

# CHARLOTTE CHOICE CHARTER, INC. (CCC)

"High Expectations Equals to Success with every Child in Mind"

Submitted to:

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

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

Contact Person:  
**Linda R. Cruz**  
11251 Red Spruce Dr.  
Charlotte, NC 28215  
(704) 651-6898  
Lrcruz4950@yahoo.com



## APPLICATION COVER PAGES

**NAME OF PROPOSED CHARTER SCHOOL:** Charlotte Choice Charter

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Charlotte Choice Charter

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

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

**NAME OF CONTACT PERSON:** Linda R. Cruz

**TITLE/RELATIONSHIP TO NONPROFIT:** Founder and Chairmen of the Board of Directors

**MAILING ADDRESS:** P.O. Box 44065 Charlotte, NC 28215

**PRIMARY TELEPHONE:** 704-651-6898

**ALTERNATE TELEPHONE:** 704-455-5749

**E-MAIL ADDRESS:** Lrcruz4950@yahoo.com

**Location Proposed Charter School (LEA):** Charlotte Mecklenburg Schools

**Conversion:**

No:

Yes: If so, Public or Private:

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

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

**Description of Targeted Population:**

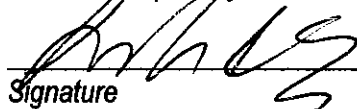
Charlotte Choice Charter will target a diverse population of kindergarten through eighth grade students. The school will serve kindergarten through fifth grade the first year; thereafter add one grade level per year up to 8<sup>th</sup> grade from Mecklenburg County. Choice Charter School will target students in the West Charlotte area however is open to students in Mecklenburg County. The West Charlotte community has only one charter school serving grades k-2 and 6-12 and it has not proven to be effective in ensuring academic achievement for our students. In Mecklenburg County there still remains an achievement gap, high levels of drop-out rates and test scores are among the lowest in the district. Almost 50% of students in this area failed reading and math in the 2010-2011 school years. There is a great need for a quality charter school to assist with low-performing and at-risk students in particular. According to the Charlotte Mecklenburg Neighborhood Quality of Life Study, 37% of our target population has a transitional or challenged quality of life index. According to the study, most of the socioeconomically disadvantaged students in Mecklenburg County live in West and North Charlotte. Charlotte Choice Charter will be located in West Charlotte thus impacting one of the most disadvantaged areas in the county.

**Proposed Grades Served: k-8 Proposed Total Enrollment: 324**

**Projected School Opening Year: 2013 Month: August**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	k-5	216		X
Second Year	k-6	252		X
Third Year	k-7	288		X
Fourth Year	k-8	324		X
Fifth Year	k-8	324		X

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  
 Linda R. Cruz  
 \_\_\_\_\_  
 Printed Name

*Founder and Chairman*  
 \_\_\_\_\_  
 Title  
 4/9/2012  
 \_\_\_\_\_  
 Date

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

### **A. MISSION:**

The mission of the proposed charter school is as follows:

The mission for Choice Charter School, Inc. (CCC) is to cultivate a passion for learning and community service. Students will reach high academic expectations and will be challenged at the appropriate level through engaging curriculum that places emphasis on math, reading, character education, and real life application.

### **B. EVIDENCE FOR NEED OF THE PROPOSED CHARTER SCHOOL:**

(1) Alleviate overcrowding in the Charlotte Mecklenburg schools with 178 schools and approximately 135,638. Furthermore, this is the largest school district in the state and adding over 6,000 students each year this puts a strain on current staffing and facilities. The average number of students in elementary (K-5) is 647, middle (6-8) is 899 and 9-12 is 1093 higher than the state which is 497, 655 and 794 respectively. Parents are concerned about overcrowded classes and Charlotte Choice Charter is another option for parents.

(2) Provide an accessible option for parents on the Westside of Charlotte. Charlotte Choice Charter (CCC) sponsored several community interest meetings and surveyed parents at the Bette Rae Recreation Center and the Tuckaseegee Recreation Center. Meetings were scheduled on January 10<sup>th</sup>, 14<sup>th</sup> and February 21<sup>st</sup> and 25<sup>th</sup> and March 1<sup>st</sup>. Parents expressed an interest in having another option for their students in the West Charlotte area. With a growing population and limited opportunities for many students, Charlotte Choice Charter will give more families a much needed choice. With no entrance requirements and no tuition, Charlotte Choice Charter (CCC) will be accessible to families that currently have few options.

The following survey demonstrates the interest of a growing number of families that desire the kind of school choice that Charlotte Choice Charter (CCC) will offer on the West side of town. Currently there is only one charter school on the West side of Charlotte however this school does not serve grades 3-5. Charlotte Choice Charter (CCC) would offer another option for parent's not only in grades k-2 and 6-8 but 3-5 as well.

### **CHARLOTTE CHOICE CHARTER (CCC) SURVEY RESULTS: (See appendices page 97 for copy of survey)**

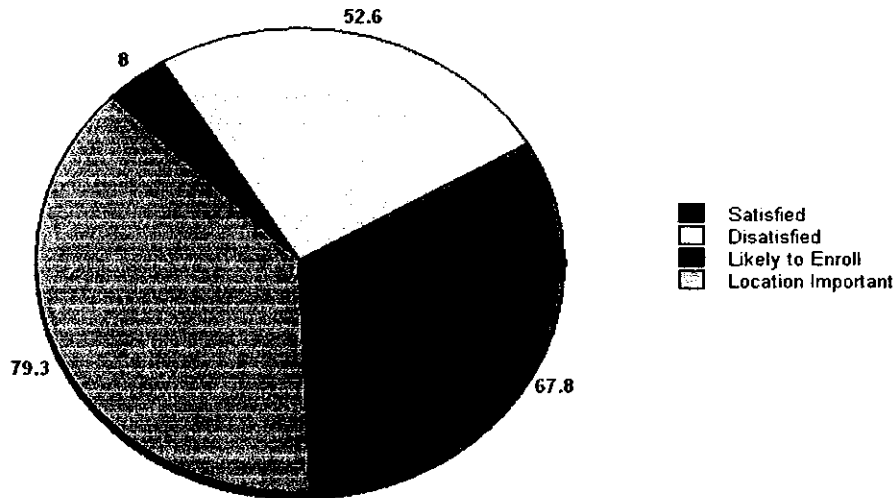
8% of parents were satisfied with the school that their children were currently enrolled.

52.6 of parents were dissatisfied with the school that their children are enrolled.

67.8 of parents are willing to enroll their children in Charlotte Choice Charter (CCC).

79.3 of parents feel that the location of the school is important to them. They like the convenience of a charter school on the Westside.

### Charlotte Choice Charter Survey



3) Close the achievement gap - Charlotte Choice Charter (CCC) focuses on math and reading. According to the North Carolina Report Card the Performance of Each Student Group on the ABCs End-of-Grade Tests Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests in the Charlotte Mecklenburg School District. Among Blacks 52.2 % and Whites 88.2, Hispanics 54.5%, Economically disadvantaged 51%, limited English proficiency 35%, and students with disabilities 30%. These scores demonstrate a huge achievement gap between white students and the minority groups in Mecklenburg County. Charlotte Choice Charter (CCC) endeavors to close this gap by placing emphasis on math and reading.

However because many of the students who failed are considered at-risk and reside all over the Charlotte Mecklenburg area Charlotte Choice Charter intends to serve all students regardless of where they reside. Furthermore, Charlotte Choice Charter (CCC) has met with recreation center directors, directors of the Boys & Girls Club, Church Administrators and attended Neighborhood Watch Meetings to present the new charter school. Many of these organizations have pledged their support of the new school.

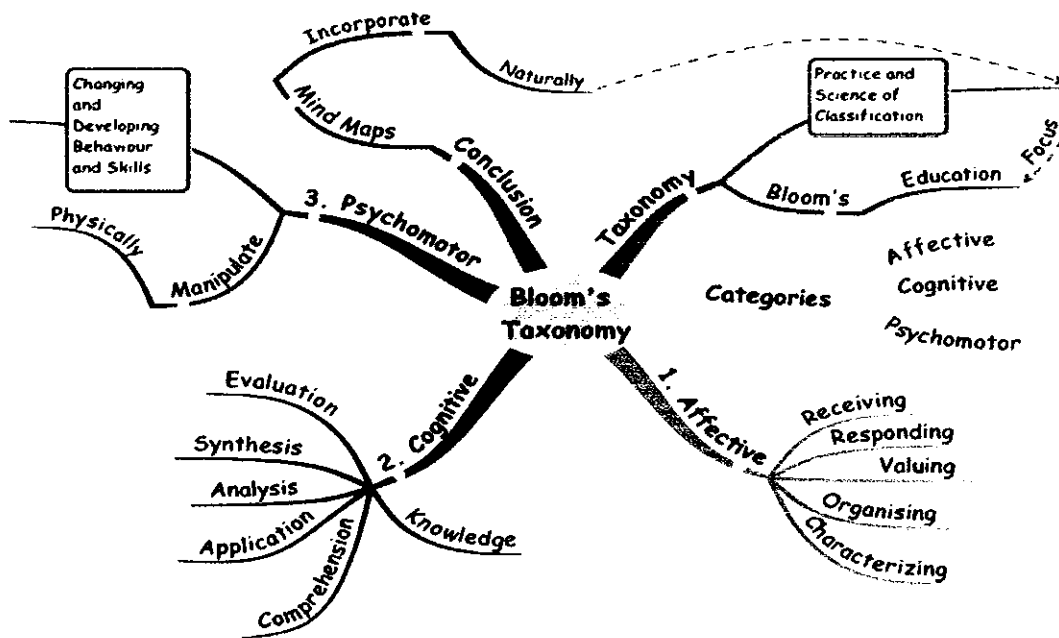
Approximately 72.2% of parents pledge their support and committed to volunteering in the Charlotte Choice Charter (CCC) School. Research has found that when schools work together with families to support learning, children tend to succeed not just in school but throughout life.

#### **C. 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.

Charlotte Choice Charter (CCC) believes that a child can be successful when the school focuses on all three of Bloom's learning domains. We will provide an environment that will close the academic gap through consistent teaching strategies that focus on the whole child. Academic excellence and real life learning experiences will be key to meeting the needs of at risk students.

**(1) Improving student learning.**



CCC will provide an environment that encourages growth in the affective, cognitive, and psychomotor domains according to Bloom. At CCC, we strongly believe our staff will need to address the Affective domains simultaneously with the development of the Cognitive domain. Students at risk have to be challenged to listen and respond when presented information in a classroom setting. As the students see the value of learning, then he/she shifts into an independent learner.

Our goal is for each student to become an independent learner that can accept responsibility for his/her own behavior. The student can prioritize time to meet the academic, family, and social demands of life. The final results of focusing on the Affective domain will be a student who has control over their behavior. This student can work cooperatively in a group and problem solve objectively.

CCC will provide a strong foundation in the areas of Language Arts, Math, Science, and Social Studies using the Common Core Curriculum. We will provide small class sizes to ensure the students educational needs are met. We will also use researched based curriculum such as Open Court to provide the foundations in reading. CCC will provide an environment that facilitates inquiry-based learning.

**(2) Increasing 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.**

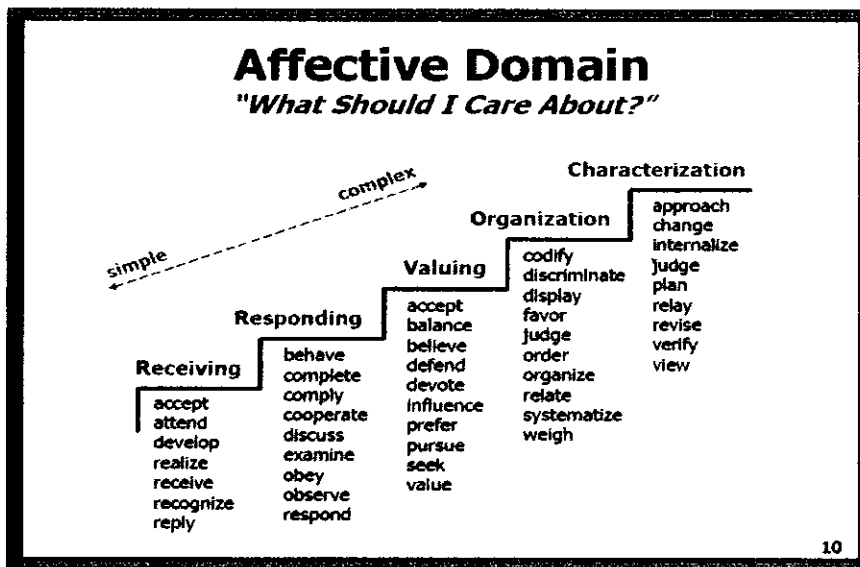
CCC will provide students with a learning environment that will meet the needs of various learning styles. Students will be grouped according to their individual needs and learning styles. These groups are flexible and may cross grade levels. CCC will also utilize technology and manipulative for providing instruction. Students that are at risk of academic failure will receive extra support from trained staff members in reading or/math.



CCC will provide clubs to enrich students based on their interest. Volunteers in the community will facilitate the clubs by sharing their knowledge of career options with students. These clubs will include but are not limited to banking, nursing, photography, computer technology, law enforcement, and fashion design. Students will see how what they learn in school prepares them for the future.

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

CCC will focus on providing students with opportunities to demonstrate growth in the Affective domain of Bloom's Taxonomy. Most schools solely focus on the cognitive domain. At CCC, we believe at risk students do not develop equally in the Affective or psychomotor domains. Our staff will assess the students' ability to respond in the classroom. We seek to provide a classroom that moves the student to valuing education and learning. Teachers realize that successful students are students who exhibit internal values. These values control their behavior and determine their attitude and motivation. Students are able to use their psychomotor skills to demonstrate concepts learned and study how these skills are used in the 21<sup>st</sup> century. At CCC, we believe in nurturing the whole child.



CCC believes that parents are the child's first teachers. Therefore our school will utilize parents in the classroom. Parents will be expected to volunteer at the school in some capacity. Parents will also attend monthly meetings to be updated on curriculum and school activities. CCC will involve the parents in setting educational goals for the students each quarter. They will be able to assist in planning learning goals that can be implemented at home as well. Research shows that parents who are involved in their child's education have children who do well in school.

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

CCC will select a teaching staff that will collaborate on teaching methods and strategies that are successful for at risk students. Teachers will be trained by Open Court (Literacy), Saxon (Math), and Lucy Calkin (Writing) consultants to insure the programs will be implemented with success. Teachers will conduct Professional Development as well. Teachers will utilize their leadership skills by sharing their area of expertise with other teachers.

The staff will also be encouraged to collaborate on providing real life experiences in the learning environment. Teachers will utilize project based learning activities to develop independent learners.

CCC will provide training on children living in poverty. We believe in order to transform attitudes and values about education, we must understand what challenges the students encounter each day. We want our staff to create an environment that reflects an understanding of what makes the students feel valued and safe.

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

Parental Involvement will be central to the staff at CCC. Parents will be included in planning the educational goals of their child. CCC will provide parents with an option of educating their child in an environment that will include the following:

- Qualified teachers
- Safe environment
- Flexible grade grouping
- Collaborative activities
- Self-assessment
- Real life experiences in learning
- Character Development
- Academic Excellence through rigor and higher order thinking skills

**(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.**

CCC will follow NC standard course of study and Common Core Curriculum and the North Carolina Department of Public Instruction's ABC Accountability Model. Required federal programs will also be implemented. All state mandated testing will be administered. Teachers will maintain records of assessing students through observation, student work samples, and students' self-evaluations. Teachers, students, and parents will work closely together to maintain progress records to ensure that each student is maximizing his or her learning potential.

**D. 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.

Charlotte Choice Charter (CCC) places emphasis on math, reading, character education and real life application serving grades Kindergarten through 8th in Mecklenburg County. CCC will integrate the North Carolina Standard Course of Study with the Common Core Standards and other researched based curriculum to ensure that students excel in their studies.

The mission of CCC Charlotte Choice Charter is to cultivate a passion for learning and community service. Students will reach high academic expectations and will be challenged at the appropriate level through engaging curriculum the Affective domain of Blooms Taxonomy.

CCC believes in teaching the whole child the Cognitive, Affective and Psychomotor. While most schools focus only on the cognitive domain we believe that the Affective domain is just as important. The Affective domain is a learning strategy that prepares students to become independent learners. This domain (Krathwohl, Bloom, Masia, 1973)<sup>1</sup> includes the manner in which children deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

<sup>1</sup> Krathwohl, D. R., Bloom, B. S., & Masia, B. B. 1973, *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*, David McKay Co., Inc, New York.

Furthermore, CCC's educational focus is committed to providing a high quality and enriching educational experience that targets 21st century skills for elementary and middle school students in Mecklenburg County. As a result, students will be equipped with strong core knowledge and higher-order skills, including critical and creative thinking, problem solving, effective communication, character education and Affective skills. To fulfill its mission, CCC will:

- Implement well-defined curriculum, supported by research and with a strong emphasis on mathematics and reading through technology integration designed to prepare students for success in college or job readiness.
- Implement a curriculum that builds character based on Character Education, (*Character Education Informational Handbook & Guide*).<sup>2</sup>
- Maintain qualified teachers.
- Build strong school-family-community partnerships.
- Create a safe, nurturing, engaging, caring and culturally-responsive learning environment.
- Facilitate strong teacher-student relationships.

The Core values of CCC is based on 3 pillars; rigorous academics, character education, and meaningful parental involvement. Fundamental to our mission is commitment to active involvement of students, competent and caring staff and leadership, innovative and effective teaching strategies, and striving for academic excellence for all students.

By setting high expectations and giving students the tools they need to meet them, CCC students will graduate with a strong academic foundation designed to help them meet the challenges of higher education. The Core Knowledge curriculum, a research-based, content rich program, will serve as the educational foundation for CCC. In addition to Core Knowledge, the Saxon math and Open Court grammar programs will give students the opportunity to reach their full academic potential.

CCC's character education program will teach students at all grade levels the meaning and benefits of positive moral virtues. CCC will utilize the affective component of Blooms Taxonomy integrated with the character education curriculum to ensure that students value good behavior and education. Periodic awards assemblies will recognize students who exemplify the virtues. School-wide service projects will give students, families, community members, and teachers the opportunity to work side by side to put the virtues into action and have an impact beyond the walls of the school.

Parents will be given opportunities to be an integral part of the school community through volunteering, serving on the School Improvement Team, Parent Teacher Organization and other areas. Parents will also be asked to participate in a variety of volunteer positions at the school including field trip chaperones, reading buddies, and lunch supervisors.

Charlotte Choice Charter believes in "High Expectations and Success with every Child in Mind" and know that this is the right choice for your child.

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<sup>2</sup>Marvin Berkowitz, as quoted in the *Character Education Informational Handbook & Guide*, North Carolina Dept. of Public Instruction (Raleigh, NC: <http://www.ncpublicschools.org/charactereducation/handbook/pdf/content.pdf>)

## II. GOVERNANCE

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

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

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

Name of Private Nonprofit: Charlotte Choice Charter

Mailing Address: P.O. Box 44065

City/State/Zip: Charlotte, North Carolina, 28215

Street Address: 11251 Red Spruce Dr.

