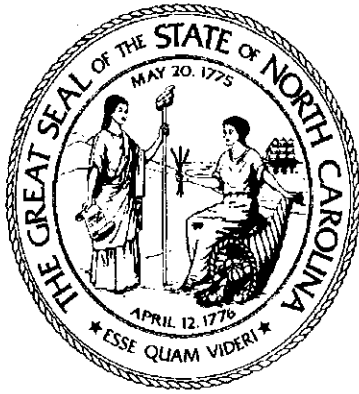


Entrepreneur High School

Charlotte, NC

Charter School Application

April 12, 2012



CHARTER SCHOOL APPLICATION

Entrepreneur High School

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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

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

TABLE OF CONTENTS

<u>TIMELINE</u>	3
<u>I. APPLICATION COVER PAGES</u>	3
<u>II. TABLE OF CONTENTS FOR THE APPLICATION</u>	5
<u>MISSION, PURPOSES and EDUCATIONAL FOCUS</u>	6
<u>III. GOVERNANCE</u>	9
<u>PRIVATE NONPROFIT CORPORATION</u>	9
<u>TAX-EXEMPT STATUS (501 (c)(3))</u>	9
<u>PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)</u>	9
<u>ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT</u>	10
<u>ADMISSIONS POLICY</u>	12
<u>EDUCATION PLAN</u>	13
<u>INSTRUCTIONAL PROGRAM</u>	13
<u>SPECIAL EDUCATION</u>	17
<u>STUDENT CONDUCT AND DISCIPLINE</u>	18
<u>TIMELINES</u>	18
<u>PRIVATE SCHOOL CONVERSIONS</u>	18
<u>IV. BUSINESS PLAN</u>	19
<u>PROJECTED STAFF</u>	19
<u>QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS</u>	20
<u>ENROLLMENT and BUSINESS PLAN</u>	21
<u>PROJECTED ENROLLMENT</u>	23
<u>2013-14 through 2017-2018</u>	23
<u>Budget: Revenue Projections 2013-14 through 2017-2018</u>	24
<u>Budget (continued): Expenditure Projections 2013-14 through 2017-2018</u>	27
<u>BUDGET NARRATIVE</u>	28
<u>WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION</u>	29
<u>SCHOOL AUDITS</u>	29
<u>CIVIL LIABILITY AND INSURANCE</u>	30
<u>TRANSPORTATION</u>	30
<u>FACILITY</u>	31
<u>HEALTH AND SAFETY REQUIREMENTS</u>	32
<u>V. LEA IMPACT STATEMENT</u>	36
<u>VI. APPENDICES (OPTIONAL)</u>	37
<u>VII. SIGNATURE PAGE</u>	37

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

TIMELINE

APPLICATION DUE DATE/TIME

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

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

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Entrepreneur High School
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Entrepreneur High School 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: Hans Peter Plotseneder
 TITLE/RELATIONSHIP TO NONPROFIT: CEO and Principal
 MAILING ADDRESS: 6810 Alanbrook Road
 PRIMARY TELEPHONE: 704-906-2900 ALTERNATE TELEPHONE: 704-567-7004
 E-MAIL ADDRESS: DrPlots@DrPlots.com

Location Proposed Charter School (LEA): Charlotte-Mecklenburg

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:

Two groups of students for middle-skill training:

- 1 - Rising 9th-graders who want to become an entrepreneur by being offered a targeted professional high school curriculum including hands-on experience for starting their own business.
- 2 - Students 16 years or older who are at risk of dropping out of high school, but are interested in being trained through a nationally accredited Youth Apprenticeship Training Program in one of the professional career tracks at the Entrepreneur High School.

Proposed Grades Served: 09,10,11,12

Proposed Total Enrollment: 632

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	09,11	120	Y
Second	09,10,11,12	276	Y
Third	09,10,11,12	388	Y
Fourth	09,10,11,12	520	Y
Fifth	09,10,11,12	632	Y

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

Hans P. Plotzeneder
Signature Title CEO and PRINCIPAL
Printed Name DR. HANS P. PLOTSENER Date 4-12-12

II. TABLE OF CONTENTS FOR THE APPLICATION

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

PLEASE SEE PAGE 2.

(AS ADVISED BY DR. T. MILLER)

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Entrepreneur High School is to provide young people, starting at the age of 15 or 16, with the middle-skill knowledge and hands-on experience that enable them to enter their chosen profession immediately after graduation, with an emphasis on having all the prerequisite for starting a successful business, in a learning environment that utilizes the latest technology and is focused on each student's learning preferences and needs, including Internet-based options. This will promote the creation of innovative businesses and reduce drastically the high school drop-out rate. Students receive the equivalence of a high school diploma or a diploma for completion of a nationally accredited youth apprenticeship training program.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

An increasing number of organizations and studies are pointing out the need for middle-skilled workers in North Carolina and across the nation. Middle-skilled workers are those who require more than what the traditional high schools offer, but less than a four-year college degree. In a time of high unemployment, employers cannot find enough middle-skilled workers.

The following graph indicating the large gap between supply and demand of middle-skilled workers in North Carolina has been published by the National Skills Coalition in Washington, DC, www.nationalskillscoalition.org:

In 2009, about 51 percent of North Carolinas jobs were in middle-skill occupations. But only 43 percent of the states workers likely have the appropriate training for these jobs.

Please see Appendix 1 for more details.

The proposed Entrepreneur High School addresses in particular this shortage of middle-skilled workers. It does it by providing the knowledge and skills needed for a professional career at the high school level. Time will be freed by substituting higher-education-related subject matters with those required by middle-skilled workers without sacrificing quality or the option to continue with higher education if desired. By doing so, EHS will provide a new level of motivating factors for young people who are less interested in abstract thinking or knowledge and skills required for occupations like medical doctors, teachers, or scientists. As a by-product, this new level of objectives will drastically reduce high school drop-out rates. Furthermore, EHS will provide the opportunity for young people to evaluate the option of starting their own business.

Furthermore, one of the key reasons for the excessive high school drop-out-rate is the fact that the curricula are focused on preparing our students for college, based on the underlying assumption that a college education is needed for a successful career. Many students around the age of 16 give up in view of

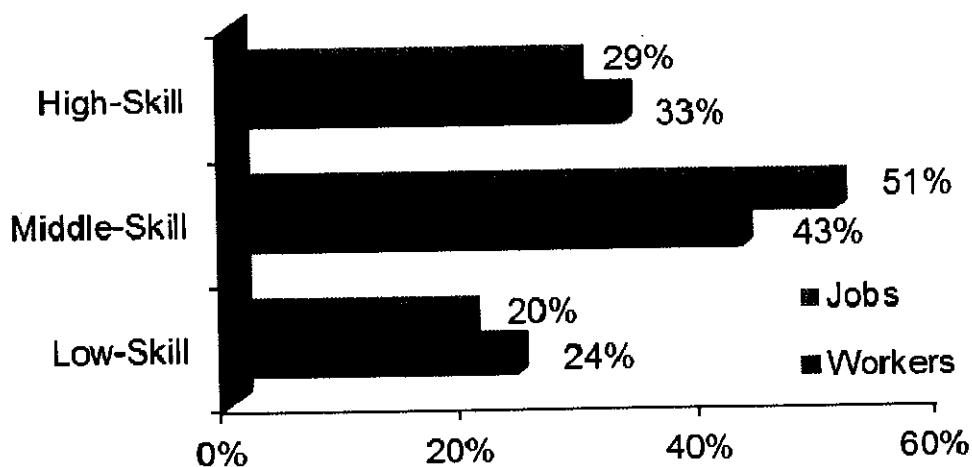
Evidence for Need of the Proposed School

An increasing number of organizations and studies are pointing out the need for 'middle-skilled' workers in North Carolina and across the Nation. Middle-skilled workers are those who require more than what the traditional high schools offer but less than a four-year college degree. In a time of high unemployment, employers cannot find enough middle-skilled workers.

The following graph indicating the large gap between supply and demand of middle-skilled workers in North Carolina has been published by the National Skills Coalition in Washington, DC, www.nationalskillscoalition.org:

In 2009, about 51 percent of North Carolina's jobs were in middle-skill occupations. But only 43 percent of the state's workers likely have the appropriate training for these jobs.

North Carolina Jobs and Workers by Skill Level, 2009



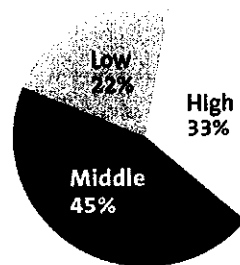
Sources: U.S Department of Labor and U.S. Bureau of the Census

The National Skills Coalition points out that Middle-skill jobs make up the largest part of America's and North Carolina's labor market. "All too often, key industries in North Carolina are unable to find enough sufficiently trained workers to fill these jobs. As a result, job creation and economic growth are stifled. We can't afford that—particularly now—in North Carolina."

Another extensive study by H.J. Holzer, Georgetown University, and R.I. Lerman, American University and The Urban Institute, "American's Forgotten Middle-Skills Jobs, Education and Training Requirements in the Next Decade and Beyond", November 2007, supported by the Joyce Foundation, the Annie E. Casey Foundation, and the Ford Foundation concludes that "the demand for workers to fill jobs in the

middle of the labor market will likely remain quite robust relative to its supply". Nearly half of all job openings between 2004 and 2014 will be in middle-skill occupations. The authors point out: "While further aid for those enrolling in four-year college programs is clearly critical, we must also provide other pathways to labor market success for those who cannot enroll in or complete such degrees." In this context it should be mentioned that, according to Ann Clark, Chief Academic Officer at CMS, less than 20% of CMS high school students graduate from a four-year college. What happens to the 80%?

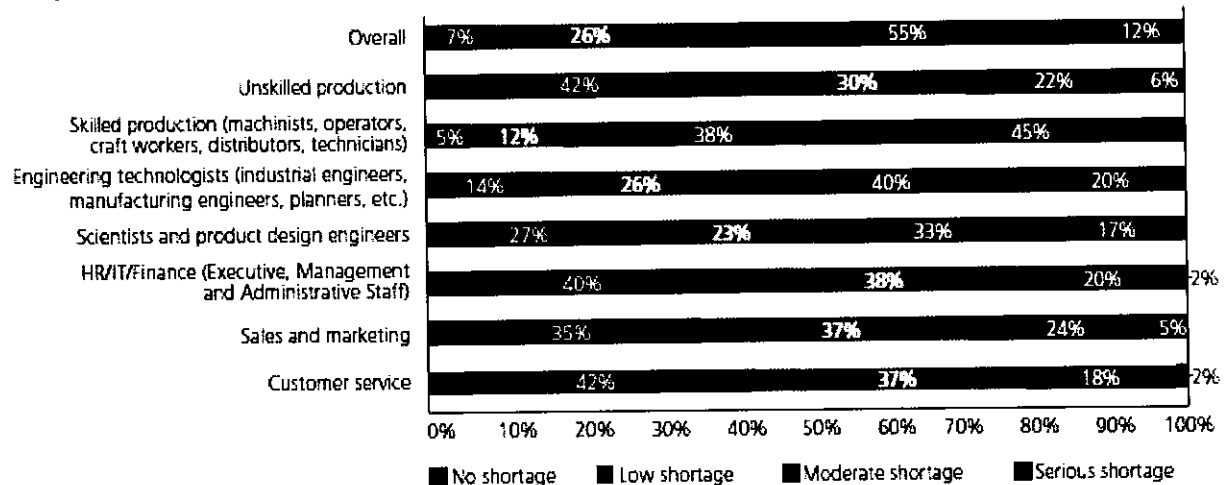
Holzer and Lerman provide a wealth of related data. For example, middle-skill jobs make up roughly half of all employment today, even though they decreased their share of total employment from about 55 to 48% between 1986 and 2006. This trend will continue in the near future. For example, projected job openings by skill level in 2014:



Source: Dixie Sommers, "Overview of Occupational Projections, 2014," 2007

The Deloitte Development LLC and The Manufacturing Institute analyzed the skills gaps in the manufacturing industry and identified the largest skills gap again in the middle-skills occupations.

Today



“Respondents have noted that their most significant needs today are in the skilled production sector, which will also face the largest skills shortages in the near future. Eighty-three percent of companies indicate a moderate to serious shortage of skilled production workers and 69% of companies expect this shortage to worsen over the next three to five years.” Much more details in the report: Morrison, T., Maciejewski, B., Giffi, C., DeRocco, E.S., McNelly, J. and Carrick, G., “Boiling point? The skills gap in U.S. manufacturing”, A report on talent in the manufacturing industry, Sponsored by Deloitte and the Manufacturing Institute, 2011, Visit www.themanufacturinginstitute.org.

Another source from the many studies and reports that highlight the gap between supply and demand for middle-skilled workers we recommend: Harvard Graduate School of Education, “Pathways to Prosperity Project, Meeting the Challenge of Preparing Young Americans for the 21st Century”, Boston, February 2011, Published with support from the Pearson Foundation, www.pearsonfoundation.org. Excerpt from the Conclusions: “The American system for preparing young people to lead productive and prosperous lives as adults is clearly badly broken. Failure to aggressively overcome this challenge will surely erode the fabric of our society. The American Dream rests on the promise of economic opportunity, with a middle class lifestyle for those willing to work for it. Yet for the millions of young Americans entering adulthood lacking access to marketable skills, the American Dream may be just an illusion, unlikely ever to come within their grasp. If we fail to better prepare current and future teens and young adults, their frustration over scarce and inferior opportunities is likely to grow, along with economic inequality. The quality of their lives will be lower, the costs that they impose on society will be higher, and many of their potential contributions to society will go unrealized. This is a troubling prospect for any society and almost certainly a recipe for national decline.”

