



Dreams To Reality Academy Charter School  
PO Box 481180  
Charlotte, NC 28269

I. APPLICATION COVER PAGES

**NAME OF PROPOSED CHARTER SCHOOL:** Dreams To Reality Academy Charter School

**NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:**  
Dreams To Reality Academy, Inc.

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

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

**NAME OF CONTACT PERSON:** Tonya Allen

**TITLE/RELATIONSHIP TO NONPROFIT:** Chief Executive Officer

**MAILING ADDRESS:** P O Box 481180 Charlotte, NC 28269

**PRIMARY TELEPHONE:** 704-595-1735

**ALTERNATE TELEPHONE:** 704-595-1884

**E-MAIL ADDRESS:** tallen@kenstonjgriffin.com

**Location of Proposed Charter School (LEA):** Iredell-Statesville Schools

**Conversion:**

No:

Yes:  If so, Public  or Private:

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

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

Description of Targeted Population: All Students, including Pre-Kindergarten students.

Proposed Grades Served: Pre-Kindergarten-12<sup>th</sup> Grade Proposed Total Enrollment: 780

**Projected School Opening Year 2013 Month August**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	Pre-K thru 2 <sup>nd</sup> Grade	180		X
Second Year	Pre-K thru 3 <sup>rd</sup> Grade	240		X
Third Year	Pre-K thru 4 <sup>th</sup> Grade	300		X
Fourth Year	Pre-K thru 5 <sup>th</sup> Grade	360		X
Fifth Year	Pre-K thru 6 <sup>th</sup> Grade	420		X
Sixth Year	Pre-K thru 7 <sup>th</sup> Grade	480		X
Seventh Year	Pre-K thru 8 <sup>th</sup> Grade	540		X
Eighth Year	Pre-K thru 9 <sup>th</sup> Grade	600		X
Ninth Years	Pre-K thru 10 <sup>th</sup> Grade	660		X
Tenth Year	Pre-K thru 11 <sup>th</sup> Grade	720		X
Eleventh Year	Pre-K thru 12 <sup>th</sup> Grade	780		X

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

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

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

**TABLE OF CONTENTS**

I. Application Cover Pages..... 1

II. Table of Contents..... 4

III. Mission, Purpose, and Educational Focus ..... 5

IV. Governance ..... 8  
Organizational Structure  
Private Nonprofit Corporation  
Admissions Policies

V. Education Plan..... 32  
Instructional Program ..... 32  
Special Education ..... 49  
Student Conduct and Discipline ..... 50  
Timelines..... 51

VI. Business Plan ..... 51  
Projected Staff and Qualifications ..... 51  
Enrollment..... 55  
Marketing Plan ..... 56  
Projected Enrollment 2012-13 through 2016-17..... 57  
Budget: Revenue Projections 2012-13 through 2016-17..... 59  
Budget: Expenditure Projections 2012-13 through 2016-17 ..... 61  
Audits: Program and Financial ..... 63  
Budget: Capital and Assets ..... 63  
Civil Liability and Insurance..... 64  
Transportation Plan..... 64  
Facility Description ..... 65  
Health and Safety Requirements ..... 66  
LEA Impact Statement ..... 73

VII. Appendices (optional) ..... 74

VIII. Signature Page ..... 89

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

#### **MISSION:**

The mission of the proposed charter school is as follows:

Dreams To Reality Academy's (D2RA) mission is to inspire and give students a comprehensive, high-quality, 21st Century standard-based museum learning experience that will prepare students for acceptance and success in college and beyond.

#### **EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION:**

D2RA will provide such an environment and will provide the same college preparatory curriculum to all students by providing an option for families. Capitalizing on the data known from a number of research studies that low-income students perform better academically in schools that are socio-economically balanced. D2RA believes that the proposed charter school, with its strong education model, well-built business plan and the formidable resources of its founders and their companies will help to meet the desperate need for successful schools grades Pre K-12 in the Iredell and surrounding counties. Our strong commitment to racial and socio-economic diversity will serve a significant public purpose by demonstrating that it is possible to achieve academic success with a diverse student population.

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

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

Dreams To Reality Academy Charter School's vision is to enable each child to reach his or her fullest potential and beyond by providing a high quality educational program in a safe and orderly environment conducive to student learning, and instill in our students a desire to become life-long learners capable of meeting the challenges of the 21<sup>st</sup> century. Therefore D2RA's 5 student achievement goals for the school's educational program are as follows:

- Students will achieve high standards and graduate ready to succeed.
- Students will be taught by highly qualified and effective teachers.
- Students will be taught in environments that are conducive to learning.
- Students will benefit from the implementation of effective management systems that maximize available resources.
- Students will benefit from increased family and community engagement that provides positive educational and career opportunities for students.

#### **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.

D2RA recognizes that there are some crosscutting capabilities that are common to all fields and that contribute to successful participation in school, family, work, and community and in recognizing this fact has incorporated the following into all academic endeavors. The academic program will focus on assisting and strengthening the lives of all students. In order for students to achieve success in life, they need the total support of parents, families, and communities. In correlation with successful students, parents need to be supported by families and the community; this includes education and skill training to achieve success. D2RA address all six of the legislated purposes for charter schools:

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

D2RA will improve student learning by incorporating a more inclusive learning environment targeted to engage students within their unique learning style. Whether it is through Montessori, inclusion, or a traditional style of instruction, students will be cultivated in what best assist them academically. The targeted population of students for D2RA represents those who are seeking a more diverse and integrated curriculum and college preparatory track. Teachers can design exciting learning environments that cater to the individual needs and backgrounds of students while meeting specific educational goals and objectives.

D2RA will also recruit and employ highly qualified educators and incorporate an intensive and comprehensive evidence based Professional Development program that all teachers and staff must successfully complete each year. In addition, the North Carolina Principal and Teacher evaluation will be used to develop, coach, and evaluate school leadership and teachers to ensure student learning is achieved.

D2RA will employ a Dean of the Academy (Principal) and Assistant Dean (Assistant Principals) to facilitate the curriculum and instruction and oversee school operations. In order to remain focused dedicated to improve student learning, D2RA will also employ and appoint assistant principals to oversee Curriculum & Instruction components and the Operational components of the school.

Each grade level (for elementary, middle and high) will appoint lead coaches (department facilitators) to assist with the curriculum development, implementation, and integration between all disciplines. This approach will continue to cultivate and nurture the individual students learning style, while incorporating not only the academic components, but also the cultural development of foreign language emersion, character development, global readiness/competitiveness, STEM, and health and wellness development. D2RA will operate an extended day and extended year.

Research has shown that the empowerment of adult family members as partners in students' performance and social development the more successful and well-rounded individuals become. Targeting academic and developmental skills encourage students, parents and communities to become engaged, which will inspire them to focus on their academic, personal, and ultimately professional advancement. D2RA will involve parents/guardians and the community through its Parents University to strengthen parental and community involvement. The Parent University will offer targeted education and sociological programs throughout the school year.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted (G.S. 115C-239.29A(2))

Today, students are expected to not only absorb factual information, but to understand the interrelationship of these facts and the greater meaning behind them. Students also must develop critical thinking and problem-solving skills that will strengthen their academic aptitude as 21<sup>st</sup> Century Learners in a global economy.

Increase learning opportunities with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted: D2RA will provide students with a rigorous and relevant curriculum that permits student engagement, emphasizing college preparatory, career readiness, and diversity to accelerate student achievement. Students will benefit from a favorable student-teacher ratio of 10:1 for Pre-kindergarten students and 15:1 for all other grade levels. The school schedule will provide maximum time for time for in-depth learning, intervention, and project based learning. For example, literacy will be offered 150-minutes (27, 750 minutes of reading per year), math 80-minutes (14,800 minutes per year) to strengthen student mathematical and literary skills, student teaching and learning.

Encourage the use of different and innovative teaching methods (G.S. 115C-239.29A(3))

D2RA understands that every child does not learn at the same pace. D2RA will utilize evidence based, differentiated instructional methods, such as cooperative learning, flexible grouping, direct instruction, role play, use of technology, inquiry based lessons, and field trips to facilitate mastery of the common core and essential standards. D2RA will empower all students to reach their full potential as global and diverse 21<sup>st</sup> Century Learners through rigorous and relevant teaching and learning. Teachers will be trained in evidence based differentiated methods to meet a variety of learning styles. Teachers will also be trained in Howard Gardeners' Multiple Intelligences.

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

All faculty and staff will be required to participate in weekly Professional Learning Communities (PLC) using data to inform instructional decisions and practices. PLC meetings will ensure teachers work together to clarify exactly what each student must learn, monitor each students learning on timely basis, provide systematic interventions that ensure that students receive additional time and support for learning when they struggle and extend and enriched learning when students have already mastered the intended outcome. Teachers and staff will participate in 20 days of professional development training throughout the school year to enhance teaching and learning.

To enrich teaching and learning a coaching model will be implemented for new teachers and career teachers to provide meaning feedback and modeling of best practices for high quality teacher effectiveness.

Beginning teachers will meet weekly as a professional learning community to address challenges that are often associated with beginning teachers. Support staff will also participate in workshops to enhance their professional growth. Feedback from surveys and focus groups will also guide professional development in the school. Examples of the professional development trainings are as follows:

- Professional Learning Community
- Inquiry Learning / Based Teaching Implementation
- Museum Learning Module
- Project Based Learning
- Data Driven Instruction
- Assessments of Learning
- Common Core and Essential Standards- "Unpacking the Curriculum"
- Cultural Responsiveness
- Differentiated Instruction
- RTI (Response to Intervention)
- Classroom Management
- Proper Integration of Technology

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

D2RA will provide students and parents with an integrated STEM focus that emphasis museum learning. Students and parents will engage the curriculum through one to one, technology, museum exploration, inquiry and project based learning and field trips. Students will further engage the curriculum through hands on activities such as using legos to connect math in a real world environment. D2RA will also provide students with opportunities for academic enrichment, clubs and organizations, and interventions to meet a variety learning needs.

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 (G.S. 115C-239.29A(6)) 02.3

D2RA as required by law will follow the states performance based accountability system to ensure the school is held accountable in meeting annual accountability goals. D2RA will employ highly trained and experienced external consultants to conduct evaluations and provide meaningful feedback for continuously school improvement. D2RA will work closely with the North Carolina Office of Charter Schools and other stakeholders for accomplishing the goals of providing students will a fair equitable and high quality education.

### **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.

D2RA's educational framework is deeply grounded in the Constructivist Theory of Learning. The Constructivist Theory of Learning is profound for teaching and learning. This theory of learning suggests a more involved role for students as active learners, creating a critical thinking and problem-solving environment, where in student-centered instruction is highly visible and experienced.

The teacher is the facilitator of learning, encouraging students to discover their own meaning instead of using traditional methods of instruction and controlling all classroom activities. The Constructivist Revolution is rooted in the work of educational psychologists Piaget and Vygotsky. The social concept presented in this theory will support STEM/Museum Learning, provide innovation in teaching and learning through discovery, cooperative learning, inquiry, technology integration, one-to-one technology, and project-based learning.

STEM/Museum learning seeks to go beyond the basics by teaching children how to learn and opening opportunities to understand why they are learning through project-based learning and one-to-one technology. The strength of STEM/Museum learning shifts the ownership of learning activities from teachers to students. The process of developing knowledge-building communities focus on solving problems and exploring phenomena. These knowledge-building communities offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions.

Teacher-directed instruction is focused on each student's individual learning style, readiness, and prior understandings and experiences. Museum learning encourages the use of different and innovative teaching methods by empowering teachers and staff to support the diverse learning needs of all students.

Teachers and the curriculum specialists collaborate through professional learning to fully implement the museum learning framework. Teachers are trained to evaluate each child's skills and needs and to tailor curriculum accordingly to accelerated student learning and achievement. Museum educators from the Iredell County and surrounding area museums will reinforce and enhance students' learning and will directly contribute to the teachers' understanding of content and materials. Museum learning brings a true understanding of subjects rather than merely asking students to memorize facts. The opportunity to operate as a new charter school will allow us to implement this unique and proven model in a public charter school arena. D2RA believes museum learning will lead to a deeper understanding of material and higher student achievement.

D2RA will serve one hundred and eighty (180) students in pre-kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade twelve. The school will operate on a traditional calendar. The school hours are inclusive of an extended day model. The hours of operations are 7:30 a.m. to 4:00 p.m.



D2RA believe that our extended year program will:

- accelerate student mastery of curriculum
- minimize summer academic loss
- enhance teaching and learning
- increase student achievement
- increase parental involvement
- increase community involvement

#### IV. GOVERNANCE

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

**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: Dreams To Reality Academy, Inc.

Mailing Address: P.O. Box 481180  
City/State/Zip: Charlotte, NC 28269  
Street Address:  
Email: tallen@kenstonjgriffin.com  
Phone: 704-595-1735  
Fax: 704-595-1736  
Name of registered agent and address: Tonya Allen

FEDERAL TAX ID: 45-4780716

**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. Proposed Educational Management Organization (EMO or CMO)**

**D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)**

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

Dreams To Reality Academy does not plan to contract services with an Educational Management Organization (EMO), but will reserve the right to contract with such an entity in the future should it be deemed appropriate by the D2RA Board of Directors.

1. 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. Not applicable at this time.
2. What other EMO/CMO's were pursued and why did the applicant select this particular one? Not applicable at this time.
3. Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students. Not applicable at this time.
4. 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. Not applicable at this time.
5. 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. Not applicable at this time.

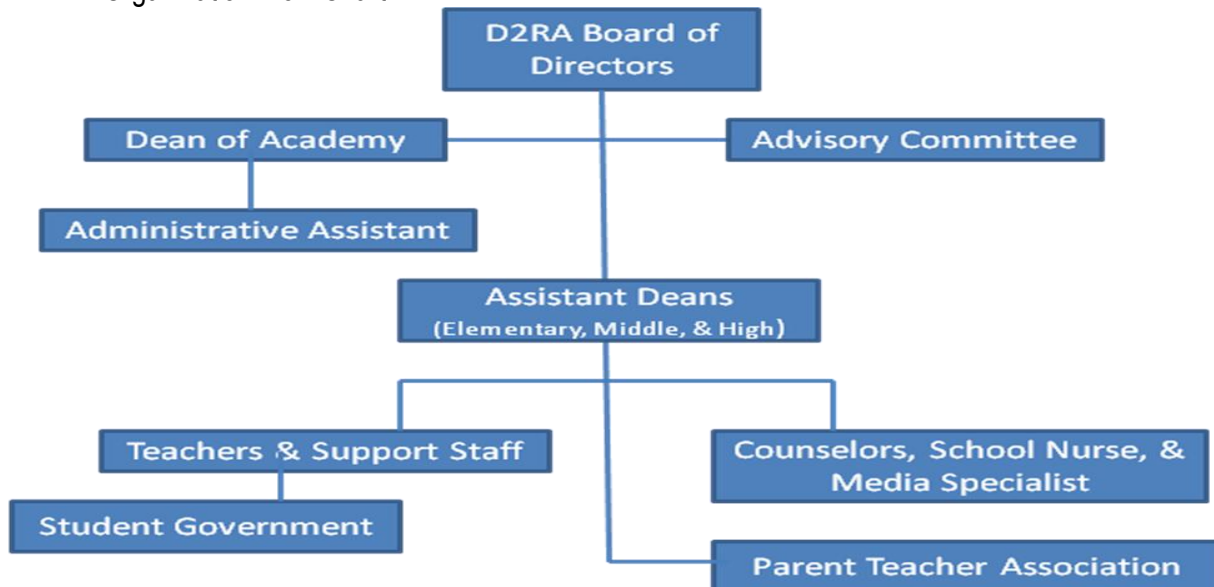
**E. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:** (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))  
 The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

A well-defined organizational chart showing the relationship of the Board of Directors to the 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.

Dreams To Reality Academy does not plan to contract for services with an Educational Management Organization (EMO), but will reserve the right to contract with such an entity in the future should it be deemed appropriate by the D2RA Board of Directors.

1. Organization Flow Chart:



2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

**Tonya R. Allen**

**Education**

Mississippi State University- Meridian, MS (branch) Credit Hours in Psychology

University of Southern Mississippi- Hattiesburg, MS Bachelor of Science – Education & Psychology

Tougaloo, College, Tougaloo, MS Credit Hours towards BS degree

**Employment**

**Dream Builders Communication, Inc., Charlotte, NC**

**Chief Development Officer** (2006 to present)

- Oversee and manage all accounts for company, programs, and grants
- Monitor and oversee all programs, projects, and grants
- Monitor and supervise staff
- Monitor and supervise human resources, payroll, and financial components
- Develop and implement a comprehensive, diversified fund raising program, including individual giving, special events, corporate giving, private foundations, and public sector fund raising
- Develop strategies and tactics to increase giving and attract new donors
- Create, plan and direct cultivation events
- Provide leadership, oversight and direction for agency communication efforts to shape and direct marketing efforts
- Annual and strategic planning, work plan development and evaluation, performance measurement and board development
- Write and submit funding proposals, reports, outreach materials, and reports to the community

**Dreams To Reality, Inc.**

**Group Home Manager** (March 2006-2008)

- Responsible for all clients and staff
- Conducted Social Skill/Psychosocial Focus Groups
- Attend all meetings regarding clients continuum of care
- Conducted staff/professional development training (i.e. State mandated Documentation Training, HIPPA, Clients Rights
- Maintained all payroll and employee timesheets
- Conducted all program accounts

**Lash Group, Charlotte, NC**

**Reimbursement Specialist** (May 2004 to March 2006)

- Benefit verifications
- Prior authorization assistance
- Billing and coding support
- Monitoring of payer policy and verification
- Appeals management

**Charlotte Mecklenburg Schools, Charlotte, NC**

**Educator** (Aug. 2002 to Aug. 2004)

- Classroom teacher for Behavioral/Educationally Delayed Students K-5<sup>th</sup> Grade (all subject areas)
- Responsible for all students academic growth and development
- Created and implemented daily lesson plans
- Conducted Parent Meetings regarding students' progress and development

**Children's Comprehensive Services, Charlotte, NC**

**Residential/Sex Offenders, and Day Treatment Supervisor** (Sept 2000-Dec 2002)

- Providing Supervision of staff (including Residential, Sex Offenders, and Day Treatment Staff)
- Implement all company policies and procedures in accordance to federal/state mandate for consumer care
- Provide client management of the PCP as deemed necessary to include maintaining and updating records
- Develop and implement designated goals and interventions identified on each Person Centered Plan
- Conduct Treatment Team Meetings
- Review clinical documentation of Associate and Paraprofessional staff for quality assurance & effective skill building techniques

**Kenston J. Griffin**

**Education**

**Master of Social Work**-Administration in Public  
And Private Community Development  
University of South Carolina  
Columbia, SC May 1997

**Bachelor of Social Work**- Clinical  
Livingstone College  
Salisbury, NC  
May 1996

**Professional Experience**

**Dream Builders Communication Inc, Charlotte, NC** *Chief Executive Officer*

December 2002-Present

- Developed a cross functional team in the areas of professional training, strategic planning, empowerment speaking, and program supply corporations, small business, and educational initiatives (K-12, undergraduate, & graduate), mental health organizations, federal/judicial systems, and faith based groups
- Create and drove the operational planning budget to a multimillion dollar firm within five years
- Led the development of multiple sites and training centers across the Southeast
- Initiated the development of seeking million dollar federal grants for educational systems.
- Led the revamping of formally owned business to become a ten million dollar logistic firm
- Policy: corporate policies, new policies, management input, review
- Standards of performance reviews: standards of performance
- Community relations: public relations, community participation
- Profitability and growth: profit objectives, results compared to industry, sales objectives, dependency on single product/customer, market share, profitability by product line

**Children's Comprehensive Services of Charlotte, NC**, *Chief Operating Officer*

August 2000- January 2002

- Directed and established the company's first residential and day treatment facility in North Carolina
- Supervised daily operations of a residential & day treatment facility consisting of 125 at risk youth
- Provided leadership/ support to the clinical team, admissions coordinator, and marketing specialist
- Organized and directed placement in collaboration with county officials in 40 counties in NC
- Provided clinical leadership to therapist and case managers in judicial court proceeding weekly
- Collaborated with Charlotte Mecklenburg Schools to provide treatment services to at risk youth

**Another Choice, Charlotte, NC**, *Director of Program Development*

September 1999-August 2000 Independent Contractor August 2000- February 2001

- Created pre/post service programs throughout the state of North Carolina for adoptive parents and foster cares children
- Established and managed grant funding for parents and children support services program
- Supervised social workers providing clinical support to foster and adoptive parents
- Facilitated staffing on a bi-weekly basis with staff to prove additional clinical support

**Community Living Concepts, Statesville NC**, *Program Manager*

January 1999-September 1999

- Established offices, identified community resources, and hired staff
- Certified that all accommodations, disciplinary actions, and grievances were handled appropriately
- Provided quarterly quantitative audits to ensure that residents receive adequate care
- Ensured that annual inspections were completed as required by licensure & respond immediately to reports of allege abuse or neglect

**National Mentor, Charlotte, NC**, *Lead Clinical Coordinator*

September 1997-February 1999 Independent Contractor February 1999- June 1999

- Supervised therapeutic foster parents and adult staff persons on a weekly basis
- Provided direct case management for high intense foster children and adults with mental retardation disabilities, with a special emphasis on substance abuse/ dual diagnosis population
- Planned and developed pre services and continuing therapeutic educational programs
- Leader of multi-disciplinary teams and group facilitator
- Provided accurate billing and payroll to independent contractors on a bi-weekly basis

**W. Christopher Land**  
**CAREER EXPERIENCE**

**Dream Builders Communication, Inc.**

November 2006 - present

*Chief Operating Officer*

- Manage daily operations of company. Supervise the staff comprised of multiple layers, and employees
- Manage new and existing customer/client relationships, create new business opportunities for company, trainers, and speakers by establishing service agreements and contracts
- Monitor all incoming/outgoing financial movement/direction

*Business Manager/Master Trainer*

June 2002 – November 2006

- Support the growth of Dream Builders Communication, Inc. by managing customer base, service agreements, and contracts
- Trained customer/clients in multiple arenas: corporate, educational, and faith based
- Managed five school systems, each with multiple schools by designing and providing specific student, parent, and staff support services

**Hewlett Packard Company**

August 1994– November 2006

*Field Service Computer Engineer/Trainer*

- Supported the technical, networking, and computer server components for client base with equipment responsible for \$10,000 of revenue (or more) per hour
- UNIX, NT, and Microsoft certified/qualified
- Trainer/Educated field service engineers and assisted with the development of technical certifications

*Engineer Support/Administrative Assistant*

June 1990 – August 1994

- Supported the field service engineers with supply chain order fulfillment
- Utilized necessary skills to support with products/equipment Repair and delivery
- Managed over \$10,000,000.00 of inventory for local, regional, and national engineering teams

**DeKalb County –Voter Registration**

September 1987 – April 1990

*Absentee Voting Clerk/Temporary Employee Manager*

- Managed temporary staff of 10 in preparing, processing, and tracking absentee ballots for elections
- Registered voters in various districts within the county
- Controlled and monitored all incoming voter traffic, while assisting illiterate and handicapped voters

**EDUCATION**

**Central Piedmont Community College**

December 1992 -April 1993

Continued Education Courses

- Computer Hardware/Technical Services

**DeVry Institute of Technology**

June 1985 – April 1989

Associate Degree in Computer Information Systems

- Major field of study included programming, troubleshooting, and coding with various computer platforms and languages

**Dr. Edward Sadler**

Dr. Edward D. Sadler, Jr. is a native of Gaston County North Carolina.