Phone: 704-651-6898

Fax: 704-566-8688

Name of registered agent and address: Linda R. Cruz, P.O. Box 44065, Charlotte, North Carolina

FEDERAL TAX ID: 45-4724039

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

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

Yes (copy of letter from federal government attached)  
 No

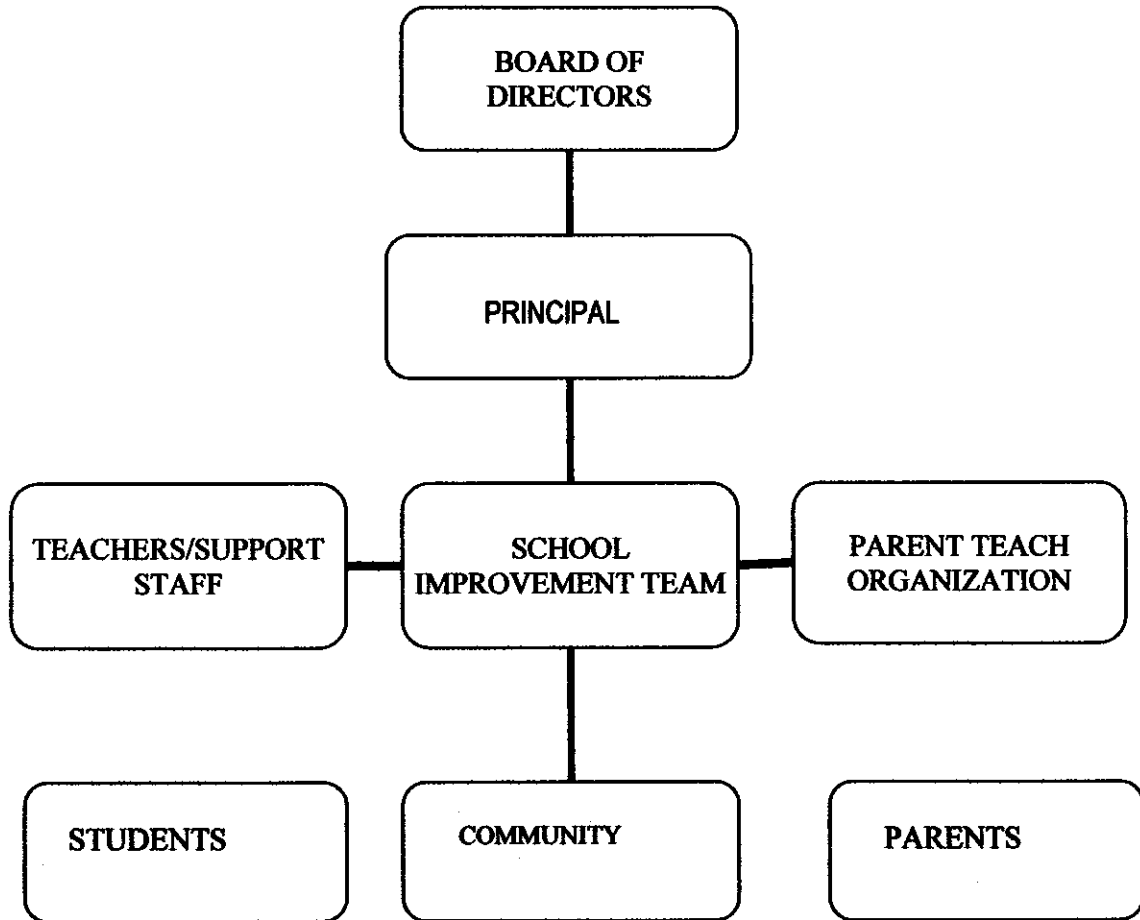
**NOTE:** The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

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

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

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

1. A well-defined **organizational chart** showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



2. A ONE-PAGE RESUME FOR EACH MEMBER OF THE BOARD OF DIRECTORS FOLLOWS:

**Linda R. Cruz**  
**11251 Red Spruce Dr.**  
**Charlotte, North Carolina 28215**  
**Telephone: 704-651-6898**  
**Email: Lrcruz4950@yahoo.com**

**WORK EXPERIENCE:**

2010-2011 Regional Director  
Academic Achievers Tutoring Program

2000-2010 Charlotte Mecklenburg School Teacher  
Providence, HS  
Charlotte, NC

1997-1999 Program Development Specialist/Civil Service  
Civil Service Government

**EDUCATION:**

2009 to Current Pursuing a Doctorate  
Mental Health Counseling  
Walden University

1996 M.S. (Masters of Family and Consumer Science)  
Advisor: Robert DelCampo, Ph.D  
Thesis Title: "Corporal Punishment and the Effects on Children Later in Life"

1994 B.S. in Psychology  
Minor in Sociology  
New Mexico State University  
Las Cruces, New Mexico

**OTHER PROFESSIONAL ACTIVITIES:**

2002-2005 Organized and Implemented a Adult Basic Education  
Outreach Program in four churches  
"Learning for Living G.E.M.S. Academy. Charlotte North  
Carolina.

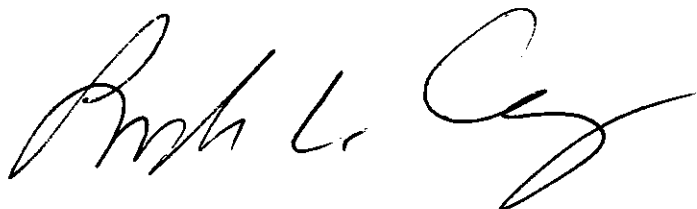
2005-2007 Organized and Implemented a Christian Based Summer Camp  
Tutorial and Mentoring Program in Partnership with Public Schools  
for Academically Low-Performing Students Charlotte, North  
Carolina.

1998 Enhancing Your Youth Programs Through Effective  
Technology "USDA/Army School-Age and Teen  
Project "Cooperative Research Education and Extension  
Service, US Department of Agriculture, Kansas State  
University.

1998 Organized and directed research "How Teens spend time after  
School". Used the survey results to write a grant and built  
A Community Teen Center. Ansbach, Germany.

**AWARDS AND HONORS:**

2000 Recipient of Charlotte Mecklenburg County "Helping Children to  
Succeed" Community Tutorial Program.



**MARY L. SMITH**  
**6677 Thistledown Drive**  
**Harrisburg, NC 28075**  
**Telephone: 704-455-5749**  
**Email: maryls@ctc.net**

**EDUCATION:**

- 09/1998 – 05/2001**      **MA – Psychology/Counseling**  
College of Notre Dame  
1500 Ralston Avenue  
Belmont, California 94002-1997
- 09/1994 – 05/1998**      **BS - Human Service /Administration**  
College of Notre Dame  
1500 Ralston Avenue  
Belmont, California 94002-1997

**EXPERIENCES:**

**Academic Achievers – 2008 – 2011**

- Responsible for tutoring and assisting students with core curriculum subjects.
- Administered pre-test and post-testing

**North Carolina Dept of Juvenile Justice & Delinquency Prevention – 2005 – 2008**

- Counseled and assisted juveniles in changing negative cognitive attitudes to positive skills.
- Responsible for group and individual psychological and educational sessions.
- Responsible for treatment to adjudicated males and assisted with assessment therapy and intensive behavior management programs. Provided assistance with the educational programs with instructions in various core subjects such as English, reading, math, science, social studies, physical education and health.

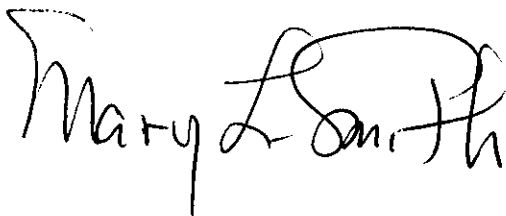
**AFFILIATIONS:**

- Board member of Harrisburg, NC Parks and Recreation
- Board member of Neighborhood Children Center

**LICENSE:**

- North Carolina Licensed Professional Counselor

**REFERENCES**



**REVEREND PAXTON G. HUGHES**  
6710 Reedy Creek Road  
Charlotte, NC 28215  
(704) 545-0319

**EXPERIENCE AND ACHIEVEMENTS**

***Friendship Missionary Baptist Church***

Charlotte, NC

**Executive Minister**

October 2006 - Present

- Assumed the primary management and oversight duties with most of the ministerial staff

***First Missionary Baptist Church***

Concord, NC

**Pastor**

June 1997 – September 2006

- Renovated church parsonage to house expanded Outreach Ministry.
- Implemented debt free campaign and retired debt on the church
- Purchased additional property for future growth
- Developed mission and vision statements.

***Friendship Missionary Baptist Church***

Charlotte, NC

**Minister of Christian Education**

February 1992 - 1998

- Evaluated Sunday School Curriculum to ensure material met the overall needs of Christian Education for the church and members.
- Planned and implemented the Vacation Bible School program which includes evaluating material for selection, recruiting and training volunteers for a one and two session program.

**Instructor**

***Metrolina Extension Center***

*(Education Division of the Southern Baptist Seminaries)*

Charlotte, NC

September 1994 - April 1995

***Wachovia National Bank***

Charlotte, NC

**Night Operations Manager**

December 1988 - July 1989

- Responsible for departmental budget of \$2,331,977.  
Improved management of departmental expenses, therefore reducing the budget from \$2,331,977 to \$1,946,543.
- Managed 150 employees across four shifts

***Wachovia National Bank***

Charlotte, NC

**Returns Supervisor**

August 1988 - December 1988

**Cash Items/Returns Supervisor**

September 1987 - August 1988

- Planned and implemented the consolidation of North Carolina return items from Raleigh, Winston-Salem and Greenville into the Charlotte Operations center.
- Planned and implemented relocation of returns Department from one location in Charlotte to another.
- Enhanced staff awareness and effectiveness by cross-training staff on all positions resulting in reduced over-time hours and improved staff morale.

**EDUCATION**

Virginia Union University

Samuel DeWitt Proctor School of Theology

Doctor Of Ministry

May 2011

Winston-Salem State University

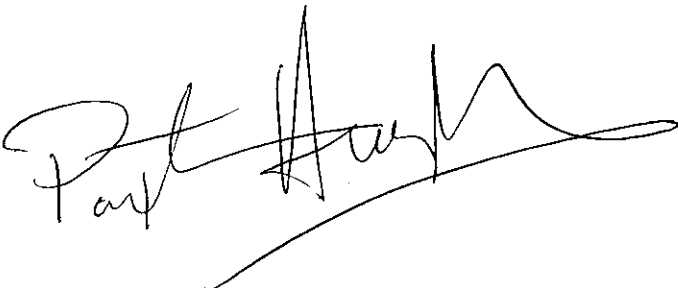
B.A. in Business Administration

May 1984

**MILITARY**

Received Honorable Discharge as a Sergeant, U.S. Army

July 1976 - July 1980





**BLANCHE PENN**

2207 Century Oaks Lane  
Charlotte, North Carolina 28262

704-890-4101  
blanche\_penn@yahoo.com

**SUMMARY OF QUALIFICATIONS**

- Energetic, committed and goal-oriented administrative professional with over fifteen years of extensive experience in programming for youth.
- Proven ability to lead a top-notch operations team while optimizing revenue growth.
- Well-organized with proven ability to effectively prioritize work, completing multiple, concurrent assignments in a timely and professional manner.
- Experience in recruiting, training, marketing and promoting employees.
- Exceptional interpersonal skills and experiences in leading, training, and motivating employees.

**PROFESSIONAL EXPERIENCE**

***Specialist 1998-2002***

- Plan, organize and direct a variety of indoor and outdoor activities.
- Budget Planning.
- Monitoring of facility revenue through daily admissions, facility passes, fitness, wellness, recreation programs, and facility rentals.

**CENTRAL PIEDMONT COMMUNITY COLLEGE- Charlotte, North Carolina 1979-1998**

***Assistant Librarian***

- Facilitate a variety of mini workshops for the students
- Provide customer service to the students by assisting them with their library needs

**PROFESSIONAL ORGANIZATION AND CIVIL AFFILIATIONS**

*Member, Leadership Academy, Mecklenburg County Park and Recreation*

*Member, Alpha Phi Chi, Chair of the Torchlight*

*Member, Black Political Caucus, Membership Chair*

*Member, Black Women Caucus, Chaplain*

*2 Vice President, National Advancement for Colored People, NAACP*

PTA Council President- 2000- 2002

PTA Council President- 2004

PTA President- Vance High School

Parent Leadership, Lee Institute

Winners PLUS Agency, Inc- Executive Director, non-profit, [www.winnersplusagency.org](http://www.winnersplusagency.org)

Parent on the Move Workshops for parents and students

**AWARDS AND HONORS**

- Awarded the mug award for organizing a special senior programs at park and recreation
- Awarded the Revolution Neighborhood Association Award for the Employee of the Year Award
- NAACP Awards Unsung Hero
- Awards Glider Track Team for Community Services

**EDUCATION**

**CENTRAL PIEDMONT COMMUNITY COLLEGE- Charlotte, North Carolina 1970- 1972**

***Associates Degree- Business Administration***

***Associates Degree- Human Services***

BRANDS COLLEGE OF BEAUTY, CHARLOTTE, NORTH CAROLINA, COSMETOLOGY LICENSE

BARBER COLLEGE, CHARLOTTE, NORTH CAROLINA, BARBER LICENSE

UNIVERSITY OF NORTH CAROLINA- CHARLOTTE, NORTH CAROLINA, BACHELOR IN THEATRE



BEVERLY BRISTOW  
57 Greenway Terrace  
Middletown, New York 10941  
845-775-8756  
Email: beverlybristow.bb@gmail.com

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**PROFESSIONAL OBJECTIVE**

*School Administrator*

**EDUCATION**

Lincoln University, L.U. PA BS Education 1983  
*Studied in the field of early childhood education*  
City College, New York, NY, MA Education 1990  
*Studied in the field of early childhood education*  
The College of Saint Rose, Albany, NY 2009  
*New York State School Building Leader*

**STUDENT TEACHING**

Nottingham Elementary School

*Responsibilities/Learning Experience*

- Created instructional lesson plans for core curriculum subjects
- Created weekly academic exams
- Created learning centers/bulletin boards

**SUPERVISORY EXPERIENCE**

7/6/09-2/22/11

Harlem Children's Zone-Promise Academy 1

*Director of Curriculum/Instruction*

- Responsible for all aspects of the instructional schedule
- Responsible for training new teachers
- Responsible for conducting teacher observations/assessments

Harlem Children's Zone-Promise Academy 1

*Saturday Academy Administrator*

- Responsible for the adherence of policy, rules and regulations
- Responsible for Curriculum Development in ELA and Mathematics
- Responsible for training teachers and assistant teachers
- Responsible for Parent Workshops and Educational Development

7/9/07-7/6/09

Harlem Children's Zone-Promise Academy 1

*Supervisor of Academic Intervention*

- Responsible for student data/assessment
- Responsible for creating student educational plans
- Provided weekly training for teachers

**TEACHING EXPERIENCE**

8/15/05-7/6/07

Harlem Children's Zone-Promise Academy 1

*Grade Levels: 1<sup>st</sup>/2<sup>nd</sup>*

- Responsible for teaching all core curriculum subjects
- Provided monthly parent workshops
- Grade leader/Mentor

10/31/88-6/28/05

Public School 30-Board of Education

*Early Childhood Teacher K-2<sup>nd</sup> Grade*

- Thematic approach based curriculum/lesson planning
- Teacher Mentor

**OTHER EXPERIENCES**

*The Leadership Program*

Educational Consultant

Responsible for data/assessment for educational formats

Responsible for providing parent workshops

*Secretary, Welfare Management System*

Duties consisted of typing, filing, attending meetings/monitoring telephones

Beverly Bristow

## JANICE BEVERLY

1205 Malloy Lane. Waxhaw, NC 28173  
Phone: 704-243-4747-zarephath07@aol.com

### PROFESSIONAL SUMMARY

Self motivated and highly organized professional recognized as top producer in A/R finance management and asset recovery industry. Provide and apply in-depth process/procedural/functional knowledge and expertise in support of the advanced revenue recovery business process.

### EXPERIENCE

#### **MAERSK LINE, Charlotte, NC**

2006-Present

#### Account Resolution Management

Responsible for all customer communication related to the full settlement of outstanding for High revenue accounts (Million Dollar Account) .Customer contact related to default resolution of CB charges.

- Responsible for all communication with Sales related to the settlement of customers' outstanding receivables and negotiating to recover asset.
- Responsible for clearing conditions and issuing changes to the terms on previously approved loans.
- Responsible for timely and effective internal communication with the A/R billing services, reconciliation services and release services teams relative to the settlement of outstanding receivables.

#### **P & O Nedlloyd, East Rutherford, N.J**

1997-1-2006

#### Payroll Specialist

- Responsible for Bi-weekly payroll for 1500 employees including Second and Temporary employees.
- Process child support, garnishment, unemployment and disability claims.
- Processed payroll taxes, 940, 941, reconcile quarterly and year-end tax and W2's.
- Generated monthly expense reports and management reports for General Ledger.
- Process employee garnishments, 401K contribution, 401K loans and pension plan contribution.

#### **ACCOUNTTEMPS, Iselin, N.J**

#### Payroll Coordinator/Bookkeeper

1995-1997

- Responsible for payroll for several companies, payroll taxes, multi state taxes, quarterly and year- end W2's.
- 401K, weekly and monthly payroll reports for general Ledger.
- Processed Accounts Receivable, Accounts Payable, Billing and Collections.

#### **LOCAL 1199 HOSPITAL UNION, New York, N.Y**

#### Payroll Supervisor

1989-1995

- Responsible for processing the weekly and bi-weekly payroll for Union members.
- Managed small staff of Payroll Clerks.
- Generated ADP payroll for 1000 professional and clerical employees.
- Processed pension, political fund contribution, credit union, garnishes, child support, workmen, compensation, and unemployment.
- Audit executive expense reports

### EDUCATION

Manhattan College, Accounting Member of American Payroll Association

Middlesex Community College

Major: Accounting

Member of American Payroll Association

### **Skills**

Excel, Word Perfect, Lotus 1-2-3 for Windows, Systems: SAP, GCSS, OUTLOOK, MLIS, RKFR, RKDA, ADP Payroll Online, ADP Report Writer Analyst, A/R Advanced Collections.



# Florence Simon

## *Objective*

To secure a possible position serving on the Board of Directors with the Choice Charter School Team utilizing my knowledge, various skills & experience in contribution towards fulfilling the School's growth. Business Development, Revenue Management & Honest Concerns in a comprehensible environment, which appreciates a professional approach and hard work. The Schools growth is priority objective that will develop my career and excel in the related field.

## *Qualifications*

Works quickly and well under pressure  
Organized

Interacts Patiently with a high volume of people  
Dependable

Able to work in a fast paced environment

Excellent verbal communication skills

## *Career History*

**TFDS Day-care Center** **Bradenton, FL.**  
*Seabreeze Elementary School*  
*Manatee Elementary School*  
*Daughtery Elementary School*

**Manatee School Board Transportations** **Bradenton, FL.**  
*Education*

2006-2009 **University of Phoenix** **Charlotte, NC.**  
 Bachelor of Science; Business Management

1990- 1992 **Bethune- Cookman College** **Daytona Beach, FL.**  
 Elementary Education

## *References*

Dr. Linda Smith  
 8200 Nathaniel Green  
 Charlotte, NC28227

Nadine Greene  
 1210 New Haven Pass  
 McDonough, Ga. 30252  
 678-583-4999

*Florence Simon*

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

**THE PROPOSED BYLAWS FOR CHARLOTTE CHOICE CHARTER ARE AS SET FORTH BELOW:**

**BYLAWS  
OF  
CHARLOTTE CHOICE CHARTER**

**ARTICLE I  
NAME AND OFFICES**

- Section 1.1 **Name.** The name of the corporation shall be Charlotte Choice Charter (the “**Corporation**”).
- Section 1.2 **Principal Office.** The principal office of the Corporation shall be located at such place, within the State of North Carolina, as shall be determined from time to time by the Board of Directors.
- Section 1.3 **Registered Office.** The Corporation shall maintain a registered office in the State of North Carolina as required by law, which may be, but need not be, identical to the principal office.
- Section 1.4 **Other Offices.** The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the Corporation may require.