The proposed Entrepreneur Charter High School addressed particularly this shortage of middle-skilled workers. It does it by providing the knowledge and skills needed for a professional career at the high school level. Time will be freed by substituting higher-education-related subject matters with those required by middle-skilled workers without sacrificing quality or the option to continue with higher education if desired. By doing so, EHS will provide a new level of motivating factors for young people who are less interested in abstract thinking or knowledge and skills required for occupations like medical doctors, teachers, or scientists. As a by-product, this new level of objectives will drastically reduce high school drop-out rates. Furthermore, EHS will provide the opportunity for young people to evaluate the option of starting their own business.

the fact that they had to go to school for another 5-8 years to obtain an education relevant for a rewarding career. Like other countries, we need to offer curricula that enable our youth to step into a career at the age of 18 offering relevant, high-quality skills and knowledge relevant for a particular profession. This includes, for example, the ability to write business memos and product specifications vs. Shakespearean writings or Calculus, etc.

- The curriculum of the proposed Entrepreneur High School will emphasize knowledge and application skills relevant to a certain profession and tailor the core subjects accordingly.
- Several of our Board members and members of the Advisory Committee are experienced business owners who know first hand about the shortage of young people offering real-world professional skills when they graduate from high school. They have had many discussions in a variety of community circles over the last five years.
- Other members of our managing team have had dozens of forums in the context of running for School Board in which such needs have come up. Details can be provided upon request.
- Finally, the need for high schools that offer job-relevant education with the option to go on to college has been expressed by several politicians and NCDPI officials.

School districts have attempted to meet such requirements, however failed to meet the expectations of the business and the public.

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.

The number one objective of the Entrepreneur High School is that EVERY student will have the option to accept a well-paid professional job or have his or her own business in place within 90 days after graduation.

Another measure is a zero drop-out rate through providing options relevant to the interests and skills of each student. Furthermore, 75% of students will pass relevant state exams after the first year of operation, increasing every following year by 5 percent. These objectives are to be met from the very beginning.

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.

Our proposed Entrepreneur High School meets all six legislated purposes.

(1) Student learning will be improved, both in terms of methodologies used and contents not offered by other high schools. Examples for new teaching and learning will be the availability of all learning contents via the Internet in conjunction with student-centered teacher instruction and guidance. That will accommodate learning at individual times, places, and speed, including Distant Learning via the Internet. The combination of computer-assisted instruction and teacher guidance will provide new levels of learning productivity and results. Ongoing feedback for EACH individual student and built-in remediation options will guarantee that NO willing student is left behind, including students with disabilities (EC). Furthermore, the combination of targeted learning contents and hands-on training will result in a new level of readiness of our students for their chosen profession.

(2) As stated above, the new approaches and methodologies will provide ALL students, in particular those who are at risk of academic failure, either for disciplinary or disability reasons, with new opportunities to succeed. The focus on getting students ready for starting a business, will also accommodate academically

gifted students.

(3) As mentioned above, the use of different and innovative teaching methods include computer-based instruction, Internet-based distant/virtual learning options, close integration of studying of the factual contents and practical application, all focused on the accommodation of different learning styles and student backgrounds.

(4) The new approaches and methodologies with extensive focus on the utilization of new technologies and real-life application provide excellent new professional opportunities for teachers.

(5) The unique curriculum, methodologies, and objectives of the Entrepreneur High School provide parents and students with expanded choices in the types of educational opportunities, otherwise not available in the public school system.

(6) Teachers, administrators and other personnel will be compensated based on measurable student achievement. As outlined above, this includes the percentage of students passing relevant state tests, the rate at which students are offered jobs at or shortly after graduation or have started their own business, and a zero drop-out rate in spite of dealing with students at risk.

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.

The Entrepreneur High School in Charlotte provides a curriculum and instructional methodologies not available anywhere in North Carolina's public school system in this form. The mission of the school is to provide young people, starting at the age of 15 or 16, with the knowledge and hands-on experience that enable them to enter their chosen profession immediately after graduation, and having all the prerequisites for starting a successful business. The learning environment utilizes the latest technologies and methodologies focused on each student's learning preferences and needs, including Internet-based learning options. This will promote the creation of innovative businesses and reduce drastically the high school drop-out rate. Students receive the equivalent of a high school diploma or a diploma for completion of a nationally accredited youth apprenticeship training program, both with the option of being certified for starting their own business.

IV.GOVERNANCE

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

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

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

Name of Private Nonprofit: Entrepreneur High School Inc
Mailing Address:
City/State/Zip: Charlotte, NC 28215
Street Address: 6810 Alanbrook Road
Phone: 704-906-2900
Fax: 704-567-7004

Name of registered agent and address:
Dr. Hans Peter Plotseneder
6810 Alanbrook Road
Charlotte, NC 28215

FEDERAL TAX ID: 45-5003567

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:

X Yes (copy of letter from federal government attached) :
No

See Tax Exempt Status Letter Download

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

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

See Proposed EMO management agreement Download

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

The Articles of Incorporation and the IRS Tax Exempt Status Letter will be provided upon availability before the interview.

-
- 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
-
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
-
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.
-

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

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

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

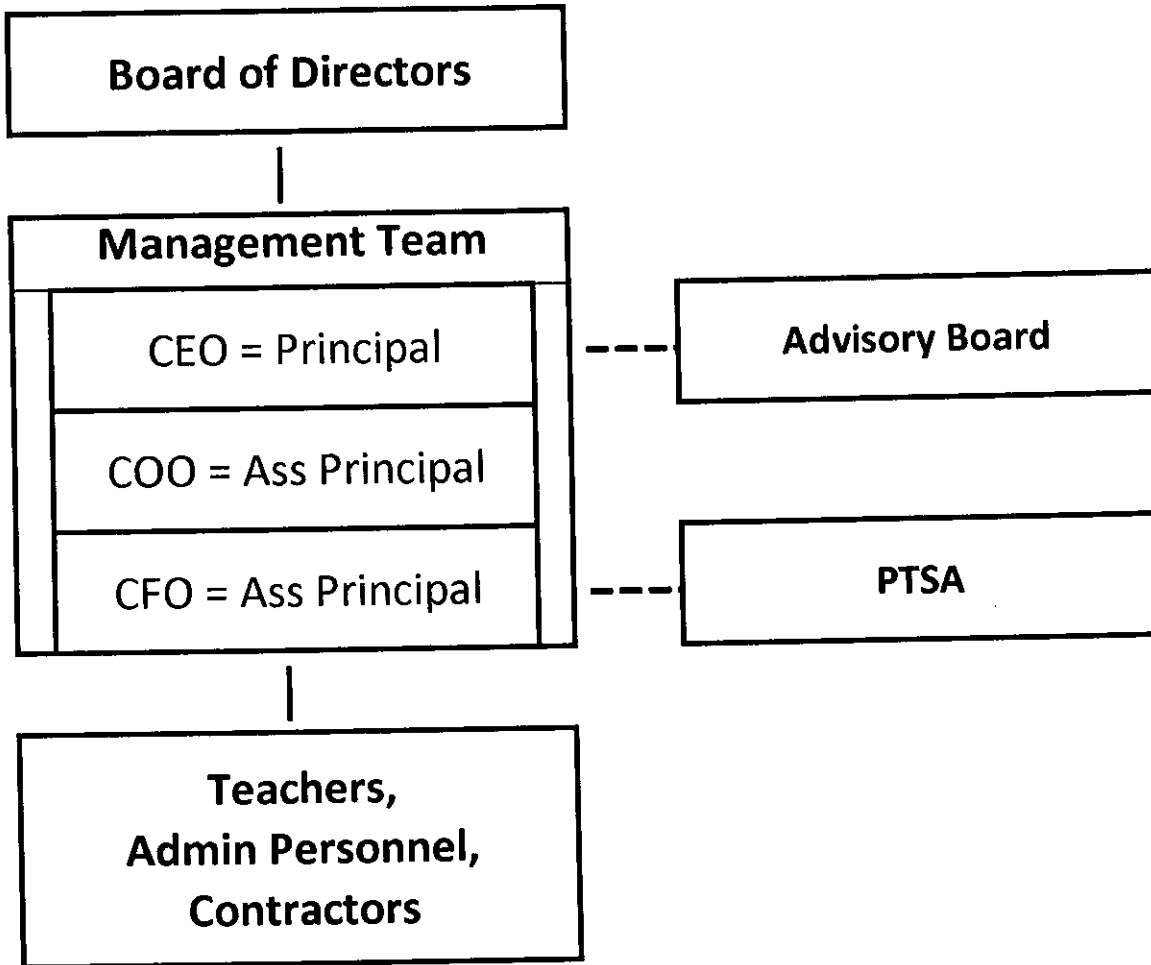
- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download
- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads
- The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S. 143.318.9 et seq)
See Proposed By-laws Download
- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of incorporation Download
- A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The activities of Entrepreneur High School will be governed by the Board of Directors of Entrepreneur High School, Inc, a North Carolina non-profit corporation. The founding members include the following people. A more detailed Bio is attached.

- Dr. Hans Peter Plotseneder, High School Teacher for Business in Career Technical Education and for World Languages at CMS, former CEO and President of BR Software International, Vice President in Bank of America, IBM Worldwide Program Manager for Human Factors, North Carolina licenses for Principal K-12 and Curriculum Specialist; For list of publications in the field of education, please visit www.drplots.com/drplotsexperience/listofpublications.html

- Ron Shepherd, Chief Operations Officer of Russell Lee Jones Vocational Training Inc., Owner of

Entrepreneur Charter High School, Inc. - Organizational Structure



Dr. Hans Peter Plotseneder

6810 Alanbrook Rd.
Charlotte, NC 28215

704-906-2900
DrPlots@DrPlots.com

F a c t S h e e t

- Qualifications:** Three years experience with the duties of an assistant principal as 'Principal in Training' and Assistant to the Principal at Independence High School – Responsibilities included master schedule, discipline and online attendance systems, etc.
North Carolina Principal License (Grades K-12)
North Carolina Curriculum Instructional Specialist License
School Leaders Licensure, assessment score of 176
Performance-Based Licensure Assessment in 2002, NCDPI
Cisco Instructor / CompTIA A+ Certification for Computer Engineering
AP Training for Computer Science, Java
UNCC Advanced Technology Passport
Extensive teaching experience, including in business and industry
Extensive leadership experience
Recent college education and assessments
Bi-lingual
Mentored students in after-school tutoring and Saturday School
Volunteered in multiple areas, including supervising sporting events
- Employment History:** CMS, Teacher, Director of Instructional Technology,
West Meck, East Meck, Garinger and Independence High School
Bank of America, Senior Project Manager, Vice President of Process Design
Blue Rainbow Software International Corporation, Atlanta, GA,
CEO and President
IBM Corporation in Atlanta, Tucson, Stuttgart, and San Jose,
Worldwide Program Manager for Education and Coordination of Human Factors
- Education:** Master School Administration, UNCC, GPA 3.94
Teacher Licensure, UNCC, GPA 3.73
PhD in Sociology and Business Administration
Magister rer soc oec
Second graduate major in Education (Secondary Schools)
Bachelor of Science in Business Administration
- Affiliations:** Kappa Delta Pi, International Honor Society in Education
- Personal Interests:** Snow skiing, tennis, refereeing youth soccer
President of the Austrian Culture Society of the Carolinas
- Publications:** Please visit: <http://drplots.com/drplotsexperience/listofpublications.html>

Mr. Ron Shepherd

4224 Carmel Forest Drive, Charlotte, North Carolina, 28226
704.506.1146, RonaldScottShepherd@carolina.rr.com

Professional Summary

Corporate Officer, Company Owner, Lead Carpenter/Project Manager, Professional Educator

Experience

June 2010 - Current

Russell Lee Jones Vocational Training Inc.

Chief Operations Officer

- Responsible for daily operations
- Responsible for writing grants
- Responsible for providing support for strategic planning

July 2008 - Current

MM&I Construction Services

Company Owner

- Responsible for bid preparation
- Responsible for providing Construction Services
- Responsible for quality control

April 2005 - July 2008

Diamond Builders of America Inc.

Lead Carpenter/Project Manager

- Responsible for maintaining Job site documentation
- Responsible for oversight of sub-contractors
- Responsible for quality control
- Responsible for contract compliance

Jan. 2003 - May 2008

Central Piedmont Community College

Part-Time Instructor at CPCC Harper Campus

- Responsible for instructional duties
- Responsible for accurate record-keeping

July 2002 - April 2005

Charlotte-Mecklenburg Schools

High School (9-12) Licensed Teacher

- Responsible for instructional duties
- Responsible for accurate record-keeping
- Responsible for non-academic assigned duties

Education

August 1985 - Dec. 1989

University of North Carolina at Charlotte

- B.S. Business Administration

Professional Credentials

- NCCER Certified Craft Instructor
- NCCER Certified MASTER Trainer

Maurice Jones
PO Box 16788
Charlotte, N.C. 28297
(704) 458-4416

OBJECTIVE To be part of a dynamic working environment that includes hands on involvement along with learning new skills.