- Dr. Sadler has Doctorate of education and educational specialist degrees from UNC-Chapel Hill.
- He received his master's degree in education from UNC-Charlotte and a bachelor's degree from North Carolina Central University. Belmont Abbey College awarded, Edward Sadler, an honorary doctorate degree, May14, 2006.
- During his tenure, he has served as a teacher, assistant principal, principal and assistant superintendent of curriculum and instruction.
- He was named superintendent of Gaston County Schools in March 1995. His contributions to education in this community and at the state and national levels are immeasurable.
  - His colleagues in the state chose him 2003 North Carolina State Superintendent of the Year- the most coveted award bestowed a superintendent.
  - He was elected by the superintendents in North Carolina to represent his peers to a three-year term on the national Governance Board of the American Association of Schools Administrators 2005-08.
  - Governor of North Carolina name Ed Sadler to the esteemed State Board of Education.
  - Most recently, he was chosen as one of the 17 superintendents in the United States to receive the American Association of School Administrators 2005 National President's Technology Award for exceptional vision and leadership in educational technology.
- Constantly striving to improve our schools, Ed Sadler is exceeding proud of the accomplishment our students and staff have made over the past years.
  - Under his visionary leadership higher standards and expectations have let to record-high student achievement at all grade levels in Gaston County Schools.
  - The number of students proficient in reading and math improved significantly. More Gaston County public school students are above or at grade level than at any other time in the school system's history.
  - In 2004 was named in his honor, Edward D. Sadler Elementary School.
- Serves as a Professor at University of North Carolina-Charlotte.

**Kevin L Alston**

435 Wrayhill Drive  
Charlotte, North Carolina 28262  
(704) 433-6210  
klalston@hotmail.com

---

**PROFESSIONAL STRENGTHS INCLUDE**

• Data Gathering and Elicitation • Determining Requirements • Documentation (Business Case, Business Requirement Document, Project Charter) • Determining Functional Requirements • UAT Testing • Use Cases • Unified Modeling Language (UML) • Project Planning & Control • QA & Risk Management • Determining Project Scope with WBS • Project Charter • Determining Critical Path • PM Life Cycle • SDLC • Waterfall • Agile

**Model Types:** • Data Flow Diagram • Decision Tree • Entity Relationship Diagram • eTOM Framework • Ishikawa/Fishbone Diagram • Flowchart • Sequence Diagram • State Machine Diagram • Workflow Models

**Technology Tools:** • Access • Data Mining • MS Excel • MS PowerPoint • MS Project • MS Visio • MS Word • Oracle • SQL

**Designing Environments:** • C • C++ • HTML • Java • VB • HTML • XML

**EDUCATION & TRAINING**

- **Ph.D.** (In Progress), Applied Management & Decision Sciences, Walden University  
**Specialization:** Information Systems Management
- **Business Analysis Plus Certificate (IIBA Compliant & PMI Compliant)**, Central Piedmont Community College
- **M.A., Information Technology Management** – Webster University
- **B.S., Business Management** - Southern Wesleyan University
- **Microsoft Certified Professional** – MCP

**PROFESSIONAL EXPERIENCE**

*Humana, Lancaster, South Carolina – (11/2010- Present)*

**Business Analyst (Business & IT)**

- Create business cases (BC) and business requirement documents (BRD) that outline the objectives of projects.
- Effectively engage multiple projects simultaneously providing the necessary communication and documentation.
- Evaluate data collected through task analysis, business process, surveys and workshops.
- Design, structure and monitor testing techniques including system integration testing (SIT) and user acceptance testing (UAT).
- Communicate effectively with internal and external stakeholders to ensure delivery of project requirements.
- Create and design use cases.

*Livingstone College –Salisbury, North Carolina – (6/2008-7/2010)*

**Director of IT**

- served as the business analyst and project manager on major and minor projects.
- Served as the liaison between IT, faculty, all business units and external vendors.
- migration of our network and telecommunications infrastructure from Windstream to TW Telecom.
- create custom software and middleware (C, C++, Java,VB) as needed.
- migrate the campus from no wireless capabilities to 100% wireless coverage.
- Successfully implemented, managed and completed multiple projects simultaneously providing the necessary communication and documentation to all stakeholders.
- operations of the organization's network and business systems including the inter- and intra-building wiring *Allen University, Columbia, South Carolina – (1/2006-1/2008).*

**Business Analyst/Project Manager**

- Created business cases (BC), business requirement documents (BRD) and project charters (PC) that outlined the objective of the project.
- Effectively engaged multiple projects simultaneously providing the necessary communication and documentation.

Worked with business teams, functional teams and wireless teams capturing the business requirements, user requirements and functional as well as quality of service requirements for the project.

**Aaron Keith McCullough:**

**Career Objective:**

To help stimulate growth and development within an education and research-based environment by means of research, evaluation, instruction, management, leadership, community and program development, marketing, as well as inter- and intra-departmental communication.

**Education:**

**Doctor of Philosophy in Education**, December 2010, The University of North Carolina at Chapel Hill, Chapel Hill, NC.

**Master of Science in Adult Education**, May 1997, North Carolina A&T State University, Greensboro, NC.

**Bachelor of Arts in Speech Communication, Minor: Public Relations**, December 1990, North Carolina State University, Raleigh, NC.

**Employers:**

11/2007-Present	Trainer for Dream Builders Communication, Inc.
5/2006 – 11/2007	North Carolina A&T State Univ. – Division of Student Affairs – Director, Student Support Services Program
1/2006-5/2006	North Carolina A&T State Univ. – Cooperative Extension Program – Project Dir., Financial Literacy Initiative
8/2004- 5/2006	North Carolina A&T State Univ. – Dept. of Speech Comm. – Adjunct Professor
5/2004- 8/2004	North Carolina A&T State Univ. – School of Education – Adjunct Professor
8/2002 – 8/2003	University of North Carolina at Chapel Hill – School of Education Research Asst.
11/2001 – 8/2002	University of North Carolina at Chapel Hill – N. C. Health Careers Access Program Interim Associate Director
6/2000 - 10/2001	North Carolina A&T State University – Center for Distance Learning

**Professional Experience:**

**Program Development/Marketing:**

- Develop financial literacy curricula and training programs
- Conduct focus groups to gather data and identify the needs of the target audience
- Disseminate financial literacy information to target audience and community partners
- Develop, coordinate and implement a comprehensive marketing plan with the Information and Communications Specialist.
- Conduct and coordinate training programs with campus and community-based groups, and health professions agencies and associations across the state
- Develop, revise, update and implement the NC-HCAP Strategic Plan
- Marketed Community Voices, Voices Reaching Visions and “Y-PIC” leadership training programs
- Recruited and trained volunteers for program marketing, activities and special events

**Grants/Proposals:**

- Principal Investigator, Student Support Services Program at North Carolina A&T State University. Award: \$267,894 annually (2005-2010)
- “Learning Anytime Anywhere” eLearning Grant funded by the University of North Carolina – Office of the President in Chapel Hill, NC. Award: \$70,000 (May 2001)
- “Family and Community Violence Prevention Program” Grant funded by the Department of Health and Human Services in Washington, DC. Award: \$600,000 (October 2000-September 2003)
- High Point Housing Authority Youth Outreach Program funded by the Guilford County Juvenile Services in Greensboro, NC. Awards: \$25,000 (1994-95); \$40,000 (1995-96); \$40,000 (1996-97)
- Youth Sports Grant funded by the Office of Housing and Urban Development in Washington, DC. Awards: \$125,000 (1993-95); \$125,000 (1994-1996); \$125,000 (1995-97)

**Publications:**

“A Friendly Voice”: Friendship Missionary Baptist Church Newsletter, April 1998, Volume XVII, “The Son Shines Brightest When The Skies Are Grey”.

EMPOWER: Education and Mentoring People Through Orientation, Work, Evaluation and Resources, Spring 1996, Volume 1, Issue 4, “Making A Difference in the Community.”



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) D2RA's Bi-Laws:

#### Article I. – Name and Purpose

Section 1: The name of the Corporation shall be **Dreams To Reality Academy Inc.** and the principle office of the Corporation shall be located at such place in the County of Iredell and State of North Carolina as the Directors may determine from time to time.

Section 2: The Corporation is organized exclusively for the charitable, educational and research purposes within the meaning of Sections 501 (c) (3) of the Internal Revenue Code of 1986 and as the same may hereafter be amended and (the “Code”) including the making of distributions directly in support of such purposes or the making of distributions to organizations that qualify as exempt organization under Section 501 (c) (3) of the Code. References to Sections of the Code shall be constructed to include corresponding sections of any future federal tax code.

**Section 3: The function and purpose of Dreams To Reality Academy Inc. a Non-Profit organization is to inspire and give students a comprehensive, high-quality learning experience. Improve student learning, increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who has been identified as at risk of academic failure or academically gifted. Lastly, focusing and encouraging the use of different and innovative teaching methods in a 21<sup>st</sup> Century standard museum learning experience. This corporation is organized exclusive for educational, charitable and research purposes.**

Section 4: Definition of terms: Corporation or Organizations is referring to **Dreams To Reality Academy Inc.**

#### Article II. – Membership

Section 1: Membership currently shall consist only of the members of the Board of Directors.

#### Article III. Meeting of the Board of Directors

Section 1: **Annual Meeting.** The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: **Regular Meeting.** Regular meetings of the Board of Directors shall be held with or without other notice than these bylaws on every other month basis at its main office or other designated place. If there is no business to be conducted at a regular meeting of the Board of Directors, the President, CEO, or Chairman of the Board may cancel the regular meetings by giving at least 24-hours prior to telephonic or email notice of such cancellation to each of the Board of Directors. The Board of Directors may provide, by resolution, the time and place, within the State of North Carolina for the holding of regular meeting without other notice than such resolution. At which conference calls or other media that is readily available will do time meeting for other location(s) out of state.

Section 3: **Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of any officer, or at least two Directors. The persons or persons authorized to call special meeting of the Board of Directors may fix any place, either within or without the State of North Carolina, as the place for holding any special meeting of the Board of Directors as called by them. The Chair or the Executive Committee may call special meetings.

Section 4: **Notice.** Notice of any special meeting of the Board of Directors shall be given at least five (5) days previously thereto by written notice mailed or emailed to each Director at the Director's address.

Section 5: **Quorum.** At any meeting of the Board of Directors of the Corporation shall the presence of a majority of the Directors in person shall constitute a quorum of the transaction of business but a lesser number (not less than two (2)) may adjourn any meeting and the meeting may be held as adjourned without further notice.

Section 6: **Manner of Acting.** The act of the majority of the Directors present at a meeting at which quorum is present shall be the act of the full Board of Directors, except as provided by law or these By-laws.

Section 7: **Participation by Telephone.** Any one or more members of the Board may participate in a meeting of the Board by means of a conference call (by telephone or similar communications equipment) allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

Section 8: **Removal of Directors.** A Director(s) of the Corporation may be removed by a majority vote of all the Directors at any special meeting of the Directors call for the specific purpose of removing such Director.

Section 9: **Rules of Order.** Roberts Rules of Order shall govern all questions of parliamentary procedure, which are not specifically covered by provisions of these By-Laws.

#### Article IV. - **Board of Directors**

Section 1: **Number, Tenure, and Disqualification.** The Board of Directors at the annual meeting of Directors shall elect directors. Newly elected Directors shall assume their duties of the Corporation the first regular meeting held in September of each year or as predetermine at the end of every fiscal year.

The Board of Directors shall be at least three (3) and no more than fifteen (15) members.

**The initial term for the Board of Directors shall be three (3) years; thereafter, the terms of the Directors shall be staggered so that at least two (2) members are elected at each annual meeting of the Directors.**

Section 2: **Management.** The Board of Directors shall manage the business of the Corporation. In the management and control of the business and affairs of the organization, the Board of Directors is hereby vested with all the powers possessed by the organization itself, so far as this delegation of authority is not inconsistent with laws of the State of North Carolina, the Code, the Articles of Corporation of the Organization, or with these By-laws.

Section 3: **Resignation and Vacancies.** Any Director may resign by giving written notice to the **Board Chairman** of Progressive Growth Inc. Such resignation shall be effective in accordance with its enclosed terms or upon receipt. The Board of Directors may fill any vacancy occurring in the Board of Directors.

**Section 4: Compensation.** The Directors shall not receive compensation for their services as Directors; the Board may authorize reimbursement for expenses incurred by Directors in connection with the performance of there Duties as Directors on behave of **Dreams To Reality Academy Inc.**

#### Article V. **Committees of the Board of Directors**

Section 1: **Committees.** Committees may be appointed by the President with concurrence of the board of Directors as may be deemed necessary or desirable for the proper administration and operation of the Corporation. Each such committee shall serve at the pleasure of the Board of Directors and shall be subject to the control and direction of the Board of Directors.

All actions by any such committee shall be subject to revision or alteration by the Board of Directors provided no rights of third persons should be adversely affected by such revision or alteration. The Board of Directors shall appoint the committee's chair.

## Article VII. **Officers**

Section 1: **Number.** The officers of the Board of Directors shall consist of a Chairman of the Board, President, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provision of this article that shall be members of the Board of Directors. All officers, by the will of the Board of Directors shall perform duties as prescribed and deemed desirable by the Board of Directors. No one person shall hold two offices.

Section 2: **Election and Term of Office.** The Board of Directors at the annual meeting shall appoint the officers of the Board of Directors with approval. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until such officer successor shall have been duly elected and shall have qualified or until such officer's death or until such officer shall resign or shall have been removed in the manner provided. Any officer may succeed herself.

Section 3: **Removal.** The Board of Directors may remove any officer or agent elected or appointed by the Board of Directors whenever the Board of Directors judgment the best interests of the Corporation would be served Thereby, but such removal shall be without prejudice to the contract right, if any of the person so removed.

Section 4: **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: **Chairman of the Board.** The Chairman of the Board of Directors shall preside over all meetings of the Board of Directors. The Chairman of the Board, unless some other person is specifically authorized by the vote of The Board of Directors shall sign, or delegate to other officers of the Board of Directors the power to sign, all deeds, agreements, mortgages, and modification of agreements, contracts, and other documents authorized by the Board of Directors. He or She will serves as a primary visionary and strategic developer for the organization.

Section 6: **President.** The President shall perform the duties and exercise the powers of the Chairman of the Board in case of temporary absence from the organization. He or She shall have general supervision of the Secretary and Treasurer Officers and standing committees duly created by the Board of Directors. The president shall perform all duties commonly incident to such office and shall perform such duties, as the Board of Directors shall designate. The President shall be an ex-officio member of all committees, shall preside as all meetings of the Board of Directors, and shall preside over meetings of the Board of Directors in the absence of the Chairman of the Board of Directors.

Section 7: **Treasurer.** The Treasurer, who is the Chief Financial Officer shall keep and maintain adequate and correct books and accounts of the Corporation's properties and transactions. The books of the account shall be Open to inspection by any Director at all reasonable times. These reports include the annual report and statements of other transactions. He or She shall render to the Chairman of the Board of Directors at the regular meetings of the Board of Directors a report of all transactions as Treasurer and the financial condition of the organization.

The Treasurer shall deposit all funds of the organization in such bank or banks, as the Board of Directors shall designate. The Treasurer may endorse for deposit or collection of all checks and notes payable to the organization or to its order, any accept drafts on behalf of the organization. The Treasurer shall have custody of the money, funds, valuable papers, and documents of the organization and shall have exercise, under the supervision of the Board of Directors, all the powers and duties commonly incident to such office. An outside hired Certified Public Accountant shall audit the books annually.

Section 8: **Secretary.** The Secretary shall attend all meetings of the Board of Directors. She shall give notice of meetings of the Board of Directors as stated in these Bylaws when notice is required. The Secretary shall keep the original Bylaws and all amendments. In the Secretary's absence at any meeting an Assistant Secretary or a Secretary Pro Tempore shall perform such duties.

Section 9: **Assistant Treasurer and Assistant Secretary.** The Board of Directors may appoint or authorize Assistant Treasurer and Assistant Secretary to perform such duties as shall be assigned to them by the Board of Directors or Chairman of the Board of Directors.

Section 10: **Salaries.** The officers shall not receive compensation for their services as officers, but the Board of Directors may authorize reimbursement for expenses incurred by officers in connection with the performance of their duties as officers on behalf of the Corporation.

#### Article IX – Contracts, Funds, Gifts, Checks and Deposits

Section 1: **Contracts.** The Board of Directors and that, which is duly authorized in these By-laws, may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and behalf of the organization and such authority may be general or confined to specific instances.

Section 2: **Checks, Drafts, or Orders.** All checks, drafts, or other orders for the payment of money, notes, or other evidences of the indebtedness issued in the name of the Corporation, shall be signed by at least two (2) officers of the organization and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, the Treasurer, President, or Chairman of the Board of Directors may sign such instruments.

Section 3: **Deposits.** All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the organization in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4: **Gifts.** The Board of Directors may accept on the behalf of the organization any contribution, gift, bequest or devise for any purpose of the organization.

#### Article X – Indemnification of Board of Directors and Officers

Section 1: **Power to Indemnify in Actions, Suits, or Proceedings.** The Organization shall indemnify a person, who was or is a party or is threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Organization by reason of the fact that such person is or was a director or officer of the Corporation, against expenses (including reasonable attorney fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding to the extent provided by the provisions of the State of North Carolina, as such act shall be amended from time to time.

Section 2: **Insurance.** The Organization may purchase and maintain insurance on behalf of any person who is or was a Board of Director or officer of the Organization. Against liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status, whether or not the Corporation would have power or the obligation to indemnify herself against such liability under the provisions of this Article XIII.

**Article XI. – Fiscal Year**

The fiscal year of the Corporation shall be the period beginning January and ending December 31 of each year.