**ARTICLE II  
PURPOSE**

The Corporation is a non-profit corporation organized for charitable and educational purposes. More specifically, the Corporation’s purposes are (a) to establish a charter school pursuant to Section 115C-238.29 of the North Carolina General Statutes (the “**Charter School**”) and (b) to perform any other lawful charitable or educational activity permitted under the Code. In furtherance of such purposes, the Corporation may engage in any lawful activity except as otherwise restricted herein or in the Articles of Incorporation.

**ARTICLE III  
BOARD OF DIRECTORS**

- Section 3.1 **General Powers.** All corporate powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, the Board of Directors.
- Section 3.2 **Duties of the Board of Directors.** Without limiting the generality of Section 3.1, the Board of Directors shall reserve to itself the ultimate responsibility and authority for reviewing and deciding matters of fundamental importance. Specifically, for example, the responsibilities of the Board of Directors shall include, but shall not be limited to, the following:

(a) Adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the Charter School;

- (b) Establishing policies for governance that uphold the laws governing public charter schools in North Carolina;
- (c) Hiring, evaluating, and retaining the Charter School Principal (who shall also serve as a non-voting Director);
- (d) Recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the Charter School;
- (e) Adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- (f) Supporting the Charter School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (g) Adopting and approving operating procedures for the Charter School;
- (h) Assuming a leading role in promotion and fundraising for the Charter School;
- (i) Building and maintaining parent, educator, and community partnerships; and
- (j) Maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors.

Section 3.3

**Number and Term.** The number of directors constituting the Board of Directors shall be not less than five (5) and not more than fifteen (15) directors (each, a “Director”) elected by the Board of Directors. The Charter School Principal shall serve as a non-voting Director. Each member of the initial Board of Directors shall serve for a term of one (1) year. Following the expiration of such one (1) year period, the Board of Directors shall provide for staggered terms of its members by designating approximately one-third of the Directors to a one (1) year term, one-third of the Directors to a two (2) year term and one-third of the Directors to a three (3) year term. Following the expiration of such designated terms, the term of each subsequent Director thereafter shall continue for three (3) years. No Director other than the Charter School Principal shall serve more than three (3) consecutive terms. If a Director has served three (3) consecutive terms, such Director shall be ineligible to serve as a Director for a period of one (1) year. Notwithstanding the stated terms of Directors, a Director shall continue to serve after expiration of his or her stated term until his or her successor is elected, designated or appointed and qualifies or there is a decrease in the number of Directors thereby eliminating his or her position, and a Director shall cease to serve as such, and his or her position shall be deemed vacant, upon his or her death, resignation, removal or disqualification. Directors need not be residents of the State of North Carolina.

Section 3.4

**Qualifications of Directors.** To progress with greatest efficiency and harmony, the Charter School will be guided by Directors who are committed to the mission, philosophy, and goals of the Charter School, as expressed in the institution’s charter and bylaws; and by individuals who possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding Charter School. The Directors will have a collective range of expertise, so that as a group they are

competent, confident, and highly effective. In addition to qualified members of the public, experts in education, law, finance, management, social work, accounting, curriculum, community organization, and fundraising will be considered.

Directors are required to regularly attend Board meetings and be willing to take the time to be introduced and become familiar with the Charter School and its mission, philosophy, goals, and charter; to study these bylaws; to learn about the organization and structure of the Charter School's governance and administration; and to understand the responsibilities and obligations required of a Director.

Directors are responsible to the Charter School community for the successful management, operation and going concern of the Charter School. The Board of Directors creates and advises on policy matters; the Charter School administration implements Board policy. Other than the Charter School Principal, individual Directors do not participate in implementing policy (*i.e.*, engaging in specific management, personnel, or curricular issues).

- Section 3.5 **Non-Voting Members of the Board of Directors.** The Charter School Principal and one teacher, respectively, shall, during his or her respective term, serve as a non-voting Director. In addition, there shall be such other non-voting Directors as elected by a vote of the Directors then holding office. Each non-voting Director, including the Charter School Principal, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.
- Section 3.6 **Election of Directors.** Except as provided in Section 3.8, Directors other than the initial Directors shall be elected at the annual meeting of the Board of Directors. Directors shall be elected by a plurality of the votes cast by the Directors entitled to vote in the election of Directors at a meeting at which a quorum is present. Directors have no right to cumulate their votes for Directors. After the appointment of the initial Directors and officers, new Directors or officers are chosen from names proposed by the current Directors.
- Section 3.7 **Resignation and Removal.** A Director may resign at any time by giving notice in writing to the Chair or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the Chair or Secretary receives such resignation. A Director may be removed from office with or without cause prior to the expiration of his or her term by the affirmative vote of two-thirds of Directors then in office; provided, that a Director may not be removed by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is removal of such Director. If any Directors are so removed, then new Directors may be elected at the same meeting.
- Section 3.8 **Vacancies.** A vacancy occurring in the Board of Directors for any reason may be filled by a majority of the remaining Directors, though less than a quorum, or by the sole remaining Director.
- Section 3.9 **Compensation.** Directors shall serve without compensation for their services to the Board. However, a person who is a non-voting Director by virtue of being an employee of the Charter School may receive compensation for serving in such capacity at the Charter School.

#### **ARTICLE IV MEETINGS OF DIRECTORS**

- Section 4.1 **Regular Meetings.** Regular meetings of the Board of Directors shall be held monthly unless otherwise designated by the Chair of the Board of Directors, by written call by a majority of its members, or by resolution of the Board of Directors. A regular annual meeting of the Board of

Directors shall be held each year at such date and time as shall be designated by the Board of Directors. All regular meetings of the Board of Directors shall meet the requirements of the North Carolina open meeting laws as set forth in Article 33C of Chapter 143 of the General Statutes of North Carolina (the "Open Meeting Laws").

- Section 4.2 **Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the Chair or by any two Directors. All Directors shall be notified by telephone not less than three (3) days in advance of the time and place of a Special Meeting, such notice to be made as required by Section 4.3 below. Public notice of the meeting shall be given in advance by a means deemed appropriate, lawful and in accordance with the Open Meeting Laws and Board policy.
- Section 4.3 **Notice of Meetings.** Notice of any regular meeting, including the regular annual meeting, shall be given to Directors at least one-week (seven days) in advance of the scheduled meeting time. Notice of any special meeting shall be given to Directors at least three (3) days in advance. All notices shall be delivered in writing, either in person, by mail, by fax, or by e-mail according to the current address of record of each Director. A Director's attendance at or participation in a meeting shall constitute a waiver by such Director of notice of such meeting, unless the Director at the beginning of the meeting (or promptly upon his or her arrival) objects to holding the meeting or to the transaction of business at the meeting and does not thereafter vote for or assent to action taken at the meeting.
- Section 4.4 **Quorum.** The presence of a majority of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. In addition, at least one officer (*i.e.*, Chair, Vice Chair, Secretary, Treasurer) must be present in order for a quorum to be established. A quorum shall be determined and established at any time during a meeting that this rule is fulfilled and shall remain regardless of a Director leaving or departing the meeting prior to adjournment. A voting Director is considered present and eligible to cast ballots if connected by conference telephone. In the event that said telephone connection is terminated, the quorum shall not be affected. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.
- Section 4.5 **Manner of Acting.** Except as otherwise provided in these Bylaws or required by applicable law, the affirmative vote of a majority of the Directors present at a meeting of the Board of Directors shall be the act of the Board of Directors, if a quorum is present when the vote is taken.
- Section 4.6 **Presumption of Assent.** A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless a contrary vote is recorded or a dissent is otherwise entered in the minutes of the meeting or unless he or she shall file a written dissent at such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.
- Section 4.7 **Organization.** Each meeting of the Board of Directors shall be presided over by the Chair, or, in the absence or at the request of the Chair, by the Vice-Chair, and in their absence or at their request, by any person selected to preside by vote of a majority of the Directors present. The Secretary, or in the absence or at the request of the Secretary, any person designated by the person presiding at the meeting, shall act as secretary of the meeting.
- Section 4.8 **Action Without Meeting.** Action required or permitted to be taken by the Board of Directors or a Committee at a meeting may be taken without a meeting if one or more written consents describing



the action taken are signed by each of the Directors or members of the Committee, as the case may be, and filed with corporate records or the minutes of the proceedings of the Board of Directors or Committee. Action so taken is effective when the last Director or Committee member signs such consent, unless the consent specifies a different effective date. Such consent has the effect of a meeting vote and may be described as such in any document.

**Section 4.9 Participation by Conference Telephone.** Any one or more Directors or members of a Committee may participate in a meeting of the Board of Directors or Committee by means of a conference telephone or similar communications device that allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and a Director participating in a meeting by such communication device shall be deemed present in person at such meeting.

## **ARTICLE V OFFICERS**

**Section 5.1 Designation of Officers.** The officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, and may also include Assistant Secretaries, Assistant Treasurers and such other officers as may be appointed by the Board of Directors or otherwise provided in these Bylaws. Any two or more offices may be simultaneously held by the same person, but no person may act in more than one capacity where action of two or more officers is required. The title of any officer may include any additional designation descriptive of such officer's duties as the Board of Directors may prescribe.

**Section 5.2 Qualification, Appointment and Term.** All officers of the Corporation shall be elected by the Board of Directors of the Corporation at the regular annual meeting and may serve simultaneously as officers and Directors of the Corporation. These officers shall hold office during the fiscal year after their election. The Board of Directors may authorize a duly appointed officer to appoint one or more other officers or assistant officers, other than appointment of the President. Each officer shall serve as such at the pleasure of the Board of Directors.

**Section 5.3 Subordinate Officers and Agents.** The Board of Directors may appoint other officers or agents, including the Charter School Principal, each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

**Section 5.4 Duties.** Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

**Section 5.5 Removal.** Officers specifically designated in Section 5.1 may be removed by the Board of Directors at any time with or without cause, by vote of the Board of Directors present at any regular meeting or at a special meeting called for that purpose. The officers appointed in accordance with 5.3 may be removed by the Board of Directors at any time with or without cause, by vote of two-thirds of the Board of Directors then in office. The removal of any person from office shall not itself affect the contract rights, if any, of the person so removed.

**Section 5.6 Resignations.** Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the Corporation, or, if that officer was appointed by an officer or agent in accordance with Section 5.3, by giving written notice to the appointing officer or agent.

- Section 5.7      **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.
- Section 5.8      **Chair.** Subject to the control of the Board of Directors, duties of the Chair of the Board of Directors include responsibility to ensure the steady progress of the Charter School in accordance with national and local educational laws and the Charter of the School. The Chair shall preside at all of the Board of Directors meetings. The agenda for regular meetings shall be prepared by the Chair based on agenda items suggested by the Principal of the Charter School, Directors, the School administration and members of the school community. The Chair shall act as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board of Directors shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary and Treasurer. If no officer is present to preside, a quorum is not considered established.
- Section 5.9      **Vice-Chair.** Duties of the Vice-chair of the Board of Directors shall be equivalent to those of the Chair. It is therefore the Vice-chair's duty to remain, at all times, cognizant of any duties, responsibilities or actions being undertaken by the Chair and be prepared to undertake, at the request of the Chair, or in absence or disability of the Chair, the Vice-chair shall perform all the duties of the Chair and when so acting shall have all the powers of, and be subject to all the restrictions upon, the Chair. The Chair may delegate some of the responsibilities and duties of the Chair to the Vice-chair from time to time in order to ensure that the Vice-chair is adequately prepared to assume the duties and responsibilities of the Chair, should the need arise.
- Section 5.10     **Treasurer.** Duties of the Treasurer of the Board of Directors include general oversight of all the financial activities of Charter School. The Treasurer will represent the Board of Directors during any financial audit. The Treasurer's signature shall be one of the two required on any check issued by Charter School. The Treasurer shall report on the financial activities of the preceding month at each meeting of the Board of Directors and shall serve as a member of the Finance Committee. The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the Corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors.
- Section 5.11     **Secretary.** Duties of the Secretary of the Board of Directors include but are not limited to the following: informing Directors of scheduled meetings, recording the minutes of each meeting and maintaining concise and accurate records of all policy and planning decisions, and performing a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an Official Board of Directors Policy Manual. The Secretary shall distribute copies of the minutes of each meeting to all Directors, including the Charter School Principal.
- Section 5.12     **Charter School Principal.** The Charter School Principal shall have general charge of the business and affairs of the Charter School, shall be responsible for management of the day-to-day operations of the Charter School and shall have direct control over its employees. The Charter School Principal shall do and perform such other duties as may be assigned by the Board of Directors. The Charter School Principal shall serve as a non-Voting Member of the Board of Directors.
- Section 5.13     **Assistant Secretaries and Assistant Treasurers.** The Assistant Secretaries and Assistant Treasurers, if any, shall, in the absence or disability of the Secretary or the Treasurer, respectively,

have all the powers and perform all of the duties of those offices, and they shall in general perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the President or the Board of Directors.

Section 5.14 **Bonds.** The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

Section 5.15 **Duties of Offices May be Delegated.** In case of absence of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therewith.

## ARTICLE VI COMMITTEES

Section 6.1 **General.** The Board of Directors shall have the right to designate committees, including the committees designated below. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one committee and each committee shall consist of two or more Directors. Unless otherwise designated herein, the Vice-President of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of each committee.

Section 6.2 **Executive Committee.** The members of the Executive Committee shall be the Chair, the Vice Chair, the Secretary and the Treasurer. The Executive Committee shall act on behalf of the Board of Directors between meetings, but shall be limited in the scope of its activities as follows: it may *not* approve the transfer of property from the Charter School, amend the Bylaws, approve individual expenditures over \$10,000, or enter into contracts in the name of the Charter School. The Chair of the Board of Directors shall be the Chair of the Executive Committee. If the Chair is unable to preside at a meeting, he or she may appoint another member of the Executive Committee to preside.

Section 6.3 **Finance Committee.** The Finance Committee shall consist of, at least, the Treasurer and the Charter School Principal. The Finance Committee shall convene to review monies, budgets, audited or unaudited financial statements and reports; to assess financial and administrative needs; and to advise priorities as they relate to the fiscal management of the Charter School. The Finance Committee shall ensure that the principles and guidelines for budget management and reporting, and for efficient purchasing and approval of expenditures are implemented. The Finance Committee shall advise the Charter School Principal on matters pertinent to the financial functioning of the Charter School, taking into consideration the business and professional expertise of Directors.

Section 6.4 **Committee for Academic Standards.** The Charter School Principal shall be a member of the Committee for Academic Standards. The Committee for Academic Standards shall ensure that high standards are being maintained in the standard academic curriculum and review any significant changes to or modifications of the academic curriculum with the Charter School Principal to ensure that the quality of teaching in the Charter School continues to be enhanced.

Section 6.5 **Development Committee.** The Development Committee facilitates fundraising projects and advises on matters of public relations, student recruitment strategies and programs, and development projects of the Charter School.

- Section 6.6 **Committee on School Leadership.** The Committee on School Leadership shall evaluate the functioning of the Board of Directors in light of the responsibilities and objectives detailed in the Bylaws, and report at the annual Board of Directors meeting. The report shall include recognition of strengths as well as suggestions for more effective functioning of the Board of Directors. The committee also oversees the orientation program for all new members of the Board of Directors, including the orientation program for the initial members of the Board of Directors.
- Section 6.7 **Parent Advisory Committee.** Parents of Charter School students shall form the Parent Advisory Committee and shall nominate and elect the committee's officers. The Chair of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of the Parent Advisory Committee. The Parent Advisory Committee shall work with the Charter School involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs.
- Section 6.8 **Additional Committees.** The Board of Directors may designate other committees, each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Chair of the Board of Directors or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

## ARTICLE VII CONTRACTS, LOANS AND DEPOSITS

- Section 7.1 **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
- Section 7.2 **Loans.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.
- Section 7.3 **Checks and Drafts.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors. Endorsement for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Charter School Principal or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.
- Section 7.4 **Deposits.** All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors directs, or as may be directed by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

## ARTICLE VIII RECORDS AND REPORTS

**Section 8.1 General.** The Corporation shall keep all records and submit and file all reports and filings as are required by applicable law. Unless the Board of Directors otherwise directs, the Treasurer shall be responsible for keeping, or causing to be kept, all financial and accounting records of the Corporation and for submitting or filing, or causing to be submitted or filed, all reports and filings of a financial or accounting nature, and the Secretary shall be responsible for keeping, or causing to be kept, all other records and for submitting or filing, or causing to be submitted or filed, all other reports and filings. The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by Committees of the Board of Directors. The Corporation shall maintain appropriate accounting records. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

**Section 8.2 Records at Principal Office.** The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) its Articles of Incorporation and all amendments to them currently in effect; (b) its Bylaws and all amendments to them currently in effect; (c) a list of the names and business or home addresses of its current Directors and officers; and (d) its most recent annual report delivered to the North Carolina Secretary of State pursuant to the North Carolina Nonprofit Corporation Act.

## ARTICLE IX INDEMNIFICATION

**Section 9.1 Right to Indemnification.** Any person who at any time serves or has served as a Director, officer, employee or agent of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by the North Carolina Nonprofit Corporation Act against (a) expenses, including reasonable attorneys' fees, actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as such Director, or his or her status as an officer, employee or agent of the Corporation, or his or her service, at the request of the Corporation, as a Director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan, or his or her activities in any of the foregoing capacities, and (b) any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.

**Section 9.2 Payment of Indemnification.** The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her. Expenses incurred by a Director, officer, employee or agent in defending an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to pay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation against such expenses.

**Section 9.3 Binding and Nonexclusive.** Any person who at any time after the adoption of this Bylaw serves or has served as a Director, officer, employee or agent of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided

herein, and any modification or repeal of these provisions for indemnification shall be prospective only and shall not affect any rights or obligations existing at the time of such modification or repeal. Such rights shall inure to the benefit of the legal representatives of any such person, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Bylaw, and shall not be limited by the provisions for indemnification in Sections 55A-8-50 through 55A-8-58 of the North Carolina Nonprofit Corporation Act or any successor statutory provisions.

Section 9.4 **Reimbursement of Costs and Expenses.** Any person who is entitled to indemnification by the Corporation hereunder shall also be entitled to reimbursement of reasonable costs, expenses and attorneys' fees incurred in obtaining such indemnification.

Section 9.5 **Insurance.** The Board of Directors may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

## ARTICLE X CONFLICT OF INTEREST POLICY

Section 10.1 **Purpose.** The purpose of the conflicts of interest policy set forth in this Article X is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 10.2 **Definitions.** For purposes of this Article X, the following terms shall have the meaning set forth below.

(a) "**Compensation**" means direct and indirect remuneration, as well as substantial gifts or favors.