EDUCATION Central Piedmont College, Charlotte, NC Graduated May 1994
AS Degree HVAC and Refrigeration
GPA Overall 3.73 GPA Major 3.8

WORK EXPERIENCE

6/2004 to Present Installation and Service Technician

Installed and serviced all makes and models of heating and air-condition equipment.
Maintained customer accounts and service logs for all calls.
Recorded information for preventative maintenance contract.
Installed panels, lighting and wired houses

6/2002 to 6/2004 Electrical Teacher Charlotte-Mecklenburg Schools

Started up electrical program at Berry Academy of Technology
Build partnerships with business and vendors in the trade
Setup internships and coordinated volunteer project with Habitat for Humanity
Worked on school grant projects
NCCER National Registered Trade teacher

6/2000 to 6/2002 Hvac Mechanic II Charlotte-Mecklenburg Schools

Performed maintenance on chillers and boilers coordinated with administrators and school staff on heating and air condition needs.
Duties included maintaining VAV, pumps, cooling towers, condensing units, VSD on chillers

9/94-5/2000 Instructor for Heating & Air Conditioning

Central Piedmont Comm. College Technical Careers

Charlotte, NC

Taught gas heat, oil heat, mechanical codes, electric heat, refrigeration principles and shop practices.

11/91-4/92 Lab Analyst

Westinghouse Environmental & Geotechnical

5921 Southern Pine Blvd., Charlotte, NC

Implemented environmental laboratory start-up

Setup method 608 organochlorine pesticides analysis.

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS/HONORS

@National Registered Trade Teacher

@Certified Universal Refrigerant Technician

@State Licensed Electrical Contractor

@H-3& H-2 Class I State Contractor

REFERENCES FURNISHED UPON REQUEST

Edgar Tuttle Guy

PERSONAL INFORMATION

- I was born in Catawba County on August 31, 1942.
- I grew up in the town of Maiden, N.C.
- I attended Bandys High School in Catawba County from 1956-60. During school, I participated in Football and Baseball.
- I started College at Appalachian State Teachers College in 1960 and played football. After that first year, I quit due lack of commitment to studying.
- I worked for 2 years doing masonry construction work.
- I returned to Appalachian in 1963 and remained in school until spring of 1966. During this time, I lost my mother to cancer, I worked and paid my own tuition and expenses for college.
- I received my draft notice in December, 1965 and joined the Marine Corps. I served as an Aviation Electronics Technician until I was honorably discharged in February, 1970 with a rank of Sergeant. I returned to Appalachian State University to finish my Degree.
- I Graduated from ASU in August of 1970.
- I started teaching at Kings Mountain High School in August of 1970. I taught Mechanical and Architectural Drafting, Woodworking, coached men's tennis, started and coached women's tennis, and JV basketball until 1982.
- I received my MA degree from ASU in Admin./Supervision in 1978.
- In 1982, I became Assistant Principal at Kings Mountain Junior High/Middle School.
- In 1995, I was transferred to Parker Street Alternative School. I worked there until I retired in 1999.
- During the last year in education, I lost my younger son to brain cancer. I felt I had to take some time off and get myself back on track, so I retired after 28 years in education.
- I have spent the last two years doing home design, small construction, and starting up an Internet service company called Globalusaonline in Kings Mountain, N.C.
- I have skills and experience with computer hardware and a variety of software.
- I consider my strength to be in working with people from all walks of life.
- I was hired to help start a new technology high school in the Charlotte-Mecklenburg system.
- I worked as the lead teacher for the Construction Academy at Berry Academy of Technology.
- I am a licensed Realtor/Broker in North Carolina and have worked for the Allen Tate Company for 3 years.
- I am inactive as a licensed home inspector in North Carolina.
- I am a licensed General Contractor in North Carolina since 2003.
- I have served as construction manager on several projects.
- I have done rehab and flip work, remodeling and additions.

Edgar T. Guy
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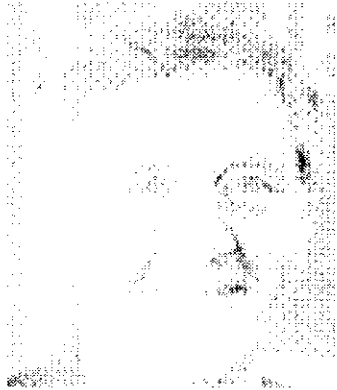
Biography of Michael K. ("Mike") Horrigan, SPHR

Mike is a senior Human Resources executive now enjoying an "encore career" as a SCORE (Senior Core Of Retired Executives) volunteer and an HR consultant to former employers. His public service work is devoted to workforce and small business development in the Carolinas. He is now serving on the City of Charlotte's Small Business Resource Partners taskforce and is coordinator of government relations for the Charlotte SCORE Chapter. His corporate career brought him to the Carolinas over 20 years ago. Most recently, he served as Region VP of Human Resources for the North American divisions of the Schaeffler Group --- a private German-owned supplier to the automotive, industrial, and aerospace industries. Previously, he held similar executive positions with Cone Mills, Springs Industries, and the Champion Products division of what is now Hanesbrands. Mike and his family moved to the Carolinas from Kentucky, where he worked for General Electric after beginning his career in the public sector. He is an avid basketball fan, but would not declare his favorite team.

Mike earned an MPA (Masters in Public Administration) degree from the University of Alabama and a BA in History from Bellarmine College in Louisville, Kentucky. He holds SPHR professional credentials from the Society for Human Resource Management, certification as a Mediator in North Carolina, and recognition as a SCORE counselor who has already provided valued services to the Charlotte Chapter and North Carolina state District.



Hans Faulstich, BSI – Business Solutions International LLC



Hans Faulstich,

CEO and Technical Senior Consultant
BSI – Business Solutions International LLC
www.BSI-BusinessSolutions.com
www.BSI-Charlotte.com
www.EcoCargo-training.com

Hans@BSI-Charlotte.com

Hans grew up near Stuttgart, Germany.

He speaks English, German, Portuguese and Spanish and has had high-tech business experience in Germany (13 years), Brazil (11 years), United States (11 years) and the Middle East (one year). He is an industrial engineer (Dipl. Ing., MBE/MBA) and technical senior consultant in advanced technologies with international expertise.

With more than 30 years of high-tech company management and technical consulting, he is **supporting the following projects for the Charlotte region:**

- Setup newcomer companies from USA, Europe and Brazil.
- Workforce development through Vocational Training conform Stuttgart Model.
- For Charlotte Vision 2020, engineering support for Architects in Energy Efficient Buildings.
- Project for transportation: We are working on the EPA "CLEAN AIR" and Charlotte City Project "BREATHE A CLEAN AIR IN YOUR CITY"! We founded "EcoCargo training LLC" to provide training for all truck and bus drivers to drive their vehicles more efficient in the city. Save money in fuel consumption, and in addition reduce Green House Gases (GHG). Imagine, through the eco-training, companies saved up to 18% in fuel consumption. Be environment friendly!

Hans is internationally recognized as a high technology leader in reorganization of industrial and aerospace companies. He offers a tremendous expertise in advanced technology and automation (24/7) to streamline costs, production processes and management organization. Hans is continuously involved with universities and their students worldwide in the development of his high-tech projects.

Hans' expertise in consulting and executive management of 400 to 2,500 employees from different countries, different cultures and political education has given him the sensitivity and understanding of what leadership should be.

Walter J. Harrison

Had two very successful careers, one in the United States Air Force (USAF) and another career in Education. Served in the USAF from 1962 to 1989 and held many top-level leadership positions. Managed 216 meteorological support facilities located in the United States, Germany, South and Central America, England, Guam, Philippines, Japan, Korea, Italy, Turkey, and Australia. This meteorological support included weather forecasts for planning and conducting aviation and Army ground forces combat operations worldwide, severe weather forecasts for 337 installations for the protection of personnel, equipment and real property valued at trillions of dollars. Enjoyed a variety of interesting challenges in the USAF which included ensuring responsive meteorological support for the President of the United States flights aboard "Air Force One" and into Camp David, provided meteorological training to Vietnamese military members during the Vietnam War, managed USAF meteorologists at both the Hurricane Center in Miami, Florida and the Joint Typhoon Center in Guam, and meteorological support and solar forecasts for the National Aeronautics and Space Administration (NASA) Space Shuttle launches and "space walks", flew weather reconnaissance missions over North Vietnam, negotiated meteorological agreements with the United States military allies in the Philippines, Japan, and Korea, and provided critical meteorological support to several highly sensitive and top secret national security programs and space surveillance satellite programs.

Retired from the USAF in 1989, in the grade of Colonel and earned 14 Medals and Awards: Legion of Merit, Bronze Star, Meritorious Service Medal, Air Medal, Air Force Commendation Medals, Army Commendation Medal, Air Force Outstanding Merit Awards, Air Force Outstanding Excellence Awards, Combat Readiness Medal, National Defense Service Medal, Vietnam Service Medal, Air Force Overseas Short Tour Ribbon, Air Force Longevity Service Award Ribbon, Air Force Training Ribbon, Republic of Vietnam Gallantry Cross, Republic of Vietnam Campaign Medal.

After completing a very successful career in the USAF, had a 19 year Education career. Served as the USAF Professor of Aerospace Science Department at Tuskegee University in Alabama from 1985 to 1989. For 15 years, was employed by the Charlotte-Mecklenburg School System (CMS) as a Teacher, Assistant Principal, and Principal. Retired from CMS in August 2004.

Education

Masters of Science in Meteorology – University of Oklahoma (Oklahoma City, OK)

Masters of Arts in Education – University of Southern California (Los Angeles, CA)

Masters of Art in Personnel Management – Troy University (Montgomery, AL)

Masters of Arts in School Administration – University of North Carolina (Charlotte, NC)

Bachelors of Science in Mathematics – North Carolina Agricultural and Technical University (Greensboro, NC)

Three Associates Degrees: Law Enforcement Technology, Industrial Safety and Health Management, and Environmental Technology – Central Piedmont Community College (Charlotte, NC)

Graduated Level Certificate in Executive Leadership and Management (48-week course) – USAF University (Montgomery)

BYLAWS
Entrepreneur High School, Inc.

ARTICLE I – NAME & AFFILIATION

The name of this organization shall be **Entrepreneur High School, Inc.**

ARTICLE II – PURPOSE

Entrepreneur High School, Inc., a North Carolina nonmember nonprofit corporation (the ‘Corporation’) was formed for the purpose of organizing and operating a public charter high school (the ‘School’) in Mecklenburg County, North Carolina. Its goal shall be the development and promotion of innovative approaches, activities and strategies to provide an outstanding education for young people who want to become entrepreneurs, including the use of curricula established by the National Center for Construction Education Research.

The organization shall be operated exclusively for charitable and educational purposes within the meaning of sections 501 (c) 3 and 170 (c) 2 of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Revenue Laws (the “code”).

ARTICLE III - MEMBERSHIP

The organization shall have no members.

ARTICLE IV – BOARD OF DIRECTORS

1. **General Powers and Duties:** The property, business and affairs of the organization shall be managed, controlled, and directed by a Board of Directors. The Board of Directors shall have, and may exercise, any and all powers that are necessary or convenient to carry out the purposes of the organization and which support and foster the purposes of the organization as established in these Bylaws.

2. **Composition:** The Board of Directors shall consist of a minimum of three and not more than eleven members. In addition, the principal of the School, if other than the CEO, and the President of the Parent-Teacher-Student Association (the ‘PTSA’) shall be ex-officio members of the Board of Directors. Ex-officio members shall not be eligible to vote.

3. Officers of the Board

- A. Chief Executive Officer:** The CEO will oversee the over-all operation of the corporation, will act as primary representative to outside entities, and will have the authority to take over the duties of other officers in their absence and designate other Board members to act in his stead at his discretion. Hans Peter Plotseneder will serve as the Chief Executive Officer. He shall preside at all meetings of the Board.
- B. Chief Financial Officer:** The CFO will oversee financial duties within the corporation, and will have the authority to solicit bookkeeping services and the same from independent service providers. TBD will serve as the CFO.
- C. Chief Operations Officer:** The COO will oversee duties associated with the daily operations within the corporation and will have the authority to receive/review correspondence from outside sources and to distribute to other Board members accordingly. TBD will serve as the COO.

4. Checks and Balances / Conflict of Interest:

No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with the Entrepreneur High School, Inc. Nonprofit. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter pending before the organization and shall refrain from participation in any decision on such matter.

Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of the Entrepreneur High School, Inc. Nonprofit shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board.

Any member of the Board, any Committee, Staff and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during

the term of their affiliation.

If at any time, any member of the Board feels that a conflict of interest is present with regard to a vote or action by any other member of the Board, the accusing member can request that the accused member be exempted from the vote in question, or be called upon to explain their actions that give the appearance of a conflict of interest. The remaining members of the Board will rule on the merit of the matter and by two thirds majority vote may exclude the accused member from participating in the vote in question, or demand a reversal of the action that was brought before the Board for review. This serves as a measure to ensure that any individual member of the organization will be deterred from exerting excessive control over the organization's activities and/or finances.