**Article XII - Seal**

The Board of Directors may provide a seal, but the lack of a seal on organizational documents shall not affect the validity of any document properly executed on behalf of the organization.

**Article XIII. Dissolution**

**Section 1**

Said organization is organized exclusively for charitable, religious, educational and research purpose, including, for such purposes, the making of distributions to organizations that qualify as exempt organization under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

**Section 2**

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its member, trustees, officers or others private persons, except that the organization shall be authorized and empowered to pay reasonable compensation or services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of organization shall be the carrying on of propaganda, or participate in, or intervene in (including the publishing or distribution of statement) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (B) by an organizations, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

**Section 3**

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purpose within the meaning of section 501 (c) (3) of the Internal Revenue code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which organized and operated exclusively for such purposes.

**Article XIII**

**Amendments**

These By-Laws may be altered, amended, or repealed, in whole or in part, or new By-Laws may be adopted by the Board of Directors of the Corporation, provided, however, that notice of such alteration, amendment, repeal, or adoption of new By-laws be contained in the notice of such meeting of the Board of Directors. At such amendments must be approved by an affirmative vote of a majority of the entire Board of Directors then in office at a duly noticed regular or special meeting of the Board of Directors.

These By-laws were approve at a meeting of the Board of Directors on **Dreams To Reality Academy Inc.** on this 10<sup>th</sup> day of April 2012



# NORTH CAROLINA Department of the Secretary of State

---

**To all whom these presents shall come, Greetings:**

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

## ARTICLES OF INCORPORATION

OF

## DREAMS TO REALITY ACADEMY, INC.

the original of which was filed in this office on the 10th day of April, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 10th day of April, 2012.

*Elaine F. Marshall*

Secretary of State

Certification# 92671612-1 Reference# 10981033- Page: 1 of 5  
Verify this certificate online at [www.secretary.state.nc.us/verification](http://www.secretary.state.nc.us/verification)

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

Chief Executive Officer Responsibilities:

- Advises the Board
- Advocates/promotes organization and stakeholder change related to organizations' mission
- Supports motivation of employees in organization products/programs and operations

VISIONARY/INFORMATION BEARER

- Ensures staff and Board have sufficient and up-to-date information
- Looks to the future for change opportunities
- Interfaces between Board and employees
- Interfaces between organization and community

DECISION MAKER

- Formulates policies and planning recommendations to the Board
- Decides or guides courses of action in operations by staff

MANAGER

- Oversees operations of organization
- Implements plans
- Manages human resources of organization
- Manages financial and physical resources

BOARD DEVELOPER

- Assists in the selection and evaluation of board members
- Makes recommendations, supports Board during orientation and self-evaluation
- Supports Board's evaluation of Chief Executive

Chief Development Officer

The Chief Development Officer (CDO) will provide leadership, create strategy, and implement fundraising and communications initiatives to secure D2RA's long term national financial sustainability. This position focuses on fund development engaging local area and nationwide individuals, foundations, and corporations. This position will report to D2RA's Founder and CEO and will be responsible for spearheading significant growth in annual gift, major gifts, corporate and foundation gifts to advance the mission of D2RA. The CDO will lead the efforts to raise an annual budget of 1 million dollars that is anticipated to grow to over 3 million in the next five years.

Chief Development Officer Responsibilities: (include but not limited to)

- Develop and implement a comprehensive, diversified fund raising program, including individual giving, special events, corporate giving, private foundations, and public sector fund raising. Develop strategies and tactics to increase giving and attract new donors
- Develop and expand major donor program, with the goal of broadening the donor base through prospect identification and cultivation, and donor recognition and stewardship
- Create, plan and direct cultivation events
- Work collaboratively with the CEO, National Board members, local advisory Board members, staff, and community members/volunteers on fundraising strategies
- Provide leadership, oversight and direction for agency communication efforts to shape and direct marketing efforts

- Participate as a member of the Senior Management Team in annual and strategic planning, work plan development and evaluation, performance measurement and board development
- Market D2RA in a variety of local and national venues and media
- Create and supervise production and distribution of communication materials and publications (e.g. website, e-newsletters, and annual report)
- Write and submit funding proposals, reports, outreach materials, and reports to the community
- Ensure excellent donor management and stewardship for all donors
- Report regularly to Local Advisory Boards, Board of Directors and Management team regarding development progress and strategy

#### Chief Operating Officer

Reporting to Board of Directors of D2RA, the COO will lead all internal operations.

#### Chief Operating Officer responsibilities:

- Working in partnership with the Board of Directors, to create the strategic five-year plan and implement new processes and approaches to achieve it
- Serve as the internal leader of the organization
  - Coordinate the annual operations plan and budget
  - Lead the performance management process that measures and evaluates process against goals for the organization national and regional operations and support an open-door policy among all staff
- Lead and manage the organization's vice presidents, who have the following responsibilities:
  - Site development
    - Raise local funds
    - Build local fund raising and sales infrastructures within local offices
    - Generate sufficient local revenue to cover local costs
    - Increase fee-for-service contracts
    - Identify geographic growth opportunities and priorities
    - Communicate the branded message internally and externally
  - Program
    - Increase key impact measurements
    - Ensure that all programmatic partners renew their contracts
    - Develop curriculum, tools, and training that meet cost guidelines
  - Finance, Technology, and Human Resources
    - Produce and implement a Balanced Scorecard metric throughout the organization
    - Instill a human capital development and "coaching" culture within D2RA; upgrade human resources functions including: training, development, compensation and benefits, employee relations, performance evaluation and recruiting
    - Develop an accounting system that provides the organization with quick access to financial information and enables strategic budgeting
    - Analyze the current technology infrastructure and scope out the next level of information technology and financial systems that support the growth of specific programs and the organization overall



- Fund Raising-function reports to CEO; dotted-line reporting to COO on:
  - Budgeting
  - Development and implementation of systems for reporting, measurement and supporting local revenue generators
  - Administrative aspects including proposal preparation and granting writing

## Board of Directors/Officers

### Chairperson of the Board

The chair is the chief officer of Dreams To Reality Academy . The Board of Directors elects a chair each year. The chair is the official representative of the organization and presides over all meetings of the Board and Executive Committee. The chairperson serves a two-year term.

### Chairperson of the Board responsibilities:

- Oversees Board and Executive Committee meetings
- Attends Annual Luncheon & Meeting, Gala, and all major D2RA events
- Strengthens organizational unity, fosters respect for organizational history and ensures effective succession planning
- Encourages the Board's Role in strategic planning
- Monitors financial planning and financial reports
- Plays a leading role in fundraising activities, makes fundraising solicitation calls and serves as an example to other Board members by making financial contributions at a leadership level
- Has a familiarity with city government, policies and relevant issues related to D2RA's mission
- Fosters and protects a safe environment for open communication and inquiry; ensures due process; guides and mediates Board actions
- Monitors financial planning and financial reports
- Works in partnership with the executive director to make sure board resolutions are carried out and the organization's mission is achieved; discusses issues confronting the organization with the executive director, reviews with the executive director any issues of concern to the Board
- Calls special meetings if necessary
- Appoints committee chairs and, with the executive director, makes recommendations for committee members
- Confers with D2RA staff to prepare agendas for Board and Executive Committee meetings
- Assists executive director in conducting new board member orientation
- Oversees searches for new management if necessary
- Coordinates executive director's annual performance evaluation
- Works with the nominating committee to recruit new board members
- Coordinates periodic board assessments with the executive director
- Periodically consults with board members on their roles and helps them assess their performance and the performance of the organization in achieving its mission

### Vice Chairperson of the Board

The vice chairperson assists in conducting the affairs of the organization. The Board of Directors elects someone to this position each year for a one year term. The Vice Chair is an aide and alternate to the chairperson. The D2RA Vice Chair shall assume all the duties and responsibilities of the Chairperson when the chairman is absent from a meeting. If the Chairperson for whatever reason is no longer able or willing to serve as Chairperson, then the Vice Chair becomes Chairperson.

#### Vice Chairperson of the Board responsibilities:

- Attends all board meeting
- Serves on the executive committee
- Carries out special assignments, as requested by the board chairperson
- Understands the responsibilities of the board chairperson and is able to perform these duties in the chairperson's absence or inability to act
- Participates as a vital member of the board leadership team

### Secretary of the Board

The secretary ensures that records are maintained for the proceedings of all Board, executive, and business meetings of the organization. The Board of Directors elects someone to this position each year for a one-year term.

#### Secretary of the Board responsibilities:

- Attends all board meetings
- Serves on the executive committee
- Maintains all official board records and ensures their accuracy and safety
- Reviews Boards and executive committee minutes and provides copies of minutes to the Board and committees prior to each meeting
- Assumes responsibilities of the chairperson in the absence of the chairperson, and first and second vice chairperson
- Provides notice of meetings of the Board and/or for committees and to the membership when such notice is required
- Notifies committee chairperson when annual reports are due
- Compiles election results
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

### Treasurer of the Board

The treasurer manages the financial affairs of the organization. The Board of Directors elects someone to this position each year for a one-year term.

#### Treasurer of the Board responsibilities:

- Has a thorough knowledge of the organization and a personal commitment to its goals and objectives
- Understands financial accounting for nonprofit organizations
- Serves as a financial officer of the organization and chairperson of the finance committee
- Attends all Finance Committee meetings and manages, with the finance committee, the board's review of the action related to the board's financial responsibilities

- Works with the executive director and the staff to ensure that appropriate financial statements are made available to the board and executive committee on a timely basis
- Assists the executive director or the staff in preparing the annual budget and presenting the budget to the board for approval
- Reviews the annual audit and answers board members' questions about the audit
- Oversees the organization's banking accounts
- In conjunction with other officers and with staff assistance, pays all bills , signs all checks, and oversees additional transactions
- Monitors the budget

#### Board Members

The Board of Directors is the governing body of the Dreams To Reality Academy, responsible for and actively engaged in providing the organization with fiduciary oversight, strategic leadership and vision. The Board represents the entire membership and is elected by said membership. Per the by-laws, no more than 9 and no less than 5 people can serve on the Board of Directors. Each Board member serves a two year term. Board terms are staggered. The Board elects the Executive Committee and officers.

Board responsibilities include:

#### Mission Oversight

- Review and evaluate the mission on a regular basis
- Ensure programs/activities align with the mission
- Bring vision to the organization
- Attend all Board meetings, prepared to review and comment on reports; attend the majority of retreats, Galas and special events
- Volunteer for Committee Work
- Bring new members to the organization

#### Legal/Fiduciary

- Act in the organization's best interest at all times
- Ongoing financial oversight and assessment of controls
- Safeguard assets
- Ensure legal, regulatory and reporting compliance
- Maintain professional and ethical standards; follow conflict of interest and confidentiality policies

#### Ambassador and Advocate

- Generate enthusiasm for the organization and its programs
- Ensure that communication of the organization and its programs is reaching its constituents through the effective use of traditional and new media
- Effectively communicate the essence of the organization to potential constituents and supporters
- Build and maintain relationships between D2RA and the community

#### Resource Development

- Develop and implement an aggressive yet achievable fundraising plan
- Contribute to the organization, a minimum (or the equivalent thereof) of \$1,000
- By giving personally, soliciting individuals for contributions or by pursuing strategic alliances
- Keep membership dues current
- Help to develop and evaluate earned income strategies to ensure adequate Resources

#### Board Development

- Ensure strong Board leadership
- Suggest possible nominees to the Board; develop and implement ongoing recruiting process, orientation and Board training programs
- Ensure that Board structure supports mission
- Proactively plan for leadership transitions
- Satisfy Board members' reasons for joining
- Build collegial working relationships that contribute to consensus

#### Evaluation

- Hire, oversee and evaluate top management
- Establish challenging yet achievable objectives
- Regularly evaluate individual Board Member and overall Board effectiveness

#### Parliamentarian

1. The Parliamentarian's primary function is the advisor on the Roberts Rules of Order Process used in all D2RA Board Meetings, to the Board Chairperson and members of the board. (Handle meeting procedure questions or problems that arise during the meeting including maintaining order, ensuring all statements are directed to the Board Chairperson, that there is no dialog between members and making sure that visitors are aware of the procedures that apply to them.) If a board member speaks when someone else has the floor the Parliamentarian may call a member out of order. Committees of the Board and other members of the D2RA may consult with the Parliamentarian as needed.
  2. The Parliamentarian is a non-voting member of the Board of Directors of D2RA. As a non-voting member, the Parliamentarian does not participate in the motion process, except to make sure that the correct procedures are followed.
  3. When there is a ballot vote by the Board members, the Parliamentarian serves as a teller in counting the ballots and advising the Chairperson of the results by the number of yes and no votes.
  4. Serves on the Constitution & By Laws Committee in an advisory capacity.
6. Explain the decision-making processes the board will use to develop school policies. In conducting its activities, the Board of Directors will be supported by several groups designed to ensure that all relevant stakeholders have a voice in the School's governance. Ultimate legal responsibility for operating the School will, of course, remain with the Board of Directors. The specific functions of each group, along with procedures for group membership and the conduct of their separate activities, will be developed in more detail during the planning year.

### Advisory Committee

The Advisory Committee will be comprised of professional educators, as well as other individuals with interest and experience in teaching adolescents. D2RA will include, for example, retired teachers, local business leaders, parents, and others interested in education, broadly defined. The Committee will provide a forum for educators and other individuals with relevant expertise to work with the school's principal and faculty to develop and continually improve the School's curriculum. The Committee also will include at least one person with expertise in meeting the needs of exceptional children.

### Student Government

An active student government in which students are meaningfully involved in real decisions affecting their school will be one of the School's most innovative features. Students will participate in leadership sessions in which students can learn and practice essential citizenship skills, respect for human dignity, and the value of the democratic process. They provide students with effective forums for advocating new ideas and initiating school improvements. Effective student governments also provide a platform for the orderly expression of conflicting viewpoints and procedures for resolving conflicts when students disagree with policies and decisions that affect their lives.”<sup>2</sup> The North Carolina legislature endorsed this view in 2003 by enacting a law encouraging all high schools and middle schools to have elected student councils “through which students have input into policies and decisions that affect them.” The law further provides that “The purpose of these student councils is to build civic skills and attitudes such as participation in elections, discussion and debate of issues, and collaborative decision making. Schools shall encourage active, broad-based participation in these student councils.” A close connection between the School and the surrounding community is central to our mission of helping young people develop into competent and active citizens. The student government will serve as a community engagement committee and leadership development tool. Student government will be responsible for selecting, organizing and executing regular community service events for the school. The student government will be comprised of elected student leaders as well as parent and school volunteers to assist and supervise the student government. Service learning combines community service experience with classroom instruction and reflection. It “bring[s] to life important political and social issues and thereby encourages youth activism and engagement.”<sup>1</sup> The experiential nature of service learning and its integration with a leadership development make it a perfect fit for the School and will also help the school to strengthen its relationship with the community.

7. Portray how the board will involve parents and community members in governing the school. The School will have an active parent-teacher organization (PTA). The PTA will help with fundraising, coordinate parent volunteers for field trips, etc., and promote parent involvement in their child(ren) education. The PTA will also provide another forum where students can observe adults in leadership roles developing plans and working out issues in a voluntary association with its own bylaws and procedures, which will further our specialized education goals. Additional plans regarding the PTA and parent involvement follow in the “Education Plan.” According to the Harvard Family Research Project “For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic. This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.” The Michigan Department of Education even reports that, “family participation in education is twice as predictive of student academic success as family socio-economic status.” To foster family involvement D2RA will use Epstein's Six Types of Parent Involvement. Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education.<sup>9</sup>

8. 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 strategic goals of D2RA are the following:

- 80% of 2nd graders reading at or above grade level on the end of year DIBELS Assessment
- 98% of the students will attend school regularly
- 80% of 3rd graders proficient on 3rd grade Reading EOG
- 80% of 3rd graders proficient on 3rd grade Math EOG
- 100% of teachers will be highly qualified
- 100% of teachers will attend school regularly
- 90% of the parents will be actively involved in the school
- 100% of teachers will participate in Professional Development activities and Professional Learning Communities
- 100% of 12<sup>th</sup> graders will graduate for high school
- 100% of 12<sup>th</sup> graders will enroll in college

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

Dreams To Reality Academy, Inc., including its subsidiaries and affiliates is committed to the belief that, as a principle of sound management, all business dealings shall be conducted with the highest level of business ethics, honesty, and integrity. It is the responsibility of all consultants and staff to be constantly aware of the necessity of ethical conduct. Consultants and staff must refrain from taking part in, or exerting influence in, any transactions in which their own interest may conflict with the best interest of the company.

Procedure: All consultants and staff (including members of his/her family shall conduct themselves in a manner consistent with the above Statement of Policy in all business dealings, including, but not limited to the following specific areas:

- **Conflict of Interest:** No consultant or staff member shall take any action which would (1) directly or indirectly be in competition or foster competition with the business interests of the company; (2) interfere with the contractual relations of the company with customers, suppliers, or others; (3) diminish or disparage the reputation of the company.  
It is the responsibility of every consultant and/staff to alert the company to any potentially conflicting relationships. The company shall have sole discretion to approve, conditionally approve or disapprove the participation in such relationships.
- **Fair Competition:** Under no circumstances will any associate of the company enter into arrangements with competitors affecting pricing or marketing policies or engage in practices or procedures that violate laws regulating the conduct of company business.
- **Confidential Information:** All consultants and/or staff shall hold in strictest confidence and shall not, directly or indirectly, in any manner, disclose to any person or entity, or use for the benefit of himself/herself or others, any information deemed "Confidential" by the company, except in connection with and for the benefit of the company's business and in strict compliance with Company rules, policies and directives, or otherwise as expressly permitted in writing by the company. No associate shall use knowledge of the Company's confidential dealings learned through his/her employment with the company, for personal gain or advantage, nor shall he/she disclose such information to enable others to profit from it.
- **Work Product:** Consultants and/staff must promptly disclose to the company in writing and in form satisfactory to the company, all discoveries, development, improvements, and inventions, whether or not patentable, conceived or made by associate during regular working hours with the company (whether or not related to his/her work duties). This includes but not limited to programs, trainings, manuals, material, etc...

- **Corporate Assets, Books and Records:** The Company shall maintain complete, true and accurate business records. No inaccurate or misleading entries shall be made in the books of the company. Falsification of any company record is strictly prohibited. Any violation of foregoing is subject to disciplinary action up to and including termination.
- **Acceptance of Gifts or Other Benefits:** Consultants and/staff are not permitted to accept gifts other than those of nominal value not to exceed \$100.00, or have any travel, living, or entainment expenses paid for themselves, or members of their families, by any person firm, or corporation currently doing business or seeking to do business with the company unless approved in advance and in writing by governing representatives.
- **Bestowing Gifts or Other Benefits:** Consultants and/staff shall not offer personal or unauthorized business courtesies to any customer or supplier for the purpose of or in exchange for obtaining favorable treatment or with a view toward securing a contract, or securing favorable treatment with respect to the formulation of request for proposals, bids, the awarding or amending of any contract, or the making of any determination with respect to the company's performance.

**F. 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.

Dreams To Reality Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic stability, disability, race, creed, gender, national origin, religion, or ancestry. Pursuant to GS 11 5C-23 8.29B(b)(1 1), the School's Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 1 15C-391 until the period of suspension or expulsion has expired.

For the initial year (2012-2013) D2RA will hold an open enrollment period beginning on the (tentatively due to charter approval dates) April 2012 or the day after the receiving the final approval from the State Board of Education, and ending in July 2012. In subsequent years, D2RA will hold an open enrollment period from January 1<sup>st</sup> through March 31<sup>st</sup> (if the 31<sup>st</sup> falls on a weekend, the preceding Friday will be the end date for open enrollment) of each year. D2RA will hold an information session at the school prior to applications being submitted, and parents/guardians will be encouraged to attend. At which time parents/guardians will be provided an overview of the schools' mission, philosophy, educational approach, and questions will be answered at this time as well. All students whose applications are received by the 5:00 pm deadline on the final day of open enrollment will be admitted, unless the maximum number of applications received for any grade level exceeds the number of openings at that grade level. If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. D2RA will provide admission priority to siblings of currently enrolled students, board members, and to employees of D2RA children.

For the initial year 2012-2013, the admissions lottery will be held (if necessary) the 1<sup>st</sup> Saturday in July 2012. In years following, the admissions lottery will be held on the 2<sup>nd</sup> Saturday in April. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in or applying for admission to D2RA, and at least one additional non-vested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn.

<sup>1</sup> Cynthia Gibson, *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement* (Carnegie Corporation of New York, November 2001), p. 8.  
<sup>2</sup> See <http://www.socialstudies.org/positions/studentgovt/5> N.C. Gen. Stat. §115C-81(g2).