(b) "**Interested Person**" means any Director, officer, or member of a Committee that has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity that is related to the Corporation, he or she is an Interested Person with respect to the Corporation and all related entities.

(c) "**Financial Interest**" means any direct or indirect (whether through business, investment or family): (i) ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (ii) Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or potential ownership or investment interest in, or (iii) Compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement. A Financial Interest is not necessarily a conflict of interest. Under Section 9.3(b) hereof, a person who has a Financial Interest may have a conflict of interest only if the Board of Directors or the appropriate Committee decides that a conflict of interest exists.

Section 10.3 **Procedures.**

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity

to disclose all material facts to the Directors and members of Committees considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the Board of Directors or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Directors or Committee members shall decide if a conflict of interest exists. If such members decide that a conflict of interest exists, then the procedures set forth in Section 10.3(c) shall be implemented.

(c) **Procedures for Addressing a Conflict of Interest.**

(i) An Interested Person may make a presentation at the Board of Directors or Committee meeting, but after such presentation, the Interested Person shall leave the board or Committee meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(ii) The Chair or the head of the applicable Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(iii) After exercising due diligence, the Board of Directors or Committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(iv) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or Committee shall determine by a majority vote of the disinterested Directors or Committee members whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) **Violations of the Conflicts of Interest Policy.**

(i) If the Board of Directors or Committee has reasonable cause to believe that a person who is required to disclose actual or possible conflicts of interest has failed to do so, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

(ii) If, after hearing such person's response and making such further investigation as may be warranted in the circumstances, the Board of Directors or Committee determines that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Section 10.4 Records of Proceedings.** The minutes of the Board of Directors and all Committees shall contain: (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board of Directors or Committee as to whether a conflict of interest in fact existed; and (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the

content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

**Section 10.5 Compensation.** A voting member of the Board of Directors who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation. A voting member of any Committee whose jurisdiction includes compensation matters and who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation.

**Section 10.6 Annual Statements.** Each Director, officer and member of a Committee shall annually sign a statement, which affirms that such person: (a) has received a copy of these Bylaws including the conflicts of interest policy set forth in this Article X; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands that the Corporation is a charitable organization and that in order to establish and maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

**Section 10.7 Periodic Reviews.** To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include a determination of whether Compensation arrangements and benefits are reasonable and is the result of arm's-length bargaining.

**Section 10.8 Use of Outside Experts.** In conducting the periodic reviews provided for in Section 10.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

## ARTICLE XI GENERAL PROVISIONS

**Section 11.1 Distribution upon Dissolution.** In the event of termination, dissolution or winding up of the Corporation in any manner or for any reason whatsoever, all of its remaining assets, if any, after the payment, discharge or satisfaction of all of its liabilities and obligations shall be distributed to (and only to) such one or more organizations selected by the Board of Directors that supports one or more of the purposes for which this Corporation was formed, to be used for those purposes, which organization or organizations shall qualify as tax-exempt entities under Section 501(c)(3) of the Code.

**Section 11.2 Notice and Waiver of Notice.** Except as otherwise provided in the Articles of Incorporation or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided. Whenever any notice is required to be given to any person under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

**Section 11.3 Fiscal Year.** The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

**Section 11.4 Conflict of Interest.** No Director, officer, or employee of the Corporation shall obtain any direct or



indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

Section 11.5 **Prohibited Activities.** The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 11.6 **Non-discrimination.** The Board of Directors upholds the principle that there shall be no discrimination against any person in admission, employment, or otherwise because of race, color, religion, national origin, gender, age, or disability, in violation of existing federal, state, and local laws or regulations.

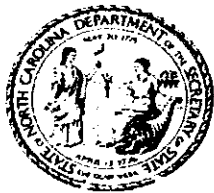
Section 11.7 **Construction.** All personal pronouns used in these Bylaws shall include persons of any gender. All terms used herein and not specifically defined herein but defined in the North Carolina Nonprofit Corporation Act shall have the same meanings herein as given under the North Carolina Nonprofit Corporation Act, unless the context otherwise requires.

Section 11.8 **Amendments.** These Bylaws may be amended or repealed and new bylaws may be adopted by the Board of Directors upon an affirmative vote of the majority of Directors then in office; provided, that no amendment to the Bylaws may be approved by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is to amend the Bylaws.

**[END OF BYLAWS]**

#### **4. ARTICLES OF INCORPORATION COPY**

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



# NORTH CAROLINA

## Department of The Secretary of State

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To all whom these presents shall come, Greetings:

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

**ARTICLES OF INCORPORATION**

**OF**

**CHARLOTTE CHOICE CHARTER**

the original of which was filed in this office on the 14th day of March, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 14th day of March, 2012

*Elaine F. Marshall*  
Secretary of State

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Date Filed: 3/14/2012 5:54:00 PM  
Elaine F. Marshall  
North Carolina Secretary of State  
C 201207300157

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: CHARLOTTE CHOICE CHARTER
- 2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in N.C.G.S. §55A-1-40(4).

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

Number and Street: 11251 Red Spruce Dr

City, State, Zip Code: CHARLOTTE, NC 28215 County: MECKLENBURG

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

5. The name of the initial registered agent is: LINDA R. CRUZ

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

LINDA R. CRUZ, 11251 RED SPRUCE DR, CHARLOTTE, NC 28215

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.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation as directed pursuant to North Carolina General Statutes. The undersigned persons certify the foregoing by-laws have been adopted for the corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

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: 11251 RED SPRUCE DR.

City, State, Zip Code: CHARLOTTE, NC 28215 County: MECKLENBURG

11. The mailing address *if different from the street address* of the principal office is: PO BOX 44065 CHARLOTTE, NC 28215

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

This is the 9<sup>th</sup> day of MARCH, 2012.

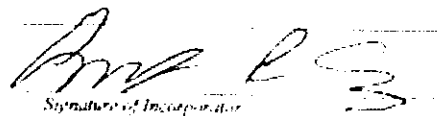
Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALLEIGH, NC 27626-0622



*Signature of Incorporator*

LINDA R. CRUZ  
*Type or print Incorporator's name and title, if any.*

NOTES

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

## **5. Board of Directors Functions, Duties, Roles and Responsibilities**

A description of the Board of Directors functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The mission of the Board of Directors is detailed in the By Laws. It can be summarized as to make policy decisions regarding the operation of the Corporation and to provide it with oversight rather than day-to-day management of operations.

The board will oversee all functions of the charter school. The bylaws provided in Article III and VI state that all corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation managed under the direction of, the board. The Board will appoint an Audit Committee, a Building Committee, a Community Relations Committee, and such other committees as it determines to be appropriate to perform the functions determined by the Board and to advise the Board. All decisions of the board will be made in the best interest of students in accordance with the mission and philosophy of the school.

Additionally, the Board's specific policy and direction goals are:

- To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process.
- To govern the school in accordance with federal and state laws.
- To provide leadership in order to carry out the goals and objectives of the school effectively.
- To facilitate communication with the community served by the school
- To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

## **6. Board of Directors Decision Making Process**

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

The decision making process is described in the By Laws Articles III-X. These sections provide detailed information the board meetings, scheduling, quorum and voting requirements.

In these meeting the Board should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board may not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the pupil population.

## **7. Performance Based Goals**

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

The board of directors will use test scores and other data as one measure of school effectiveness, in accordance with the North Carolina State ABC Accountability program. In addition, the Board of Directors will use feedback from teachers, staff, parents and students to develop school improvement plans. The administration and board of directors will use a variety of tools to continuously reflect on the practices and effectiveness of the school program in order to meet the goals and objectives of the school's mission, philosophy and educational focus of CCC as a math, reading and character education oriented k-8 school. The student's academic and non-academic performance goals and the schools organizational performance goals are listed below. The performance indicators and assessment tools will be further detailed in the curricular design and educational plan.

### **A. Students' Academic Performance Goals**

1. Students will be able to master increasingly challenging concepts in reading/writing and math as required by the NCLB act.
2. Students will become effective readers and writers, and will be able to write and speak clearly.
3. Students will be able to make sense of problems and solve them, reason abstractly and quantitatively and apply what they have learned to real life situations.

### **B. Students Non-Academic Performance Goals**

1. Students will demonstrate exemplary attendance rates encouraged through the principles of character education.
2. Students will be effective community leaders, who will be actively engaged in their school and community, raising awareness of problem issues and contributing to resolutions.
3. Students will develop self-esteem, and overcome social-anxieties by engaging in performing arts, musical performances, and other professional performances.
4. Students will effectively utilize methods and principles learned in health and PE classes, in order to keep their minds and bodies healthy.
5. Students will respect and recognize gender differences, including different styles of learning, thinking and acting, through co-educational extracurricular activities.
6. Students will develop an awareness and sense of belonging to an educational institution through the dress code, which will help maintain discipline inside and outside the campus.

### **C. School's Organizational Performance Goals**

1. The school will maintain healthy finances and practice effective use of resources through the commitment and professionalism of active Board of Directors.

2. The school will establish strong bridges between parents and local organizations through community outreach and partnerships.
3. The school will foster a dynamic and successful educational environment that retains quality teachers, promotes professional development, and maintains a high level of parental involvement.
4. The administrative team and principal will be committed to maintaining a culture of trust by keeping the lines of communication open among staff, teachers, parents, and students.

## **8. Board of Directors Conflict of Interest Policy**

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

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

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

CCC does not currently intend to contract for services with an educational management organization or a charter support organization at the moment, however it reserves the right to do so in the future should it be deemed appropriate by the Board of Directors, in which case the selection process, contracts, agreements, and other federal and state mandated requirements shall be followed strictly.

No indebtedness of any kind incurred or created by a charter school shall constitute an indebtedness of the state of North Carolina and or its political subdivisions and no indebtedness of a charter school shall involve or be secured by the faith, credit, or taxing power of the State of North Carolina and or its political subdivisions. CCC agrees to indemnify and hold harmless the State of North Carolina for any indebtedness to this engagement.

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

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
- 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.
- 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 student.
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.

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

**E. CHARLOTTE CHOICE CHARTER 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.

CCC will be open to all students entitled to attend school in the State of North Carolina who submit a timely and complete application. Its admission process will be consistent with the federal NCLB Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. CCC will comply fully with the Elementary and Secondary Education Act (ESEA) and NCLB Acts. CCC will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability (as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics.

All applications will be considered for admission without regard to achievement level. The school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and demographic representations of North Mecklenburg County, the school is expected to represent demographic diversity of the community it serves. The school will be promoted and publicized in order to reach the entire community and all of its racial and ethnic groups. CCC will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

The school will be promoted and publicized in order to reach students in the entire community by publicizing the school throughout Mecklenburg County.

**Admission Criteria**

CCC will give priority or pre-lottery status in admissions to the following students:

- (1) Students who are the sibling of an already admitted and continuing student enrolled in the charter school.
- (2) Students who are the children of a current employee or founding board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). This is assumed that total number of students allowed under this exemption will represent only a small percentage of the school's total employment.
- (3) Current and continuing students from the previous grade/school year will be admitted directly.
- (4) Then available spots for the upcoming school year will be determined and publicized.
- (5) Students in these categories will be admitted automatically.
- (6) If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

**Publicizing Admission Information**



The following admission procedures will be publicized by CCC:

- (1) The school will have an admission process with pre-announced enrollment period and deadlines.
- (2) All student enrollment process and details, including deadlines for applications, lottery date, registration requirements and necessary documents, and waiting-list enrollment information, will be publicly available and announced at the school website and office.
- (3) CCC will publicize all enrollment information throughout Mecklenburg County via flyers, bulletins, newspaper ads, websites, mailings, town meetings, informational open house sessions, and presentations at other local schools and public institutions.
- (4) The school will hold open houses and arrange presentations and publicity events at community centers, churches, public libraries, local schools, and alternate locations, where possible.
- 5) In addition, CCC will distribute the application forms during outreach programs. The applicants can also fill out the application on the school website.

### **Application Procedures**

- (1) Applications submitted by the application deadline will have pre-application status.
- (2) All applicants will be assigned a unique number for lottery or admission purposes. Multiple birth siblings will be assigned the same number.
- (3) All applications of siblings of students with pre-lottery status, whose complete application is received before the application deadline, will be pre-selected and placed in open slots or on a waiting list. If there are more applicants than slots available in this category, a priority lottery will be conducted for students with pre-lottery status.
- (4) During the pre-application process all applicants who apply by the application deadline will have equal opportunity in the lottery process.
- (5) If and when the school reaches its full student capacity approved by its charter, a waiting list will be formed in the order in which each application is received.
- (6) After the application deadline, applications for students will be accepted on a rolling basis throughout the school year and each complete application form will be recorded with the acceptance date and time information.
- (7) A written admissions application is required for each student. Electronic and paper submissions of the pre-application and application forms will be accepted and carefully registered.
- (8) Transfer students must follow regular lottery procedures and waiting list rules.

### **Admission Lottery& Registration**

In the event that new student applications received by the registration deadline exceed the student spots available, eligible students to register will be determined by a lottery system. The following lottery procedures, where applicable, will be in place:

- (1) During the lottery process, all applicants who applied by the pre-announced application deadline will have equal opportunity in the drawing.
- (2) A public lottery will be held in the presence of a public notary, an administrator, and a parent.
- (3) Students whose pre-application is received by the deadline and whose name is drawn in the lottery will be invited to register. Parents/legal guardians of lottery winners will be furnished with all necessary information and deadlines.
- (4) The waiting list will also be prioritized through a lottery process for the student applications submitted by the registration deadline. Parents of waiting list students will be informed of their child's position on the list.
- (5) All remaining eligible students will be placed on a waiting list and accepted by lottery as space becomes available.
- (6) We will have a rolling enrollment process throughout the year after the application deadline. The students who are in the waiting list for a particular grade will be enrolled in case of a vacancy on a first-come, first-served basis.
- (7) Students whose pre-application is received by the application deadline will be notified of their initial enrollment status within one week after the lottery.
- (8) Students who decline to enroll when invited to register will be deleted from the admission list, and a new application will be necessary for future consideration.
- (9) Students whose names are drawn in the lottery must confirm their intention of enrolling within the time allotted in their notification of admission according to the admission timetable below.
- (10) Once all waiting list students are invited registration and they deny or choose not to respond to the registration invitation, CCC will fill remaining spots on a first come, first serve basis.

### **Withdrawal Policy**

Students who are planning to withdraw from school should report to principal with their parents in person three days prior to leaving the Charlotte Choice Charter. After verification from the student's counselor, the student will report to the records office to receive the appropriate withdrawal form. Students must return all textbooks, pay all outstanding debts, obtain the required signatures, and return the completed withdrawal form to the records office before the withdrawal process is complete.

### **Student Records**

All records at CCC will be subject to retention laws, policies, and procedures of the NC State Board of Education. Student records will be kept in a limited access environment. Only the secretary, guidance counselor and principal will be provided access to student records. No records will be shared without written consent except to those parties allowed by Family Educational Rights and Policy Act (FERPA) (34 CFR 99.31). Records for CCC students also will be maintained on the CCC information system with appropriate and timely access to these records and data.

If CCC ceases to exist, all records will be turned over for archiving. Upon registering, each student will have his/her own personal data files created at CCC. Where applicable, all previous cumulative records (including

report cards, interim reports and any testing data that have not been filed) will be requested from previous schools that students attends. Upon receiving previous documents, the records and previous history will be reviewed and any concerns will be reported to the assistant principal (i.e., missing report cards, test cards, test results, IEPs, etc.). If there are concerns, the assistant principal will call the former school for further information. If necessary, the assistant principal will communicate with teachers and the parents/legal guardian of the student to better serve his/her needs.

Similarly, when a student transfers to another school and requests transfer of student's records to new school, CCC will fulfill this request with appropriate written documentation.

### III. 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.*

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

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

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

The affective domain integrated with the Common Core Standard will assist in preparing students for state tests, college and enable them to compete globally.

The educational foundation will be founded on the principle of the Affective domain of learning developed by Benjamin Bloom's Taxonomy and character education. This theory will guide the program and policy choices of the school. Most programs implement the learning domains of cognitive and psychomotor however the Affective domain is rarely used. Therefore the Affective domain will be used to directly affect student achievement and will lay a foundation for the continuous development of the school to help each student reach their full potential.

The Affective learning domain refers to student's attitude and motivation for learning. It includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Bloom's revised theory another area that impacts student's ability to learn the Affective which includes 5 levels of learning;

(1) **The receiving phenomena** - teach students to develop awareness, a willingness to hear, and selected attention. Students actively and willingly participate and they attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

**Example:** Students listen to others with respect, listen for and remember the name of newly introduced people.

(2) **Responding to Phenomena** – This technique involves active participation on the part of the learners, attends and reacts to a particular phenomenon, learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

**Example:** Students participates in class discussions, gives a presentation, questions new ideals, concepts, models, etc. in order to fully understand them, know the safety rules and practices them.

(3) **Valuing** – students are able to understand the worth or value a person attaches to a particular object, phenomenon, or behavior, this ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

**Example:** Students demonstrates belief in the democratic process, is sensitive towards individual and cultural differences (value diversity), shows the ability to solve problems, proposes a plan to social improvement and follows through with commitment and informs management on matters that one feels strongly about.

(4) **Organization** – Students have the ability to organize values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.

**Example:** Students understand the need for balance between freedom and responsible behavior, accepts responsibility for one's behavior, explains the role of systematic planning in solving problems, accepts professional ethical standards, creates a life plan in harmony with abilities, interests, and beliefs, prioritizes time effectively to meet the needs of the organization, family, and self.

(5) **Internalizing Values (Characterization)** – Students develop a value system that controls their behavior, the behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

**Example:** Students shows self-reliance when working independently, cooperates in group activities (displays teamwork), uses an objective approach in problem solving, displays a professional commitment to ethical practice on a daily basis, revises judgments and changes behavior in light of new evidence and values people for what they are, not how they look.

Education is a journey, not a destination. Hence, there will be ample opportunities and room for experimental ventures to become innovations. Schooling is the preparatory stage; it forms the habit of learning and provides the means for continuing to learn after all learning is complete...Schools should open the doors to the world of learning and provide the guidelines for exploring it. In summary the Affective domain helps students actively listen, value learning, actively participate in learning, develop character, take ownership and become independent life-long learners through innovative interaction.

### **Character Education**

The development of student's character is extremely important to Charlotte Choice Charter. We will merge character education lessons into our curriculum providing students with the necessary skills to be successful in all facets of their lives. At Charlotte Choice Charter we will have a school culture that emphasizes positive character education traits. We will take a holistic approach to character education and incorporate the concepts into every aspect of school life. Many of the character education techniques are submerged in the Affective domain. Here are some of the distinguishing features of the holistic model:

- Social and emotional learning is emphasized as much as academic learning.
- Cooperation and collaboration among students are emphasized over competition.

- Values such as fairness, respect, and honesty are part of everyday lessons in and out of the classroom.
- Students are given ample opportunities to practice moral behavior through activities such as service learning (see below).
- Discipline and classroom management concentrate on problem-solving rather than rewards and punishments.
- The old model of the teacher-centered classroom is abandoned in favor of democratic classrooms where teachers and students hold class meetings to build unity, establish norms, and solve problems.

Charlotte Choice Charter will focus on the following character education traits at every grade level we serve.