5. **Terms.** The CEO, CFO, and COO shall serve three consecutive terms of 5 years, subject to re-election at the end of each 5 year term (15 years). All other members of the Board (other than the three corporate officers) shall serve three consecutive 3 year terms, subject to re-election at the end of each 3 year term (9). Re-election of any Board member (including corporate officers) will be subject to a simple majority vote of the members of the Board.
6. **Resignation/Removal.** In the event that a member chooses to resign voluntarily for any reason, a replacement will be selected by a majority vote of the Board, prior to the effective resignation date of the Board member.

In the event a member is recommended for dismissal for due cause (i.e. a Board member is charged by another Board member with behavior that is inconsistent with the organization's beliefs or procedures), the accused member shall be subject to a vote of "no-confidence" and subsequent removal from the Board subject to a 2/3 majority vote of the remaining members of the Board. The member bringing the charges shall recuse him or herself from participating in a vote of "no-confidence", and the accused member will also recuse him or herself from participating in a vote of "no-confidence".

If charges are brought against a Board member from anyone outside of the Board: The remaining Board members will participate in a vote of "no-confidence" and a two thirds

majority vote will be required to dismiss/remove the accused Board member from the Board.

If a member of the Board is charged with a crime, that member's voting rights and if applicable (if the accused is the CEO, CFO, or COO) other associated duties shall be temporarily suspended until such time as the member be found innocent, and if the member is found guilty in a court of law, that member shall be removed from the Board.

During the temporary suspension, if applicable (if the accused is the CEO, CFO, or COO) the remaining members of the Board shall select another member of the Board to fulfill the duties of the accused.

6. Compensation:

Board members will not receive compensation for serving on the Board. Reasonable expenses may be submitted to the CFO for refund. The officers of the corporation must be qualified to become administrators of the school. The CEO shall be the principal, the COO and CFO shall be assistant principals. In these roles they shall be compensated according to the compensation plan of the school. It is expected that each officer will also teach at least one class with the appropriate compensation. The hiring and compensation plans of the corporation will be approved at the first meeting of the Board and shall be reviewed and modified each subsequent year of operation by a majority vote at the annual meeting of the Board of Directors.

The compensation plan for instructors/teachers and administrative personnel shall be based on annual performance reviews and the availability in the market place. Performance reviews will be based on individual performance objectives agreed to between the employee and one of the Corporate Officers or his/her designee. The total compensation (salary and fringe benefits) for an employee with satisfactory performance shall be at least at the same level as that of the local school system. The compensation plan shall provide the utmost flexibility for part-time employment including job sharing.

The three corporate officers who will also serve as school administrators and instructors will share one vote and the remaining Board members will have one vote each when the decision is made during the first year regarding compensation for instructors and during each subsequent year when compensation may be modified/ratified by a simple majority vote at the annual meeting of the Board of Directors.

7. Authorized Expenditures:

- (a)** Each member of the Board will have the authority to sign a corporate check, but any corporate check will require two signatures. Checks in the amount of \$1,000.00 or more require at least one signature of one of the Corporate Officers. Any payments by check to any member of the Board of Directors, for any reason, must be pre-authorized by at least 7 other members of the Board. No Board member may sign a check for which they are the recipient. When a Board member ceases to serve as a Board member, their name will be removed from the list of those authorized to sign corporate checks. If a Board member is suspended from serving temporarily for any reason, their name will also be temporarily suspended from the list of those authorized to sign corporate checks.
- (b) Corporate Debit Cards:** Cards will be issued to each Corporate Officer for “emergency/discretionary” spending. A special “Emergency/Discretionary” account will maintain a balance of \$500.00 for this purpose. All receipts will be kept on file at the designated corporate office. Any Board member may inspect all books and accounts of the corporation at any time in the presence of the CFO or another Corporate Officer. If a Corporate Officer resigns, reaches the maximum number of years of service, is temporarily suspended, or is removed by a vote of “no-confidence”, their card shall be surrendered to the Board. If a new corporate officer is installed by the Board, a card will be issued to the new officer and the retired or forcibly removed officer’s card shall be destroyed/deactivated.
- (c) Stock Option:** No stocks have ever been issued by Entrepreneur High School Inc. and by order of the IRS, none shall be issued.

ARTICLE V – MEETINGS

1. **Annual Meeting.** The annual meeting of the Board of Directors shall be held each year in November, for the purpose of electing directors and officers, transaction of other business and making any amendments to the by-laws.
2. **Regular Meetings:** Additional Board of Directors shall meet quarterly or in emergency sessions when the Chair deems it necessary or upon written request of a majority of the members of the Board of Directors.
3. **Place of Meetings.** The meetings of the Board of Directors shall be held at the place determined by the Board of Directors at the annual meeting, or any other place as the Chair of the Board of Directors may designate.
4. **Quorum.** Fifty percent (50%) plus one (1) of the members of the Board at a duly announced Board meeting shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting.
5. **Parliamentary Procedures.** All meetings shall be conducted in an open, orderly and fair manner; and **Robert’s Rules of Order**, as revised, shall apply to all deliberations.

ARTICLE VI – INDEMNIFICATION

Any person who at any time serves or has served as a member of the Board of Directors of this organization, or in such capacity at the request of the organization for any other organization, whether for profit or nonprofit, shall have the right to be indemnified by the organization to the fullest extent permitted by law against (a) reasonable expenses, including attorney’s fees actually and necessarily incurred by him or her in connection with any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, and whether or not brought by or on behalf of the organization, seeking to hold him or her liable by reason of the fact that he or she is or was acting in such capacity and (b) reasonable payments made by him or her in satisfaction of any judgment, money decree, lien, penalty, or settlement for which he or she may have become liable in any such action, suit, proceeding.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the organization to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

ARTICLE VII – FISCAL YEAR

Except as altered by a resolution by the Board of Directors, the fiscal year of the organization shall begin on the first day of each July and end on the last day of June next ensuing.

Amendments. The Bylaws may be amended, be adopted, at any meeting of the Board of Directors, by a vote of a majority (50% plus 1) of Directors in attendance at a lawfully called meeting.

ARTICLE VIII - DISSOLUTION

Upon the dissolution of the organization, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the organization, dispose of all of the assets of the organization to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purpose under section 501 (c) 3 of the Internal Revenue Code, or to federal, state or local governments to be used exclusively for public purposes, who are in good standing with the Internal Revenue Service.

Adopted on the 12th of December, 2011.

Hans P. Plotseneder
Hans Peter Plotseneder, Chief Executive Officer

The Articles of Incorporation will be provided upon availability before the Interview.

MM&I Construction Services, NCCER Certified Craft Instructor, former Instructor of Carpentry at Berry Academy of Technology and part-time at CPCC, NCCER Certified MASTER Trainer, extensive experience in contract administration, non-profit operations, community service, mentoring, and teaching

- Maurice Jones, Owner and President of Maurice Jones Electrical and HVAC company, AS Degree HVAC and Refrigeration, former Instructor for Heating & A/C at CPCC, Electrical Teacher and CMS, National Registered Trade Teacher, State Licensed Electrical Contractor

- Edgar Tuttle Guy, MA degree from ASU in Administration/Supervision, Licensed Home Inspector and Realtor/Broker, Owner of Internet Service Company, former Assistant Principal at Kings Mountain Junior High/Middle School, former Lead Teacher for Construction Academy at Berry Academy of Technology

- Michael K. Horrigan, Principal M/H/R Services LLC, Masters in Public Administration from the University of Alabama, SPHR, Senior Human Resources executive, HR consultant, SCORE (Senior Core Of Retired Executives) volunteer, former Region VP of Hman Resources of the Schaeffler Group

- Hans Faulstich, CEO and Technical Senior Consultant, BSI - Business Solutions International LLC, Dipl.Ing. MBE/MBA, internationally recognized high technology leader in reorganization of industrial and aerospace companies

- Colonel Walter J. Harrison, Masters of Science in Meteorology, Masters of Arts in Education, Masters of Arts in Personnel Management, Masters of Arts in School Administration, Bachelors of Science in Mathematics, three Associate Degrees, retired from USAF, 14 Medals and Awards, former USAF Professor of Aerospace Science Department at Tuskegee University, Teacher, Assistant Principal and Principal at CMS

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

Board, teachers and parents will work collaboratively, considering the inputs of the Advisory Council and PTSA.

The Board will set the strategic direction of the school upon recommendation of the Management Team and ensure the compliance with the diverse rules and regulations. Another important responsibility of the Board members will be to insure that concerns of the parents and the public in general are considered. The Board of Directors may not amend the Corporations Articles of Incorporation in a manner that has the same effect as any change or amendment referred to above without the approval required to make such change or amendment of the Bylaws.

The day-to-day operations will be handled by the Management Team consisting of the CEO and Principal, the COO and Assistant Principal and the CFO and Assistant Principal of the school. The CEO will be responsible for the overall coordination and decision making, Public Relations, strategies and policies as well as the curriculum on the entrepreneur and distant learning side. The COO will be the Building Manager and as such responsible for materials and maintenance, security, and the vocational curriculum. The duties of the CFO will include the finances, accounting, human resources, and information technology, both for administration and instruction.

Advisory Council. The Advisory Council will be comprised of professional educators, as well as other individuals with interest and experience in teaching adolescents.

The Parent Teacher Student Association (PTSA) will be considered as another advisory council specifically focused on student concerns.

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

Entrepreneur High School will have a general Advisory Council as representatives of the public as well as a Parent Teacher Student Association for student concerns. Both will have a non-voting representative on the Board of Directors.

Entrepreneur High School will actively inform the public about strategies and curricula and implement an Open Door Policy for anyone in the community. This includes a policy that all inquiries will be answered withing 72 hours.

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

The key performance criteria include:

- 100% of graduates will receive an invitation for a job interview within 90 days of graduation
- 90% on-time graduation rate in the first year of school, increasing to 95% in the second and 100% from thereon
- Zero Out-Of-School Suspensions (OSS) by substitution with ISS or other disciplinary consequences
- Zero drop-out rate, not counting transfers to other schools

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

The appropriate clause is part of the Articles of Incorporation and employment contracts.

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

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

Entrepreneur High School (EHS) will be open for any student in the City of Charlotte and Mecklenburg County on a 'First Come First Served' (FCFS) basis, who is at least 15 years of age for the general part of the curriculum and at least 16 years of age for the vocational part of the curriculum or is transferring from another school to prevent dropping out, by August 31 of the same calendar year, and has taken the EHS assessment (similar to the ACCUPLACER of Central Piedmont Community College, at a lower level). For the vocational part of the curriculum, this assessment includes the physical requirements for each career track.

The FCFS process starts with broadly publishing the registration schedule, starting February 1 and ending June 30 of the same year the student wants to start attending EHS. The marketing plan calls for press releases to the local newspaper, radio and TV stations, utilization of public announcements and community affairs services, attachment of a flyer in electrical bill mailings, inserts in the local newspapers and online information services as well as memos to all CMS high school counselors, pointing out this option for students who consider dropping out.

Interested students or their parents will be asked to inform EHS about their intent to attend EHS in written form with valid address and telephone number by mail, e-mail, fax, or in person at the school during normal operating hours. The delivery is the applicant's responsibility. It needs to be confirmed by EHS via an invitation to the EHS Assessment to be considered as delivered by the same method of communication. The date and time of this invitation will be used as the FCFS date for the sequencing of the applications contingent to passing the EHS Assessment.

The EHS assessment needs to be taken within two weeks after receipt of the EHS invitation for the EHS assessment. Two hour assessments will be offered every Saturday between February 1 and June 30 or at a mutually agreed to time in exceptional situations. The applicant will be informed about the outcome of the assessment at the end of the session.

If the student is accepted a \$50 (fifty) non-refundable fee needs to be paid. This fee can be waived at the discretion of the EHS Management Team.

If the capacity of the EHS school is reached, applications will be put on a waiting list. In the case of withdrawals from the list of accepted students, the next student on the waiting list will be invited for the EHS assessment.

In the long term, EHS plans making its curriculum available state-wide on-line and the vocational training via partners in the industry.

V. EDUCATION PLAN

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

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

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

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

All teaching and learning at the Entrepreneur High School (EHS) will be focused on providing its students with the best-possible education and training that matches the professional job description, the 'job picture', each student has in mind.

The starting point is the establishment of a specific set of professional objectives for each student, a description of what the student wants to do for a living. This effort will be accommodated by establishing job descriptions or 'job pictures'.

Each student will have an individualized learning and training plan (ILTP) that describes which courses the student needs to take to meet the requirements of the chosen job picture. It will be the predominant task of the EHS staff to provide course offerings that match the sum of the ILTP's of its students. Of course, it is expected that ILTP's change over time.

Keeping each student focused on his or her objectives will ensure the so important motivation for working hard and meeting the associated requirements. Establishing and maintaining motivation will promote discipline and student success.

Out of the large spectrum of motivational theories, Maslow's hierarchy of needs is the most relevant one for our efforts. Abraham Maslow published his Theory of Human Motivation in 1943. He subsequently extended the idea to include his observations of humans' innate curiosity. His theories

parallel many other theories of human developmental psychology, all of which focus on describing the stages of growth in humans.

For EHS, another important fundamental pillar for teaching and training is Bloom's taxonomy of learning domains. Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning in 1956. The taxonomy was updated in the 1990's to reflect relevance to 21st century work.