If any admitted student declines to enroll, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted in the order in which received, and placed on a waiting list in the same order. Applications will be date and time stamped upon receipt.

## V. EDUCATION PLAN

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

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

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

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

D2RA's educational framework is deeply grounded in the Constructivist Theory of Learning. The Constructivist Theory of Learning is profound for teaching and learning. This theory of learning suggests a more involved role for students as active learners, creating a critical thinking and problem-solving environment, where in student-centered instruction is highly visible and experienced. The teacher is the facilitator of learning, encouraging students to discover their own meaning instead of using traditional methods of instruction and controlling all classroom activities. The Constructivist revolution is rooted in the work of educational psychologists Piaget and Vygotsky. The social concept presented in this theory will support STEM/Museum Learning provide innovation in teaching and learning through discovery, cooperative learning, inquiry, technology integration, one-to-one technology, and project-based learning.

STEM/Museum learning seeks to go beyond the basics by teaching children how to learn and opening opportunities to understand why they are learning through project-based learning and one-to-one technology. The strength of STEM/Museum learning shifts the ownership of learning activities from teachers to students. The process of developing knowledge-building communities focus on solving problems and exploring phenomena. These knowledge-building communities offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Teacher-directed instruction is focused on each student's individual learning style, readiness, and prior understandings and experiences. STEM/Museum learning encourages the use of innovative teaching methods by empowering teachers and staff to support the diverse learning needs of all students. A curriculum specialists and teachers collaborate through professional learning to fully implement the STEM/museum learning framework. Teachers are trained to evaluate each child's skills and needs to tailor curriculum to accelerate student learning and achievement. Museum educators and STEM professionals from the Statesville area museums and STEM fields will provide teachers STEM/Museum pedagogy to reinforce teachers' integration of subject content and common core essential standards.



STEM/Museum learning brings a true understanding of subjects rather than merely asking students to memorize facts. The opportunity to operate as a new charter school will allow us to implement this unique and proven model in a public charter school arena. D2RA believes STEM/museum learning will lead to a deeper mastery of standards and higher student achievement.

D2RA will serve one hundred and eighty (180) students in pre-kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade twelve. The school will operate on an extended/traditional calendar (185 days). The school will operate from 7:30 am to 4:30 pm which will exceed the LEA's hours of operation by 60 minutes each day.

D2RA believes that our extended year program will:

- increase student achievement
- accelerate student mastery of curriculum
- enhance teaching and learning
- reduce students being subjected to violence and crime

Recognition of the significance of the early years has heightened interest and support for early childhood programs. Prevention steps designed to reduce the number of children who arrive at school with inadequate literacy-related knowledge would considerably reduce the number of children with reading difficulties. Specifically, important experiences related to reading begin very early in life. According to the National Research Council "childhood environments that support early literacy development and excellent instruction are important for all children. Excellent instruction is the best intervention for children who demonstrate problems learning to read." Conclusive research demonstrates that high-quality; developmentally appropriate early childhood programs produce short and long-term positive effects on children's cognitive and social development.

## **Curriculum**

1.1 The instructional day shall include all aspects of the child's day.

1.2 Subjects for pre-kindergarten shall be integrated through a unit/thematic format.

1.3 The curriculum shall include integrated language arts, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/emotional competencies.

1.4 The primary instructional method for the delivery of the curriculum will be learning centers. A minimum of three centers containing concrete manipulative materials shall be in simultaneous use during each designated center time. To best integrate the content of the benchmark areas, as well as unit concepts into learning centers, the following emphasis should be reflected in the materials and learning opportunities provided in these suggested centers:

1. Creative Arts Center (benchmark areas: language, physical development, social/emotional development, and math concepts)
2. Science Center (benchmark areas: language, science, and math concepts)
3. Math Center (benchmark areas: math concepts, language, and physical development)
4. Language Development Center (benchmark areas: language and social/emotional development)
5. Cooking Center (benchmark areas: math, language and physical development)
6. Blocks, Wheel Toys, and Construction Center (benchmark areas: physical and social/emotional development, and math)
7. Sand and/or Water Center (benchmark areas: math, language, science, and physical development)
8. Woodworking Center (benchmark areas: language and physical development)

9. Music Center (benchmark areas: language, physical, social/emotional development)
  10. Library Center (benchmark areas: language and social/emotional development)
  11. Listening Center (benchmark areas: language and social/emotional development)
  12. Dramatic Play Center (benchmark areas: language and social/emotional development)
  13. Creative Writing Center (benchmark areas: language, math, science and social/emotional development)
  14. Social Studies Center (benchmark areas: language and math development)
  15. Technology Center (benchmark areas: language, science, and math development)
- 1.5 Every child is to be engaged in learning center activities for a minimum of 100 minutes per day.
- 1.6 Teachers are to use, at a minimum, the resources developed by the North Carolina Department of Education in curriculum planning and other additional resources may be added as desired.

### Pre-Kindergarten

#### 2.0 Organizational Procedures

- 2.1 The teacher-pupil ratio shall be 1:10 maximum. If an assistant teacher is assigned to the pre-kindergarten classroom, the teacher-pupil ratio shall not exceed 1:20.
- 2.2 The length of the school day should be the same as that of the other grades of the elementary school.
- 2.3 The length of the school term should be the same as that of the other grades of the elementary school.
- 2.4 Students will participate in physical indoor/outdoor activities that shall not exceed 60 minutes during the school day. The 60 minutes do not have to take place continuously.
- 2.5 Students will engage in a minimum of 30 minutes of quiet time daily that shall not exceed 60 minutes. Activities during quiet time may include individual activities, listening to books on tape, drawing, or resting, as appropriate for each individual student.

#### 3.0 Physical Settings

- 3.1 All physical settings shall conform to applicable sections of Building Codes, Life Safety Codes, the American Disabilities Act, and the North Carolina Kindergarten Guidelines.
- #### 4.0 Outside Play Area
- 4.1 A designated area for outside periods during the pre-kindergarten day shall be provided.
  - 4.2 Pre-kindergarten students shall not simultaneously share an area with children in grades two or above during designated outside periods.
  - 4.3 The outside play area shall have defined enclosed boundaries to protect children from environmental hazards, such as traffic and/or stray animals.
  - 4.4 Appropriate playground equipment and landscape design should be provided to facilitate learning and ensure safety, which meet Handbook Guidelines for Public Playground Safety.

#### 5.0 Assessment

- 5.1 Pencil-paper standardized tests are not appropriate evaluation measures for pre-kindergarten children and will not be used.
- 5.2 Assessment of pre-kindergarten skills should be documented through the use of a variety of techniques and procedures to include checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.
- 5.3 Continuous evaluation through use of a variety of techniques, procedures, and tools will be used to determine individual needs.

### Curriculum Design/Course of Study

D2RA will use the North Carolina Common Core and Essential Standards as its evidence based curriculum.

Teachers will focus student learning strong literacy skills while building students' understanding of rigorous content in the areas of Science, Technology, Engineering, and Mathematics (STEM).

Student centered instruction will be project based. Students will learn to think and solve problems as scientists, technologists, mathematicians, and engineers. Lessons using the Common Core and Essential Standards will be unpacked and designed by the Curriculum Specialist and Instructional Lead Teachers to master learning outcomes as measured by the use of formative and summative assessments. Teachers will be provided curriculum maps indicating specific learning targets for student mastery.

### Science Exploratory Program for Grades K-3

Students in the Science Exploratory program will focus on developing strong mathematics and literacy skills which are necessary for achievement in STEM areas. Instruction in these primary grades will introduce students to the inquiry process, problem solving, and critical thinking across content areas.

### STEM Grades 4-5

- Math and Science: Taught as combined double period classes using the standards based curriculum
- Technology will be integrated with math, science, and engineering activities
- In addition to technology as part of learning in the core areas, technology literacy goals will be taught and assessed through Engineering by Design technology curriculum
- The literacy curriculum will emphasize the use of non-fiction reading in the content areas
- STEM classes will be interdisciplinary and inquiry-based and will provide extensive opportunities for project-based learning
- Students will participate in the school Science Fair
- Technology will be used for intervention and enrichment opportunities
- Type to Learn/Keyboarding will be provided to support online learning and technology use
- Technology will be used for acceleration and enrichment opportunities: research and inquiry

### Upper STEM Grades 6-8

- Students will solve problems using Algebra and Geometry
- Standards-based curricula will be used in all areas of instruction
- Students will be prepared for grade 9 level coursework
- Students will have extensive laboratory experiences using the most contemporary technologies for scientific inquiry, mathematical calculation, and engineering design and problem-solving techniques
- Instruction will be delivered by content-area experts
- Extensive use of technology, lap-top computers, engineering software, and electronic presentations in all classes
- Curricula will integrate analytical reading and technical writing skill development
- Intensive communication assignments designed to refine verbal and visual communication abilities
- Science fair participation at all levels
- Participation in nationally recognized academic and engineering competitions
- Virtual High School: Students will have access to online courses that provide honors level learning and early high school credit

### Pedagogical Approach & Classroom Design

Effective teaching starts with classroom strategies grounded in solid pedagogy. Effective STEM teaching challenges students to innovate and invent while integrating math, science, and technology concepts with other subject areas.

Teachers will learn how to use inquiry-based methods and STEM teaching strategies to engage students and encourage a student-centered classroom environment. School-based professional development will support teachers as they:

- Develop interdisciplinary curriculum that focuses on essential questions and learning outcomes based on national and state standards.
- Identify and plan grade specific hands-on activities in each STEM area for each grade level.
- Organize and facilitate project-based learning as part of daily instruction.
- Design and guide “mini-capstone” community-based projects at each grade level.
- Use a variety of strategies and settings that identify and accommodate individual learning styles and engage students in experiential learning.

#### Core Literacy Program

The core literacy program will be a balanced literacy approach using a workshop model with guided reading. In preparation for a college prep high school, students will use challenging, authentic text materials. Detailed course overviews, aligned with standards and intended curriculum outcomes, and integrating the STEM content areas, will provide the literacy scope and sequence. Students will read both fiction and non-fiction, with an emphasis on nonfiction texts in the STEM areas. A Response to Intervention program will provide specific literacy support to identified students. Small group instruction will be provided to students who require reading intervention.

#### Core Math Program

The core math program will be hands-on and inquiry-based. It will be aligned with the standards for the National Council for Teachers of Mathematics.

#### Grades K-6:

Math Trailblazers provides a standards-based math program with strong links to science learning. The program includes supportive reading material, giving students the opportunity to read and write about their math and science learning.

#### Grades 7-8:

The upper school math curriculum will be research based and standards-driven. It will emphasize mathematical problem solving and integrate technological resources. On-line resources and technology integration will be provided through sources such as:

- The National Digital Science Library, Mathematics Pathway
- The National Library of Virtual Manipulatives
- Explore Learning, Inquiry-Based Math and Science Simulations

#### Core Science Program

The core science program will include a strong literacy component as well as daily opportunities for discovery and inquiry through experimentation and projects. All students will receive instruction that is aligned with the learning goals and standards outlined. Learning will be hands-on and project-based. Science classrooms will be equipped with state-of-the art laboratories for experiments.

#### Grades K-5:

In order to maintain a focus on grade-level reading and to integrate literacy and science instruction, students in the primary grades will use Scott Foresman leveled science readers along with kit-based units of inquiry. The science program will provide:

- Inquiry-rich content with scaffolded inquiry activities

- Cross-curricular connections that link reading and science skills in every chapter
- Leveled Readers for differentiated instruction written to ensure multiple comprehensions needs to meet students where they are developmentally

#### Grades 6-8:

Students in the upper grades will use Prentice Hall Science Explorer which teaches content with hands on science inquiry. Textbooks will be used in tandem with lab activities and technology. Lessons will be aligned to state standards and will include visual learning, reading support, and educational technology.

The intermediate curriculum will feature the following:

- Integrated Science Labs
  - More than 1,400 labs and activities are available to teachers with the Lab zone™ Easy Planner CD-ROM which can be easily searched by time, content, or state standard.
- Discovery Channel School Videos and DVDs
  - Provides visual supports for every chapter and support learning with current, real-world examples.
  - Research-based Strategies for Reading Success.
  - Before, during, and after reading support in every lesson enables students to fully understand the big ideas of science.

#### Virtual Experiences

- Active Art and virtual labs help students see science in a new way by providing virtual explorations of key concepts that reinforce learning.
- Ethics Coursework: Teachers will emphasize ethics in science at all grade levels. Teachers will be expected to identify topics and learning outcomes at each grade level and implement their ethics curriculum using on-line and ibook resources. Students in 7th and 8th grade will complete an ethics project for inclusion in their portfolios.

#### Core Engineering Program

##### Grades K-5:

- Engineering is Elementary (EiE) is one of the first engineering curricula in the U.S. designed for elementary school-aged children. A global studies curriculum incorporates engineering and science inquiry with regional case studies. Developed by educators with the Museum of Science's National Center for Technological Literacy® (NCTL), the focus is to enhance society's knowledge of engineering and technology. They describe the fields in this way:
  - Scientists investigate the natural world and generate scientific knowledge using the scientific method.
  - Technologies are the products and processes created by engineers who apply mathematics and science knowledge. Almost everything made by humans to meet a need is a technology, e.g., a telephone, a drainage system, a bridge.
  - Engineers typically find solutions for societal problems. Engineers create the designs and instruments used daily, based on what scientists have found.
  - Engineering entails design and problem solving under constraints, such as project goals, a budget, deadlines, and the limits of knowledge itself.

##### Grades 6-8:

Project Lead the Way's Gateway to Technology is a pre-engineering program that provides curriculum and support to middle schools nationwide. The goal is to help students interested in engineering make the transition into high school and college engineering programs. The program is divided into five independent nine-week courses developed for grades six through eight. GTT is taught in conjunction with a rigorous academic curriculum and is designed to challenge and engage the natural curiosity of students.

### Gateway To Technology Courses

- Students will use Design and Modeling techniques.
- Students use geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes.

### The Magic of Electronics

- Engaged in relevant hands-on projects, students unravel the mysteries of digital circuitry.

### The Science of Technology

- Students apply scientific principles and concepts of simple machines and energy to solve real-world problems.

### Automation and Robotics

- Students design and build automated systems that incorporate the principles of electronics, physics, and robotics to gain an enriched understanding of the contemporary mechanical world.

### Flight and Space

Developed with NASA, this unit explores the technology of aeronautics, propulsion, and rocketry. Students see connections between hands-on projects and academic subjects such as math and science. GTT harnesses the enthusiasm and energy of upper elementary school students. The program focuses on showing, not telling, students how to use engineering skills to solve everyday problems. Students won't ask, "Will I ever have to use this in real life?" because they will be applying their skills as they learn them. The primary focus is on stronger math, science, and technology inquiry skills.

### Core Social Studies Program

STEM social studies curriculum will offer a balance of case study learning related to current societal issues and studies of essential core knowledge. The curriculum will be based on the Social Studies Framework of the State. Students are expected to read high quality, engaging novels as a regular part of their learning. The curriculum will also include realistic fiction and nonfiction novels that will serve as the foundation to content-based supplemental reading.

### Arts Program

Art curriculum will include traditional, technology and design engineering mediums. Students will use CAD/CAM programs to investigate the art of design engineering. Traditional art instruction will be blended into the curriculum to ensure a solid understanding of essential art concepts. Units of study will include scientific illustration, modeling, modern and classic elements of design, videography, and photography. Career paths and training related to technology and engineering will be included in teaching.

### Music

Music curriculum will include traditional music and technology-based instruction. Students will work in a computer lab to write, compose, develop, and produce a wide variety of music. Student produced music will be shared through electronic and traditional means.

### Exercise Science

The STEM school will provide a high quality Exercise Science program that provides physical education learning, health and wellness programs. Health education, including anatomy and physiology, will be included within exercise science curriculum. Health curriculum will use The Great Body Shop Curriculum to embed non-fiction reading into the Exercise Science/Health courses.

### English Language Learner Support Approach

English Language Learners will be supported through the implementation of the Sheltered Instruction Approach. Students will be guided to construct meaning by scaffolding the instruction starting at the instructional level of each student. The students will have the opportunity to demonstrate understanding of concepts and skills through different modalities such as:

- Hands on activities
- Group tasks or projects
- Performance-based assessments
- Literature Circles

### Intervention

Students identified as needing intervention in reading will be supported through the Response to Intervention (RTI) plan. RTI, as a comprehensive program, will be designed for specific student needs. Students requiring reading intervention will be identified by specific criteria based on standardized test scores. The identification method aligns with the fluency and comprehension demands.

Once identified, students will receive reading support through use of the Read 180 reading program. Data on student progress will be regularly reviewed and analyzed. Students requiring intervention support must fully participate in their individualized support program to maintain their seat at the School.

### Instructional Technology

Technology will have a dual function at the STEM school. Technology will support learning in STEM classrooms as a tool for teaching and learning. Technology will also function as a separate subject with specific technology goals established at each grade level.

This dual approach supports the understanding that technology offers students access to current and developing information, tools for visualizing and modeling, data collection, data analysis and emerging communication of ideas.

Within each classroom, teachers will use:

- Interactive white boards and smart boards for classroom instruction and presentations.
- Laptop computers for research, communication and learning activities.
- STEM online resources for content area reinforcement.
- Three-Dimensional CAD software to enhance math and engineering curricula for students in the upper grades.
- Kindle digital books to support literacy in grades 6-8
- Digital data collection equipment i.e. thermometers, probes and microscopes for scientific investigations inquiry.
- Video conferencing and virtual fieldtrips to maximize students' exposure to STEM-related points of interest.
- Virtual learning including learning blogs, MIT courseware, Wiki, educational forums and digital learning communities.

### Homework Expectations

Homework experiences will support and extend classroom learning. Students will engage in activities and independent practice. Technology will enhance the flow of information between families and the STEM learning community. Parent Connect, a computer/web based program, will provide families access to detailed information on assignments and grades.

### Learning Outcomes & Assessment Design

#### Assessment Design

Learning will be measured through the systematic use of school wide STEM rubrics and a detailed, STEM Standards based report card. Report cards will reflect three criteria; all reflective of course and grade specific learning:

- Product Criteria: What students need to know and be able to do at each grade level (i.e. standards and STEM based content knowledge)
  - Process Criteria: How students are doing related to their efforts and behavior (i.e. how students are developing their 21st century skills and as citizens)
  - Progress Criteria: How far students have come from where they were at the beginning of the learning experience or unit of study (i.e. How quickly are students progressing towards goals and what growth can we measure)
- Rubrics will reflect STEM project-based learning and performance assessments that are essential at all grade levels. School wide rubrics will be developed by students and teachers for all project-based learning experiences. Rubrics will reflect clear expectations for both students and parents. Data from rubrics will be collected and shared with stakeholders. Students will be required to use rubrics to measure their own progress toward meeting assignment goals.

All students will help in the design of rubrics for projects and performance assessments. Benchmarks for adequate achievement will be established and communicated regularly to STEM School families. School improvement goals will be directly linked to measurable data from school wide rubrics. Student progress will be measured by:

- Student achievement on state assessments
- Performance assessments in all STEM areas
- Curriculum embedded performance tasks
- Team collaboration/leadership skills
- Participation in extra-curricular STEM activities/competitions
- Community projects: specific to each grade level
- Assessments

Students are expected to work in partnerships, teams, and independently on a variety of STEM projects that demonstrate their mastery of STEM subjects at each level. The assessment will be given in grades K-3. Data obtained from the results of the assessments will be used to provide targeted reading intervention.

#### Performance Benchmarks

Students will maintain a showcase portfolio of activities and projects demonstrating skills and competencies reflective of the benchmarks provided by the State with an emphasis on the STEM fields. Comprehensive guidelines and school wide rubrics will be used to guide this process. These projects will be presented to parents during student-led parent conferences. Eighth grade students will complete a project as part of their culminating upper elementary school experience.

Community projects will be presented to an authentic audience, including student's community partners, other students, staff and university partners.

#### Teacher Capacity

##### Theme-Specific Certification Requirements

All teachers will participate in training that accomplishes two goals: to establish a solid base of understanding in all STEM areas and to develop an area of expertise in one STEM content area. Teachers will be expected to make continued investments in STEM teacher professional development. To build capacity in the STEM areas, teachers will participate in additional professional development in their selected area of expertise. After completing their training, teachers will become part of a STEM Expert team (i.e. four teams, one in Science, Technology, Engineering, and Math.) STEM Expert teams will collaborate on curriculum, professional development, data, assessment of their content area, and school improvement planning under the guidance of the facilitator. Teachers may select to rotate through teams from year to year.