- **Responsibility** Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.
- **Perseverance** Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.
- **Caring** Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
- **Self-discipline** Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.
- **Citizenship** Being law abiding and involved in service to school, community and country.
- **Honesty** Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.
- **Courage** Doing the right thing in face of difficulty and following your conscience instead of the crowd.
- **Fairness** Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.
- **Respect** Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.
- **Integrity** A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.
- **Patriotism** A love for and loyalty to one's country.

A quality school connects the curriculum, to achieve coherence. A quality school connects classrooms and resources, to enrich the climate. And a quality school connects learning to life, to build character. A quality school connects parents and staff to provide meaningful support.

**2. 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.**

## **Teaching Approach**

CCC's teaching approach is to provide a researched-based curriculum using instructional strategies that meet the needs of students with different learner's styles. Students will learn to problem solve, think critically, draw emphasis and develop strong communication skills. Students will engage in all types of thinking skills using lecture, hands-on and other techniques appropriate for individual learners.

Students will be in flexible learning environment that may cross grades based on the needs of the students. CCC will accommodate small class sizes to facilitate meeting individual student's needs.

Learning activities will be built to meet students' existing needs, and take the student to a higher level, since high and reasonable expectations will be held for all students. To accomplish this goal, students will be given assignments that are challenging, but can be accomplished.

Every student will be provided with opportunities to develop and learn. Students will be actively involved in their learning by doing, writing, making, debating, role playing, brainstorming, discussing, designing, problem solving, creating, demonstrating, and so on.

As opposed to rote memorization of the knowledge students will apply knowledge in-real life situations and solve problems, through problem-based learning. Using problem-based learning prepares students to be effective communicators, effective collaborators, critical and creative thinkers and active learners.

## **Curriculum Design**

Our curriculum will be aligned to the Common Core standards adopted by the State of North Carolina. The combination of the Affective learning domain and the Common Core Standards with emphasis on character education will provide a rich foundation for our students to learn and excel. The Student Citizen Act of 2001 (SL 2001-363) was passed into law by the North Carolina State Legislature. This Act requires every local board of education to develop and implement character education instruction with input from the local community. With the passage of this Act, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education. <http://www.dpi.state.nc.us/charactereducation/>

Teachers will use the Open Court curriculum as the foundation for their reading instructions. However, students will be grouped for reinforcing their reading skills based on individual needs during reader's workshop. The Saxon Math program will provide the foundations for math instruction along with the common core standards. Students will receive math instruction utilizing the Saxon program. As students demonstrate mastery of basic skills, extended learning will take place in flexible groupings.

CCC will teach Science, Social Studies, and Health in accordance to Common Core Standards and Character Education will be integrated into these courses. These subject areas will be integrated into the reading program. Students make real life connections with units studied through inquiry-based learning.

CCC will utilize Lucy Calkins writing program to teach writing. Teachers will provide a writing period each day to teach students the foundations of writing. Students will be expected to integrate writing across all curriculum areas.

CCC will provide small class sizes to better meet the needs of students. Students will also be provided opportunity to work with students across grade levels to meet their individual needs.

At CCC, we strongly believe our staff will need to address the Affective domains simultaneously with the development of the Cognitive domain. Students at risk have to be challenged to listen and respond when presented information in a classroom setting. As the students see the value of learning, then he/she shifts into an independent learner.

Our goal is for each student to become an independent learner that can accept responsibility for his/her own behavior. The student can prioritize time to meet the academic, family, and social demands of life. The final results of focusing on the Affective domain will be a student who has control over their behavior. This student can work cooperatively in a group and problem solve objectively.

Art, music, and P.E. will be explored by all students. Students will have the opportunity to engage in integrated activities that provide experiences to enrich their learning.

### **School Curricula**

The primary criterion for selection of a curriculum is based on how well any curriculum being considered is going to serve our students. CCC will consider and use primarily research proven curriculum that is appropriate with the school's mission and goals. Following the school's curriculum review processes, curriculum change or adoption decisions will be made after consulting with teachers, instructional teams, parents, and educators. To illustrate, some of the curricula chosen by the school for implementation at the beginning of the school are the following or similar ones;

- Saxon Math (K-5),
- Saxon Phonics & Spelling (K-3)
- Open Court Reading (k-5)
- Lucy Calkins writing
- Connected Mathematics Project (6-8)
- Online Discovery
- Study Island

We will implement an active and innovative approach to teaching and learning with an emphasis on student motivation and teaching to every learner's style. Our instruction is planned to address the domains so that we can better ensure student success. Students need opportunities to process and share new information in a variety of ways.

### **Courses of Study**

Because the curriculum and assessment will be aligned with the North Carolina Standard Course of Study and Common Core Standards and the affective domain. The following core knowledge in math and language arts at elementary and middle level is targeted;

<b>ELEMENTARY</b>	<b>KINDERGARTEN- 5<sup>TH</sup> GRADE</b>
<b>MATHMATICS</b>	<ul style="list-style-type: none"><li>● Number sense</li><li>● Calendar</li><li>● Length, time, capacity and mass</li><li>● Shapes</li><li>● Create and extend patterns</li></ul>

	<ul style="list-style-type: none"> <li>• Sort and classify</li> <li>• Measurement</li> <li>• Collecting and displaying data</li> <li>• Symmetry and congruence</li> <li>• Probability</li> <li>• Pictographs</li> <li>• Addition, subtraction, multiplication, division</li> <li>• Non-negative rational numbers</li> <li>• Permutations and combinations</li> <li>• Perimeter and area</li> <li>• Median, mode, and range</li> <li>• Transformation</li> <li>• Simple equations and inequalities</li> </ul>
<p><b>READING/LANGUAGE ARTS</b></p>	<ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Connections</li> <li>• Grammar and language conventions</li> <li>• Fiction: Picture books, Caption books, Storybooks, Short chapter books, Short stories, Novels, Fantasies, Fairy tales and Fables, Legends, Novels, Folklore and Science fiction, Tall tales, Myths</li> <li>• Nonfiction: Short informational texts, Newspapers, Telephone books,</li> <li>• Signs/labels</li> <li>• Biographies</li> <li>• Poetry, Nursery Rhymes, Word plays, Finger plays</li> <li>• Book and print awareness</li> <li>• Phonemics and knowledge of alphabetic principles</li> <li>• Decoding, word recognition, reading fluency</li> <li>• Sense of story predictions, sequence of events in story, discussing, illustrating, dramatizing stories, discovering relationships, oral graphics relations</li> <li>• Types of books and selections</li> <li>• Fiction, non-fiction, poetry, drama and literary language</li> <li>• Attending to oral presentations</li> <li>• Expressing ideas and asking questions</li> <li>• Spelling</li> <li>• writing</li> </ul>

<p><b>MIDDLE-SCHOOL</b></p>	<p><b>GRADES 6-8</b></p>
<p><b>MATHMATICS</b></p>	<ul style="list-style-type: none"> <li>• Real numbers</li> <li>• Negative rational numbers</li> <li>• Addition, subtraction, multiplication, division</li> <li>• Ratio, probability and percent</li> <li>• Number properties</li> </ul>



	<ul style="list-style-type: none"> <li>● Transformation</li> <li>● Perimeter and area</li> <li>● Mean, median, mode, and range</li> <li>● Equations and inequalities</li> <li>● Graphs</li> <li>● Volume and surface area</li> <li>● Factors and multiples</li> <li>● Linear functions, slopes</li> </ul>
<p><b>LANGUAGE ARTS</b></p>	<ul style="list-style-type: none"> <li>● Expressive, informational, argumentative, critical, grammar/language usage, literary</li> <li>● Narrate an expressive account (e.g., fictional or autobiographical) which:</li> <li>● Expressive materials that are read, heard, and/or viewed by:</li> <li>● Appropriate interaction</li> <li>● Reflecting on learning experiences</li> <li>● Informational materials, multiple sources of print and non-print information, arguments</li> <li>● Quality, purpose, and critique of communication</li> <li>● The characteristics of literary genres (fiction, nonfiction, drama, and poetry)</li> <li>● Reading Fluency</li> <li>● Comprehension</li> <li>● Conventions of writing, grammar, and spoken expression</li> <li>● Editing</li> </ul>

**Sample Daily Schedule**

Daily Schedule

7:30 a.m. Students begin to arrive

8:10 a.m. Morning Assembly

8:25 a.m. Classroom Instruction Begins

11:30 Lunch

1:40 p.m. Kindergarten Dismissal

2:55 p.m. 1st – 8th Dismissal

3:00 p.m. After-school extracurricular activities begin such as tutoring, etc.

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**Pillars of the School Culture**

The core values and development of the school culture is based on 3 pillars as the essential building blocks of the school; rigorous curriculum, character education, and meaningful parental involvement.

CCC includes culturally responsive environment by acknowledging the cultural differences as they affect students' dispositions, attitudes, and approaches to learning. The curriculum will be integrated within and across all subject areas. The community will serve as an educational resource for each teacher and student.

Teachers, students, parents, and all stakeholders will be engaged in the process of developing life-long learning skills.

### **Instructional Methodology that Align with the Schools Mission**

All core subject areas are essential in students learning in all grade levels. Nonetheless, learning to read is the most important skill students need to learn to be successful in school and life. Students with strong language and literacy skills at early grades develop stronger language and literacy skills and perform better on academic tests. Therefore, the first years of school are critical for students to be proficient and skilled readers.

Language art curriculum which facilitates students proficiency in the five essential components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension- identified by National Reading Panel (2000)<sup>3</sup> will be implemented. Strength of this curricular focus is its scope which aims not only to teach word decoding and read fluently, but also develop comprehension and vocabulary skills.

In addition, early years are important for building strong mathematics skills. Students with stronger mathematics skills at early grades perform better on mathematics and reading tests in upper grades. Thus, the focus:

Grades K-3 is to build a strong language and literacy skills and mathematics skills. Science and social studies are naturally integrated in student's daily lessons. All the instructions will be supported by the technology.

Grades 4-5: Focus starts shifting from general elementary education towards more science related classroom activities and advanced mathematics based on the Common Core Standards.

Grades 6-8, besides all core subject areas (North Carolina Standard Course of Study and Common Core Standards), will have a strong focus on science and mathematics skills through technology.

**Technology-supported instruction:** Technology will be paired with instructional strategies such as project-based instruction, where students use *high-order thinking and problem solving skills*. It will also be a tool for *inquiry-based learning* in that students will acquire skills to access to a wide array of information resources and differentiate useful information from useless, important from unimportant, and reliable from unreliable. They will use *technology to build small projects, to present their projects, work and assignments and to communicate with experts, classmates, teachers and individuals around the world.*

**Assessment-Driven Instruction:** Students progress will be monitored via an online Progress Monitoring System (PMS) where teachers could access and analyze student's assessments results and use these results for educational and instructional planning. This will also meet the accountability requirement of No Child Left Behind (NCLB) legislation requirement with an easy access to the data and use the data to inform educational decisions.

**Cognitively oriented instruction:** This type of instruction refers to instruction that promotes the use of metacognitive skills, such as reflecting their own thinking process, and developing effective learning strategies. This will be achieved when students are provided opportunities to solve problems reflect on the process of task and use critical thinking skills.

**Affective Domain:** The Affective domain will be used to directly affect student achievement and will lay a foundation for the continuous development of the school to help each student reach their full potential. The Affective learning domain refers to student's attitude and motivation for learning and promotes independent learning. It includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

**Balanced small group, whole class and pair instruction:** Whole class, small group and pair instruction, each, has been found to be effective by the research if used effectively and in a balanced way. Students will work in small groups collaboratively, where each member is valued and contributing. Also, they will work as pairs and be instructed as whole class.

<sup>3</sup>National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction [on-line]*. <http://www.nichd.nih.gov/publications/nrpl/report.cfm>.

**Peer tutoring and tutoring:** Peer tutoring is when a pair of students at the same or close levels works together. Tutoring is when a pair of students, the ability level of one of whom is higher than the other one, works together. The peer tutoring and tutoring strategies will be used to provide additional learning opportunities for students at risk of academic failure. Teachers will structure, monitor, and initiate the tutoring process and students will be prepared for the process.

**Characteristics of the physical learning environment:** The physical learning environment will be created with a variety of interest centers where children can pursue special projects. The materials will be stored in enough space and at the student's eye level so that students can access easily. There will be quiet area designated for reading, a library, musical instruments and art materials. Students in the classroom work with paper, cardboard, wood, leather, cloth, yarns, clay and sand, and the metals, with and without tools by employing the process of folding, cutting, pricking, measuring, molding, modeling, pattern-making, heating and cooling, and the operations characteristic of such tools as the hammer, saw, file, etc. Students are provided with active occupations such as outdoor excursions, gardening, cooking, sewing, printing, book-binding, weaving, painting, drawing, singing, dramatization, story-telling, reading and writing.

**School-family-community partnership:** Students are part of the systems surrounding them and they influence and are influenced by those systems. In addition, those systems are interrelated and interdependent. Studies have found benefits for students and schools when those systems communicate and connected with each other. Among the benefits for students are;

- (1) Higher grades and test scores
- (2) Better attendance and more homework done
- (3) Fewer placements in special education
- (4) More positive attitudes and behavior
- (5) Higher graduation rates
- (6) Greater enrollment in postsecondary education

**Among the benefits for schools are**

- (1) Improved teacher morale
- (2) Higher ratings of teachers by parents
- (3) More support from families
- (4) Higher student achievement
- (5) Better reputations in the community

CCC believes in the importance of school, family and community partnership. Consequently, various strategies to partnership with families and community will be applied.

### **3. Compliance with Federal and State Regulations for Serving Exceptional Children**

CCC will ensure to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that CCC makes:

- Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that —free appropriate public education is available for exceptional children
- Assistive technology devices or assistive technology services, or both, will be made available to a child with a disability if required as a part of the child's--(1) Special education; (2) Related services; or (3) Supplementary aids and services
- Exceptional children will be placed in least restrictive environment
- Each exceptional child will have an Individualized Educational Plan (IEP) and IEP team
- An initial evaluation and reevaluation activities will be conducted after parent consent is obtained
- Annual notices to the parents of exceptional children will be given
- Child with special needs will be placed in the appropriate special program within 90 calendar days of receipt of a referral, unless the parent refuses to give consent for evaluation or placement

Curricula for exceptional children will follow the curricula adapted for non-exceptional students. However, focus will be given to instruction on various subjects, depending on the needs of the individual students. Exceptional students cognitive, affective, motor and vocational development within the curricular areas will be emphasized.

Although learning outcomes for exceptional children is mostly the same with students in general education, some exceptional children may need some accommodations to meet learning outcomes. Therefore, exceptional children will be provided additional educational opportunities, depending on types of exceptionally, such as;

- Advanced and challenging instruction
- Highly qualified personnel and professional Development
- School Year Extended Programs and Summer Camps:
- Advanced Curriculum Opportunities
- Individualized student instruction
- Extended time and one-one teaching
- Instructional strategies that meet their learning style (e.g., multiple intelligence)
- Tutoring
- Small group instruction

- Different curriculum for students with severe disabilities, who might not meet the learning outcomes in general education

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

##### **Entrance Requirements**

The following requirement will apply for the entrance to CCC:

- The student meets legal age requirements
- The student has satisfied North Carolina immunization requirements
- The student has the documentation of court order for guardianship (if student is living with someone other than the parent)
- Proof of successful completion of the previous grade if the students are entering 2nd grade or higher.
- Upon entrance, students and parents will sign and return a contract page, verifying they have received, read and understood the rules, policies and procedures of CCC.

##### **Exit Requirements**

- Students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate.
- Students will read and interpret poetry, fiction and non-fiction, sayings and phrases, and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels.
- Students will develop age and grade level abilities to understand the objectives as determined by the NC Common Core Standards for mathematics.
- A policy for promotion and retention will be in place. Any student meeting the state standards requirements per the NC state tests and having satisfactorily met all grade level expectations will automatically be promoted to the next grade level.
- Parents of students being considered for retention shall be notified in writing as early as possible, not later than 45 days before the end of the school year. Parents may respond in writing to the Director within 30 days of the written notification to protest the retention. Retention of students will be at the sole discretion of the Director.

The Director will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Parent recommendation
- Student's test scores ( EOG)
- Student's academic progress over time
- Student's portfolio of work
- Student's behavior history
- Student's attendance history
- Student's special education needs

**5. Charlotte Choice Charter Calendar - The school calendar (must provide instruction for a minimum of 185 instructional days)**

CCC will offer instruction for at least 180 days by following Mecklenburg County School calendar. However, the school reserves the right to make any necessary change in the calendar as long as said changes are in compliance with NCGS 115C-238.29F(d)(1).

**6. Evaluation Tools -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.**

Benchmark Assessments of the Standards: Due to the critical factor of providing intervention as early and as focused as possible, CCC will utilize benchmarks for the Student Accountability Standards. These benchmarks will be administered at grades 3- 8 in reading, writing, science and math. The purpose of the assessments will be to guide teachers as they modify instruction and curriculum for students in danger of not meeting the standards. For benchmark assessment, nationwide-known standardized achievement tests will be used such as Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CoGAT), and Stanford Achievement Test (SAT).

Essential Standards and the Common Core Curriculum are the basis for the statewide testing program and the Accountability Program. Participation in North Carolina Testing Program will be a part of CCC's testing program. CCC will comply with the North Carolina Testing Program, including ABC Accountability Model and EOG Tests. CCC will administer the end-of-grade and end-of-course tests as part of the Accountability Program.

In summary, the ABCs require the administration of end-of-grade and end-of-course tests. State Board of Education Policy requires all charter schools to administer the same tests as those required in traditional public schools. Therefore each year all eligible students will take required state tests and follow the State testing guidelines. The following is a list of the State-required tests:

1. End-of-grade tests in reading and mathematics at grades 3–8
2. End-of-grade test in science at grades 5 and 8
3. *NCEXTEND1*, Alternate Assessment for reading and math at grades 3–8, and science at grades 5 and 8.
4. *NCEXTEND2*, Alternate Assessment for EOG reading and math at grades 3–8 and science at grades 5 and 8
5. Additional required tests are WIDA ACCESS Placement Test (W-APT™)1 – Initial Testing for students identified as limited English proficient, ACCESS for ELLs assessment—Yearly assessment for students identified as limited English proficient,

Furthermore CCC will comply with SBE requirements concerning testing. The SBE requires schools and school districts implement assessments at grades K, 1, and 2 that include documented, on-going individualized assessments throughout the year and a summative evaluation at the end of the year. These assessments monitor achievement of benchmarks in the North Carolina *Standard Course of Study*. They may take the form of the state-developed materials, adaptations of them, or unique assessments adopted by the local school board. Grades K, 1, and 2 assessments will be implemented by CCC.

**7. Student Achievement Goals - Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.**

Student will receive weekly tests and quarterly evaluations to determine their progress. Individual goals will be set each quarter and parents will be involved in setting these goals. Report cards will be distributed at the end of each quarter to reflect the students' academic and social growth.

**Goal 1** - CCC expects students to acquire a good general education and become vital global Citizens in the community.

- Community Service participation
- Provide Technology Education
- Character Education Program

**Goal 2**- Each student will receive a quality education each year where student growth potential will be no less than 70% for reading and mathematics EOG scores.

- End of Grade Assessments
- Formative assessment
- Informal Assessment
- NCLD/AYP Standards

**Goal 3** - Each student will also make progress each year to be able to perform at or above grade level.

- Diebels assessments
- MAP assessment
- Study Island

**Goal 4** - Each student will have the opportunity to participate in extracurricular activities to allow the students to grow academically and culturally each school year.