Innovative offerings include the full integration of computer-assisted and Internet-based learning with the option to take parts of courses off-site. This option will also be most important for remediation and make-up work.

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

An EHS student can graduate at one of three levels:

a) - 'Diploma of Entrepreneurship' that enables the student to start his or her own business immediately upon graduation or to proceed to higher education. The curriculum includes, for example, Business Math, Business English, Business Geography/History/Civics, Business Leadership and Ethics, Human Resource Management, Business Law, Applied Geometry/Algebra/Science, Web Site Design and Development, Electronic Commerce, Foreign Languages, and extensive computer application courses. Requires 36 semester credit hours that can be achieved in three to four years. One credit hour equals 60 minutes of class time.

b) - 'Professional Vocational Diploma' that equips the student with the much needed real-world knowledge and skills to find well-paying employment in their chosen profession (CNC Programmer, Professional Electrician, Professional Auto Mechanic, Professional Hair Beautician) right after graduation or to go on to college. Requires 24 semester credit hours and can be achieved in typically three years at the school.

c) - 'Vocational Diploma' that certifies that the graduate offers the latest skills for a middle-skilled job, without business-related classes, and will enable him or her to start a well-paid job right after graduation, for example as a Carpenter, Electrician, HVAC Technician, Mason, Plumber, meeting nationally established certification criteria. Requires 14 semester credit hours and typically two years.

Courses are offered as integrated building blocks, also available on-line, selected ones in computer-assisted form. The ILTP determines which courses a student needs to take to achieve his or her goals. The minimum requirements for the three levels of diploma are listed below. A student may take as many courses as he or she wishes to take provided he or she has passed the formerly taken courses.

Minimum Requirements:

Course	a) - Entrepreneur Diploma	b) - Professional Voc Diploma	c) - Vocational Diploma
Business Math	6	4	2
Business English	6	4	2
Computer Applications	4	2	2
Career Skills	8	8	8
Business Social Studies	2	2	
Other Business Courses	7	4	
Leadership, HR, Bus Law	3		

The Level of Diploma will NOT be determined at the time when the student starts at the school; it will be determined based on which courses the student has passed. This guarantees the required flexibility to best meet each students personal objectives.

Career Skills classes have an instructor/student ratio of 1 to 8, other classes 1 to 16-24 dependent on the nature of instruction, for example, lower ratios for classes with experimentation or group work, higher ratios in computer-assisted or on-line classes.

Daily Schedule

- A regular school day starts at 8:00 AM and ends at 5:00 PM (17:00).
- Career Skills courses from 8:00 AM through 12:30 PM with breaks as determined by the instructor.
- Other courses 60 minutes each with 15 minute breaks: 8:00-9:00, 9:15-10:15, 10:30-11:30, 11:45-12:45, 13:30-14:30, and 14:45-15:45. The teacher may extend each class by up to 10 minutes into the break.
- Reserved for daily tutoring: 16:00-17:00.

Every student will have his/her own internet-enabled computer or tablet.

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

The predominant goal is that EACH student can acquire exactly what he or she needs to achieve the set objectives which line up with his or her 'job picture' and, as a result, is equipped with the knowledge and skills that guarantee him or her a satisfactory job offer within 90 days upon graduation.

It is the declared goal that no student will drop out of school. Transfers to other schools are not considered drop-outs.

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

As entrance requirement, each student needs to take a skills and aptitude assessment similar to CPCC's ACCUPLACER (to be developed) to determine his or her initial 'Individual Learning and Training Plan' (ILTP).

The graduation requirement for each of the three Levels of Diploma are:

Course	a) - Entrepreneur Diploma	b) - Professional Voc Diploma	c) - Vocational Diploma
Business Math	6	4	2
Business English	6	4	2
Computer Applications	4	2	2
Career Skills	8	8	8
Business Social Studies	2	2	
Other Business Courses	7	4	
Leadership, HR, Bus Law	3		

The Level of Diploma will NOT be determined at the time when the student starts at the school, it will be determined based on which courses the student has passed. This guarantees the required flexibility to best meet each student's personal objectives.

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

The school calendar will be determined annually based on the following parameter:

- The Fall Semester may be shorter than the Spring Semester.
- The Fall Semester ends on Friday of the week before December 23 of the calendar year.
- It begins on the Monday in August, 90 plus/minus 3 days before that Friday in December and allowing for one week Fall Break in the middle of the semester.
- The Spring Semester begins on the first Monday after January 3, and ends after the required number of days of school (185), minus the number of school days in the Fall Semester, allowing for a week of Spring Break in the approximate middle of the semester.
- EHS will observe the same holidays as CMS except religious holidays.
- Make-up day(s) for lost weather-related school day(s) are on the immediately following Saturday(s).
- Graduation ceremonies are on the last day of school.

Summer School will be offered on a regular basis for regular credit.

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

As entrance requirement, each student needs to take a skills and aptitude assessment similar to CPCC's ACCUPLACER (to be developed) to determine his or her initial 'Individual Learning and Training Plan' (ILTP).

End of Quarter and End of Semester summative assessments in every course (120 minutes).
Ongoing formative assessments.

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

Due to the objective to offer leading-edge course contents utilizing the latest technologies, professional development will focus on a joint effort between the relevant industry or business and the school. The school expects to get such training free of charge. Such professional development training is a non-negotiable requirement for keeping the job. The teacher will generally not be compensated except for incurred expenses.

In addition, the school will invite guest speakers to class management and didactic subject matters on a regular basis.

- *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.*

Performing at expected levels means to be on track to pass the course.

The individual learning progress is evaluated continually by the teacher via ongoing formative and summative assessments.

The school has a daily tutoring hour between 4 and 5:00 PM built in the regular schedule which will be used for immediate remediation whenever needed.

Beyond that, all regular course contents will be available on-line, which can be accessed by the student at his or her preferred time, and he or she can study at their own preferred speed in their preferred location.

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

As stated above, two-way communication between the school and the parents and community members is of utmost importance.

The school will maintain a web site and publish a monthly parent letter and student grades will be available via the Internet on a weekly basis.

Any inquiry will be answered within 72 hours.

Parents and representatives of the public will be on the school's Advisory Council and one member of the PTSA will be a non-voting member of the Board of Directors.

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

Every student will have a personal mentor throughout their time at the school. Every teacher will mentor 16 students. As such, the school's staff will know about shortcomings or special talents each student has.

Each student will have an Individualized Learning and Training Plan (ILTP) which will be re-visited and possibly updated at least every six months.

The school's course system allows each student to choose what he or she thinks they need for achieving their goals. The availability of the course materials on-line accommodates learning at one's own speed and preferred place.

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

None planned at this time.

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

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

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

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

Students with disabilities will be accommodated to the extent they can physically meet the job requirements in the career related hands-on training and later on in a job.

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

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

EHS plans to adopt the 'Code of Student Conduct' of CMS with the change that all Out-Of-School Suspensions (OSS) will be replaced by In-School Suspensions (ISS). . Please visit <http://www.cms.k12.nc.us/mediaroom/backtoschool/Documents/CODEOFCONDUCT2011ENG.pdf>

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

TIMELINES

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

See Time Line Download

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

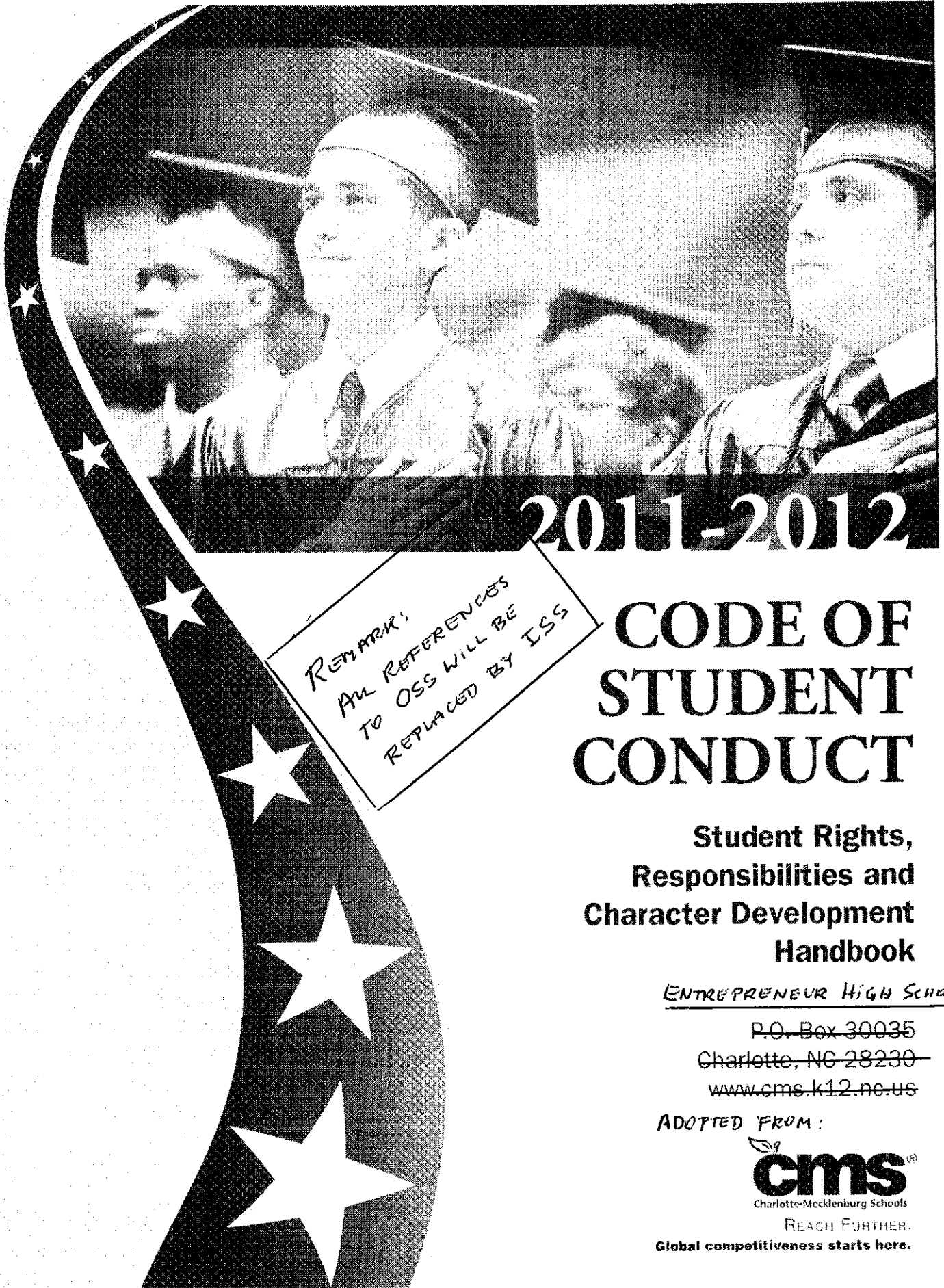
- *Provide a detailed description of the existing private school's financial status.*

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

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

- *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.*

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



2011-2012

REMARK:
ALL REFERENCES
TO OSS WILL BE
REPLACED BY ISS

CODE OF STUDENT CONDUCT

**Student Rights,
Responsibilities and
Character Development
Handbook**

ENTREPRENEUR HIGH SCHOOL

P.O. Box 30035
Charlotte, NC 28230
www.cms.k12.nc.us

ADOPTED FROM:



REACH FURTHER.

Global competitiveness starts here.