Each STEM Expert Team will have a designated STEM team leader that will serve as representative on the Leadership Team. The school will align the hiring process and subsequent professional development to ensure that the skills of new teachers can meet the goals of the School.

#### Training and Professional Development Program

A required 2-week Pre-STEM Service School will be developed and conducted proceeding the school's opening. The purpose of this training will be to familiarize all teachers with STEM school expectations and the vision of the school. Some topics covered during this time are listed below (but not limited to):

- K-8 Curriculum Mapping
- Classroom organization and expectations for inquiry-based learning
- STEM learning options and opportunities for teachers
- All teachers must be willing to extend their knowledge of the STEM content areas through:
  - Professional Development
  - Summer training and coursework
  - Teacher workshops
  - Action research projects
  - Teacher internships

#### Grades 6-8:

Gateway to Technology is a pre-engineering program that provides curriculum and support to middle schools nationwide. PLTW also provides teacher training through summer training institutes and ongoing professional development in conjunction with state affiliate colleges and universities.

Each teacher will use a Personal Learning Plan to address their own learning and professional development needs as they relate to improved student learning. Teachers will be expected to model instructional strategies they have learned from professional development.

The plan may include:

- Samples of teaching activities
- Completed professional development
- STEM-related parent engagement activities
- Observations by supervisors and colleagues
- Student & Teachers' reflections
- Teaming/Collaborative Planning Expectations

Teachers will be engaged in reflective, collaborative teaching. Common grade level planning time will be used to plan interdisciplinary units of inquiry, examine student work and student data, plan interventions and create common formative assessments based on state standards. All teachers will commit to sharing best practices. Common planning time will utilize the Professional Learning Community Model (DuFours' PLC model). Teachers are a learning community and will collaborate regularly with team members and students to ensure academic and personal achievement for the students.

Student data, used to drive instruction, will be an important part of PLC meetings. STEM school staff will participate in on-going data analysis as a regular part of their collaboration. A master teacher on each grade level will establish a model classroom. Each teacher will be scheduled to visit this model classroom on a rotating basis in order to observe best practices and classroom management. The master teacher for each STEM content area will share best practices with staff and provide demonstration lessons. All staff is expected to take advantage of opportunities to increase their ability to deliver effective instruction in the STEM content areas. Teachers are expected to participate in lesson study groups by grade levels and by content areas.

During these meetings, teachers will model, try and evaluate the success of lessons. A science resource room will be established for the purpose of providing on-site professional development to teachers.  
In addition to the above:

#### Middle School

In the Middle School, teachers will design courses to meet and exceed the requirements of the North Carolina curriculum standard and courses in-line with the NC Common Core and Essential Standards. Teachers will instruct by grade level to encourage cross curricular unit planning and cooperative group learning. Student discipline is administered through conflict resolution and problem solving. Teachers will use different methodologies, exercises and activities to engage all students.

#### High School Curriculum

D2RA's high school curriculum will engage STEM as an interdisciplinary focus using Project Lead the Way (PLTW) as its framework. Students will have the opportunity to select STEM pathway such as biotechnology, engineering, agriculture science, as their pathway for graduation. D2RA is committed to preparing high school students for competitiveness in a global economy.

#### Foreign Language and Fine Arts Leadership

Foreign Language and Fine Arts are critical parts of a general education, and D2RA will provide a first-rate education in these areas beginning with our Pre-Kindergarten classes and continuing until 12<sup>th</sup> grade. With respect to Foreign Language we will offer Spanish and Mandarin as a unique and practical mix of foreign languages. Our fine arts program will consist of photography, technology and design, and other courses to be determined by the availability of qualified fine arts instructors. The photography course will integrate digital editing for the purpose of incorporating cross curricular technology ties to the material.

Pre-K thru 12<sup>th</sup> grade

#### Technology/Computer

Computer/technology will be used to support the student learning environment. Computer networks allow for research, communication, and for STEM. It is a general rule of D2RA that the internet and computer technology are to be used in a responsible, efficient, ethical, and legal manner. Failure to comply with the policy and the guidelines below will result in the revocation of the users' access privilege by the network administrator. Unacceptable uses of the computer include:

- Violating the conditions of the code of conducts dealing with student's rights to privacy.
- Using profanity, obscenity, or other language which may be offensive to another user.
- Reporting (forwarding) personal communication without the author's consent
- Copying commercial software in violation of copyright law
- Using the network for financial gain, for commercial activity or for any illegal activity.

Responsible users may:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

Responsible users may NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language.
- Violate the rules of common sense and etiquette.

- Change any computer files that do not belong to the user.
- Send or get copyrighted materials without permission.
- Install unauthorized software.

The following guidelines should be followed concerning computing resources:

- Respect the privacy of others. Do not seek information about, obtain copies of, or modify information belonging to other users unless explicitly authorized to do so by those users. Do not share passwords with others or use passwords not belonging to you.
- Respect the network as a shared resource. Do not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others. Be sensitive to the impact of your traffic on network performance.
- Respect appropriate laws and copyrights. The distribution of programs, databases and other electronic information resources is controlled by the laws of copyright, licensing agreements and trade secret laws. These should be observed.
- Respect the spirit of academia. The theft, mutilation or abuse of computing resources violates the nature and spirit of the academic environment.
- Users must not give their password to anyone. System operators will have access to all user accounts, including email.

If the rules above are not followed by any person, use of the network will be canceled. There will be no second chances. If the user is not sure how to do something on the computer, ask a teacher or the system administrator in the school. If parents do not wish for their students to use Internet, they must sign and return to the office, the Acceptable Use Policy located at the back of this handbook.

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

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

Student Achievement Goals consistent with D2RA's mission, our ultimate goal is for our students "to learn on multiple intelligences, think critically and creatively, act with ethical and aesthetic awareness, and develop a powerful leadership skill set to prepare them for successful higher learning and adult careers." In order to take those goals seriously, we will need to develop operational definitions that are assessable. There are at least two components to this: D2RA expects our students to acquire a good general education that will prepare them for success in college, and want them to acquire a leadership disposition, i.e., both the ability to be an effective and productive leader and team member. D2RA expects our students to make progress from year to year and to perform at or above grade level. During the planning year, the Board, Advisory Committee, teachers, and PTA will develop rubrics and formative assessment instruments like parent evaluations to measure our students' performance (and thus the School's success) in accomplishing the goals. D2RA recognizes that these are high standards, and we will provide the necessary support so that students of all abilities who are willing to make the necessary effort will be able to succeed at D2RA. Support may come from a variety of sources in the form of individualized attention from teachers, tutoring by volunteers or from after school learning opportunities.

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

The D2RA's high school curriculum will comply with the North Carolina college/university prep course of study, as well as the entrance requirements for college & universities, and provide several additional credits. For example, the program includes two credits for "Technology Education," while the college/university prep course of study requires only one.

Consistent with the School's mission, that additional credit is intended to provide expanded coverage for civic education. In addition to the currently required course, D2RA will require an integrated Leadership course and foreign language course program.

At the High School, D2RA intend to follow the North Carolina Standard Course of Study for Mathematics, Science, English and Social Studies and develop our own courses in the areas of Leadership Development and Physical Education, including STEM. We will develop courses that meet all North Carolina graduation requirements but will emphasize learning with multiple intelligence theory, cross curricular ties and the integration of leadership skills in every day class activities. We will use materials that are consistent with the highest standards of their respective disciplines and the best technologies affordable. We also intend to offer Advanced Placement courses in each field of study although, again, the specific courses to be offered will be determined during the planning year. We will also implement the North Carolina high school exit standards, which will require our students to complete a senior project and pass End-of-Course assessments in Algebra I, Biology, English I, Civics and Economics, and U.S. History.

Proposed 2012-2013 School Calendar

The following proposed calendar for the School's 2012-2013 school years generally aligns with the typical ISS calendar. However, it provides for 185 instructional days, thus creating a "cushion" (i.e., five days in excess of the required 180 days) to allow for school closings for adverse weather conditions, etc. If more than five days of school are missed, make-up days will be scheduled. Our anticipated bell schedule is from 7:30 am to 4:00 pm.

5. The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F (d) (1))

## Dreams To Reality Academy Charter School 2012-2013

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

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

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

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

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

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

February '13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

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

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

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

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

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

### Events / Holidays

Date	Description
08/20/12	Frist Day of School
09/03/12	Labor Day Holiday
9/28/2012	Teacher Work Day
10/25/12	Teacher Work Day
10/26/12	Teacher Work Day
11/11/12	Veterans Day
11/21-23/12	Thanksgiving Holiday
12/20-01/12	Christmas Holiday
1/2/2013	Teacher Work Day
1/21/2013	ML King Day
2/18/2013	President's Day
2/19/2013	Teacher Work Day
3/29/2013	Teacher Work Day
3/29/2013	Good Friday
04/01-05/13	Spring Break
4/13/2013	Enrollment Lottery
5/10/2013	Teacher Work Day
5/27/2013	Memorial Day
6/14/2013	Last Day of Class

### Key Code:

- Blue- Important School Events Dates
- Orange- National/State Holidays
- Yellow - Teacher Work days

6. 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.

In addition to any state or federally mandated tests, D2RA will administer additional tests to provide useful information to students, parents, and teachers. Since D2RA's mission is also to provide all of our students with a high quality college preparatory curriculum, any additional tests we use will be designed to measure college readiness. D2RA has identified the following tests, the North Carolina End of Grade/Course Test, the ACT, SAT or PSAT Assessment as likely choices. The SAT and PSAT Assessments are designed to assess high school students' general educational development and their ability to complete college-level work, and SAT results are accepted by virtually all U.S. colleges and universities.

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

All faculty and staff will be required to participate in weekly Professional Learning Communities (PLC) using data to inform instructional decisions and practices. PLC meetings will ensure teachers work together to clarify exactly what each student must learn, monitor each students learning on timely basis, provide systematic interventions that ensure that students receive additional time and support for learning when they struggle and extend and enriched learning when students have already mastered the intended outcome. Teachers and staff will participate in 20 days of professional development training throughout the school year to enhance teaching and learning.

To enrich teaching and learning a coaching model will be implemented for new teachers and career teachers to provide meaning feedback and modeling of best practices for high quality teacher effectiveness.

Beginning teachers will meet weekly as a professional learning community to address challenges that are often associated with beginning teachers. Support staff will also participate in workshops to enhance their professional growth. Feedback from surveys and focus groups will also guide professional development in the school.

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

Students identified as needing intervention in core subjects will be supported through the STEM Response to Intervention (RTI) plan and subject matter remediation and modification. RTI, as a comprehensive program, will be designed for specific student needs. Students requiring reading intervention will be identified by specific criteria based on standardized test scores. The identification method aligns with the fluency and comprehension demands. Once identified, students will receive support through use of program i.e. Read 180, First in Math, etc... Data on student progress will be reviewed and analyzed twice a quarter. Students requiring intervention support must fully participate in their individualized support program to maintain their seat at the School.

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

The School will have an active parent-teacher organization (PTA). The PTA will help with fundraising, coordinate parent volunteers for field trips, etc., and promote parent involvement in their child(ren) education.

The PTA will also provide another forum where students can observe adults in leadership roles developing plans and working out issues in a voluntary association with its own bylaws and procedures, which will further our specialized education goals. Additional plans regarding the PTA and parent involvement follow in the “Education Plan.”

According to the Harvard Family Research Project “For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades, and academic.

This means that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.”

The Michigan Department of Education even reports that, “family participation in education is twice as predictive of student academic success as family socio-economic status.” To foster family involvement D2RA will use Epstein’s Six Types of Parent Involvement. Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education.<sup>9</sup>

#### PTA Plan

PARENTING: Help all families establish home environments to support children as students.

- Parent education or training for parents on how to assist their children
- Family support programs to assist families with health, nutrition, and other services.

#### COMMUNICATING:

Design effective forms of school-to-home and home-to-school communications about programs and progress.

- Conferences with every parent at least once a year.
- Language translators to assist families as needed.
- Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail, and other communications.

#### VOLUNTEERING: Recruit and organize parent help and support.

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Online calendar to identify all available talents, times, and locations of volunteers.

#### LEARNING AT HOME:

- Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Family participation in setting student goals each year and in planning for college or work.

#### DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

- Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
- Advisory committees to assist and work for school reform and improvements.
- Networks to link all families with parent representatives.

#### COLLABORATING WITH COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Information for students and families on community health, cultural, recreational, social support, and other programs/services.
- Information on community activities that link to learning skills and talents, including summer programs for students.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students. Student Accountability Standards for Students with Limited English Proficiency.

D2RA believes that students with limited English proficiency can achieve at the same levels as other students. To the extent, students with limited English proficiency will be held to the same standards as all other students. All intervention and other opportunities, benefits and resources that are made available to other students shall be made available to students with limited English proficiency who participates in the student promotion standards.

*Students Exempt from Statewide Promotion Standards:* English language proficiency cannot be the factor that determines whether or not a student has met student accountability performance standards.

Limited English proficient students in grades 3 through 12 whose English language proficiency is below average on the reading test are exempted from state language arts and writing tests for their first year in U.S. schools. To determine whether limited English Proficient students are eligible to proceed to the next grade level, the student's teacher(s) must submit to the Waiver Review Committee an instructional portfolio containing documentation of the students' English language proficiency and progress in all academic areas.

Waiver Requests: Limited English proficient students in high school shall meet the same standards as all students for high school graduation.

Limited English proficient students in grades 3 through 8 whose English language proficiency is below average on the reading test may receive a waiver from the student accountability standards for a maximum of two years.

Students desiring a waiver must submit a request to the waiver review committee. In addition to the procedures and findings required, the committee will examine the student's instructional portfolio(s) to determine that:

- The student's English language proficiency is the cause of his/her inability to perform at grade level on the required test
- Documentation indicates that the student is making adequate progress in all academic areas to be promoted to the next level.

Intervention for Limited English Proficiency Students: The principal and teacher(s) of students with limited English proficiency shall provide intervention for the students (up to age 21) until they have met the high school graduation standards. In addition to other intervention strategies, the intervention shall involve extended, supplemental instruction opportunities which include assistance in the development of English language proficiency. The principal and teacher(s) of such students also shall create personalized education plans for each student. Each plan shall include diagnostic evaluation, intervention and monitoring strategies.

#### Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge a student, the principal may reassign the student to a different class or level of study, and/or may identify community resources, such as college classes. The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate. If permitted by state law or state board policy, credit toward high school graduation may be awarded for a student's advancing or placing out of a high school course. The principal will provide any additional criteria necessary to make the determination as to whether credit may be awarded.

#### Intervention for Students Not Meeting Promotion Standards

The goal of the D2RA is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State.

Intervention Plans: By the end of the first school month, each school must submit to the board the school's plan for intervention. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- Identification of and intervention for students at risk of failing the student accountability standards;
- Intervention for students retaking the student accountability tests prior to the end of the school year;
- Differentiated instruction for students who have been retained
- Meeting individual student's need

Intervention Strategies: Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, remedial instruction or retention.

Every student not achieving mastery in both reading and mathematics on either administration of the accountability tests shall be given personalized education plans, constructed by the student's teacher(s), whether the student is



promoted or retained. Each plan shall include diagnostic evaluation, intervention, and monitoring strategies. This plan shall be implemented within the first 45 days of the school year.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The principal shall make written findings about why he/she believes the student should be promoted or retained. The principal shall promptly notify the student's parent(s) of his/her decision and provide the parent(s) with copies of his written findings and the review committee report.

### **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.

Dreams To Reality Academy will not discriminate and will follow all applicable federal and state laws, and regulations concerning the education of children with special needs. D2RA will utilize special education teachers to consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications.

Students with exceptional disabilities will be provided a range of choices in programs and activities that is tailored to meet their educational and social needs for success. Such accommodations will be provided in all areas. D2RA will also ensure that our regular classroom educators are sensitive to the needs of all exceptional students, both in the initial hiring process and by providing ongoing training and professional development to assist in the growth and development of students served. D2RA's educational support team will provide and monitor all documentation and implementation of such required compliance regulations.

D2RA will establish a link between instruction, curriculum, and the schools mission to the of students with disability needs will be provided training for staff during by Educational Support Team to ensure that students' are progressing according their Individualized Education Program (IEP). The team will conduct special education identification, evaluation, and IEP development and monitoring. D2RA will establish a school-wide culture of sharing and serving all students and collaborative school structure that support inclusions.

The Educational Support Team will work with school administrators to protect the rights of students with disabilities will adhering to all local, state, and federal procedures and governances.

Staff will operate and implement the Co-teaching model, to continue promoting inclusive practices. These factors have been shown to foster collaboration between regular classroom educators and special education educators, leading to the successful inclusion of exceptional children in regular classrooms minimize the areas in which children with special needs feel singled out<sup>8</sup>.

3 Cynthia Gibson, *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement* (Carnegie Corporation of New York, November 2001), p. 8.

4 See <http://www.socialstudies.org/positions/studentgovt/>

5 For an excellent synthesis of small school research, see Kathleen Cotton, *New Small Learning Communities: Findings from Recent Literature* (Northwest Regional Education Laboratory, December 2001). Available: [http://www3.scasd.org/small\\_schools/nlsc.pdf](http://www3.scasd.org/small_schools/nlsc.pdf)

6 Barbara Nye, Larry V. Hedges & Spyros Konstantopoulos, *Do Minorities Experience Larger Lasting Benefits from Small Classes?* *The Journal of Educational Research* 98(2) (2004).

7 J.D. Bransford, A.L. Brown & R.R. Cocking, *How People Learn: Brain, Mind, Experience and School* (National Academy Press, 2000).

8 Clifford Adelman, *Answers in the Toolbox: Academic Intensity, Attendance Patterns and Bachelor's Degree Attainment*. (U.S. Department of Education, 1999).

9 22 Epstein, 1995, p. 703

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

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

Discipline policies at D2RA will be based on a school-wide system of positive behavior support utilizing the Positive Action program. Positive Action is an “evidence-based program with a comprehensive and coherent approach to improving the ABCs:

Academics, Behavior, and Character

Years of experience and research have led to the discovery of three missing pieces in education: teaching students the skills for learning, motivating them to achieve, and providing a positive climate that fosters achievement. Positive Action is effective because it provides these missing pieces, completing the educational puzzle. Positive Action recently received the highest rating from the U.S. Department of Education What Works Clearinghouse—as the *only* character education program to have “positive effects” on *both* academics and behavior! In fact, no other program received a top rating in either category! Positive Action research studies have found compelling results, such as:

- Academic achievement scores improved up to 75%
- Absenteeism reduced up to 45%
- Suspensions reduced up to 80%
- Truancy reduced up to 13%
- General discipline reduced up to 90%
- Violence reduced up to 85%
- Drug, alcohol, and tobacco use reduced up to 71%
- Criminal bookings reduced up to 94%
- Self-concept improved up to 43%

Introduction

Among the most important advances in student discipline procedures over the past decade is recognition of the need for school-wide behavior support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviors. This continues to be an essential component of school policy. However, a major advance has occurred through recent efforts to define proactive, school wide systems of support.

The goals of school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. When a competent culture is established the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. In competent cultures the teachers find themselves working with the majority of the students, rather than continually trying to control the entire student body.

Definition of Discipline

Unfortunately, “discipline” commonly is defined by procedures that focus on control with punishment consequences. This traditional discipline perspective is incomplete without attention to the development and support of pro-social behavior, and research suggests that punishment by itself is ineffective in achieving long-term suppression of problem behavior and enhancement of pro-social behavior. Therefore, a useful definition of discipline is “the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success.”

As such, discipline is conceived as an instrument for success for all teachers, all students, and all settings. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms), and the individual student with challenging behavior, and that result in a continuum of positive behavior support for all students.

#### Proactive Approach to School-Wide Discipline

By implementing the Positive Action program D2RA will take a proactive approach to discipline. The Positive Action philosophy addresses the core of each person: “You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.” The Thoughts-Actions- Feelings Circle helps apply this simple truth to any situation by illustrating how positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. This empowering approach teaches students how and why to make positive choices for a lifetime. The program doesn't just teach a few positive behaviors and stop there. It teaches the process and develops the intrinsic motivation; giving students the skills for a happy and successful life—the ultimate goal of education.

The philosophies are taught through six units that are central to all components of the program. The six units cover specific positive actions for the whole person—physical, intellectual, social, and emotional.

- Unit 1—The Philosophy and Thoughts-Actions-Feelings Circle
- Unit 2—Positive Actions for a Healthy Body and Mind
- Unit 3—Positive Actions for Self-Management
- Unit 4—Positive Actions for Getting Along with Others
- Unit 5—Positive Actions for Being Honest with Yourself and Others
- Unit 6—Positive Actions for Improving Yourself Continually

D2RA will focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

- Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Example: “Use Common Sense, Be Respectful, Take Responsibility”
- Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person’s name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance.
- Appropriate Behaviors are acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards); others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are “positive” four times as often as they are “negative.” To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.

- Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.
- Leading by Example. Teachers, Student Government, and parent volunteers will be expected to role model appropriate behaviors and to lead by example. By placing youth into an environment where leaders demonstrate appropriate behavior, students will have a consistent supply of positive role models to emulate.

### Suspension and Expulsion

Even with the school-wide Positive Action program, it may sometimes be necessary to suspend or expel an individual student. The principal of D2RA will have authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the School's Board of Directors; provided, that a student who is suspended will be provided an opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. The principal, with the prior approval of the Academic Advisory Committee, will have the authority to suspend for periods of times in excess of ten school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his parents may appeal the decision of the principal at any time to the entire Board of Directors by submitting the appeal to the school in writing. The School's Board of Directors may, upon recommendation of the principal and an Advisory Committee formed, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board of Director's decision to expel a student must be based on clear and convincing evidence. In addition, the School's Board of Directors may, upon recommendation of the principal and a discipline committee formed by the Board of Directors, expel any student who is at least 13 and who: (1) physically assaults a teacher or other adult who is not a student; (2) physically assaults another student if the assault is witnessed by school personnel; or (3) physically assaults and seriously injures another student.

When a student is expelled or suspended for more than ten days, the Board of Directors will give notice to the student's parent or guardian of the student's rights to appeal that suspension or expulsion to the entire Board of Directors. If English is the second language of the parent or guardian, the notice will be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions will be in plain language and easily understandable. The policies and procedures for the discipline of students with disabilities will be consistent with federal laws and regulations. If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws.

**TIMELINES**

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

Task	Date	Responsible
Begin building facility	Upon Application/Charter Approval	D2RA Board of Directors
Begin marketing production	Upon Application/Charter Approval	D2RA Board of Directors
Hire Dean of Academy	February 2012	D2RA Board of Directors
Student Recruitment	February 2012	D2RA Board of Directors & Dean of Academy
Interview & Hire Staff/Employees	March 2012	Dean of Academy & Board of Directors
Order supplies and materials for school	April 2012	Dean of Academy & Assistant Deans
Order equipment for school	May 2012-July 2012	Dean of Academy
Order curriculum and instructional materials	May 2012-July 2012	
Training for ALL staff	July 2012	Dean of Academy
Move materials and supplies into facility	August 2012	All D2RA Staff

**PRIVATE SCHOOL CONVERSIONS: Not applicable for our application.**

**VI. BUSINESS PLAN**

D2RA firmly believes that individuals are unique and deserves a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. D2RA’s philosophy is based on the belief that all students can learn in accordance with effective schools research conducted by Ron Edmonds et al. This belief is driven through responsive teaching and student learning. All children are recognized as distinguished learners whose individual interests, abilities, and needs are enriched through a culture of learning that prepares both the student and the family for success as critical-thinkers, problem-solvers, and effective communicators in a diverse and global society.

**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.)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Number of Students	180	240	300	360	420
Principal	1	1	1	1	1
Assistant Principal(s)	1	1	1	1	2
Administrative Assistant	1	1	1	1	1
Core Subject Teachers	13	17	21	25	29
Special Education Teacher	1	1	1	1	1
Elective Teachers	7	7	7	7	7
Counselor	1	1	1	1	1
Nurse	.5	.5	.5	.5	.5
Teacher Assistants/Bus Drivers	7	9	9	9	9
Media Specialist	.5	.5	.5	.5	.5
Custodian	1	1	1	1	1
Janitor	0	0	1	1	1
Cafeteria Staff	3	5	5	5	5

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

**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.

When selecting a principal for the school, the Board of Directors will seek a person with exceptional qualifications who can fill the dual role of instructional leader and charter school administrator. With respect to teachers, the federal No Child Left Behind law requires all teachers of “core academic subjects” (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) to be “highly qualified” as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 of the State Board of Education Policy Manual. The AALE Charter School Accreditation Standards suggest the following criteria, which will also guide the Board of Directors and the principal when hiring faculty:

- A distinguished undergraduate record in a broad variety of liberal arts subjects,
- A major, concentration, minor, or significant coursework in the teacher's liberal arts subject area(s)
- Graduate coursework and/or degree(s) in the teacher's liberal arts subject area(s)
- A high score on a relevant and rigorous test, such the Graduate Record Examination Subject Area Tests, or
- Significant professional experience in fields requiring liberal education and/or advanced knowledge in the teacher's subject area(s).

### Teacher Licensure Plan

#### General Policies

- All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.
- Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School.
- The School will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.

See: <http://www.positiveaction.net/>

8 Teri Wallace, Amy R. Anderson, and Tom Bartholomay (2000). Collaboration: An Element Associated with the Success of Four Inclusive High Schools, *Journal of Educational and Psychological Consultation* 13(4), 349-381.

9 Harvard Family Research Project, (Volume X, Number 4, Winter 2004/2005). See <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluating-family-involvementprograms/parental-involvement-and-secondary-school-student-educational-outcomes-a-meta-analysis>

10 Michigan Department of Education, *What Research Says About Parent Involvement in Children's Education*, (2001). See [www.michigan.gov/documents/Final\\_Parent\\_Involvement\\_Fact\\_Sheet\\_14732\\_7.pdf](http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf)

11 Kurian, M., Caterino, L. C., & Kulhavy, R. W. (1993). Personality characteristics and duration of taekwondo training. *Perceptual and Motor Skills*, 76(2), 363-366.

12 Fuller, J. R. (1988). Martial arts and psychological health. *British Journal of Medical Psychology*, 61, 317- 328.

13 Rothpearl, A. (1980). Personality traits in martial artists: A descriptive approach. *Perceptual and Motor Skills*, 50, 395-401.

- In the case of a school employee who is on leave from employment with the local board, the School will notify the local board of education if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct. The School will cooperate with the local board of education and provide any information requested concerning such employees.

#### Licensure Renewal Program

During the planning year, the School will submit a plan to the SBE for permission to administer a Licensure Renewal Program. The principal or his or her licensed designee, who will serve as the licensure officer, will administer this program to serve those holding an initial license or a continuing license.

#### Initial Licensure Program

Upon approval of the Licensure Renewal Program, the School will submit an Initial Licensure Program plan to the SBE for approval.

- The principal or his or her licensed designee will act as coordinator and eligibility verifier for this program.
- School administration will conduct a formal orientation for holders of an initial license, including a description of available services, training opportunities, and the process for achieving a continuing license.
- The plan will comply with the optimum working conditions for holders of an initial license identified by the SBE.
- The School will comply with the mentor selection guidelines identified by the SBE.
- Appropriate mentors will be selected for each holder of an initial license from the School or from nearby schools.
- Our search committee will ensure that a principal is found who is supportive of licensure initiatives.
- All teachers will be observed a minimum of four times each year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes.
- New teachers will submit an individualized growth plan at the beginning of each year. This plan will be developed with joint consultation between the teacher, the principal or designee, and the mentor teacher
- Technical assistance and similar services will be provided. The principal will be responsible for the development, identification and service delivery program for each beginning teacher.
- A cumulative file will be maintained for each teacher, which contains the Individual Growth Plan and the performance-based criteria evaluation reports.
- The timely transfer of the cumulative file to successive employing local education agencies, charter schools, or non-public institutions will be provided.

#### **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:

D2RA 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. For the initial year (2012-2013) D2RA will hold an open enrollment period beginning on the (tentatively due to charter approval dates) April 2012 or the day after the receiving the final approval from the State Board of Education, and ending in July 2012. In all following years, D2RA will hold an open enrollment period from January 1<sup>st</sup> through March 31<sup>st</sup> (if the 31<sup>st</sup> falls on a weekend, the preceding Friday will be the end date for open enrollment) of each year.

**MARKETING PLAN** (GS 115C.238.29F (g) (1-7))

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.

Upon our application being approved, the Board of Directors will immediately implement a marketing plan focused on educating our community about the D2RA. Our general marketing activities will range from sharing the charter school concept in general to narrowly focusing on the educational mission and philosophy of D2RA. D2RA will place articles in the local and surrounding newspapers and publications, as well as various press releases.

Marketing efforts will also include posters and brochures distributed to community organizations, neighborhood groups, and faith communities; and public presentations at town halls, libraries, schools, churches, and neighborhood and city-wide festivals. We will also develop a comprehensive web site that clearly communicates the School's mission, unique educational program, school calendar, faculty, student routine and class schedules, easy on-line application, and other features of interest about the School. Those general marketing efforts will be accompanied by targeted outreach efforts designed to ensure a racially and socio-economically diverse applicant pool. We will also air public service announcements in Spanish and other languages on radio stations that have a large share of Hispanic listeners. Given that admission to the School is through a lottery (to the extent that we have more applicants than available seats), our efforts will be aimed at creating a diverse pool of applicants so that the student body chosen through the lottery will reflect that diversity.

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. Explain the analysis utilized to determine these specific enrollment figures

**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 as set forth and 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).*



**PROJECTED ENROLLMENT**  
**2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – Iredell Statesville Schools

List LEA #2 – Catawba County Schools

List LEA #3 – \_\_\_\_\_

GRADES	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			
	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	
Pre- Kindergarten	PK	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____
Kindergarten	K	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____
First	1	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____
Second	2	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Third	3	_____	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Fourth	4	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Fifth	5	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Sixth	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____

**PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)**

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
<b>Seventh</b>	<b>7</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Eighth</b>	<b>8</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Ninth</b>	<b>9</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Tenth</b>	<b>10</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Eleventh</b>	<b>11</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>Twelfth</b>	<b>12</b>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	<b>LEA Totals</b>															
<b>Overall Total Enrollment</b>		<u>180</u>			<u>240</u>			<u>300</u>			<u>360</u>			<u>420</u>		

**Budget: Revenue Projections 2012-13 through 2016-2017**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
--State ADM Funds	<u>\$ 804,177.00</u>	<u>\$ 1,072,236.00</u>	<u>\$ 1,340,295.00</u>	<u>\$ 1,608,354.00</u>	<u>\$ 1,876,413.00</u>
--Local Per Pupil Funds	<u>\$ 254,068.20</u>	<u>\$ 388,757.60</u>	<u>\$ 423,447.00</u>	<u>\$ 508,136.40</u>	<u>\$ 592,825.80</u>
--Federal Funds (EC Funds)	<u>\$ 65,682.36</u>	<u>\$ 87,576.48</u>	<u>\$ 109,470.60</u>	<u>\$ 131,364.72</u>	<u>\$ 153,258.84</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds* (Lunch Meal)	<u>\$ 49,950.00</u>	<u>\$ 66,600.00</u>	<u>\$ 83,250.00</u>	<u>\$ 99,900.00</u>	<u>\$ 116,550.00</u>
<b>TOTAL INCOME</b>	<u>\$ 1,173,877.50</u>	<u>\$ 1,615,170.00</u>	<u>\$ 1,956,462.60</u>	<u>\$ 2,347,755.10</u>	<u>\$ 2,739,047.60</u>
<p><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.</b></p>					

**Budget (continued): Revenue Projections 2012-13 through 2016-2017**

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>  
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

*The formula for figuring these allotments can be found in the Resource Guide.*

**Charter School – Dreams To Reality Academy Funding: 2012-2013**  
**School Year Enrollment State Operating Income Local Operating Income Total Operating Income**

2012-2013	180	$(\$4,467.65 + \$1,411.49) = \$1,058,245.20$
2013-2014	240	$(\$4,467.65 + \$1,411.49) = \$1,410,993.60$
2014-2015	300	$(\$4,467.65 + \$1,411.49) = \$1,763,742.00$
2015-2016	360	$(\$4,467.65 + \$1,411.49) = \$2,116,490.40$
2015-2016	420	$(\$4,467.65 + \$1,411.49) = \$2,469,238.80$

**Budget (continued): Expenditure Projections 2012-13 through 2016-2017**

<b>BUDGET EXPENDITURE PROJECTIONS</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff 37	\$ <u>1,123,000.00</u>	\$ <u>1,434,240.00</u>	\$ <u>1,647,583.30</u>	\$ <u>1,806,349.40</u>	\$ <u>1,950,541.70</u>
--Administrator(s) # 2	\$ <u>55,000.00</u>	\$ <u>56,650.00</u>	\$ <u>58,349.50</u>	\$ <u>61,129.99</u>	\$ <u>110,963.88</u>
--Admin. Assistant # 1	\$ <u>28,000.00</u>	\$ <u>28,840.00</u>	\$ <u>29,705.20</u>	\$ <u>30,596.36</u>	\$ <u>31,514.25</u>
--Teachers #21	\$ <u>705,000.00</u>	\$ <u>866,150.00</u>	\$ <u>1,032,134.50</u>	\$ <u>1,203,096.50</u>	\$ <u>1,239,191.40</u>
--Media Specialist # 1	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>	\$ <u>15,450.00</u>	\$ <u>15,913.50</u>
--Guidance #1	\$ <u>38,000.00</u>	\$ <u>39,140.00</u>	\$ <u>40,314.20</u>	\$ <u>41,523.63</u>	\$ <u>42,769.33</u>
--Teacher Assistants #7	\$ <u>175,000.00</u>	\$ <u>230,250.00</u>	\$ <u>237,157.50</u>	\$ <u>244,272.22</u>	\$ <u>251,600.38</u>
--Custodian #1	\$ <u>22,000.00</u>	\$ <u>44,660.00</u>	\$ <u>45,999.80</u>	\$ <u>47,379.79</u>	\$ <u>48,801.18</u>
--Maintenance # _____	\$ <u>0.00</u>	\$ <u>22,000.00</u>	\$ <u>22,660.00</u>	\$ <u>23,339.80</u>	\$ <u>24,039.99</u>
--Food Service #3	\$ <u>66,000.00</u>	\$ <u>111,980.00</u>	\$ <u>115,339.40</u>	\$ <u>118,799.58</u>	\$ <u>122,363.56</u>
--Bus Driver # _____					
--Other	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Nurse #1	\$ <u>19,000.00</u>	\$ <u>19,570.00</u>	\$ <u>20,157.10</u>	\$ <u>20,761.81</u>	\$ <u>21,384.66</u>
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>					
FICA (7.65%)	\$ <u>85,909.50</u>	\$ <u>109,719.36</u>	\$ <u>126,040.12</u>	\$ <u>138,185.72</u>	\$ <u>146,003.44</u>
Benefits (10% for full time)	\$ <u>112,300.00</u>	\$ <u>143,424.00</u>	\$ <u>164,758.33</u>	\$ <u>180,634.94</u>	\$ <u>195,054.17</u>
<i>STAFF DEVELOPMENT</i>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>25,000.00</u>	\$ <u>25,000.00</u>	\$ <u>30,000.00</u>
<i>MATERIALS AND SUPPLIES</i>	\$ <u>30,000.00</u>	\$ <u>40,000.00</u>	\$ <u>30,000.00</u>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>
<i>OFFICE SUPPLIES</i>	\$ <u>10,000.00</u>	\$ <u>13,000.00</u>	\$ <u>16,000.00</u>	\$ <u>9,000.00</u>	\$ <u>22,000.00</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	\$ <u>30,000.00</u>	\$ <u>30,000.00</u>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>40,000.00</u>
<i>OFFICE EQUIPMENT</i>	\$ <u>8,000.00</u>	\$ <u>10,000.00</u>	\$ <u>10,000.00</u>	\$ <u>8,000.00</u>	\$ <u>12,000.00</u>
<i>TECHNOLOGY</i>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>15,000.00</u>	\$ <u>8,000.00</u>	\$ <u>15,000.00</u>

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

**Budget (continued): Expenditure Projections 2012-13 through 2016-2017**

<b>BUDGET EXPENDITURE PROJECTIONS</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<i>TESTING MATERIALS</i>	\$ <u>20,000.00</u>	\$ <u>35,000.00</u>	\$ <u>40,000.00</u>	\$ <u>50,000.00</u>	\$ <u>50,000.00</u>
<i>INSURANCE</i>	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>	\$ <u>15,000.00</u>
<i>UTILITIES</i>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>	\$ <u>20,000.00</u>
<i>RENT/CONSTRUCTION</i>	\$ <u>612,000.00</u>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>	\$ <u>600,000.00</u>
<i>MAINTENANCE &amp; REPAIR</i>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>	\$ <u>12,000.00</u>
<i>TRANSPORTATION</i>	\$ <u>30,000.00</u>	\$ <u>40,000.00</u>	\$ <u>50,000.00</u>	\$ <u>60,000.00</u>	\$ <u>60,000.00</u>
<i>MARKETING</i>	\$ <u>10,000.00</u>	\$ <u>10,000.00</u>	\$ <u>10,000.00</u>	\$ <u>10,000.00</u>	\$ <u>10,000.00</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	\$ <u>50,000.00</u>	\$ <u>65,000.00</u>	\$ <u>80,000.00</u>	\$ <u>95,000.00</u>	\$ <u>100,000.00</u>
<b>TOTALS</b>	\$ <u>2,208,209.50</u>	\$ <u>2,029,383.30</u>	\$ <u>2,029,381.70</u>	\$ <u>2,489,170.00</u>	\$ <u>3,297,599.20</u>

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

Cash on Hand	\$ <u>0.00</u>
Certificates of Deposit	\$ <u>0.00</u>
Bonds	\$ <u>0.00</u>
Real Estate	\$ <u>0.00</u>
Capital Equipment	\$ <u>0.00</u>
Motor Vehicles	\$ <u>0.00</u>
Other Assets	\$ <u>0.00</u>
<b>TOTAL</b>	\$ <u>0.00</u>

**ADDITIONAL NOTES:**

**SCHOOL AUDITS:**

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

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

D2RA will participate in periodic program appraisals to design and carry out appropriate self-evaluations of our implementation of the Multiple Intelligences instruction and curriculum. The Academic Advisory Committee will be charged with the responsibility for measuring the results of our programming including hiring third party assessments and implementing any necessary improvements to ensure modernized learning and superior educational quality.

**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.** In accordance with GS 115C-238.29F (f), D2RA will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the SBE for charter schools; (2) comply with the reporting requirements established by the SBE in the Uniform Education Reporting System, and (3) report at least annually to the SBE the information required by the SBE. We expect to retain a Certified Public Accountant (name here and address and contact information here).

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

**State the proposed coverage for:**

Comprehensive General Liability	\$1,000,000.00 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000.00 per claim
Property Insurance	Appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000.00 per occurrence
Bonding	\$250,000.00
Minimum amount:	\$250,000.00
Maximum amount:	The amount of funds received by the school in the previous fiscal year from state and local sources
Other	Boiler and Machinery - Replacement cost of the building Worker's Compensation - As specified by Chapter 97 of the North Carolina General Statutes Umbrella Policy - \$5,000,000.00

**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.

**BUS TRANSPORTATION POLICY**

D2RA's goal is to provide school transportation services for students. The goals of the transportation services are as follows:

- providing transportation to and from school to students most in need of the service
- making safety a priority in maintaining quality transportation equipment and vehicles
- teaching and expecting students to act in a safe and orderly manner while using school transportation
- planning and providing transportation services efficiently and economically
- using transportation services to support the types of learning opportunities available to students
- working effectively with students, parents, private contractors and other governmental agencies in providing transportation services
- providing courteous service to students and responding promptly and courteously to requests by parents and students

Most of our buses are loaded to the maximum state capacity. Students are granted the privilege of riding school buses to and from school. Bus routes will be established at least two weeks prior to the first day of school. This route will be scheduled to include "pop" pick-up and drop-off but locations. Appropriate behavior is required at all times while on the bus and at the bus stop. Students must ride the bus to which they are assigned. If there is an emergency to ride a different bus, written permission is required from the parents with approval from administration. The request needs to be submitted before 1st period so verification can be established and must include parental contact information.



Disciplinary actions for bus violations below will include bus suspension, suspension from school or other action deemed appropriate by the administration.

- Students must get on/off bus at their assigned stop and should be at the bus stop at the assigned time.
- Seats will be assigned and students are expected to remain in their assigned seat for the entire route.
- Loud talking, yelling, screaming, profanity, horseplay or any other distraction to the bus driver is prohibited.
- Any school discipline policy applies to school buses including tobacco, alcohol, drugs, weapons, etc.
- Students are not allowed to place any part of their bodies or objects outside bus windows.
- No food or drinks may be consumed on the bus.
- Any act that creates a safety hazard is considered to be a violation. (i.e. striking a match, throwing objects, etc.)
- Any act of disrespect or insubordination toward a driver will not be tolerated.
- Students who have vandalized a bus will be required to pay for damages.
- Students will not open an emergency door on a bus without authorization from driver.
- Students wait for the bus, the bus does not wait for students.

