansion of The Romine Group's Education Department and a new system-wide improvement initiative created by the Education Department in collaboration with TRG executives referred to as "12 Select Standards." Part of the day also included time for common grade level and department teachers from across the company to collaborate about effective instructional practices. Administrators, teachers, and Board members interviewed at school sites shared that the continuation and expansion of these company-wide collaboration opportunities would be, "The best thing TRG could do for us." These stakeholders indicated that creating a way, perhaps utilizing technology, to enable teachers company-wide to continue to engage in these dialogues would remove the isolation experienced when a smaller school has limited access to colleagues with similar teaching assignments. This was particularly important to kindergarten and first grade teachers implementing the company-wide pacing guides. While teachers had independently collected the e-mail addresses of colleagues from across TRG with whom they could have implementation conversations while at the TRG event in August 2011, a company facilitated opportunity for educators to regularly collaborate was not in place.

Please note that indicators 7.1 and 7.6 are not fully addressed in the narrative due to the unique relationship between independent, charter schools functioning as their own Local Education Agencies, each with their own Board and authorizing agency, and the management company. These indicators were fully verified at the school level as evidenced in the school QAR's dated Nov 2010-Feb 2011.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Company goals, complete with summaries, purpose statements, action steps, and due dates are evidenced.
- The company has recognized the need for a system-wide emphasis on continuous improvement and has provided 1 day of professional development to communicate that revelation and begin a process for implementation.
- All school plans are aligned to the company vision.
- Informal improvement conversations occur quarterly at the corporate level and also with the company and the principals' stakeholder group.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop company goals into a corporate-wide action plan with input from school principals to implement the company's "12 Selected Standards."
- Include actions, a timeline, persons responsible, and clear criteria indicating that actions have been accomplished into the plan.
- Review the plan at least quarterly to assess the effectiveness of improvement efforts as indicated by summative (MEAP), benchmark (Performance Series/MAP) and formative (planned common



- assessments).
- Include strategic, measurable, attainable, realistic and time bound goals for the company and each corporate department into company-wide action plan.
  - Revisit and revise the plan annually incorporating current student achievement and stakeholder satisfaction data.
  - Extend beyond the collection of data to the utilization of data to inform instruction in every classroom at every school in the company.
  - Ensure that all data is disaggregated by AYP subgroups when generating and analyzing reports.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the The Romine Group has met the accreditation requirements for the "Commitment to Continuous Improvement" standard.

## Quality Assurance Findings

The Quality Assurance Review Team examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

### Description

The company is beginning to put quality assurance systems and processes into place connected to the AdvancED standards as evidenced by all four TRG schools recent accreditations. Because of this, an understanding of AdvancED standards and how they are essential for student achievement and success was clearly evident at every level of the company from staff at corporate headquarters to classroom teachers. School level stakeholders including building administrators, site improvement teams, teachers, parents, and even students understand and were able to clearly articulate the role of the management company and the functions they provide. This was most clearly represented in the budgeting and hiring processes.

Budgeting protocols are a team process with TRG and each of their schools. School administrators work together with TRG corporate executives and staff to assure that site specific staffing and program needs, as indicated by each school's performance data, are taken into account within each school's budget. Recently, corporate executives determined a need for greater oversight and involvement into the education branch of the organization. School principals who demonstrated a holistic, data-driven emphasis to improved student performance were promoted to the corporate office on either a part or full time basis to develop and implement a company-wide initiative for system-wide effectiveness referred to as the, "12 Select Standards". These "Select Standards" are in close alignment with AdvancED standards and are being progressively and intentionally rolled out company-wide.

The company goal is to utilize the results collected from the implementation of the 'Select Standards' to align all schools to research-based best practices for school effectiveness. In turn, assurance of company-wide adherence to AdvancED standards will result from this process.

The current protocol for soliciting and communicating results involves company and school administrators. It is then the responsibility of each building principal to utilize the results and incorporate company initiatives into their school on an individual basis involving their stakeholders (teachers, parents, Boards of Directors, authorizing agencies, and business partners) in a manner consistent with their school site charter. This process allows for maximum autonomy at each school site to implement company initiatives.

While evidence gathered from company, principal, teacher and authorizing agency interviews generally view the process positively, realization of and a desire for stronger company direction was also articulated from these stakeholder groups. Creation of the "12 Select Standards" was a direct result of brainstorming at the corporate level of how TRG could continue to "get better" at serving their schools and reveals a shift in the level of company involvement in individual school curriculum and administrative functions. Numerous teachers and school administrators requested to the QAR team a desire for TRG to not only continue the facilitation of this enhanced level of company involvement but for expansion of company level involvement. Recommendations given to the QAR team as to how TRG could enhance the Education Department's role included continuation and expansion of opportunities for company-wide curriculum collaboration with colleagues who teach the same grade level or content material. Stakeholders at every school site expressed appreciation for the company-wide common professional development day in August of 2011. As the role of the Education Department continues to expand with the development and implementation of the "Big 12 Select Standards", conscious attention to and

documentation of adherence to AdvancED standards company-wide is necessary. Incorporation of the roles and responsibilities of the expanded Education Department into the company goals, or creation of a separate company improvement plan inclusive of strategic, measurable, attainable, realistic and time bound goals, benchmark timelines, and specific indicators of outcome success are just two possibilities that quality assurance can be measured.