Table of Contents

Student and Parent Acknowledgement and Pledge	1	Rule 10 - Trespassing.....	12
Letter from Hugh Hattabaugh, interim superintendent.....	3	Yellow Pages.....	13-16
Character Traits.....	4	Rule 11 - Unsafe Action	13
Section I. Student Rights and Responsibilities	5	Rule 12 - Vehicle Use.....	13
Safe and Orderly Educational Environment.....	5	Rule 13 - Gambling	13
Attendance.....	5	Rule 14 - Vandalism.....	13
Student Counseling Services	5	Rule 15 - Use of Fire.....	13
Free Speech/Expression	5-6	Rule 16 - Theft	13
Privacy and Property Rights.....	6	Rule 17 - Breaking and Entering.....	13
Safe Harbor Provision	6	Rule 18 - Burglary.....	13
Participation in Extracurricular/ Co-curricular Activities.....	6	Rule 19 - Robbery.....	13
Student Dress.....	6	Rule 20 - Extortion.....	13
Behavior on the School Bus or at the Bus Stop.....	7	Rule 21 - Unauthorized Use of the Computer.....	13
Conduct while on School Property	8	Rule 22 - Pornographic, Profane and/or Violent Material	14
Transfer when Criminal Charges are Pending.....	8	Rule 23 - Counterfeit Currency	14
School Property	8	Rule 24 - False Alarm.....	14
Section II. Disciplinary Response Code Overview.....	8	Rule 25 - Bomb Threat.....	14
Treatment of Administrators, Teachers and Staff	8	Rule 26 - Aggressive Physical/Verbal Action.....	14
Participation in a Rule Violation	9	Rule 27 - Sexual Behavior	14-15
Conduct Away from School Property.....	9	Rule 28 - Alcohol, Tobacco and/or other Drugs.....	15
Truancy.....	9	Rule 29 - Weapons and Dangerous Objects	15-16
Possession of Illegal Substances.....	9	Rule 30 - Gang and Gang-Related Activities	16
Possession of Weapons	9	Rule 31 - Firearms.....	16
Cell Phone Policy for Students.....	9	Rule 32 - Persistently Dangerous Students	16
Reports to Law Enforcement Agencies	9	Rule 33 - Refusal to Search	16
Reports to Department of Social Services.....	9	Section V. Procedures Relating to Disciplinary Action or Re-entry	17
Reports to Department of Motor Vehicles.....	9	Corporal Punishment.....	17
Section III. Disciplinary Responses	10	Procedures for Short-term Suspensions (1 - 10 days)....	17
Tier I	10	Procedures for Long-term Suspensions (more than 10 days) or 365-day Suspensions.....	17-18
Tier II.....	10	Procedures for Expulsion	19
Tier III	10	Procedures for Re-entry of Expelled Students or Students Suspended for 365 Days.....	19
Tier IV.....	11	Procedures for Suspension of Students with Disabilities..	19
Tier V.....	11	Procedures for Re-entry of Students from Alternative Settings	19
Section IV. - Infractions	11	Point of Exit is Point of Entry	20
Rule 1 - Attendance	11	Alternative Discipline Programs.....	20-21
Rule 2 - Food/Beverages.....	11	Definitions.....	22
Rule 3 - Medication	11	References	22
Rule 4 - Student Dress	11	Forms.....	23
Rule 5 - Personal Property (i.e. cellular telephones and electronics).....	11-12	Intimidation, Bullying and/or Threats.....	25
Rule 6 - Misrepresentation (i.e. cheating).....	12	Request for Hearing for Suspensions of more than 10 Days.....	27
Rule 7 - Insubordination.....	12	Request for Appeal to the Board of Education.....	29
Rule 8 - Bullying/Profanity/Obscenity and/or Derogatory Language.....	12	Student Behavior Contract.....	31
Rule 9 - Generally Disruptive Behavior.....	12		

Section I – Student Rights and Responsibilities

Safe and Orderly Educational Environment

Student Rights	Student Responsibilities
To attend school in a positive educational environment	To only engage in behaviors which support a positive educational environment
To have school staff that is willing to hear the needs and concerns of students	To express needs and concerns appropriately
To feel safe from crime, violence, intimidation, bullying, harassment, racism and other discrimination at school	To understand and follow school behavior expectations and to report instances of bullying and dangerous/unsafe situations to school administrators

Attendance

Student Rights	Student Responsibilities
To be informed of school board policies and school rules about absences, recovery and tardiness	To attend school and class daily and to be on time
To appeal a decision about recovery	To provide documentation of the reason for an absence
To arrange to make up classwork/tests for credit within five days of returning from an absence	To request make-up work for an absence and arrange to complete it within five days of returning to school

School Counseling Services

Student Rights	Student Responsibilities
To be informed about school guidance services	To utilize guidance services for educational improvement
To have access to school counselors	To request counseling or advisement when needed
To request counseling when needed	To work cooperatively with school staff

Free Speech/Expression

Student Rights	Student Responsibilities
To express views (in written or verbal form) without being obscene, disruptive, discriminatory or provocative	To respect the rights of others when they express their views
To choose to participate in patriotic observances such as the Pledge of Allegiance	To behave respectfully during patriotic observances
To have religious beliefs respected	To respect the religious beliefs of others and to refrain from activities that hold religious beliefs up to ridicule
To help develop and distribute publications as part of the educational process	To follow the rules of responsible journalism under the guidance of an advisor and administrator, including refraining from publishing material that is inappropriate for the school environment

Free Speech/Expression, continued

Student Rights

To be protected from bullying, intimidation and threats

Student Responsibilities

To refrain from bullying, intimidating and threatening conduct

Privacy and Property Rights

Student Rights

To have personal possessions remain private unless school staff have reason to believe that a student is in possession of items prohibited by the *Code of Student Conduct*, other school policy or the law

Student Responsibilities

To keep prohibited items away from school and school functions

To have personal property respected

To respect the personal property of others

Safe Harbor Provision

A student who inadvertently possesses or finds a prohibited object shall immediately notify school staff and surrender the object. Thus, a student may approach a school official and voluntarily surrender an object prohibited by the *Code of Student Conduct* without being subjected to discipline so long as the object (excluding a firearm or destructive device) is one that the student could lawfully possess off school grounds.

If a student discovers an illegal item (i.e., drugs or weapons) or other contraband on school property or at a school function, the student may approach a school official and report the discovery. A student shall not be in violation of the *Code of Student Conduct* solely for making such a report. School officials shall make a determination after an investigation of the report.

The Safe Harbor Provision may not apply if a search is ongoing in any location at the school, if the object is surrendered during a search, or if the object is not turned in prior to discovery by school staff. With respect to objects that have been turned over to school staff, the parent/guardian must make arrangements to pick up the object from the school, unless it is an object that must be turned over to law enforcement.

Participation in Extracurricular/Co-curricular Activities

In order to participate in extracurricular/co-curricular activities or athletic programs, students must adhere to Board of Education policies, school-level criteria, North Carolina High School Athletic Association rules (where applicable) and law. The district's behavioral expectations extend beyond the classroom and school campus. Therefore, regardless of when and where the charge arises, any student who commits a felony or is charged with or adjudicated/found guilty of a felony may be excluded from participation in extracurricular/co-curricular activities.

Student Dress

The dress and grooming of students shall contribute to the health and safety of the individual and promote an orderly educational environment. These standards apply to all students, unless a specific exception is made by the school administrator. Please see the dress code at your school.

Behavior on the School Bus or at the Bus Stop

For the purpose of providing safe transportation for all students, the following guidelines must be observed:

- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders.
 - Obey the bus driver at all times.
 - Act appropriately while waiting for the bus.
 - Give your proper name when requested by the bus driver or monitor.
- Be at the bus stop at least ten (10) minutes prior to a scheduled stop time.
- Ride only on assigned bus.
- Board and depart only at the assigned bus stop.
- Remain seated at all times when the bus is moving.
- Refrain from eating or drinking while aboard the bus.
- Refrain from using cellular telephones and other electronic devices while on the bus.

The above behaviors are considered Tier I or Tier II infractions

- Refrain from acts of vandalism.
- Refrain from using profane language or inappropriate gestures.
- Refrain from the possession or use of alcohol, tobacco and other drugs.
- Refrain from exiting a school bus by way of the emergency exit absent an emergency.

The above behaviors are considered Tier II or Tier III infractions

- Refrain from aggressive physical/verbal action(s)
 - Fighting.
 - Threatening/intimidating behavior.
 - Assaulting student or adult.
 - Inciting to riot/chaos.

The above behaviors are considered Tier II, Tier III or Tier IV infractions

- Possession of a weapon or other dangerous object is prohibited.
- Distribution of alcohol, tobacco and other drugs is prohibited.

The above behaviors are considered Tier III, Tier IV or Tier V infractions

- Possession of a firearm or destructive device is prohibited.

The above behavior is considered a Tier IV or Tier V infraction

Please see "Section III: Disciplinary Responses" for a description of disciplinary consequences by tier. Note that consequences for Tiers I and II apply only to the bus and do not include an automatic school suspension. Consequences for Tiers III, IV and V, however, require a bus and a school suspension. Repeated Tier I violations will result in Tier II referrals, and then a referral to Tier III if the behavior continues.

Video cameras have been installed on some buses. Students may be filmed while on the bus.

Violations of these standards, the *Code of Student Conduct*, or any behavior which substantially distracts the bus driver and causes, or has the potential to cause, a safety hazard on a moving bus, may be the basis for suspension from the bus and/or school or revocation of bus-riding privileges.

Conduct While on School Property

Parents are encouraged to be active participants in their child's education. A partnership between parents and the school requires meaningful and appropriate communication. As such, we must be civil in our discourse. This requires that:

1. No one disrupts or attempts to interfere with the operation of a classroom or any other area of a school.
2. School rules for access and visitation are strictly obeyed.
3. Legitimate obligations and time constraints are respected.
4. Information that might help reach our common goal is shared. This includes information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.

In the event of a violation of the above guidelines, the following steps are available:

1. Students who believe they have been treated in an inappropriate manner should report the behavior to the school administrator.
2. Parents/guardians or community members who believe they have been treated in an inappropriate manner should report the behavior to the staff member's immediate supervisor.
3. Employees who believe they have been treated in an inappropriate manner shall, if personal harm is threatened, report such to the school administrator.
4. Anyone on school district property may be directed to leave the premises by an administrator or other authorized staff. Anyone who threatens to, attempts to, or actually disrupts school or school district operations may be directed to leave the premises by an administrator or other authorized staff and may have limitations placed on their campus access. Disruptive behavior includes, but is not limited to, the physical harm of someone, the intentional cause of damage, the use of loud or offensive language, the use of tobacco, the appearance of being under the influence of alcohol or other intoxicating substances, the use of inappropriate gestures, profanity, and displays of anger.

Transfer When Criminal Charges are Pending

The district will continue the Criminal Watch program to monitor students charged or convicted of criminal offenses. In addition, upon review of the underlying allegations and based upon the preponderance of evidence, the superintendent may transfer a student who has been charged with a criminal offense (juvenile or adult) that is or would be considered a felony. The parent may request a hearing to contest this transfer. If appropriate, the superintendent will recommend expulsion of the student.

School Property

School property is defined as "the physical premises of all school campuses and properties, bus stops, all vehicles under the control of the district, and the premises of all school-sponsored curricular or extra-curricular activities, whether occurring on or away from a school campus." (CMS Board of Education Policy JKD)

Section II – Disciplinary Response Code Overview

Student disciplinary infractions and associated responses are divided into five progressively severe tiers. Both infractions and responses are outlined later in this document.

Treatment of Administrators, Teachers and Staff

A student who commits an infraction against or involving an administrator, teacher, or other district staff member will be subject to a heightened response under the five tiers. However, the heightened response will not exceed the listed penalty for the appropriate tier.

Participation in a Rule Violation

A student who participates or conspires with another to violate a rule may be found in violation of the rule. If so, the student will be subject to the full disciplinary consequence for the rule violation.

Conduct Away from School Property

Students may be disciplined for conduct away from CMS property that violates the Code of Student Conduct and that has or may have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Truancy

A student is required by law to attend school between ages 7 and 16. While the school will not impose an out-of-school suspension for attendance violations, the student will be required to make up the work missed, may be subjected to the district's recovery procedures and the student and/or parent may be referred for prosecution in truancy situations.

Possession of Illegal Substances

The unlawful possession, use or distribution of illicit drugs and/or alcohol by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Possession of Weapons

The possession of weapons by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Cell Phone Policy for Students (also see Rule 5)

A student may possess a cell phone on school property, at after-school activities and at school-related functions, provided that during school hours and on a school bus, the cell phone remains off and put away. Possession of a cell phone by a student is a privilege which will be revoked for violations of this policy. Violations may result in the confiscation of the cell phone (to be returned only to a parent) and/or other disciplinary actions. The district is not responsible for theft, loss or damage to cell phones or other electronic devices brought onto its property.

Reports to Law Enforcement Agencies

Pursuant to state law, principals are required to report the following acts to law enforcement: "assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law." N.C.G.S. § 115C-288 (g). Refer to school district procedures to follow at school when a law enforcement officer wishes to interview a student who is an alleged perpetrator of a criminal act or a witness to a criminal act.

Reports to Department of Social Services

Pursuant to state law, school personnel are required to report any suspected cases of child abuse or neglect to the Department of Social Services. Refer to school district procedures to follow at school when a representative of the Department of Social Services wishes to interview a student who is an alleged victim of child abuse or neglect.

Reports to Department of Motor Vehicles

Pursuant to state law, principals are required to report the following acts to the Department of Motor Vehicles: possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on school property; and physical assault on school staff when the conduct results in a suspension in excess of 10 days or the student is assigned to an alternative educational setting.

Section III – Disciplinary Responses

Tier I - Designed to provide programs and/or school options for students who are at risk for behavioral issues and may be disenfranchised from school or commit minor infractions on an infrequent basis. Program options will be implemented in the student's current school and include services such as support related to anger management or conflict resolution. School assignment options will include a student's enrollment in one of the district's current alternative schools such as the Performance Learning Center or Hawthorne High School. Although the final decision on where the student will attend school will be made by the superintendent, principals, area administrators, zone superintendents and parents will collaborate on the decision to enroll a student in one of the alternative programs.

Potential Administrative Responses *(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)*

- Parent contact
- Conference (any combination of parent/student/school officials/counselors and teacher)
- Counseling
- Verbal warning
- Peer mediation
- Social restriction
- Return of property or restitution for damages
- After-school detention or Saturday school
- Behavior contract
- Referral to intervention/alternative program
- In-school suspension
- Warning of referral to Tier II (referral to Tier II will be made for repeated violations)
- Confiscation of unauthorized items

Tier II - Designed to provide interventions for students who may commit infractions of the *Code of Student Conduct* such as being chronically disruptive or participating in a first fight that does not result in injury or significant disruption to the educational environment (the number of fights is cumulative across elementary, middle and high school).