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

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and 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.

**Name of the facility (if known):** \_\_\_\_\_

Address: 806 Eufola Road

City/State/Zip: Statesville, NC 28687

Description of the Facility:

Total square feet:	<u>10000</u>
Number of Classrooms:	<u>30</u>
Number of Restrooms:	<u>4</u>
Other Rooms: (cafeteria)	<u>2</u>
Auditorium:	<u>1</u>
Gymnasium:	<u>2</u>
Music Room:	<u>3</u>
Art Room:	<u>3</u>
Laboratory:	<u>4</u>

Ownership:  Fee Simple or  Lease

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

(a) Term of the Lease: 8 year lease

(b) Type of Lease: Land Lease for building of school

(c) Rent: \$ \_\_\_\_\_ per month

Dreams To Reality Academy Charter School

Name of Landlord: Clark's Chapel Baptist Church

Address: 806 Eufola Road

City/State/Zip: Statesville NC

Phone: 704-872-6001

Fax: \_\_\_\_\_

Document inspections for the following:

- (a) Fire: TBD conducted upon building completion
- (b) Safety: TBD conducted upon building completion
- (c) Handicapped accessibility? \_\_\_\_\_

Describe how the maintenance will be provided for the facility.

D2RA will employ a maintenance company/individual to maintain the schools grounds. We anticipate providing grounds maintenance, trash removal, etc.

**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?**

D2RA will build the facilities beginning with the Elementary School which will house the gymnasium and the cafeteria for both the elementary and middle school. Each school will be constructed in phases. Phase I will be completed for the 2012-2013 school year. Phase I will also include the development of the Sports Complex. The sports complex will complement D2RA's athletic department for middle and high school programs, while fostering health and wellness for the elementary students. Phase II will begin in year 4, which will house the middle school, and Phase II will consist of the high school in year 2019-2019. Upon the approval of the Charter Application, D2RA will immediately begin the building process. Regarding the timeline construction of Phase I, the building will be completed within the 5 months preparation timeframe for opening. In the unforeseen situation of delay, D2RA will utilize Clark's Chapel Baptist Church facilities to house the program for the remaining time of construction.

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

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

**Safety HEALTH AND SAFETY REQUIREMENTS** GS 115C-238.29F (a):

**Health Information Cards** All enrolled students must have a completed Health Information Card on file. Any student with a medical condition, e.g., diabetes, asthma, etc., should have this condition noted in red at the top of their card. Parents are encouraged to communicate any significant health history information of each child to the principal's office, so that the child's needs may be met while at school. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the principal's office.

### **Immunization of Students Immunization of Students**

D2RA will ensure full compliance with all federal and state immunization requirements. The following policies and procedures will help ensure compliance and reduce the possibility of any child missing school because of noncompliance.

- A state approved medical waiver is acceptable if signed by the child's physician. An expiration date must be included.
- Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.
- If non-compliance persists, follow-up telephone calls or letters will be provided to the parent or guardian. One week prior to the start of classes, a final notice will be sent.
- Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.
- All students must have a completed physical signed by a licensed health care provider on file with the principal's office.

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

D2RA will maintain compliance with all applicable federal, state, and municipal fire and safety regulations, and submit to all inspections from authorities as required by law. The following fire safety guidelines are to be followed at all times:

- Fire lanes must remain clear at all times. All hallways, landings, stairs, and stairwells must be kept completely free and clear of any materials at all times. This includes tables, chairs, classroom materials, bicycles, plants, shoes, waste paper, etc.
- Fire exits must remain clear at all times. All doorways and doors must remain free and at all times.
- Fire control doors should be kept functioning at all times. Doors that have automatic holders should never be propped open. Use only the automatic holding mechanism to keep doors open.
- Classroom doors should not be propped open when vacant.

Any violations of the above guidelines should be reported to the principal immediately.

### **Fire Drill and Alarm Guidelines**

D2RA will conduct fire drills each month in accordance with legally mandated guidelines.

- Administrative staff will be notified when a fire drill will occur. The principal or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately begin leaving their classroom in a quiet single file line. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed and light turned off as the last person is leaving the classroom.
- Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and remain in this manner all the way to their designated assembly area outdoors. Everyone should wait for an all-clear signal from the principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the principal.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the principal's office.

### **Food Inspections**

D2RA will be in compliance with all applicable federal, state, and local health and safety laws and regulations no later than four weeks prior to the first day of student attendance for the school year. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

### **Hazardous Chemicals Hazardous Materials/Chemicals**

D2RA will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The School will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- Potentially hazardous materials are reviewed by the principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students.
- Material Data Safety Sheets (MSDS) are provided to the School principal for any potentially hazardous materials to be brought into the school.
- Based on the review, materials are either approved with no special requirements approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use.
- A running inventory is kept by the principal's office of all hazardous materials or chemicals contained within the School. The list is updated monthly.
- Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
- Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
- MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.

Any violations of the above guidelines for hazardous materials should be reported to the principal immediately

### **Bloodborne Pathogens Blood-borne Pathogens**

D2RA will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The school's Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials. All school employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Blood-borne Pathogens Course certification to the school principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines. Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain hepatitis-B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

### **Exposure Control Policies and Procedures**

All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the principal's office.

- Gloves are worn during any head lice checks and at any time there is risk of exposure to blood or body substances.
- Mouth to mouth resuscitation is performed using a resuscitation mask.
- Hand washing facilities with hot and cold water, soap, and an approved drying device will be readily available. Hands will be washed after contact with any blood or body substances immediately after gloves are used.

### **Diabetes care plans Diabetes School Act**

Beginning with the 2003-2004 school year, local school boards are required by the State of North Carolina to implement Senate Bill 911-G.S.115C-47 Care for School Children with Diabetes. This new legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association. The following procedures were adopted regarding the management of children with diabetes in the school setting:

- A parental request form to initiate an Individual Diabetes Care Plan.
- Parent/guardian responsibilities for the Individual Diabetes Care Plan.
- The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual's blood sugar monitoring, insulin and oral medications, and food/exercise requirements.
- A Quick Reference Plan for Students with Diabetes.
- School responsibilities for the Individual Diabetes Care Plan.
- Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities.

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

D2RA understand the requirement to provide the following information to all students in grades 9<sup>th</sup> -12<sup>th</sup>

It is lawful to leave your unharmed baby, up to 7 days old with anyone on duty for a hospital, health department, or community health clinic under North Carolina's Safe Haven Law. You can also leave him or her with an on-duty law enforcement officer (sheriff or police), social services worker, or certified EMS worker (fire station or emergency service station). The baby will get needed medical care and be placed for adoption. You will not be breaking any laws and you can remain anonymous. You do not have to give your name or any other information. No attempt will be made to contact you. This is a SAFE process for you and your baby. The purpose of the law is to save babies, not to pass judgment on you. This law is for parents who don't know how to cope with a new baby. For more information visit the North Carolina Bar Association website at: <http://www.ncbar.org> or see your guidance counselor for more information.

- **Providing parents and guardians with information about: Meningococcal meningitis and influenza and their vaccines at the beginning of each year Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases.**

D2RA in Iredell County will meet the same health and safety requirements required of the Iredell County Public School System. Per state law, D2RA will make information about the following available to parents and guardians annually:

- Meningococcal meningitis and influenza, and their vaccines. The information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

### **Well-Being of Students**

Students at D2RA should be happy and growing in knowledge. As part of faculty in-service, D2RA teachers will be provided training in mandatory reporting procedures for suspected child abuse. All staff will be attentive to students who come to school displaying any of the signs of child abuse that were outlined in their training course, and will follow the prescribed procedures for reporting suspected abuse.

### **School Bus**

School buses may be used for school purposes by drivers that meet the following requirements: a valid commercial bus driving license and requisite education safety courses.

### **Student Missing/Hiding**

If a student is missing or hiding on school grounds the following procedures are followed:

1. Principal or designee implements a search of the school building and grounds.
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

### **Runaway/Abduction**

If a student runs away from the school during school hours or is abducted, the following procedures are followed:

1. Notify the principal's office, which contacts 911 and remains on the line.
2. The principal's office will contact the parent(s) listed on the student's Health Information Card.
3. In the case of abduction, the principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The principal will contact the teacher to get an accurate description of the student's clothing.

**Hostage Situation.** If one or more person(s) are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify Law Enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with Law Enforcement to determine next steps.

### **Student Possession of Weapon on School Grounds**

If a student is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. Identify the student and his or her location in the building.
2. Alert the appropriate staff and principal.
3. The School employee asks the student to accompany him/her to the Principal's office.
4. Assess the situation to determine follow up steps.
5. Notify Law Enforcement (911).
6. When appropriate, ask the student to surrender the weapon or declare its location.
7. Call student's parent(s) and follow disciplinary procedures.

### **Unwanted Intruder**

If a person who has no business on school grounds is observed, the following procedures are followed:

1. A member of staff notifies the principal's office or escorts the stranger to the office.
2. The principal and staff member investigate and take appropriate action:
  - a. Ask the person for their name and what his or her business is at the school.
  - b. If it is determined that the person does not have a legitimate reason to be on school grounds, request that he or she leave, and visually monitor the person's departure.
  - c. After the person leaves, notify Law Enforcement (911).
  - d. If the person refuses to leave, the principal will notify staff to call Emergency Law Enforcement (911).
  - e. The principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of Law Enforcement personnel.
  - f. Take note of what the person is wearing, type of car driving (including plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible markings, etc.).
  - g. School officials work cooperatively with Law Enforcement personnel.
  - h. Principal submits police report and notifies School Board.

### **Bomb Threat and/or Explosion**

If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

**Note: RFS Radios "Walkie Talkies" are not to be used during a bomb threat.**

The receiver of a bomb threat call should:

- Get word to the principal or designee who orders an immediate building evacuation.
- Write down the exact words of the caller.
- Keep the caller talking.
- Ask where the bomb is located and what time it is to go off.
- Make note of the following:
  - Gender, age, and attitude of caller
  - Voice characteristics (accent, speech impediments or peculiarities)
  - Background noises
  - Date and time of the day the call was received
- Give full report to the principal or designee immediately.

Upon notice of a bomb threat:

- Get word to the principal or designee who orders an immediate building evacuation.
- Upon evacuation signal, all personnel and students should evacuate the school building
- in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available.
- A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
- Notify the appropriate Law Enforcement agencies.
- Conduct a visual search of the escape routes or hallways.

- Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the principal, search team, or designee should:
  - Activate the evacuation signal.
  - Ensure that the building is evacuated.
  - Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.
- Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

- Determine the location and extent of explosion, and get word to the principal or designee who orders an immediate building evacuation.
- The principal or designee calls 911 and stays on the phone.
- Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
- Assist with the injured or wounded.
- Secure areas until authorities arrive.

**Evacuation Plan** Evacuation plans are posted in each classroom, office, and hallway to provide a visual display of proper evacuation routes from each part of the school building.

Designated meeting places are established in a safe zone for each class and office.

- Staff receives training in building evacuation policies and procedures during faculty development at the beginning of each school year, and teachers train students in the evacuation drill procedures during the first week of school.
- When the evacuation alarm sounds or code is given (in the case of a bomb threat), the staff account for all students and visitors assigned under their supervision.
- Students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during evacuation.
- The teacher precedes the students to the assigned meeting place. Everyone proceeds silently in a straight line, single file, stays that way in their designated assembly area, and waits quietly for an all-clear signal from the principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. The principal or designee account for any missing students or personnel.
- The principal or designee consults with appropriate safety authorities to determine when the building can be safely reentered by staff and students.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

### **Student Accidents/Injury**

School staff will be trained to provide CPR (cardiopulmonary resuscitation) and simple first-aid procedures. Bandages and a first-aid kit will be available in the principal's office for minor cuts and scratches. The principal's Administrative Assistant may apply ice, and distribute (with parental permission) cough drops, and a variety of over-the counter products for minor first aid. The Administrative Assistant must always check a student's Health Information Card for a parent's signature (thus allowing permission) each time any medication is requested by a student. If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his or her parents must come to the principal's office to meet the student at the time he or she is to be excused. Upon treatment by appropriate medical personnel, the principal or designee fills out a Student Accident Report.



## **VII. LEA IMPACT STATEMENT**

Pursuant to G.S. 115C-238.29B (d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

In accordance with the requirements of GS 1 15C.238.29B (d), D2RA will provide a copy of this application to the Superintendent of Iredell Statesville Schools within seven days. D2RA will forward proof of delivery to the Office of Charter Schools as soon as possible.

**VIII. 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.

Appendixes

**DRAFT**

**Dreams To Reality Academy**  
***Parent & Student Handbook***

## Table of Contents

### Section 1 Overview

#### 1.1 Introduction to Dreams To Reality Academy

### Section 2 School Governance and Administration

#### 2.1 Governance

#### 2.2 Responsibilities of the Board of Directors

### Section 3

#### 3.1 Admission to the School

### Section 4 The Academic Program

#### 4.1 Middle School Program

#### 4.2 High School Program

#### 4.3 Multiple Intelligence Education

#### 4.4 Graduation Requirements

### Section 5 School Policies and Procedures

#### 5.1 School Calendar

#### 5.2 School Jurisdiction

#### 5.3 Student Punctuality and Attendance

##### a. Introduction

##### b. Punctuality Policies & Procedures

##### c. Attendance Policies & Procedures

##### d. Beginning of Year Attendance

##### e. Types of Absences

##### f. General Attendance Policies & Procedures

##### g. Physical Education Policy

#### 5.4 Student Discipline

##### a. Suspensions & Expulsions

#### 5.5 Academic Honor Code

##### a. Plagiarism

##### b. Appropriate Parental Assistance

#### 5.6 Dress Code

#### 5.7 Medication Policy

#### 5.8 Electronic Devices

#### 5.9 Cameras

#### 5.10 Transportation

#### 5.11 School Closing Due to Weather

#### 5.12 Meal Policy

#### 5.13 Messages

#### 5.14 Lost & Found

#### 5.15 Security

#### 5.16 Grievance

**Dreams To Reality Academy Charter School  
STUDENT APPLICATION FOR 2007-2008 ENROLLMENT**

Based on North Carolina charter school legislation and the philosophy of Dreams To Reality Academy, the School does not discriminate on the basis of ethnicity, national origin, gender, or disability, and will 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. Students are admitted based on space availability and order of placement is determined by a public lottery. The questions on this application are for school planning purposes only. Information provided to Dreams To Reality Academy cannot and will not be used to screen student applications for admission to the School.

**STUDENT INFORMATION (PLEASE PRINT)**

Student's Name (Last, First, Middle): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone ( \_\_\_\_\_ ) \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_

Grade for 2012-2013: Current School: \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

Father/Guardian Name: \_\_\_\_\_

Employer: \_\_\_\_\_ Work Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Mother/Guardian Name: \_\_\_\_\_

Employer: \_\_\_\_\_ Work Phone ( \_\_\_\_\_ ) \_\_\_\_\_

**Dreams To Reality Academy is a public school and requires no application fee or tuition. Parents are asked to support the policies of the School (behavior and academic) and to support the School with volunteer time and efforts.**

**I have received all necessary information to apply for enrollment at Dreams To Reality Academy and agree to abide by the stated policies and guidelines. Please process my application.**

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Mail completed application to:  
APPLICATION DEADLINE:  
LOTTERY WILL BE HELD  
NOTIFICATIONS WILL BE SENT**

## **Section 1**

Our mission is to inspire and give students a comprehensive, high-quality, 21st Century standard-based museum learning experience that will prepare students for acceptance and success in college and beyond.

The philosophy of Dreams To Reality Academy is based on the belief that all students can learn in accordance with effective schools research conducted by Ron Edmonds et al. This belief is driven through responsive teaching and student learning. All children are recognized as distinguished learners whose individual interests, abilities, and needs are enriched through a culture of learning that prepares both the student and the family for success as critical-thinkers, problem-solvers, and effective communicators in a diverse and global society.

## **Section 2**

### **School Governance and Administration**

#### **2.1 Governance**

The activities of Dreams To Reality Academy will be governed by the Board of Directors. The Board of Directors (hereafter called “the Board”) governs the School and has all of the powers necessary for carrying out the purposes of the School, as stated in D2RA bylaws and articles of incorporation. The principal is automatically a nonvoting member of the Board. The Chair of the Board, with the principal of the school, has primary responsibility to ensure the steady progress of the School in accordance with national, state, and local educational laws.

#### **2.2 Responsibilities of the Board of Directors**

The responsibilities of the Board include the following:

- The Board adopts, upholds, and serves to fulfill the mission, philosophy, and goals of the School.
- The Board establishes policies for governance that uphold the national, state, and local laws governing public charter schools in North Carolina.
- The Board hires, evaluates, retains, and releases (if applicable) the principal.
- The Board recommends to the principal priorities, short- and long-term plans, and broad policies for the successful operation of the School.
- The Board supports the School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction.
- The Board periodically reviews the financial statements of the School, ensuring financial stability, budget viability, and state compliance.
- The Board assumes a leading role in promotion and fundraising for the School.
- The Board reviews and periodically evaluates the School’s academic and administrative achievements and progress toward its annual goals.
- The Board maintains accurate up-to-date records of the business conducted at all Board meetings in a permanent document; which contains all the governance, structure, and organizational policies specific to the School.

## **Section 3**

### **Admission to the School**

Dreams To Reality Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will 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. Pursuant to GS 11 5C-23 8.29B(b)(1 1), the School’s Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 1 15C-391 until the period of suspension or expulsion has expired.

D2RA will hold an open enrollment period from January 1<sup>st</sup> through March 31<sup>st</sup> of each year. If, in any year, March 31<sup>st</sup> falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday. Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the School's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00 pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Children of the school's principal, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the School will also give enrollment priority to siblings of currently enrolled students who were admitted to the School in a previous year. Finally, and only for its first year of operation, the School will give enrollment priority to children of the initial members of the Board of Directors, as long as these children are limited to no more than ten percent (10%) of the school's total enrollment.

The admissions lottery will be held on the second Saturday in March in a board meeting that is open to the public. The lottery will be conducted by a member of the Board of Directors who does not have any children enrolled in, or applying for admission to, the School and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the School, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date and time stamped upon receipt. Students on the waiting list but not admitted for any year will be required to file a new D2RA application to be considered for admission in a later year. The principal will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child chosen for admission must then confirm the child's eligibility for enrollment within 14 days of receipt of the notice of acceptance. Prior to enrollment, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Social security number
- Records transferred from previous school

## **Section 4**

### **The Academic Program**

**4.1 Elementary School Program** D2RA emphasizes several instructional approaches, including differentiated instruction, cooperative learning, and curriculum integration. D2RA believes that if the students are "taught" from their individual levels the greater their personal academic success rates will be. In the submission of the three instructional approaches: allowing students the opportunity to work collectively and amongst students on different academic levels; integrating different learning styles; and assimilating learning in a holistic approach based on real life experiences will assist students with the diverse and critical thinking process. All D2RA staff is required to incorporate activities and lessons that utilize all three learning styles:

**4.2 Middle School Program** Structurally, teachers instruct by grade level to encourage cross curricular unit planning and cooperative group learning with the integration of STEM and foreign language. Student discipline is administered through conflict resolution and learning with Multiple Intelligences will better serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at the traditional linguistic and logical intelligence and gives students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, along with increased collaboration between staff, will improve the quality of instruction.

**4.2 High School Curriculum.** Teachers teach by discipline and utilize the Multiple Intelligences teaching principles for high school instruction to encourage heterogeneous group instruction and quality teaching for more challenging material. Foreign Language and Fine Arts are critical parts of a general education, and the School will provide a first-rate education in these areas. With respect to Foreign Language we expect to offer Spanish and Mandarin as a unique and practical mix of foreign languages. The museum model will consist of an integration of the arts and another course to be determined by the availability of qualified fine arts instructors will continue the development of well-rounded thinkers. The STEM courses integrate purpose of incorporating cross curricular technology to the material.

**4.3 Teaching to all intelligences** A great education should be personalized and challenge every student to their personal best. Instruction based curriculum will be created and implemented using Howard Gardner’s Multiple Intelligences Theory (MI). D2RA will develop each student’s strongest intelligences and natural abilities while strengthening their overall character. The MI method will be used across all disciplines to enhance both our basic core curriculum and our value added educational focus.

**4.4 Value Added Education** D2RA will provide a balanced and comprehensive foreign language and liberal arts education with a particular value added focus on leadership, and technology for students in all grades D2RA will provide college and advanced learning preparation and an innovative physical education plan.