- Fine Arts Curriculum
- Intramural Sports
- Student Government
- National Junior Honor Society
- Various School Clubs

Furthermore, guided instruction approach will be followed. Multiple assessments combining the authentic assessments, performance task and standardized test, including state and district mandated tests, formative and summative assessments, will be utilized. These assessment techniques will also match to the learning. Rubrics for the performance assessments will be provided.

**8. Assistance Provided for Students who are not Performing - 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.**

CCC will utilize the RTI (Response to Intervention) model to address the academic and behavioral concerns of all students. CCC will use the RTI method (Response to Instruction) in determining and responding to the instructional needs of the students who are not making expected learning outcomes. By practicing the RTI method, the staff at CCC will ensure that we are providing high-quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform educational decisions. In order to be most effective, the staff will carefully screen all students at the beginning of the year using specific math and reading assessments to determine which students need further analysis. In grade level teams, teachers, administration, and special education teachers will analyze all testing results to find deficits in reading components (phonemic awareness, phonics, fluency, and comprehension) and math concepts.

Based on these results, students with deficits will begin working on a more individualized basis in a smaller setting with a trained teacher or coach on a research-based program specifically designed to target deficits. The targeted students will be assessed every two weeks during a six week period in order to monitor progress. After six weeks, students who make expected growth will no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. Appropriate staff and parents will meet to discuss interventions and progress before the second six week period begins. At the end of the second six weeks, appropriate staff and parents will meet to discuss outcomes. If the student does not make progress at this point, he/she will be referred for EC testing at the consent of the parent. All students at CCC will be assessed three times per year in order to respond in a timely manner to any student who falls below the expected learning outcomes.

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

Parental involvement is stakeholders in the school, welcomed and encouraged to be involved in many different capacities.

CCC believes that parents are the child's first teachers. Therefore our school will utilize parents in the classroom. Parents will be expected to volunteer at the school in many capacities, they will chaperone field trips, proctor exams, read to kindergartners, assist with extracurricular activities, share during career day, serve on the board and many other areas. Parents will also attend monthly meetings to be updated on curriculum and school activities. CCC will involve the parents in setting educational goals for the students each quarter. They will be able to assist in planning learning goals that can be implemented at home as well. Parents will serve on the school development team. Research shows that parents who are involved in their child's education have children who do well in school.

CCC will provide clubs to enrich students based on their interest. Volunteers in the community will facilitate the clubs by sharing their knowledge of career options with students. These clubs will include but are not limited to



banking, nursing, photography, computer technology, law enforcement, and fashion design. Students will see how what they learn in school prepares them for the future.

**10. Gifted, English Language and At-Risk Students - 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.**

CCC will use the RTI method (Response to Instruction) in determining and responding to the instructional needs of the students who are not making expected learning outcomes. In addition, CCC will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy. A certified EC teacher will offer push in services or pull out services for EC students based on the individual needs. CCC will use the following process for identifying and helping students who are at risk of failing;

- a) Students will be assessed to determine the needs.
- b) Individualized student instruction will be provided: Some students may need additional time and one-on-one teaching to master the content. The student will be provided additional materials and variety of instructional strategies at his level. Tutoring will be provided by the teachers and other peers.
- c) Small group instruction, including students with heterogeneous and homogenous abilities, will be provided.
- d) Family involvement will be increased. It will be done by sending materials and resources home, educating parents to help their children complete homework, learn, and structure routines and homework times, have parents volunteer and visit in school and inform parents about the progress of their children.

Gifted students and ESL learners will be challenged by using researched based curriculum that supports their learning needs. Flexible grouping across grades and attending to students individual learning styles will assure each child's learning needs are meet.

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

Students will participate in new and creative after-school clubs such as the character education club, foreign language club, career exploration club, music and other clubs that extends learning from the classroom to after-school. Intramural sports will also be offered as the budget allows.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. 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.

Charlotte Choice Charter will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

CCC will hire special education teachers as needed to work both as inclusion teachers in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well-suited to exceptional students. Individualized and differentiated instruction focuses on the individual child. Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings.

An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student's needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure that all students have access to the general curriculum, CCC will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, CCC will offer self contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine effectiveness on each student's achievement.

**C. 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.

All students at CCC will comply with all discipline rules governing behavior and conduct. It is the CCC Board of Directors' responsibility to establish a set of written rules and discipline in place. The Board will revisit, revise and update student conduct and discipline rules when necessary.

For application of these rules within the school environment, it is the responsibility of the CCC principal: 1) to investigate fully the cases of students appropriately referred to principal's office for misbehavior, 2) to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal.

CCC discipline policy will support the attainment of the school's mission and reinforce its founding principles. CCC will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization

process of a productive citizen. All school staff will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook. Teachers and students will work together to make CCC a fun and safe learning environment.

## **Discipline**

The purpose of the discipline policy is to ensure a safe, positive, learning environment in the school while taking into consideration the behavioral development of the students. For this reason, the aim of disciplinary measures is to correct the students and help them learn from their mistakes except in cases where the behavior is so severe that it puts the safety or integrity of the school in jeopardy. In most cases, the appropriate faculty members within the classroom setting will handle situations requiring discipline immediately and effectively. In some circumstances, either due to the seriousness or repetitive nature of the offense, intervention by the principal or his or her designee is warranted. In any action requiring probation, suspension or expulsion, the principal will be included in the decision making process, and the parent or guardian will immediately be notified.

## **Less Serious Violations**

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the principal or homeroom teacher if disciplinary action is warranted, or if these actions are repeated.

## **More Serious Violations**

More serious violations such as unauthorized absence or repeated lesser violations will be dealt with on a more formal basis. Detention is one of the penalties that may be assigned at this level.

## **Major Violations**

Major violations are those that are serious enough to require probation, suspension or expulsion. These violations will be immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

**Note:** A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions. These policies and others adopted by the CCC Board will be distributed to parents and students in a Parent/Student Handbook.

## **Student Expulsion and Exclusion Policy**

A pupil generally will not be suspended from school or recommended for expulsion unless the principal of CCC determines that the pupil has:

- Caused or attempted to cause or threatened to cause physical injury to another person.
- Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal.

- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant.
- Committed robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

**Disciplinary consequences for behavior violation of the Student Code of Conduct:**

Students and parents will understand that the following disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to or coming from, a school sponsored activity

**Act of Violence**

Fighting is not allowed at CCC. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher or adult will carry a severe penalty. Possible disciplinary actions: On-campus suspension, home suspension or expulsion. Flagrant or repeat offenses may result in a maximum consequence of expulsion.

Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary actions may result: On-campus suspension, work details, home suspension or recommendation to expel.

### **Weapons and Dangerous Objects**

- Possession of a defined weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.
- Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

### **Tobacco, Drugs, and Alcohol**

CCC is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.

Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.

Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

### **Stealing, Robbery, or Extortion**

These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

### **Damage to Property**

Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property. Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on campus or home) or expulsion.

### **Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity**

These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

### **Willful Disobedience**

Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on campus suspension may be employed. Repeated

disobedience may result in a request to have a student evaluated by other Behavior professionals. Every attempt will be made to correct the in appropriate behavior before actions of home suspension and expulsion are considered.

Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

### **Sexual Harassment**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment and Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

#### **Other types of conduct that are prohibited and may constitute sexual harassment include:**

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully limiting a student's access to educational tools
- Cornering or blocking of normal movements
- Displaying sexually suggestive objects in the educational environment; and
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### **Enforcement**

The principal or designee will take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti
- Providing staff in-service training and student instruction or counseling; or
- Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.
- Notifying law enforcement in necessary cases.

### **Act of Hate Violence**

Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

### **Other Harassment**

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

### **Students with Disabilities**

Students with disabilities may be suspended, in accordance with Federal legislation and the State law, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of fifteen days in a school year and not more than 10 consecutive days. The Principal may recommend a student with disabilities for long-term suspension or expulsion (more than 15 days) by following these procedures:

The Principal will follow regular procedures for long-term suspension or expulsion as described above. Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined. The parent will be notified in writing of the time and place of the committee meeting and its purpose.

### **Grievance Procedure / Conflict Resolution**

During the academic year problems and misunderstandings between students, parents, and teachers may arise. The best way to resolve these problems is to keep an open, yet orderly channel of communication between all parties. The following is a strategy that will allow an open channel of communication between parents and the staff of CCC.

The following steps are critical in maintaining a sense of discipline.

**Step 1:** Make an appointment with the Teacher or team of your child to discuss issues and concerns. Remember that Teachers will not be able to have conferences and lengthy conversations in the classroom or in the hallway during class time. If you are not satisfied with the results from a Teacher conference go to Step 2.

**Step 2:** Contact the Principal and request a conference between yourself, the Teacher, and the Principal. The Principal will contact you with the conference time and location. Please allow 3-5 days for a written response from the Principal unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act. If you are not satisfied with the results of this conference go to step 3.

Step 3: Fill out the conflict resolution form to request a meeting with the CCC Committee. Please include your concerns and the results from the previous meetings. Please allow 3-5 days for a written response from the school unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act.

### **Appeal Procedures**

The identity of the students other than the student appealing the suspension shall be protected to the extent required by the Family Education Rights and Privacy Act (FERPA). There are two levels to the appeals process to the long term suspensions and expulsions.

School-Level Disciplinary Hearings: held at the school and chaired by the Assistant Principal or appointed student due process officer.

Administrative-Level Appeals: written appeals and school-level hearing materials reviewed by the Principal.

Board-Level Appeal Hearings: held at special board meetings.

### **Attendance**

Daily attendance is essential to academic success. Students are expected to attend school daily. In the event that a student needs to miss school, the absence may be excused if the absence has 1) been approved in advance or 2) falls into one of the excused absence categories. A parent note is required within three days of the student's return to school to be excused.

Examples of excused absences include:

- Illness
- Doctor's or Dentist's appointment
- Death in the family
- Absences that have been approved in advance

Students who need to leave school before the school day is over must be signed out by a parent or guardian. Teachers should be notified ahead of time of the time and reason for the student leaving early. Should anyone pick up the student other than a parent or guardian they must be on the pickup list and present a valid picture ID prior to releasing the child.

### **Make-Up Work**

It is the responsibility of the student, with help from the parent, to obtain all missed assignments from the appropriate teacher. Class work and homework that is missed due to an excused absence must be made up within two days upon his return to school, or within the same number of days that the student was absent. Teachers are not required to give assignments in advance of absences, but may do so at their discretion.

Class work and homework that is missed due to an unexcused absence may be made up at the teacher's discretion, but will be recorded at no more than 50%.

### **Tardiness**

Students are expected to be in class, or the morning assembly, by 8:10 every morning. Excessive tardiness disrupts the classroom instruction and exhibits disrespect to the teacher and the other students in the class. Excessive tardiness will be cause to refer the student to the director for disciplinary procedures.



#### **D. TIMELINES FOR START-UP**

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

The following start-up plan assumes charter approval in 2013.

##### **Marketing:**

Marketing is an ongoing task and will begin February 2013 informing the community that Charlotte Choice Charter is coming soon. Pre-Marketing will start on 100.9 radio and flyers will be distributed to daycares, churches, Boys & Girls clubs and Recreation Centers in the area. The Board has agreed to undergird the cost of advertising on the radio. Getting student applications will be one of the first priorities. We will have ads and press releases ready to go to local media as soon as we get final approval. Minute Press has agreed to provide the initial designs and marketing services for no upfront costs, and Montrell Dupri will direct the initial marketing until a committee is established.

Upon approval we will advertise in the Charlotte Observer Newspaper, The Charlotte Post Newspaper, 100.9 Radio and other media sources. Again the Board has agreed to pay upfront cost for advertising in Newspaper and Radio. We will additionally target students at local daycare centers and preschools.

We will collect names from interested parties that visit our website and will mail them applications. We will also send a mailing to our current mailing list of interested families. We have a Post Office Box where parents can mail applications; in addition parents can apply on our website.

##### **Enrollment:**

The open enrollment period will start February 2013 and end May 2012 at 5:00 p.m. If a lottery must be held for any grades it will be held on Thursday, May 2013 (if needed).

##### **Location:**

Finding a suitable location will be another top priority. The Board of Directors has agreed to start looking for a temporary or permanent location. Marie Wellman a long time friend and realtor has agreed to help us locate a building for the school at no cost. We have had informal conversations with the owners of several possible locations.

##### **Staffing:**

Sallie Caldwell an HR consultant has agreed to volunteer and temporarily head up a hiring committee. The number of applications received will dictate hiring decisions. We will initially advertise on craigslist, newspapers, and with placement centers at local universities including Johnson C. Smith University, UNCC, NC A&T, UNCG, Elon, High Point University, and Greensboro College. After the School Director and principal is contracted, he or she will take over as head of the hiring committee and will recommend all new hires to the Board for approval.

##### **Funding:**

Juanita Tobin an entrepreneur and business owner has agreed to search for funding until we can bring a qualified committee on board and hire a grant writer. We will explore a number of options to secure start up funds, including grants from public and private foundations, loans, and fundraising. Once funds are secured (in conjunction with securing facilities) we will continue to work on procuring necessary materials, furniture, and equipment.

The Director and Board of Directors plan to implement the following:

- Immediately train the Administrations and Board of Directors on charter school governance, financial oversight, operations and legal responsibility.
- The board is continuing their search for equipment and materials throughout the year 2012 in accordance with the approved budgets.

May 2012	Hold Community Forums	Board of Directors
June 2012	Search for a building	Marie Wellman (realtor)
August 2012	Hold another Community Forum	Board of Directors
January 2013	Advertise on radio, in churches, etc.	Montrell Dupri/Marketing Committee
January 2013	Training for Board of Directors	The Director
January 2013	Finalize Handbooks/Parents and Students	Board of Directors
February 2013	Advertise in community	Montrell Dupri/Marketing Committee
February 2013	Open House for Enrollment	Board of Directors
March 2013	Search for funding	Juanita Tobin
March 2013	Recruit and hire a Principal	Board of Directors
May 2013	Recruit and hire teachers and staff	Sallie Caldwell (HR)/Principal
May 2013	Enrollment period ends	
May 2013	Lottery for Fall (if needed)	
April 2013	Director Submits Budget	Director
June 2013	Finalize Building Contracts, etc.	Building Committee
June 2013	Train & staff Development	Training and staff Development
August 13, 2013	Parent Open House	
August 19, 2013	First Day of School	
August 30, 2013	Recruit parent and community volunteers	Volunteer committee
August 2013	Recruit and hire a grant writer	Board of Directors

\*Note: If enrollment numbers are not met Charlotte Choice Charter will advertise every month starting in January until goals are met.

## IV. BUSINESS PLAN

### A. 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.).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Director of the School	1	1	1	1	1	
Principal	1	1	1	1	1	

Admin Secretary	1	1	1	1	1
Director of Education/Curriculum	1	1	1	1	1
Guidance	1	1	1	1	1
Teachers regular Education	12	14	16	18	18
1-2 Full Time EC Teachers	1	2	2	2	2
Teacher Assistants part-time	4	4	4	4	4
PE Teacher	1	1	1	1	1
Music/Art Teacher			1	1	1
Librarian		1	1	1	1
Foreign Language Teacher			1	1	1
Custodian	1	1	1	1	1
Bus Driver	1	2	2	2	2
Technology Specialist	1	1	1	1	1
Grant Writer part-time	1	1	1	1	1

Total staff for 2013-2014 = 27

### 1) Process to Advertise for and Employ Members of the School

The Principal in conjunction with HR and the school director fulfills the hiring process on behalf of the Board. At the beginning of the recruitment process, the open positions are identified by the administration based on the number of students, grade levels, subjects to be taught. Then, the budget is checked for the cost of the open positions by the Principal and the Director. After the open positions are fitted in the budget, the open positions are posted on the school website, a local newspaper (Charlotte Observer), and a third party website ([www.teachers-teachers.com](http://www.teachers-teachers.com)). After the deadline for the resume submissions, a resume screening is done by the Director, HR and Principal. Then, the employment application form is sent to the selected applicants. After reviewing the employment application forms and supporting documents, the Principal invites the selected candidates for an interview. The interviews are conducted by the Principal and the Director. After the interview, the selected candidates are invited to provide a sample lesson. The sample lesson evaluation committee is consisted of teachers, parents, and administrators. Then, the Principal makes his/her suggestion to the Director. The Principal makes the hiring decision. Finally, the list of new hires are presented to the Board and approved in the first Board meeting.

### 2) Sample Employment Handbook

### 3) Policy for Grievance and/or termination (See page 71-72)

# **SAMPLE**

## **Charlotte Choice Charter Employment Handbook**

### **General Expectations**

#### **Hours**

All classroom teachers are expected to be in their classrooms by 7:30 a.m. each morning. If there is a lunch volunteer for the day, teachers may leave the classroom for 30 minutes during the scheduled lunch. If there is no lunch volunteer, the teacher is expected to stay with his or her students during lunchtime. Teachers may leave at 3:30 if there are no further obligations that day. However on tutorial days teachers who are participating must stay until the end.

\*Note: Hours before and after school may vary depending on other scheduled meetings and events.

#### **Attire**

Staff members' attire should be consistently professional. With the exception of some field trips and occasional special events, denim, crocs, flip-flops, and the like should not be worn. Teachers should equal or exceed student's dress code.

#### **Conduct**

CCC staff members must represent the school at work and in the community. It is important that their behavior reflect the values of CCC.

#### **Communication**

Effective communication is essential to a well run school. Classroom teachers will send home weekly newsletters outlining class work and activities happening that week.

Teachers will also put important information on their classroom websites, and update their online grade books weekly. As a public school of choice, CCC depends on families to choose it. It is important to remember that the parents are the customers of the school. Therefore, any phone calls, notes, or emails from parents should be returned the same day if possible.

#### **Volunteers**

Parent and community volunteers are vitally important to the successful operations of CCC. As such, all staff members are expected to make the school a welcoming, inviting place for volunteers. Classroom teachers are responsible for making sure their volunteers have a clear understanding of student expectations and what the volunteer should do if those expectations are not met.

#### **Out of Classroom Obligations**

In addition to classroom and teaching responsibilities, staff members will also be required to perform other duties and services for the school and the community.

### **Meetings**

All staff members will be expected to attend regular staff meetings at times and intervals set by the Director. Additionally, grade level team members will be expected to meet at least twice a month to coordinate lessons, activities, and programs.

### **Extracurricular Duties**

As a part of the CCC community, each staff member will be expected to take on at least one extracurricular activity or service. Examples of acceptable activities include leading a club, coaching a sport, or serving on a special committee. Extracurricular activities shall be approved in advance by the Director.

### **Community Service**

An important part of the character education program is the community service component. Staff members will be expected to participate in periodic service projects along side CCC students, families, and community.

### **Staff parents**

Staff members who are also parents have a unique role in the school community. In addition to the responsibilities as a staff member, they have additional responsibilities as parents of a CCC student. These responsibilities involve the same commitment expected from parents who work outside of the school and include sharing time and talent voluntarily with CCC.

### **Resources**

Staff members are expected to be good stewards of the school's limited resources. Supplies are necessary and greatly enhance the learning opportunities for our students, but care should be taken that they are not wasted. CCC is committed to providing each teacher with the necessary tools to do his or her job well. Accordingly, CCC will provide each classroom teacher with an annual budget to purchase additional supplies and materials for his or her classroom.