Potential Administrative Responses *(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)*

- Appropriate response from Tier I
- Suspension from bus (for bus-related offenses)
- Alternative classroom assignment
- Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- Out-of-school suspension for one to 10 days (parent contact must be attempted and written notice is required)
- Warning of referral to Tier III (referral to Tier III will be made for repeated violations)

Tier III - Designed to provide interventions for students who commit more serious infractions of the *Code of Student Conduct* and/or have repeat offenses.

Potential Administrative Responses *(This list contains options that may be used by the administration in addressing student conduct. This is not intended to be an exhaustive list.)*

- Appropriate response from Tier I and/or Tier II
- Out-of-school suspension or option to attend an Alternative to Suspension Center for one to 30 days. A student may also be recommended for a disciplinary reassignment to the Right Choices Program or to Turning Point Academy. This option is also available for Tier IV rule violations in lieu of long-term suspension.
- Suspension from bus (for bus-related offenses)
- Warning of referral to Tier IV (referral to Tier IV will be made for repeated offenses)

Tier IV - An intervention for students who commit serious offenses and whose conduct seriously threatens the safety of students, staff or visitors or threatens to substantially disrupt the educational environment. An option at Tier IV would include long-term suspension and/or assignment to Turning Point Academy for the remainder of the academic year (in certain situations the assignment may be permanent). Additionally, by law, students may be **suspended** from school for up to 365 days for bringing a firearm or destructive device onto school property.

Tier V - Also a possible consequence for student behavior described in Tier IV. It is an indefinite **expulsion** from school and all school properties by the Board of Education for a student (age 14 or older) whose continued presence constitutes a clear threat to other persons or is subject to the Jessica Lunsford Act. An expelled student may petition the Board for readmission after 180 days from the date he/she was expelled. If granted, the student may be placed at Turning Point Academy with a re-entry plan developed by CMS personnel.

Out-of-school suspension for each tier:

- Tier I** 0 days (unless repeated violations)
- Tier II** 1 to 10 days (Short-term suspension)
- Tier III** 11 to 30 days (Long-term suspension)
- Tier IV** up to 365 days (Long-term or mandatory 365-day suspension)
- Tier V** expulsion

**Within each tier, the administrator has the discretion to impose the consequences deemed most appropriate to address the infraction. In the instances where an infraction falls within multiple tiers, it is within the discretion of the administrator to determine tier assignment for the infraction.*

Section IV – Infractions (Related Character Trait)

Violations of CMS rules may also support violations of state and federal laws for which students can be charged.

**Rules 1, 2, 3, 4 and 5 are Tier I infractions
(except where violations of Rule 1 may result in a Rule 7 violation).**

- Rule 1 ATTENDANCE (Citizenship/Responsibility):** Unless a lawful excuse is presented, a student must attend every class every day. In addition to any administrative response, the student may be required to comply with the district’s recovery procedures. Violations of this rule include tardiness, cutting school or class and excessive absences. (Violations of this rule may also be subject to Rule 7 where the student engages in insubordinate behavior towards an authorized staff member attempting to obtain compliance under this rule.)
- Rule 2 FOOD/BEVERAGES (Responsibility/Honesty):** A student will eat and drink only in authorized areas of the school.
- Rule 3 MEDICATION (Responsibility/Honesty):** All medication will be provided to the school nurse and properly stored. Without proper medical authorization, students shall not transport prescription or non-prescription medication to or from school or have medication in their possession at any time without meeting conditions prescribed by the Board of Education.
- Rule 4 STUDENT DRESS (Respect/Responsibility):** A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to gang articles of clothing. Please see the dress code at your school.
- Rule 5 PERSONAL PROPERTY (Responsibility):** A student will only bring or possess objects that have an educational purpose and will not distract from teaching or learning. Students will sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.) The following are among the list of prohibited items:
A. Cellular Telephones: Possession of cellular telephones is permitted; however, they must be turned off and concealed while riding the bus and throughout the instructional day. Violations of any other rule in

the *Code of Student Conduct* with a cellular telephone, including insubordination or multiple violations of this rule, will be addressed by losing the privilege to possess the cellular telephone on school property and the consequences outlined under the specific rule violated.

B. Toys, games, pagers and electronic equipment: Possession of these or any similar devices, without permission of the administration, is prohibited. Such items include but are not limited to IPODs and other MP3 Players, PDAs and other electronic devices capable of peer-to-peer communication and recording audio and/or video/still images, except when being used as a part of instruction. This rule does not include a toy gun that is a reasonable facsimile of an actual weapon; for such an item see Rule 29.

**Rules 5, 6, 7, 8, 9 and 10 are Tier I or Tier II infractions
(except where repeated violations of Rule 9 may result in a Tier III infraction).**

- Rule 6 MISREPRESENTATION (Honesty):** A student will be honest and submit his/her own work.
- A. Altering Report Cards or Notes:** Tampering with report cards, official passes, notes or other school documents in any manner, including changing grades or forging names to excuses, is prohibited.
- B. False Information:** Making false statements, written or oral, to anyone in authority is prohibited.
- C. Cheating:** Violating rules of honesty and Honor Codes, including but not limited to plagiarism or copying another student's test or assignment, is prohibited. The superintendent has the discretion to punish violations of this rule as Tier III if the student's actions have a serious detrimental effect on other students or staff.
- Rule 7 INSUBORDINATION (Responsibility/Respect):** A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner and completing all assigned work.
- Rule 8 BULLYING/PROFANITY, OBSCENITY AND/OR DEROGATORY LANGUAGE (Respect/Caring):** A student will use appropriate language and conduct at school and school functions and possess only appropriate materials. This rule applies to cursing, possessing written materials or electronic text and/or images that convey an offensive, racial, derogatory, bullying or obscene message to another person (including but not limited to references to race, color, ancestry, national origin, gender, gender identity or expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance or making offensive statements or gestures). Bullying and/or harassing are strictly prohibited. Students who feel bullied, harassed or intimidated at school by an adult or another student should see the Intimidation, Bullying and/or Threats form found in the Forms Section at the back of this book. Once completed, the form should be provided to school administration. No retaliation shall be permitted for making a report.
- Rule 9 GENERALLY DISRUPTIVE BEHAVIOR (Responsibility/Respect/Citizenship):** A student will maintain appropriate behavior so as to refrain from disrupting the class, school or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from their assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), horseplay, harass, tease or make rude noises. Repeated violations of this rule may be punished as a Tier III infraction.
- Repeated Violations:** Repeated incidents of generally disruptive behavior will result in an Intensive Behavior Assessment Process. The recommendation for this review must come from the school-level Intervention Team, following appropriate documented interventions.
- Rule 10 TRESPASSING (Citizenship):** A student will not enter school property or a school facility without proper authority. This rule includes entering any school during a period of suspension or expulsion.

YELLOW PAGES

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- Rule 11 UNSAFE ACTION (Citizenship/Caring):**
A. Harm's Way: A student shall not commit any action that has the potential to cause danger or physical harm to himself or to others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This rule will apply only when the unsafe behavior does not meet the standards of any other violation.
B. Self-Medication: A student should not have in his/her possession any over-the-counter medication or prescription medication without meeting conditions prescribed by the Board. Simple possession of such items that are not in accordance with Board standards may result in consequences outlined in Rule 3. Distribution and/or consumption of such medication may result in an immediate Tier III consequence. In some instances, violations of Rule 11 may be a Tier II infraction. Violation of this rule may also be treated as a violation of Rule 28.
- Rule 12 VEHICLE USE (Responsibility/Citizenship):**
A. Reckless Vehicle Use: A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school principal.
B. Vehicle Parking on Campus: A student will not leave an automobile on school premises without appropriate authorization and a visible parking permit. Unauthorized vehicles may be towed. In addition to the vehicle being towed, this may be a Tier I or II infraction.
- Rule 13 GAMBLING (Responsibility):** A student will not play games of skill or chance for money or property. In some instances, violations of Rule 13 may be a Tier II infraction.
- Rule 14 VANDALISM (Responsibility/Respect/Citizenship):** A student will not willfully, with or without malice, participate with others to damage or destroy property of another, including property belonging to the school or district, staff, students or other adults on campus or at a school-sponsored or school-related activity on or off school property. A student or parent/guardian will be held financially responsible, as allowed by law, for willful or malicious destruction of property. In some instances, violations of Rule 14 may be a Tier II infraction.
- Rule 15 USE OF FIRE (Responsibility/Respect/Citizenship):** A student will neither set fire nor attempt to set fire to anything on school property or participate with others to damage or destroy school property through the use of fire. This includes striking matches, flicking cigarette lighters or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. (This violation does not include any smoking violations. For smoking violations refer to Rule 28D.) In some instances, such as the use of a lighter during a smoking violation, a Rule 15 violation may result in a Tier II infraction.
- Rule 16 THEFT (Responsibility/Respect/Citizenship):** A student will not steal or possess stolen property, or participate with others to do so. Stolen property includes any object that is possessed without the permission of the owner. In some instances, violations of Rule 16 may be a Tier II infraction.
- Rule 17 BREAKING AND ENTERING (Responsibility/Respect/Citizenship):** A student will not break into any district property. This will include any unauthorized entry into school property with or without destruction to the property.
- Rule 18 BURGLARY (Responsibility/Respect/Citizenship):** A student will not unlawfully enter any district property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.
- Rule 19 ROBBERY (Responsibility/Respect/Citizenship):** A student will not take or attempt to take another person's property by force or violence.
- Rule 20 EXTORTION (Responsibility/Respect/Citizenship):** A student will not take, threaten or attempt to take the property (including but not limited to money) of others through intimidation.
- Rule 21 UNAUTHORIZED USE OF THE COMPUTER (Honesty):** A student shall refrain from inappropriate use of school system computers or from utilizing the CMS Internet site without proper authority. This includes unauthorized use of sign-on codes, the school telephone system, communication of threats or implied threats, and unauthorized attempts to contact any CMS computer site from any computer station. This rule also encompasses any activity or distribution of information from home or school computers that would constitute a violation of a rule under the *Code of Student Conduct* or a violation of law, such as, but not limited to bullying or harassment. Publication on the Internet is considered distribution regardless of the location of the computer where the offending content was published. (Minor violations of unauthorized use of the computer, including accessing home email accounts from a school computer may be a Tier I or II infraction.)

YELLOW PAGES

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- Rule 22** **PORNOGRAPHIC, PROFANE AND/OR VIOLENT MATERIAL (Respect/Citizenship):** A student shall refrain from having any pornographic or profane material in his/her possession, including but not limited to pictures, magazines, CDs, DVDs, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation of and/or the use of weapons).
- Rule 23** **COUNTERFEIT CURRENCY (Honesty):** A student shall not distribute, produce or use counterfeit currency on school property or at a school-sponsored or school-related activity on or off school property.
- Rule 24** **FALSE ALARM (Responsibility):** In the absence of an emergency, a student shall not call 911, signal or set off an automatic signal indicating the presence of an emergency.
- Rule 25** **BOMB THREAT (Responsibility):** A student shall not make any report or notification, knowing or having reason to know the report is false (verbal or written), indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
- Rule 26** **AGGRESSIVE PHYSICAL/VERBAL ACTION (Responsibility/Caring/Justice and Fairness):** A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking or throwing objects at a student or adult may be a Tier I or II infraction.
- A. Verbal Confrontation/Provocation:** A student shall not approach another person in a confrontational, provocative or bullying manner.¹ This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression. (This may also be a Tier I or II infraction.)
- B. Fighting:** The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. (The first violation of this rule shall be a Tier II infraction so long as it does not involve a weapon or result in injury or disruption to the educational environment, and will result in no more than an out-of-school suspension of five days. Subsequent violations (cumulative 6-12 grades) or those that cause injury or a disruption, shall be a Tier III infraction.) A student who is physically attacked may act in self defense without consequence. **Self defense** is defined as the act by a nonaggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule even though another person provoked the fight. Administrators will have the discretion to recognize the need for self defense on an incident-by-incident basis.
- C. Threatening/Intimidating:** A student shall not threaten to strike, attack or harm any person or cause another person to become fearful by intimidation, through any medium, including threats made in person, on the telephone and/or in writing, that pose a safety risk to the school environment. The tier will be determined by the level of risk presented by the threat, whether the threat could reasonably be carried out and whether the threatened person is made fearful. This rule violation could be considered a Tier I, II or III infraction and may include but is not limited to intimidation through the use of gang paraphernalia.
- D. Assault on a Student:** A student shall not physically attack another student. See self defense as defined above.
- Multiple Assaults:** A student shall not act in concert to physically attack another student.
- E. Assault on a Staff Member:** A student shall not physically attack a staff member or adult. See self defense as defined above.
- Multiple Assaults:** A student shall not act in concert to physically attack a staff member or other adult.
- F. Inciting to Riot/Chaos:** A student shall not engage in behavior of a violent or aggressive nature in a highly volatile area that could result in a riot, widespread chaos or aggressive actions (verbal and/or physical) by students witnessing or involved in the incident. (This may also be a Tier II infraction.)
- G. Refusing to Disperse:** A student who witnesses an incident under this rule shall disperse at the request of staff members. (This may also be a Tier II or III infraction.)
- H. Participation in a Civil Demonstration:** A student shall not disrupt the school day by participating in a civil demonstration, including leaving campus without permission. (This may also be a Tier I or II infraction.)
- Rule 27** **SEXUAL BEHAVIOR (Respect/Caring):** A student shall not engage in any sexual behavior on school property or at a school-sponsored activity.
- A. Offensive Touching:** A student shall not engage in unwanted touching of an offensive or sexual nature. (This may also be a Tier I, II or III infraction.)
- B. Sexual Harassment:** A student shall not engage in unwanted verbal or physical (e.g. gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile or offensive. (This may also be a Tier II or III infraction.)