**4.5 High School Graduation Requirements.** Proposed high school graduation requirements for D2RA are as follows:

Content Area	Course of Study	
English	English Language Arts I, II, III, IV (Specific courses to be development during planning period)	4
Mathematics	Algebra I & II, Geometry, and 1 higher level of math with Algebra II as prerequisite	4
Science	Physics, Chemistry, Biology, Earth/Environmental Science/Environmental Science (or AP Environmental Science)	4
Social Studies	Government, Civics, and Economics, US History, and 1 additional civics or specific course to be identified during planning period	3
Modern Foreign Languages	Two courses in the same modern foreign language	2
Fine Arts		2
Technology		2
Health & Physical Education	1 daily class period will be devoted to a combination of physical education using healthy living component of the NC Standard Course of Study	1



#### 4.6 Technology

Computers/technology will be used to support the student learning environment. Computer networks allow for research, communication, and for STEM. It is a general rule of D2RA that the internet and computer technology are to be used in a responsible, efficient, ethical, and legal manner. Failure to comply with the policy and the guidelines below will result in the revocation of the users' access privilege by the network administrator. Unacceptable uses of the computer include:

- Violating the conditions of the code of conducts dealing with student's rights to privacy.
- Using profanity, obscenity or other language which may be offensive to another user.
- Reporting (forwarding) personal communication without the author's consent
- Copying commercial software in violation of copyright law
- Using the network for financial gain, for commercial activity or for any illegal activity.

Responsible users may:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

Responsible users may NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language.
- Violate the rules of common sense and etiquette.
- Change any computer files that do not belong to the user.
- Send or get copyrighted materials without permission.
- Install unauthorized software.

The following guidelines should be followed concerning computing resources:

- Respect the privacy of others. Do not seek information about, obtain copies of, or modify information belonging to other users unless explicitly authorized to do so by those users. Do not share passwords with others or use passwords not belonging to you.
- Respect the network as a shared resource. Do not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others. Be sensitive to the impact of your traffic on network performance.
- Respect appropriate laws and copyrights. The distribution of programs, databases and other electronic information resources is controlled by the laws of copyright, licensing agreements and trade secret laws. These should be observed.
- Respect the spirit of academia. The theft, mutilation or abuse of computing resources violates the nature and spirit of the academic environment.
- Users must not give their password to anyone. System operators will have access to all user accounts, including email.

If the rules above are not followed by any person, use of the network will be canceled. There will be no second chances. If the user is not sure how to do something on the computer, ask a teacher or the system administrator in the school. If parents do not wish for their students to use Internet, they must sign and return to the office, the Acceptable Use Policy located at the back of this handbook.

#### ACCEPTABLE USE POLICY FOR INTERNET

Parents may not wish for their student to have access to Internet due to some controversial information that can be obtained. Each student must have an *Internet Use Agreement* on file that indicates whether or not the parent(s) give permission for the student to access the Internet via any of the Dreams To Reality Academy computers. If the parent selects **NO**, then the student will be restricted from using Internet.

## Section 5

### School Policies

**5.1 School Calendar.** In general, D2RA will align its calendar with that of the Iredell Statesville School System. Classes will begin in late August and summer break will begin after the 3<sup>rd</sup> week in June. The calendar will provide for approximately 185 instructional days to allow for missed days due to adverse weather conditions, etc.

Tentative Daily Schedule: 7:30 a.m. Campus opens, 8:00 a.m. Classes begin; 4:00 p.m. Dismissal

**5.2 School Jurisdiction** Students are under the jurisdiction of D2RA any time they are on the School campus. This means that the students are subject to the policies, rules, and guidelines of the School. Also included under the School's jurisdiction are all school-sponsored activities, whether on or off the School campus, such as the following:

- Field trips
- Student clubs
- School-sponsored social and recreational events

Supervising teachers and school-designated chaperones have the authority to ensure that students abide by the School's policies, rules, and guidelines at all such occasions. It is the responsibility of the students to cooperate in every way with the requests of those in charge.

### 5.3 Student Punctuality and Attendance

**a. Introduction.** Punctuality and attendance are very important aspects of school life. Coming to school on time each day demonstrates respect for the teachers and the School, contributes to an orderly and enjoyable learning atmosphere, and prepares each student for successfully managing time in his or her post-school life.

**b. Punctuality Policies and Procedures.** Students who arrive in class late must obtain a tardy slip from the principal's office and bring it to class to be admitted. Should a student accumulate six or more tardies in a quarter, his or her grades may be affected. The principal or his or her designee will meet with the student to discuss the situation and will, if needed, schedule a parent conference. If the problem persists, further disciplinary action may be taken.

**c. Attendance Policies and Procedures.** Regular attendance in all classes is essential to the educational progress of the student and the School. Parents and students are asked to support the School's policies of providing a coherent and continuous education program for all students. With absences, not only is the educational progress for the absent student at risk, but the educational progress for the group becomes interrupted when teachers become burdened with providing individualized instruction schedules before, during, and after each absence takes place.

**d. Beginning of Year Attendance.** To complete the enrollment process, both new and continuing students must attend class during the first week of the school year. The attendance policies to complete enrollment at D2RA include the following:

- Each student must attend classes on the first day of school. If a student does not attend the first day of class, and the principal has not received prior written notice and D2RA provided authorization for the absence, the child is at risk of losing his or her enrollment status, and the principal may enroll another child through the lottery process.
- The School will try to contact the parents of any child who is absent, but it is the responsibility of a parent or legal guardian to notify the principal in writing in advance of any absence.
- If a child is legally absent for more than the first five days of school without prior written notification to and authorization by the principal, the child will automatically forfeit his or her space to the next child on the School's waiting list.

- If a child is illegally absent more than the first five days of school, with or without prior written notification to and authorization by the principal, the child will automatically forfeit his or her space to the next child on the School's waiting list.
- In accordance with the NC Department of Public Instruction's student information management system, even if a student has attended the first day of school, but subsequently missed ten or more consecutive days in the first 20 days of school, the student cannot be included in the School's list of enrolled students, unless the absences are legal.

**e. Types of Absences.** Acceptable absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The child must complete the enrollment process and attend school before he or she can claim an acceptable absence.

**f. General Attendance Policies and Procedures.** If a student is absent, his or her parents or guardian must call the principal's office no later than five minutes before class to explain their child's absence. If the office is not notified, the School will attempt to contact the family and ascertain the reason for the child's absence. If the School is not able to reach a parent, the student will be considered truant. The responsibility for contacting the principal's office is with the parents and student. In the event of an absence, students should get assignments from their classmates. Generally, students are given one day to make up assignments for each day absent. If a student is absent six times in a quarter, the principal's Office personnel will contact the parents. If six absences occur in a quarter, students may have academic consequences for that marking period, and are subject to a loss of Citizenship Credit.

#### **5.4. Student Discipline**

Discipline policies at D2RA are based on the Positive Action program. D2RA has a proactive approach to discipline. The Positive Action philosophy addresses the core of each person: "You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything." The Thoughts-Actions- Feelings helps apply this simple truth to any situation by illustrating how positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. This empowering approach teaches students how and why to make positive choices for a lifetime. The program doesn't just teach a few positive behaviors and stop there. It teaches the process and develops the intrinsic motivation; giving students the skills for a happy and successful life—the ultimate goal of education. The philosophy is taught through six units that are central to all components of the program. The six units cover specific positive actions for the whole person—physical, intellectual, social, and emotional.

- **Unit 1**—The Philosophy and Thoughts-Actions-Feelings
- **Unit 2**—Positive Actions for a Healthy Body and Mind
- **Unit 3**—Positive Actions for Self-Management
- **Unit 4**—Positive Actions for Getting Along with Others
- **Unit 5**—Positive Actions for Being Honest with Yourself and Others
- **Unit 6**—Positive Actions for Improving Yourself Continually
  - Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Examples are:
    - Be Respectful, Be Responsible, Be Safe; or
    - Respect Yourself, Respect Others, and Respect Property.

- Behavioral Expectations are Taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful), and provide specific behavioral examples (In class: being respectful means raising your hand when you want to speak or get help. During lunch or in the hall: being respectful means using a person's name when you talk to him or her). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.
- Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Some schools do this through formal systems (tickets, rewards) others do it through social events. Schools that are successful in creating a competent culture typically establish a pattern in which adult interactions with students are "positive" four times as often as they are "negative". To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class).
- Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

**a. Suspension and Expulsion.** Even with a school-wide Positive Action system, it may sometimes be necessary to suspend or expel an individual student. Corporal punishment will not be used at D2RA. However, school personnel may use reasonable force, including corporal punishment, to control behavior or to remove a person from the scene in those situations when necessary: (1) to quell a disturbance threatening injury to others; (2) to obtain possession of weapons or other dangerous objects on the person, or within the control, of a student; (3) for self-defense; or (4) for the protection of persons or property. The principal shall have authority to suspend for a period of 10 days or less any student who willfully violates policies of conduct established by the School's Board of Directors: provided that a student who is suspended shall be provided an opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.

The principal of D2RA, with the prior approval of a discipline committee formed by the School's Board of Directors, shall have the authority to suspend for periods of time in excess of 10 school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his parents may appeal the decision of the principal to the entire Board of Directors under procedures to be developed by the Board. The School's Board of Directors may, upon recommendation of the principal and a discipline committee formed by the Board of Directors, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board of Director's decision to expel a student shall be based on clear and convincing evidence. In addition, the School's Board of Directors may, upon recommendation of the principal and a discipline committee formed by the Board of Directors, expel any student who is at least 13 and who: (1) physically assaults a teacher or other adult who is not a student; (2) physically assaults another student if the assault is witnessed by school personnel; or (3) physically assaults and seriously injures another student.

When a student is expelled or suspended for more than 10 days, the Board of Directors shall give notice to the student's parent or guardian of the student's rights to appeal that suspension or expulsion to the entire Board of Directors. If English is the second language of the parent or guardian, the notice shall be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions shall be in plain language and shall be easily understandable. The policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations. If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws.

**5.5 Academic Honor Code** Academic integrity is a fundamental value for any educational institution. At D2RA, students are expected to honor and uphold this value by acting honestly in every aspect of their academic life, whether in school or studying at home. Violations of academic integrity, such as cheating on tests or copying another student's homework, are a serious matter and are dealt with according to the Policies and Procedures for Student Discipline.

83 of 87

**a. Plagiarism** Students are encouraged to make reference to others' works in completing specific class assignments, but deliberately using someone else's ideas, words, phrases (even in paraphrased form) and/or designs without giving credit is plagiarism. If students are uncertain about a source and whether or how to credit it, they should ask their teacher before submitting assignments.

Completing assignments by oneself and always crediting sources will develop qualities of self-sufficiency and responsibility. Plagiarism may result in failure of the assignment or the course.

**b. Appropriate Parental Assistance** Parents' encouragement to their children to complete their home assignments is of great value to the students' progress. At the same time, it is also desirable to allow the students to fulfill their assignments to the best of their own ability. This gives teachers a clear understanding of the students' level of mastery. Parents are encouraged to review the student's homework, and, if necessary, suggest it be revised for improvements as needed.

**5.6 Dress Code** Students are required to wear uniforms. Uniforms unite the school as a community, they reduce distractions and clothing competition, and they look distinguished. As outlined below:

- Orange or Purple Polo shirts (short/long sleeves) with D2RA's logo and name embroidered on the upper right shoulder.
- Sweatshirts and sweaters must be of school colors with logo
- Khaki pants, skirts, skorts, and shorts (seasoned appropriate) either tan or navy or navy blue
- Shoes should be closed toe, young ladies- no heels higher than 1½ inches, or tennis shoes

All students are required to have their shirts tucked in at all times (excluding during physical fitness class). Students must wear a belt with pants having belt loops. D2RA has a ZERO tolerance for "sagging" (sagging is identified as any item below the waistline). Student will be required to purchase/order uniforms from school. In the event of financial situations, students may be allowed to wear the school color polo shirts without the logo (must receive prior permission from the principal's office). If a student arrives to school out of uniform, parents/guardians will be contacted and asked to bring in appropriate attire before the student is sent to class.

**5.7 Medication Policy** It is best for students to take all medication at home whenever possible, such as before and after school. However, when it is necessary to take medication at school, necessary forms must be completed. For over the counter medication, such as Tylenol, only a parent signature is required on the medication permission form. For prescription medications, both parents and physician's signatures are required.

**5.8 Electronic Devices** Students are not permitted to listen to musical devices academic instruction or while in the learning environment (unless other wised authorized). Radios, cell phones, lasers and other electronic devices (not provided by school or for instruction) are not allowed to be carried or to be used during the school day. If a student has possession of or uses these items during the school day they will be confiscated. The student may also be subject to disciplinary action.

**5.9 Cameras** Camera use during school hours is prohibited unless used under the supervision of a staff member or with permission from school personnel. This would include any cell phone/digital technology.

**5.10 Transportation** D2RA will provide transportation to and from school via school bus, to pre-identified "pod" locations and supports student carpool. If needed, assistance is provided to parents about neighborhood carpooling options. Please call the office for more information.

**5.11 School Closings Due to Weather** The principal or designee will assess the potential danger of poor road conditions and notify the appropriate radio and/or television stations about D2RA's delays and/or closings. School delays/closings are broadcast on the designated radio and television stations for staff and parents. If possible, the status of D2RA classes will be announced before 5:30 a.m. Should weather conditions deteriorate to the point that it is necessary to close school; the same media will be alerted as to the School's closure. The children whose parents miss the notification, D2RA staff will contact students' identified emergency contact for pick/dismal procedures the student is not a bus rider.

#### **5.12 Lunch Policy**

Prices: Breakfast is \$1.15 for all grades. Lunch is \$2.00 for grades K-5 and \$2.15 for grades 6-12. Reduced prices are \$.30 for breakfast and \$.40 for lunch. Extra milk is \$.50. A price list with all offered items is available from the cafeteria manager.

*Charge Policy:* The program goals are to serve nutritious meals to all students/staff at a minimum cost.

Students who are required to pay for meals are expected to provide payment in a timely fashion. D2RA recognizes that, upon occasion, students may be unable to pay for a meal on a particular day. Students in grades K-8 may be allowed to charge up to five lunches. **However, charges for breakfast and supplemental sale items will not be allowed.** Once a student accumulates five lunch charges, they will be given an alternate lunch, i.e., (peanut butter & jelly or cheese sandwich), until the charges are paid. High school students will be allowed to charge 3 lunch meals; however no breakfast or supplemental sale items may be charged.

To keep parents informed, D2RA will send home balance due letters on a regular basis. Letters will continue to be sent home until all charges are paid. Parents are encouraged to apply for free or reduced price meals. Applications are available from the school office. If parents wish to limit the purchase of supplemental sale items, they should contact the cafeteria manager with instructions which will be flagged on the student's account. No negative bank accounts will be allowed to charge supplemental sale items.

FNS Instruction 791-1, Rev. 1, prohibits the denial of meals and milk as a disciplinary action against any student who is enrolled.

**No charges will be allowed the last two weeks of school.**

**Free & Reduced Lunch Applications:** If you think that your child(ren) may qualify for free or reduced price meals, you **must reapply each school year**, UNLESS you receive a letter in August indicating your child(ren) has been pre-approved through direct certification. If you have NOT received a letter stating your child is already approved to receive free & reduced price meals, AND after reviewing the income eligibility chart on the application's instruction page you believe your family may qualify, we encourage you to complete an application. If you received a direct certification letter that does not name each of your children, you should complete an application for ONLY the child not listed on the letter. COMPLETE ONLY ONE APPLICATION FORM PER FAMILY! Completing more than one form per family slows the approval process. Please read the directions and follow carefully. Forms cannot be processed unless each family member either shows income or the "NO INCOME" box is checked and the person listed as "Signing Adult" both signs the form and includes their social security number or checks the box indicating "No Social Security Number". INCOMPLETE OR INACCURATE FORMS WILL BE RETURNED FOR CORRECTION OR COMPLETION. Use blue or black ink to complete the application.

**Prepayments:** D2RA encourages parents to prepay for student meals. Parents may pay by the day but are encouraged to prepay weekly or monthly to avoid charges. No counter checks will be accepted. **Please enclose any payments in an envelope addressed to the cafeteria and labeled with the child's name, NC Wise number, amount enclosed and teacher name.**

*Return Check Policy D2RA will take the amount of the check-out of the student's account and send a letter of notification to the parents. The cafeteria manager will also be notified and if the student has a negative balance, as a result of the insufficient check, the manager will run the option for student bills and write a note on the balance due letter, i.e., "Due to a returned check from the bank". If a second check is returned for insufficient funds, the student's account will be flagged not to accept any more checks for the remainder of the school year. A student **must** take 4 of the 5 components offered for a reimbursable meal.*

**5.13 Messages** Messages for students may be left with the school office and will be relayed to the student's classroom in a timely manner. However, only in emergency situations will the office manager interrupt the student's class to deliver a message immediately. In general, we ask parents to limit requests for message delivery as the office staff is always fully engaged in the day-to-day operation of the School, and interruptions are distracting to students and teachers.

**5.14 Lost and Found** Students and parents are encouraged to come to the office to look for items that have been lost in the school building. To minimize lost items, please use indelible ink to label your children's belongings with their full name. The office will make every effort to return labeled items. If items are not claimed with a 2 week time span, the items will be donated to those in need.

**5.15 Security** For security purposes, the School buildings are locked at the end of each school day, and remain locked until School opens the next morning, unless school-approved functions have been scheduled. During the weekend, the School remains locked, unless activities are scheduled.

**5.16 Grievance Policy**

**a. Definition of a Grievance** A grievance is defined as a written concern or complaint pertaining to a school policy and may address 1) a violation of a school policy or the charter agreement, 2) a challenge to an existing school policy, or 3) ambiguities in existing school policy. Concerns or complaints that are not covered by the Grievance Policy are to be addressed with the school Director.

**b. The Grievance Committee.** The Grievance Committee shall consist of one teacher, one parent, and one individual not associated with the school. These three people will be selected by the Chair of the Board at the beginning of each school year and shall be instructed to only hear grievances that fall under the definition of grievance as defined above. Committee members shall participate in an annual training session conducted by the principal and Board Chair, or other identified entity appointed by them to ensure that they are aware of their duty to provide an unbiased neutral decision that is in the best interest of the school and not biased toward any single party (child, parent, teacher or staff member). During this training, the Committee will also review the operating procedures and guidelines for the Committee.

**c. Grievance Review Process.** Individuals who are concerned with ambiguities in existing school policy should first seek to address that concern with the Board. The Board will listen to the concern and determine the most appropriate course of action. It is in the best interest of the school for all parties to try to address policy concerns through the Board and the Board's Policy Committee before resorting to the grievance process. If the normal course of action has been followed as described above, and the resulting outcome cannot be arranged to the satisfaction of involved parties, the grievance process may be initiated. Any grievance must be presented in writing to the Board, the school Director, or any member of the Committee, and must include the following:

- The name, contact telephone number, and mailing address of the individual or parent filing the grievance. Grievances may only be submitted by individuals, and may not be filed by groups of individuals, corporations, PTAs, or any other parent organization.
- The relationship of the individual filing the grievance to the school (i.e., parent, volunteer, community member, etc.).
- A clear statement of the details surrounding the grievance being submitted for consideration by the Committee.
- The date submitted.

Upon receipt, the grievance will be forwarded within 48 hours to the Secretary of the Committee for initiation of the review process.

**d. Timeline.** Within two weeks of receipt of the grievance by the Committee, the Committee will determine if the grievance falls within the parameters of the definition of the Grievance policy statement.

If the grievance falls within the parameters of the definition:

- The Chair of the Committee will contact the party putting forth the grievance and describe the review process and potential timeline. The Committee will then take steps to gather appropriate information about the situation, including meeting with each of the concerned parties in separate meetings. Within four weeks of submitting the grievance, following the presentation of this information, the Grievance Committee will meet in closed session to determine the resolution of the grievance based on consensus. All involved parties and the Board will be informed in writing of the decision of the Committee.

If the grievance does not fall within the parameters of the definition:

- The Grievance Committee will not further review the filed grievance. The Committee Chair will contact the party putting forth the grievance and explain the reasons why it does not meet the appropriate criteria.



**e. Resolution Options.** In general, the Grievance Committee has a number of resolution options available to it including, but not limited to, the following:

- If the grievance does not fall within the definition of the policy statement, the matter will be referred back to the Board for resolution.
- If the Committee determines that a policy needs to be created, or that an existing policy needs to be modified or cancelled, the matter is remanded.

**VIII. SIGNATURE PAGE**

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

Print/Type Name: Tonya R. Allen

Position: CEO

Signature: \_\_\_\_\_

Date:

Sworn to and subscribed before me this

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

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

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

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