### **School Closings**

School closings or delays due to inclement weather will be announced on local news channels. Staff will not be expected to report on those days.

### **Absences**

As professional educators, teachers are expected to be at school for all of the scheduled school and work days. Student time on task is negatively impacted when the classroom teacher is not in the classroom. When serious illness or other emergencies do occur, staff members should notify the office immediately so that an appropriate substitute can be scheduled. Absences for appointments, travel, professional development, or other scheduled events must be approved in advance by the Director.

### **Classroom Expectations**

## **Lesson Plans**

Lesson plans for the week should be completed and available for review Monday morning. They should be clearly labeled and available so that in the event of an unexpected absence a substitute can step in and teach the scheduled lessons.

## **Substitutes**

Substitutes will be scheduled by the Administrative Secretary. Every effort will be made to honor each teacher's preferences from the approved sub list. In addition, teachers have the option to call their own substitutes from the approved list.

## **Educational Program**

CCC teachers will be required to follow the educational program set by the Board of Directors of the school. Any deviation from the prescribed curriculum, pacing guides, or programs must be approved in advance by the Director. A report of any major changes or deviations from the prescribed program will be included in the Director's report to the Board of Directors.

## **Classroom Guidelines**

Teachers are expected to keep an orderly, engaging classroom. The teacher's desk should be kept neat and orderly. Confidential information should be stored properly and secured so that students, visitors, and classroom volunteers do not have access to it. Students should be encouraged and assisted in keeping their workspaces organized and clean. Any maintenance issues should be reported immediately to the front office.

## **Postings**

- The following should be posted in all classrooms:
- Classroom expectations
- Emergency evacuation plans
- Lockdown procedures
  
- Lunch procedures
- Homework for the week
- Weekly schedule
- American Flag

## **General Environment**

All staff members are responsible for helping to maintain a safe, orderly environment in the hallways and common areas of the school buildings. Student behavior expectations will be clearly communicated and posted. CCC staff should remind students of the appropriate behaviors when necessary and, if warranted, take appropriate disciplinary action including but not limited to referral to the student's classroom teacher or the principal. Middle school staff members should make a point of supervising hallways during class changes.

## **Employment Expectations**

## **Employment**

All new employees and changes in the status or position of current employees must be approved by the Board of Directors before any change of status becomes official.

All staff members are expected to perform their duties in a professional, respectful manner. In most cases, failure to meet expectations will result in the staff member being placed on a performance plan. There are, however, some behaviors that may result in immediate termination. These behaviors include, but are not limited to:

- Inappropriate sexual or violent behavior towards others
- Use of drugs, tobacco, or alcohol on school property
- Egregious misconduct
- Harassment, bullying, or discrimination of others
- Unexplained absence

## **Observations and Evaluations**

The administrative team will observe each teacher at least once per quarter. These observations should be a combination of scheduled and unscheduled. More frequent, informal observations may occur at any time throughout the school year. Three times per year an administrator will meet with each teacher to offer feedback on the observations. This feedback should include specific areas of strengths and areas and suggestions for improvement.

The principal will give each staff member an annual evaluation. Teachers will be evaluated using a range of data including student test scores, administrative observations, parent satisfaction surveys, mentor evaluation (for new teachers), information from the grade book, and lesson plans. Annual evaluations will be used to distribute merit-based salary increases and bonuses, at the discretion of the principal.

## **Performance Plans**

Teachers who are found to need extra assistance in meeting the expectations of CCC may be put on a performance plan. The plan will include specific information about ways in which the staff member is not meeting expectations as well as specific steps that need to be taken to help the staff member meet expectations, and a timeline for meeting the requirements of the plan. Specific steps may include staff development, mentoring, modeling, frequent observations, and frequent feedback. If the staff member does not show adequate improvement on the performance plan within the specified timeline he or she may be recommended for dismissal.

## **Teams**

Teachers will be expected to work in collaborative grade-level teams. Teams should meet at least twice monthly to discuss and plan pacing, assessments, policies, programs, and other related topics. Team members will be expected to establish similar programs and policies with the intent that all students in the same grade level have similar experiences and are equally prepared to enter the next grade.

## **Grievance Policy**

It is the policy of The Charlotte Choice Charter, Inc, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to

secure, at the lowest possible level, equitable solutions to the problems which arise from time to time and affect employees.

### **Termination Policy**

CCC does not have tenure or guaranteed employment. The employee or CCC may terminate employment at any time after giving notice (employee 60 days, CCC 30 days) with or without a reason.

Termination may result from any of the following:

- a). Corrective action measures, which include infractions for violation of company policies
- b). Layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction, and
- c). Involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

### **B. PROFESSIONAL DEVELOPMENT**

**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.**

CCC will support and encourage administrators, teachers and other instructional support staff to pursue their professional development endeavors and programs. CCC aims to recruit experienced staff and teachers from diverse backgrounds by using local, national and international educational resources as well as provide a strong professional development program for both enthusiastic new and the seasoned teachers.

The crucial element of collegiality is one of the main characteristics of effective and functioning professional learning communities. Teachers at CCC, who teach the same grade levels, will meet once a month to discuss the issues of students one by one. Teachers will be able create academic improvement plans as well as behavioral plans for the students who are struggling in their classroom. This goes beyond the collaboration as they will be learning from each other as well as researching to find solutions to the problems they are facing with and improving their classroom management skills.

**Developing and enhancing the schools innovative curriculum** is another crucial part of professional development of the teachers. In order to fulfill this portion of collegiality, all CCC's subject teachers will collaborate in their monthly departmental meetings.

**Peer evaluation** is another principle which CCC will be taking into consideration in its professional development program. School administration will be asking every teacher voluntarily to announce at least one period of his or her teaching at least one during a school year as open class for other administrators or teachers to come and observe. This will give an opportunity to gain an appreciation for other teachers within the school, ask questions, share ideas through observing others' teaching techniques, and give both positive and negative feedback so that the teacher being observed can grow. A variety of incentives will be considered to increase the open class participation.

**Mentorship and Peer coaching** are the last components of the professional development which yields an incredible outcome in school improvement by using the resources and staff which a school has. For a new-to-profession teacher, sharing expertise about curriculum, pedagogy, and child development with an experienced colleague is an incredible opportunity to grow very fast in a very small amount of time. Mentor teachers also share knowledge about



curriculum, awareness and knowledge from readings, insights about families, and what was learned from attending presentations and conferences. CCC will set up a mentorship program to accelerate the experience transfer from one teacher to another one.

**New teachers will have one extra orientation** before the other teachers show up for the school year. As a whole team, there will be three professional development days before the school starts and two days of year - end evaluation meetings after the student dismissal day. The other five days will be spread out during the school year. Those days will be mandatory for all teachers. Charter School Conferences, workshops, exchange teaching, as well as other teacher related conference and professional opportunities are planned to be available to teachers and academic staff throughout the school year contingent upon the teacher/school needs and available resources.

Additionally, CCC will provide funds and resources for our faculty members to develop collaborative partnerships and mentoring programs with other schools, communities, businesses and industries, and each faculty member will have an active membership in the relevant organization for their field of expertise.

To sum up, the school will consider the above outlined professional development activities as well as explore alternate ways in which teacher and academic staff can improve their professional expertise depending on the school's needs and resources. Faculty and Staff Development Days will be planned based on the outcomes of these meetings. Before the start of the school year, the staff development program will provide teachers with an opportunity to design their goals, objectives, and curricula using the assessment data collected from the previous year. A projected timeline for CCC's Professional Development activities during a school year is outlined below:

<b>Staff Orientation</b>	<b>3 Days before school opens</b>
<b>Departmental Meetings</b>	<b>Once a month</b>
<b>Grade level Meetings</b>	<b>Once a month</b>
<b>Professional Development Days</b>	<b>One day a month</b>
<b>Year End Meetings</b>	<b>2 Days after dismissal</b>
<b>Conference Workshops</b>	<b>As needed</b>

### **Employee Evaluation**

Teacher evaluations will be performed twice in an academic year by students, peers, and administration. These evaluations will be based on but not limited to the following criteria:

- a. Teaching effectiveness (classroom observation and satisfaction surveys)
- b. Professional development activities

### **C. 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.

- CCC will implement a non-discriminatory Human Resources (HR) procedure, which will be fully compliant with the North Carolina State laws and No Child Left Behind. Some of the highlights of the HR procedures can be outlined as follows:
- CCC will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, mental or physical disability, age, religion, ancestry, or athletic performance in the provision of employment and services.

- CCC employees will have a diverse demographic distribution that is representative of Mecklenburg County.
- CCC will practice non-sectarian employment practices.
- The Board of Directors will create and/or approve all position descriptions, qualifications, and responsibilities.
- The School Director will recruit and disseminate job announcements through public announcements.
- CCC will require fingerprints, and background checks of its employees as required by the applicable laws to ensure the safety of school and all students.
- The Board of Directors will perform the annual formative and summative evaluation of the principal and/or administrators through a personnel evaluation procedure.

The administrators of the school will possess the at least a masters degree and necessary knowledge, skills, and personal characteristics required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

Teachers will possess at least a bachelor's degree and necessary knowledge, skills and personal characteristics required by and consistent with the vision and philosophies of the school. Math and reading teachers must possess a 4 year degree in the subject area.

The school agrees to disclose the qualifications of its teachers by providing parents with short biographies of its full time teachers, including degrees attained, colleges/programs they attended, certifications or special competencies earned, and years of educational experience documented. An informational pamphlet with this information will be published or posted online to parents and the public.

### **Job Qualifications of Key Personnel**

**School Director:** Master degree in business or related field and at least five years of experience in administration. The School Director, at the discretion of the Board, shall carry out the policies established by the Board and shall be directly responsible to the Board. The School Director shall have general management of the artistic, academic, and administrative operations of the charter school and shall direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the State of North Carolina. The School Director shall prepare an annual budget for submission to the Board of Directors. The School Director shall assemble a hiring committee comprised of stakeholders of the school including staff, faculty, and parents, and will consider and report the committee's recommendations to the Board. The School Director shall, subject to approval of the Board of Directors, employ and discharge all personnel, prescribe their duties, set their salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct annual reviews of all personnel.

**School Principal:** Master's degree from an accredited college or university with major course work in education or related field; and possession of a North Carolina Standard Professional 2 – Professional Educator's Principal's License Experience/Training Five years of responsible teaching experience including two years of administrative experience.

The Principal is an integral member of the learning community. He or she will support shared decision-making, promote collaborative leadership, and require accountability from all stake holders in the school. In addition to serving as the educational leader of the school, the Principal is responsible for planning, budgeting, facilities management,

staff development, and supervision and evaluation of the staff. The Principal is also responsible for overall operation and running the school efficiently to accomplish CCC's mission and vision. The Principal serves as a member of the Administrative Team. The Principal will establish and maintain communication with DPI, superintendent, and county administrators. The Principal reports to the CCC Board of Directors.

**Director of Education:** Bachelor's degree from an accredited college or university with major course work in education or related field. Five or more years of responsible teaching experience in curriculum development. The Director of Education will serve as the Director of Curriculum, research, review and select appropriate curriculum with proper approval. This person will also conduct trainings and development for staff. They will be highly qualified and experienced in teaching and literacy. CCC currently has someone in mind that is assisting with the application process. The Education Directors role is to promote student achievement by implementing best research based practices in school curriculum, collaborate with staff, administration, and parents to make impactful decisions for students, consult with teachers by providing suggestions and feedback on current teaching methods, and teach small groups of Kindergarten through Second grade students. As an administrator, this person will continue to consult with teachers, parents, and students, serve as the professional development coordinator at CCC.

**Teachers & Instructional Staff:** Valid or eligible for North Carolina Standard Professional 1 or 2 Professional Educator's licensure in Elementary Ed. K-6; must be highly qualified. All core subject teachers will be highly qualified as outlined by Federal No Child Left Behind requirements. As North Carolina State Statute requires, 75% of elementary school teachers and 50% of middle and high school teachers will be licensed. Teachers who are not licensed will hold a minimum of Baccalaureate degree in a related field. The school will strongly encourage its non-licensed teachers to become North Carolina licensed by going through the licensure procedures.

The school believes that the quality of the professional staff's an important factor in determining the quality of education offered. It is the responsibility of the principal and school director to locate and recruit the best-qualified candidates to meet the school's educational needs.

The school prefers qualified certified personnel. However, in case of shortage of certified candidates and/or for any other reason deemed appropriate by the principal, candidates from traditional secondary environments, from postsecondary environments, from international teacher recruitment organizations, and from business, industry and the Teach America organization will also be considered.

Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school mission. Emphasis will be placed on the candidate's academic records and his/her previous relevant experience.

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

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

**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.*

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?

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.

**1) PROJECTED ENROLLMENT**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	k-5	216		X
Second Year	k-6	252		X
Third Year	k-7	288		X
Fourth Year	k-8	324		X
Fifth Year	k-8	324		X

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

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY COME

List LEA #1 - Charlotte/Mecklenburg County

List LEA #2 - \_\_\_\_\_

List LEA #3 - \_\_\_\_\_

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3	
Kindergarten	K	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
First	1	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
Second	2	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
Third	3	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
Fourth	4	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
Fifth	5	36	—	—	36	—	—	36	—	—	36	—	—	36	—	—
Sixth	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
<b>Seventh</b>	7						36			36			36		
<b>Eighth</b>	8									36			36		
<b>Ninth</b>	9														
<b>Tenth</b>	10														
<b>Eleventh</b>	11														
<b>Twelfth</b>	12														
<b>LEA Totals</b>															
<b>Overall Total Enrollment</b>	216			252			288			324			324		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
-State ADM Funds/EC	\$982,039.62	\$1,146,321.06	\$1,310,602.50	\$1,474,883.94	\$1,474,883.94
-Local Per Pupil Funds	\$503,815.68	\$ 587,784.96	\$671,754.24	\$755,723.52	\$755,723.52
-Federal Funds					
-Grants*					
-Foundations*					
-Private Funds*					
-Other Funds*					
<b>TOTAL INCOME</b>	<b>\$1,485,855.30</b>	<b>\$1,734,106.02</b>	<b>\$1,982,356.74</b>	<b>\$2,230,607.46</b>	<b>\$2,230,607.46</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/fds/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.

**2013-2014**

\$4,360.65 x 216 = \$941,900.40      State Operating Income  
 \$2,332.48 x 216 = \$503,815.68      Local Operating Income  
 \$3,649.02 x 11 = \$40,139.22      EC Allotment (5% of total students)

**\$1,485,855.30      Total Operating Income**

**2014-2015**

\$ 4,360.65 x 252 = \$1,098,883.80      State Operating Income  
 \$ 2332.48 x 252 = \$587,784.96      Local Operating Income  
 \$ 3,649.02 x 13 = \$47,437.26      EC Allotment (5% of total students)

**\$1,734,106.02      Total Operating Income**

**2015-2016**

\$ 4,360.65 x 288 = \$1,255,867.20      State Operating Income  
 \$ 2332.48 x 288 = \$671,754.24      Local Operating Income  
 \$ 3,649.02 x 15 = \$ 54,735.30      EC Allotment (5% of total students)

**\$1,982,356.74      Total Operating Income**



	<p><b><u>2016-2017</u></b></p> <p>\$ 4,360.65 x 324 = \$1,412,850.60      State Operating Income          \$ 2332.48 x 324 = \$755,723.52      Local Operating Income          \$ 3,649.02 x 17 = \$62,033.34      EC Allotment (5% of total students)</p> <p style="text-align: right;"><b>\$2,230,607.46 Total Operating Income</b></p> <p><b><u>2017-2018</u></b></p> <p>\$ 4,360.65 x 324 = \$ 1,412,850.60      State Operating Income          \$ 2332.48 x 324 = \$755,723.52      Local Operating Income          \$ 3,649.02 x 17 = \$62,033.34      EC Allotment (5% of total students)</p> <p style="text-align: right;"><b>\$2,230,607.46 Total Operating Income</b></p>
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## Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DISTRICTS.

BUDGET EXPENDITURE PROJECTIONS PERSONNEL	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total # of staff and Projected Costs	<u>26</u>	<u>29</u>	<u>32</u>	<u>34</u>	<u>34</u>
-Director (1)	\$65,000	\$65,300	\$66,606	\$67,938	\$69,297
-Principal (1)	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
-Admin Secretary (1)	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
-Director of Education (1)	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
-Guidance (1)	\$32,000	\$32,640	\$33,293	\$33,959	\$34,638
-Teachers Regular Education(12-18)	\$420,000	\$499,800	\$509,796	\$519,992	\$530,392
-EC Teachers (1-2) Full-Time	\$70,000	\$71,400	\$72,828	\$74,285	\$75,771
-Teacher Assistants (2)	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
- PE Teacher (1)	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
- Music/Art Teacher (1)	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
- Librarian (1)		\$20,400	\$20,400	\$20,808	\$21,224
-Foreign Language Teacher (1)		\$20,400	\$36,210	\$36,934	\$37,673
-Custodian (1)	\$20,000	\$20,400	\$20,808	\$21,224	\$21,648
-Bus Driver (2)	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
-Grant Writer (1)	0				
-Other					
<b>Total Salaries (2% raise each year)</b>	<b>\$827,000</b>	<b>\$934,340</b>	<b>\$988,829</b>	<b>\$1,008,604</b>	<b>1,018,778</b>
-Substitute Teachers					
EMPLOYEE BENEFITS	107,510	\$121,464	\$128,547	\$131,118	\$132,441
STAFF DEVELOPMENT	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
MATERIALS AND SUPPLIES	\$10,000	\$12,500	\$15,000	\$17,500	\$20,000
OFFICE SUPPLIES	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
INSTRUCTIONAL EQUIPMENT	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
OFFICE EQUIPMENT	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
TESTING MATERIALS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
INSURANCE	\$15,061	\$15,061	\$15,061	\$15,061	\$15,061
UTILITIES					
RENT	\$84,000	\$84,000	\$84,000	\$84,000	\$84,000
MAINTENANCE & REPAIR	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TRANSPORTATION	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
MARKETING	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
FOOD/SUPPLIES					
<b>TOTALS</b>	<b>\$1,196,571</b>	<b>1,320,365.00</b>	<b>1,384,437.00</b>	<b>1,409,283.00</b>	<b>1,423,280.00</b>

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

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

**F. MARKETING PLAN**

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

Marketing 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 the school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students.

CCC Board of Directors will execute a sound marketing plan that will be composed of a marketing communications and an execution plan. The marketing communications plan will enable us to best communicate with various community leaders, teachers, staff and the public while the marketing execution plan will help us implement the budget and dissemination of information in the most effective way.

Marketing and Community Outreach Activities Prior to Application: As part of CCC's marketing plan we have already started contacting the general public to inform them about a charter school in Mecklenburg County in particular on the Westside. On January 10<sup>th</sup>, 14<sup>th</sup> and February 21<sup>st</sup> and 25<sup>th</sup> and March 1<sup>st</sup> we conducted 150 surveys on the Westside of Charlotte alone. These interest meetings were held in various Recreation Centers. CCC placed flyers in the recreation centers informing parents of the interest meetings. The results of the surveys demonstrated that 67.8% of parents stated that they were likely to enroll their children in our charter school and 79.3% of parents stated that the fact that this school would be located on their side of town was important and likely to increase their decision to enroll their children in CCC.