Review of the company goals revealed thoughtful consideration was given to meeting student needs both with existing schools in Michigan and to potential new schools in other states. It was noted that four of the six company goals are scheduled for complete implementation by June 1, 2012. While it is understandable that a rapid implementation of company goals and initiatives is desired, careful consideration to how these goals directly impact school administrators and thus teachers and children is warranted. Additionally, careful planning for the assurance of quality at each school in The Romine Group, new and existing schools, in and out of state, is critical when considering the depth and complexity of the company-wide initiatives. Consideration to revising the initiative timetable to non-overlapping implementation dates will give all staff, corporate as well as at school sites, an opportunity to implement and deeply understand each initiative before a new one is introduced.

Finally, communication of analyzed continuous improvement efforts to all stakeholders, including parents, is needed as the company function of the Education Department grows. Each school currently surveys parents annually to determine program effectiveness. The results from these parent surveys are not currently communicated back to TRG for consideration into corporate or company-wide improvement efforts. Articulation and inclusion of this parent data into overall corporate level improvement plans helps to answer the question, "How do we know our improvement efforts are working?" and can be used to inform next steps in the improvement process at the school and corporate levels.

### Strengths

- Budgeting processes are focused on the needs of each individual school and are collaboratively determined by both corporate and school leadership based upon the articulated need.
- Budget and hiring processes are annually adjusted based upon the informal evaluation of summative student achievement data at the corporate level to assure they are aligned with the critical functions of the schools and company as revealed by student performance data.
- Company and school progress is monitored and evaluated through enrollment trends and summative student performance levels.
- Company executives routinely ask, "What can we do to get better?" in corporate staff meetings and quarterly principal meetings. Responses are quickly acted upon and trends are informally noted.

### Opportunities

- Create and implement a company-wide, written plan to analyze current summative (MEAP), benchmark (Performance Series/MAP), and formative (planned common assessment) data of student performance down to the AYP subgroup level, on a regular (at least quarterly) basis.
- Utilize the created company-wide plan to model for every school how all decisions are made based on the analyzed, disaggregated data garnered from these reports.
- Facilitate expansion of company-wide professional development opportunities that occur regularly throughout the school year for all instructional personnel.
- Monitor that corporate office and school site adherence to AdvancED standards occurs company-wide.
- Communicate results of company-wide continuous improvement results to all stakeholders, including parents system-wide.

## Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the The Romine Group on 12/04/2011 - 12/07/2011.

Trillium Academy	15740 Racho Blvd	Taylor	Michigan	48180-5211
Merritt Academy	59900 Havenridge Rd	New Haven	Michigan	48048-1915

## Conclusion

The commendations and required actions in this report are designed to focus the school district on those areas that will have the greatest impact on student performance and system effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school district and its schools. The strength of this report lies in the school district's commitment to using the findings to continuously improve. The key is action. The school district is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school district will need to address. Following this review, the school district will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the district leadership, members of the professional staff, students, parents and other community representatives for hosting the review team. The team wishes the district and its students much success in the quest for excellence through NCA-CASI-MI accreditation with AdvancED.

## Appendix

### Quality Assurance Review Team Members

- Mrs. Linda A. Bauer, Chair/Lead Evaluator (Phoenix Union High School District (Retired))
- Mr. Michael W. Devereaux, Vice Chair
- Mrs. Julie Devereaux, Team Member
- Ms. Claudia Coughran, Team Member (Claudia Coughran Consulting)

### AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at [www.advanc-ed.org](http://www.advanc-ed.org).

#### **Vision and Purpose**

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

#### **Governance and Leadership**

The system provides governance and leadership that promote student performance and system effectiveness.

#### **Teaching and Learning**

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

#### **Documenting and Using Results**

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

#### **Resource and Support Systems**

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

#### **Stakeholder Communications and Relationships**

The system fosters effective communications and relationships with and among its stakeholders.

#### **Commitment to Continuous Improvement**

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.



Insurance since 1915

April 6, 2012

Board of Directors  
Charter Schools of the State of North Carolina

Re: The Capitol Encore Academy

To Whom It May Concern:

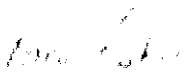
General Agency Company and Employers Mutual Casualty Company have the ability to provide an insurance program that meets the State of North Carolina's guidelines for Charter Schools which are defined as follows:

The School shall obtain and maintain insurance at a minimum in the following amounts:

- 1) Errors and omissions: one million dollars (\$1,000,000) per claim;
- 2) General liability: one million dollars (\$1,000,000) per occurrence;
- 3) Boiler and machinery: the replacement cost of the building;
- 4) Real and personal property: the appraised value of the building and contents;
- 5) Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
- 6) Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- 7) Workers' compensation: as specified by Chapter 97 of the General Statutes.

Please contact us if you have any questions or if you need any additional information as you move forward with your contract regarding these schools.

Sincerely,

  
Amy Fisher CIC  
Account Executive  
(989) 773-6985 Ext. 266  
[afisher@ga-ins.com](mailto:afisher@ga-ins.com)