We understand that building relationships with the community is essential to the survival of a school therefore CCC has made it a priority to develop relationships with recreation directors, Boys & Girls Club directors and others. In

addition, CCC emailed over 60 churches informing them of the new charter school venture and visited some of the churches to publicly speak with the parishioners.

We understand that reaching out to the underrepresented minority communities will be an important aspect of CCC. Therefore CCC partnered with several apartment managers and held interest meetings in these communities concerning the charter school. CCC has several Spanish speaking members on the charter school team who assisted with the translation and communication. In addition, we have placed information about CCC on Facebook.

CCC continues to reach out to the many subgroups in the Charlotte area and will also contact Black, Hispanic and Asian organizations for outreach to minority groups. CCC will organize an open house meeting this summer at the Boys & Girls Club and various recreation centers which will specifically target parents of school age children in Mecklenburg County. In the meeting we will inform parents about the educational focus and mission of the school.

CCC plans to establish a website by the summer which is one of the important channels where the general information about the CCC educational philosophy and the contact information will be provided. Application information for students and staff will be found on this website. In addition, we will continue to use online social networks such as Facebook and Tweeter to reach out to students, parents and potential school employees.

CCC will use local radio, newspapers and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will help attract school faculty and staff as well.

Location is vital to attract a diverse student population. Currently CCC is searching for a facility located on the Westside of town that includes a diverse student population.

CCC hopes to employ teachers with diverse backgrounds and levels of experience therefore CCC will be present at the education job fairs to attract highly qualified teachers. In addition, CCC will visit with various area colleges to attract graduating teachers.

### **SCHOOL AUDITS:**

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

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

The Charlotte Choice Charter, Inc. recognizes the importance of the ABC Accountability Program and the No Child Left Behind (NCLB) Act, and agrees with the State Board of Education's recent decision to raise student performance standards to help prepare students to meet today's challenges and skills, especially in the increasingly more competitive academic environment. CCC, Inc. will therefore, adopt these standards as *the minimum* academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by CCC, Inc.'s principal, directors, and teachers, and be shared with all CCC, Inc.'s staff members. Individual student progress will be closely monitored by the classroom teacher through routinely documented students' daily classroom participation, academic activities, and the students' learning progress throughout the course of the year. Annual parent, student and staff surveys will be conducted to assist in the identification of the school program's strengths and weaknesses. Such parent surveys will include "Parent Conditions Surveys" to assess the school program's achievements. Community feedback at open-house meetings will also be evaluated, and when possible, be documented with "Community Surveys" and polls.

**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.

Financial audits will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Governmental Auditing Standards, issued by the Comptroller General of the United States.

No indebtedness of any kind incurred or created by a charter school shall constitute an indebtedness of the state of North Carolina and or its political subdivisions and no indebtedness of a charter school shall involve or be secured by the faith, credit, or taxing power of the State of North Carolina and or its political subdivisions. We and you agree to indemnify and hold harmless the State of North Carolina for any indebtedness to this engagement.

**H. HEALTH AND SAFETY REQUIREMENTS**

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

- **Safety**

The Charlotte Charter School, Inc. will maintain a safe learning environment by requiring all personnel to participate in emergency response training. A system of emergency codes will be established to effectively communicate the situation to the staff. Evacuation maps will be posted in every classroom and office suite in the buildings. Drills will be performed to train the students on proper procedures during an emergency situation.

Each employee, volunteer, contractor, board member or any other individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.

CCC will function as a tobacco free institution in accordance with GS 115C-407. Furthermore, any use of drug or alcohol will be strictly prohibited.

- **Immunization**

Charlotte Choice Charter, Inc. will require all attending students to be immunized according to North Carolina rules delineated in 15A NCAC 19A.0400.

In order to assure full compliance with all state and federal recommendations and regulations and to lessen the possibility of any student missing class due to non compliance, the following immunization policy shall apply:

- 1) Upon enrollment in the school, the family shall be requested to present the student's immunization record.

- If the record is available it will be reviewed by an appropriate school staff member. If the student is in full compliance, the record will be copied and filed with the appropriate

agency. Students who are exempt from immunizations and who provide a state approved exemption will be considered in compliance.

- If the student is in partial compliance, the parent/guardian will be given a checklist of necessary immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the Mecklenburg County Health Department. If non compliance persists, follow up phone calls and/or cards will be made/sent to the student's caretaker. One week prior to the beginning of classes a final notice will be sent.

- Non compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.

2). Parents/guardians will be strongly urged to complete the full, recommended immunization schedule.

3). Charlotte Choice Charter, Inc. shall maintain on file immunization records for all students which contain information required for a certificate of immunization as specified in G.S. 130-A-154, and these records may be inspected by officials of the county or state health departments. When a child transfers to another school, the school from which he is transferring shall send a copy of the child's immunization record to his/her new school at no charge.

4). Charlotte Choice Charter, Inc. principal shall file an immunization report with the Department of Environment, Health and Natural Resources within 60 calendar days after the commencement of a new school year.

#### • **Fire and Safety Regulations**

Charlotte Choice Charter, Inc. will abide by all Fire and Safety regulations established by the jurisdiction in which the school resides and submit to all inspections by state, county and municipal authorities as required by law. To ensure that a safe environment is provided for students, staff and visitors, a detailed safety plan will inform parents, students and staff of the procedures to be followed in the event of emergencies including, but not limited to:

- Fire
- Storms & Tornadoes
- Evacuation
- Bomb Threat / Explosion
- Intruder on Campus
- Weapon on Campus
- Hostage Situation
- Missing or Runaway Student

#### **Fire**

It shall be the duty of Charlotte Choice Charter, Inc. principal to conduct a fire drill during the first week after the opening of school and thereafter at least one fire drill each school month in each building in his/her charge. Fire drills shall include all pupils and school employees, and the use of various ways of egress to

stimulate evaluation of said buildings under various conditions, and such other regulations as shall be prescribed for fire safety by the Commissioner of Insurance, the Superintendent of Public Instruction and the State Board of Education. A copy of the evacuation plan and routes shall be posted in each classroom, hallway and office suite.

It shall be the duty of the principal to inspect each of the buildings at least bi-weekly during the regular school session. This inspection shall include cafeteria, gymnasium, storage rooms, auditorium/multipurpose room as well as all classrooms. This inspection shall be for the purpose of keeping the buildings safe from the accumulation of trash and other fire hazards.

### **Storms & Tornadoes**

Storm-safe areas will be designated for each class and office suite. These will be located on the ground floor away from windows and along structural walls. In the event that the National Weather Service issues an imminent threat of severe storms or tornadoes, the principal will alert all classes and personnel to proceed to storm-safe areas as opposed to fire-safe areas. Storm drills will occur at the beginning of each regional storm season. These will be carried out in the similar fashion as fire drills.

### **Evacuation**

Building evacuation plans will be posted in *each classroom*, hallway and office suite. The principal shall be responsible for training the staff in proper evacuation procedures. The teachers and staff will train the students on proper building evacuation plans.

### **Bomb Threat/Explosion**

The principal will train the staff of the proper steps to follow in the case of a bomb threat or explosion. The principal will also be responsible for notifying law enforcement officials. The custodian or a designated staff member shall be responsible for turning off the gas lines to the buildings. Two-way radios will not be used and the bell system will be turned off. The staff shall be notified by code that there is imminent danger. Teachers will keep students calm and evacuate their classes from the buildings.

### **Intruder on Campus**

If a dangerous person is located on or near the campus, the principal shall notify the staff by code. Teachers will be trained on proper lock down procedures and proper signaling techniques. The bell system will be turned off. Each classroom will have visual signals to notify the principal and law enforcement of the situation within their classroom.

### **Weapon on Campus**

In the event that a weapon is on campus the principal shall notify law enforcement officials. The weapon and the individuals that own or possess the weapon shall be turned over to law enforcement officials immediately.

### **Hostage Situation**

The same procedures will be followed as when an intruder is on campus. Teachers will lock down their



classrooms and use signaling techniques to advise the principal and/or law enforcement of the situation in their classroom.

### **Missing or Runaway Student**

In the event of a missing or runaway student, the principal will notify law enforcement and the student's parents or guardians.

### **• Food Inspections**

Food service and inspections shall be provided by a private vendor who shall, as part of contractual arrangements, ensure that the program will operate in accordance with federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. In addition, the Food Service Committee and Board of Directors shall assure that the program operates in accordance with the guidelines.

The school cafeteria/feeding areas shall be operated in compliance with sanitation and inspection rules, regulations and requirements delineated by Mecklenburg County and the North Carolina Board of Health. All sanitation ratings shall be posted in a prominent location for review by the public

### **• Hazardous Chemicals**

All hazardous chemicals will be handled, stored, maintained and disposed of in a manner consistent with all federal, state and local laws, rules and regulations.

### **• Bloodborne Pathogens**

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, Charlotte Choice Charter, Inc. shall have in effect a Bloodborne Pathogens Exposure Control Plan. The plan shall be designed to eliminate or minimize employee exposure to infectious bodily fluids and bodily secretions. The plan will include appropriate employee training and specific precautions that all employees must take when dealing with blood and other bodily fluids.

Charlotte Choice Charter, Inc. will comply with all laws, regulations and ordinances established by the jurisdiction in which the school resides regarding bloodborne pathogens. Our Exposure Control Plan for bloodborne pathogens will apply to all staff, students and others who have the potential for occupational or accidental exposure to blood or other potentially infectious materials. The objective of this plan will be to prevent and minimize exposure. It will be the responsibility of each employee to adhere to the policy of Charlotte Choice Charter, Inc.

- 1) It is generally considered that school employees constitute a category II or III risk level of exposure to bloodborne pathogens.
- 2) Category II employees are those who deal with sick or injured students, check for head lice, or handle waste.

- 3) Category III employees generally are persons with little or no risk of contact with bloodborne pathogens.

All school employees whose job description involves direct contact with children will receive training specific to infection control with regard to bloodborne pathogens prior to the opening of school. Employees will be responsible for attending health and safety orientation annually. Direct contact staff will be encouraged to obtain Hepatitis B vaccinations. If a staff member chooses not to be vaccinated, a refusal form shall be signed by the staff member and filed in the employee's staff file.

### **Exposure Control**

All blood and body substances are considered potentially infectious and will be handled in the same manner to prevent transmission of infectious agents. Personal protective equipment (PPE) will be kept available in each classroom of the school. This will consist of latex gloves, non allergenic gloves, and resuscitation mask. Gloves will be worn during head lice checks and at any time contact with blood or body substances is likely. Mouth to mouth resuscitation will be performed using a resuscitation mask. Hand washing facilities with hot and cold running water, soap and an approved drying device will be readily available for use. Hands will be washed after contact with any blood or body fluid and immediately after gloves are removed.

- 1) Any staff or child who is diagnosed as having bloodborne diseases, such as AIDS, HIV, HBV, etc., shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health and Natural Resources, Division of Health Services will be observed.
- 2) When an employee or child is diagnosed with a bloodborne pathogen, the following procedure will be followed:
  - 3) Strict confidentiality of the infected individual will be observed. Only the panel outlined below and those individuals delineated by the panel will be advised of the individual's condition. All involved will sign a statement of confidentiality.
  - 4) A determination from the individual's physician will be obtained as to the individual's ability to return to school/duties. If the individual is determined to be able to return to school/duties, a panel that consists of the staff or in the case of a child, the child's parents, the staff or child's physician, the Principal, and a member of the Safety Committee will be formed. This panel will determine who needs to be aware of the individual's condition, and the infection control measures to be followed. In the case of an employee, determinations will also be made regarding the modification of the employee's duties to provide for increased safety of all employees and students, if necessary.

### **• Diabetes care plans**

Charlotte Choice Charter, Inc. will 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 the charter school. In particular, Charlotte Choice Charter, Inc. will require the implementation of the procedures set forth in those guidelines for the development and implementation of individual diabetes care plans. Charlotte Choice Charter, Inc. also will 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 Board of Directors will report to the State Board of Education annually, on or before August 15, whether they have students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S. 115C-12(31).

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

Charlotte Choice Charter, Inc. will not have high school students nonetheless if we are approved at a later date for high school we will provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S.7B-500.

**• Providing parents and guardians with information about:**

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

Charlotte Choice Charter, Inc. will provide parents and guardians with 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.

**2) Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent Diseases**

Charlotte Choice Charter, Inc. will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of the school year to parents of children entering grades five through 12. This information will 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.

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

State the proposed coverage for:

**Comprehensive General Liability \$ 1,000,000 / \$ 2,000,000 aggregate**

**Officers and Directors/Errors and Omissions \$ 1,000,000**

**Property Insurance \$ 3,500,000**

**Motor Vehicle Liability \$ 1,000,000 CSL including UM/UIM**

**Bonding**

Minimum amount: \$ 250,000

Maximum amount: \$ 250,000

Workers Compensation (per N.C.G.S. 97)

\*Note: CCC has a quote from the Insurance People below;

# INSURANCE PEOPLE

Below are the estimated annual premiums Charlotte Choice Charter

<b>Property Premium Estimate</b>		<b>\$1,200</b>
Contents	\$500,000	
Deductible	\$1,000	
Form	Special	

<b>General Liability Premium Estimate</b>		<b>\$5,715</b>
<b>Rating Basis:</b>	Students	324
	Faculty	24
<b>Limits:</b>		
Per Occurrence Limit	\$1,000,000	
Annual Aggregate	\$3,000,000	
Sexual Abuse & Molestation	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
Employee Benefits	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
School District & Educators Legal Liability	\$1,000,000 per occurrence	
	\$2,000,000 aggregate	
Additional Defense	\$100,000/\$50,000/\$100,000	

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	

<b>Auto Premium Estimate</b>	<b>\$181</b>
Hired & Non Owned Autos Only	
Limit of Liability           \$1,000,000	
 <b>Head of Class Endorsement</b>	 <b>\$82</b>
 <b>Workers Compensation Premium Estimate</b>	 <b>\$5,164</b>
Statutory State- NC	
Employers Liability       \$500/\$500/\$500	
Payroll Estimate         \$929,880	
 <b>Umbrella Premium Estimate</b>	 <b>\$2,387</b>
Limit of Liability       \$1,000,000	
 <b>TOTAL ESTIMATED PREMIUM</b>	 <b>\$15,061</b>
 Student Accident Coverage	 \$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

**J. 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.

CCC, Inc. will provide transportation for all via buses that have been approved by the North Carolina Department of Transportation and will include if necessary, but are not limited to, scheduled pick up points.

**K. FACILITY DESCRIPTION** (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 instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

CCC Board of Directors has started searching for an appropriate property to lease in the Mecklenburg County area upon approval of final charter. The founders of CCC have one major criterion for the location of the school and that is accessibility. The facility should be located in a place that is easily accessible first, by the parents in the West charlotte area based on the survey location is important. Second, the facility should be accessible by most elementary and middle schools. Based on the availability of the classrooms and space, CCC is willing to utilize any school facility, partially or whole. CCC has started working with Marie Wellman a local realtor to find a building that meets the needs of CCC.

**Description of planned school facility**

CCC needs 12 classrooms for the first year in addition, one computer lab, four offices, one resource room, one teacher work room and lounge, one conference room, a library, a multipurpose room, a small cafeteria and enough parking and play area. CCC will make sure that all applicable inspections and certifications will be in place prior to the opening of the facility. Total square footage of the building is expected to be 25,000 square feet.

The facility will be maintained in a manner ensuring compliance with the North Carolina State Building Code so that the following factors are satisfied:

- The school building will be accessible, barrier free, safe, and clean;
- Provide for the proper outdoor display of flags of the United States and of the State;
- Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education
- Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology, and fine arts;
- Provide facilities for the adequate and safe administration and storage of student medications.

CCC will maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of inspections will be the same as for other schools in other Mecklenburg County Schools and will be conducted in consultation with the local health and fire departments. In addition, CCC will:

Ensure the facility complies with the Americans with Disabilities Act (ADA) and addresses in its budget for renovations to make the building ADA compliant. Ensure that if they do not already, all exit doors will be equipped with panic hardware as required by the State Code; and Conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. Evacuation routes for students will be posted in each room. Additionally, at least one simulated lock-down and crisis emergency evacuation activity will be conducted during the first week of each school year.

**Name of the facility (if known): N/A**

Address: **N/A**

City/State/Zip: **N/A**

Description of the Facility: **N/A**

Total square feet: **N/A**

Number of Classrooms: **N/A**

Number of Restrooms: **N/A**

Other Rooms: **N/A**

Auditorium: **N/A**

Gymnasium: **N/A**

Music Room: **N/A**

Art Room: **N/A**

Laboratory: **N/A**

Ownership: **N/A** Fee Simple or Lease **N/A**

If the facility is to be leased, provide the following information: **N/A**

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

Name of Landlord: **N/A**

Address: **N/A**

City/State/Zip: **N/A**

Phone: **N/A** Fax: **N/A**

**Document inspections for the following: N/A**

- (a) Fire: Will be conducted once facility is acquired
- (b) Safety: Will be conducted once facility is acquired
- (c) Handicapped accessibility?

**Describe how the maintenance will be provided for the facility.**

Charlotte Choice Charter will hire a full-time Maintenance/Custodial staff for the school.

**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?**

The Board of Directors of CCC is actively working on finding a facility for the school. We have an experienced realtor Marie Wellman, who has over 30 years of experience in locating specialty buildings and space. She has successfully helped businesses locate space and buildings for daycares and schools. She has located several buildings in the West Charlotte area but continues to search.

**L. 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.

**V. 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.

**Charlotte Choice Charter School Survey below;**

CHARLOTTE CHOICE CHARTER SCHOOL

According to statistics Charter schools are fulfilling their mission of providing better choices to parents and producing successful students. Public school systems are struggling to educate our students. Charter schools are the way to progress and success. Statistics show that foreign students are outperforming American students in math and science. Charlotte Choice Charter uses the SMART approach to helping our students succeed by introducing them to Science, Math, Arts, Reading and Technology. Please complete the survey below and provide your name, telephone and email address. Survey information can be emailed. Surveys can be emailed to: [redacted] if interested in making a change for your students. All responses are needed by February 28, 2012

Parent Name: [Handwritten: Debra S. ...]

Email Address:

Telephone: [Handwritten: 704 222 0327]

School your child attend: [Handwritten: ...]

1. How satisfied are you with your child's school? a. very satisfied b. somewhat satisfied c. somewhat dissatisfied d. very dissatisfied

2. What type of school did your child attend last year? a. public b. private c. parochial d. did not attend school e. Charter

3. How likely are you to send your child to a charter school next year? a. very likely b. somewhat likely c. somewhat unlikely d. very unlikely

4. If you are likely to send your child to a charter school please prioritize the areas of Importance 1-6, (1) equal most important and (6) least important.

- 1- location 2- discipline 3- small class size 4- well trained staff 5- curriculum 6- Extra-curricular activities 7- parent involvement/volunteers 8- safety

5. How many children do you have enrolled in school?

a. # of children [Handwritten: 2]

b. List the grade levels of your children in the fall of 2013 [Handwritten: 4th, K]

c. What are some of the activities, programs and curriculum you would like to see in your child's school? [Handwritten: ...]

\*Note: Surveys can be mailed to P.O. Box 44065, Charlotte, NC 28215 or email to: choicecharter@gmail.com




## VI. SIGNATURE PAGE

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

Print/Type Name: Linda R. Cruz

Position: Founder, Chairman of the Board of Directors

Signature: 

Date: 4/10/2012

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.