¹ For example, a "confrontational, provocative, or bullying manner" includes instances where a student aggressively and argumentatively attempts to question an individual or remove an individual's article of clothing or jewelry (e.g., hat or necklace) without permission.

YELLOW PAGES

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C. Indecent Exposure: A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning). (This may also be a Tier I, II or III infraction.)

D. Consensual Sexual Activity: A student shall not engage in consensual sexual activity. (For elementary students, this may be a Tier I, II or III infraction.) "Consensual" means all parties are willing participants in the activity.

E. Sexual Battery: A student shall not attempt to engage in sexual activity against another person by force, threat or fear.

Rule 28

ALCOHOL, TOBACCO AND OTHER DRUGS (Responsibility/Citizenship): A student shall not use, purchase, sell, distribute, be under the influence of or possess any kind of tobacco, alcoholic beverage, controlled substance (as defined by state law) or illegal or counterfeit substance. Subsequent violations of any part of this rule are cumulative from grades 6 – 12.

A. ALCOHOL: A student shall not possess, use, distribute or be under the influence of alcohol on school property or at a school function. The first violation of this rule will be a Tier I or II infraction with an immediate referral to the Positive Options Program ("POP"). All subsequent violations (cumulative 6-12 grades) will be a Tier III infraction.

B. MARIJUANA: A student shall not possess, use or be under the influence of marijuana, or possess associated drug paraphernalia on school property or at a school function. The first violation of this rule will be a Tier I or II infraction with an immediate referral to the Positive Options Program ("POP"). All subsequent violations (cumulative 6-12 grades) will be a Tier III infraction. "Marijuana" is defined to also include synthetic cannabinoids. Possession of large amounts or of more than one individually wrapped package of marijuana will be deemed to be a violation of Rule 28C2.

C. DRUGS/ILLEGAL SUBSTANCES, COUNTERFEIT DRUGS AND PARAPHERNALIA:

1. Use, Influence or Possession of Drugs/Paraphernalia: For drugs other than marijuana, a student shall not use or be under the influence of illegal or controlled substances or possess illegal, counterfeit or controlled substances (including prescription drugs without a doctor's order filed with the school) or drug paraphernalia on school property or at a school function. Disciplinary responses shall include a referral to POP.

2. Sale/Distribution (Attempt or Actual): A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit or controlled substance. Possession of a large amount of or more than one individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

D. TOBACCO: A student shall not use, sell, distribute or possess any kind of tobacco product or associated paraphernalia on school property or at a school function. The first violation of this rule shall be a Tier I infraction and the response shall include a referral to POP. Subsequent violations will be Tier II or III infractions. Possession of rolling papers is treated as a violation of Rule 28B.

Rule 29

WEAPONS AND DANGEROUS OBJECTS (Responsibility/Caring): A student will not possess, handle, transport or use any weapon, object that can be reasonably considered a weapon, dangerous object or substance that could cause harm or irritation to another individual on school property or at any school function. All items will be confiscated and will not be returned except with the mutual agreement of school and law enforcement. This rule does not apply to school supplies (e.g., pencil, laser pointer) unless used as a weapon. Note: any object thrown from a school bus will be treated as a weapon.

Special Note: See the Safe Harbor Provision on page 6.

Prohibited items include, but are not limited to:

- A. Toy knife or look-a-like knife
- B. Weapon not capable of propelling a missile
- C. Knife
- D. Box cutter/razor blade
- E. Camouflaged weapon
- F. Object thrown from a bus
- G. Ammunition
- H. Fireworks
- I. Bomb (includes destructive devices such as an explosive, incendiary or poison gas, grenade, rocket having a propellant charge of more than 4 ounces, missile with an explosive charge of more than 1/4 ounce, mine, or similar device)

YELLOW PAGES

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- J. Air soft gun, BB gun, pellet gun
- K. Any object or substance that could cause injury including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, Bowie knives, dirks, daggers, lead canes, switchblade knives, clubs, stun guns, starter pistols, BB guns, flare guns, air rifles, air pistols, air soft pellet guns or paint ball guns, mace, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

Rule 30 **GANG AND GANG-RELATED ACTIVITIES (Responsibility/Caring/Justice and Fairness):** No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors or symbols. Conduct prohibited by this policy includes:

- A. **Clothing:** Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or being in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or that promotes gang affiliation;
- B. **Communication:** Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), to convey membership affiliation in any gang or that promotes gang affiliation;
- C. **Vandalism or Destruction of Property:** Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
- D. **Intimidation/Threats:** Requiring payment for protection, money or insurance, or otherwise intimidating or threatening any person related to gang activity;
- E. **Coercion:** Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- F. **Solicitation:** Soliciting others for gang membership;
- G. **Conspiracy:** Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that relates to gang activity.

Rule 31 **FIREARMS (loaded or unloaded) (Responsibility/Caring):** A student shall not possess, handle or transport any handgun, rifle, starter gun, shotgun or any other weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. Violation of this rule is a Tier IV or V infraction. Students violating this rule are subject to a 365-day mandatory suspension.

Rule 32 **PERSISTENTLY DANGEROUS STUDENTS (Responsibility/Caring/Justice and Fairness):** Students who are 16 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule shall involve multiple events over an extended period of time, including previous school years. Examples of misconduct under this rule shall be limited to multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons and inappropriate sexual behavior.

Rule 33 **REFUSAL TO ALLOW SEARCH (Responsibility and Honesty):** School administration has the right to conduct a search that is reasonable in scope of a student or his/her possessions if the administration has a reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the *Code of Student Conduct*.

- A. **Search of an Individual and/or his/her Possessions:** A student must cooperate with and may not obstruct or interfere with a reasonable and authorized search of the student and/or his/her possessions based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the *Code of Student Conduct*.
- B. **Search of Student Lockers and Desks:** Lockers and desks are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or the desk. Lockers and desks shall be used only for storage of those items that are reasonably necessary for the student's school activities such as books, gym clothes, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with an authorized search of his/her locker or desk.
- C. **Search of a Vehicle:** A student must cooperate with and may not obstruct or interfere with reasonable search of the student's vehicle and its contents when it is present on school property or at a school activity. These searches will be based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the *Code of Student Conduct*. A violation of this rule may result in the student losing his/her parking privilege, in addition to other applicable discipline.

Section V – Procedures Relating to Disciplinary Action or Re-entry

To protect student rights, certain procedures are followed with regard to disciplinary actions. These procedures are developed as suggested or required by law or regulation. School and classroom discipline in areas not covered by these specific procedures are encouraged.

Corporal Punishment

Discipline shall be maintained without the use of corporal punishment, which is prohibited in the school district (Charlotte-Mecklenburg Board of Education Policy JK). However, staff is authorized by state law to “use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order.” N.C.G.S. § 115C-390.3 and 391.1.

Procedures for Short-term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal (includes principal’s designee) would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension. Details of the processes to be followed are provided in Policy JKD.

- Step 1:** The student must be told by the principal/designee of the reason(s) for the consideration of suspension.
- Step 2:** The student must be given the opportunity to have an informal hearing with the principal and to present his/her version of the events and to identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student’s continued presence on campus is a safety concern.
- Step 3:** The principal/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.
- Step 4:** The principal/designee shall report each suspension in writing to the student’s parent/guardian and to the zone superintendent or designee. This report shall be sent to the parent by email, regular mail or other reliable means by the end of the day of the suspension when reasonably possible. Otherwise, it must be sent no more than 2 days later. Reasonable efforts shall be made to contact parents or guardians prior to the start of the suspension. If parents or guardians cannot be reached prior to the start of the suspension, the principal/designee may determine to start the suspension without contacting parents/guardians, but continued reasonable efforts shall be made.
- Step 5:** At the discretion of the principal, a written behavior contract may be required upon the return of the student to school.
- Step 6:** Students are not entitled to appeal a principal’s decision to impose a short-term suspension to the superintendent or the Board of Education.

Procedures for Long-term Suspensions (more than 10 days) or 365-day Suspensions

A student accused of a willful violation of the *Code of Student Conduct* which, in the opinion of the principal/designee, may require a long-term suspension or 365-day suspension from school, shall be afforded the procedural safeguards described below. A suspension of more than 10 days is appropriate only when the student willfully engages in conduct that threatens the safety of students, staff or school visitors, or threatens to substantially disrupt the educational environment. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a long-term suspension. Only the superintendent or his/her designee may impose a period of long-term suspension or 365-day suspension.

- Step 1:** Except for serious violations of the Code of Student Conduct for which the superintendent may recommend that the student be expelled, a Discipline Team Meeting (DTM), which consists of the principal/designee, the area administrator, the parent/guardian, and the student, will be convened at the school within 10 school days of the first day of suspension. The purpose of this meeting is for the team to review the investigation completed by the school, the due process procedures afforded, and any information provided by the student and the parent/guardian. There is no right for representative counsel to attend. During the DTM, the area administrator will review the recommended consequences, decide if any additional consequences shall be imposed and outline those additional consequences. *If the parent/guardian agrees with the decision of the area administrator, then the decision shall stand and no further due process procedures (e.g., a due process hearing) associated with the incident will take place.* If the parent/guardian disagrees with the decision of the area administrator, then a due process hearing may be requested by making a written request to the area administrator. Please see the Forms Section for a request form. Parents will also be informed in writing of the zone superintendent's decision and may give notice of an appeal within 3 business days. *If the decision of the zone superintendent is to assign the student to an alternative school without any additional days of suspension, the student is not entitled to a Due Process Hearing. Instead, the student may request an appeal of the school assignment to the Board by contacting the Student Placement Office. The assignment will be effective pending the appeal.*
- Step 2:** The due process hearing will be scheduled within the initial 10-day suspension. If parents/guardians miss the deadline or request a later hearing date or their scheduling conflicts do not allow the hearing to take place within the initial 10-day suspension, then the zone superintendent may impose the period of long-term suspension before the hearing occurs.
- Step 3:** Written notice will be sent to parents/guardians advising them of the date, time and location of the hearing. The notice will also describe the hearing process and advise parents/guardians of the student's rights under law. Details of the notice is provided in Policy JKD. The notice will be sent by email, US mail, hand delivery or other reliable means. For children in foster care, notice must also be sent to the foster parents and the Youth and Family Services guardian.
- Step 4:** The Due Process Hearing will be held at the zone offices or other designated location and the student will be able to exercise the rights identified in the notice, including the right to have an opportunity to present his/her version of the events, provide witnesses (or written witness statements) on his/her behalf, question the witnesses presented by the school administration and be represented by counsel (at the parent's own expense). Students shall also have the right to review before the hearing the evidence that may be presented by the district, as allowed by federal and NC law.
- Step 5:** The superintendent/designee shall make a written determination as to whether substantial information was provided at the hearing to determine whether the student is guilty of the misconduct and, if so, the appropriate disciplinary response. The superintendent/designee does not review the initial 10-day suspension. A student shall be informed of the determination promptly.
- Step 6:** If the student disagrees with the decision of the superintendent/designee to impose a suspension of more than 10 days, he/she is entitled to appeal to the Board of Education. This appeal must be requested within 10 days of the date of the superintendent's decision letter. The disciplinary consequence remains in effect throughout all appeals. Please see the Forms Section for an appeal form.
- Step 7:** The Board hearing will be conducted and a decision rendered within 30 days of the submission of the appeal, unless the student requests a delay of the hearing.

Procedures for Expulsion

Pursuant to N.C.G.S. § 115C-390.11, the Board of Education may expel any student, over 14 years of age, whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lunsford Act.

- Step 1:** After the hearing described above, the superintendent/designee may make a recommendation to the Board of Education that the student be expelled. A period of long-term suspension may also be imposed pending the Board decision on the expulsion recommendation.
- Step 2:** The parent/guardian will receive written notice of the hearing before a panel of the Board of Education. The notice shall include the date, time and location of the hearing, a summary of the charge being levied against the student, the information to support the charge and the student's rights at this proceeding.
- Step 3:** A hearing will be held at the offices of the Board of Education, where the student will be able to exercise the rights identified in the notice. The student will have the opportunity to explain why his/her presence is not a clear threat to the safety of others, provide witnesses (or written witness statements) on his/her behalf, question the information presented by the superintendent/designee and be represented by counsel, at the parent's expense.
- Step 4:** The Board of Education will determine the following: were the statutory requirements met and are there any alternative programs which would meet the needs of the student and maintain the safety of the educational environment.
- Step 5:** The decision of the Board of Education will be provided to the parent/guardian in writing within seven to 10 days of the hearing.

Procedures for Re-entry of Expelled Students or Students Suspended for 365 Days

Following the Board of Education's decision to expel a student, the student shall have no right to attend Charlotte-Mecklenburg Schools until such time as the student can demonstrate that he/she no longer constitutes a threat to the safety of other students and staff. The student shall have a right to request that the Board of Education reconsider the decision to expel any time after 180 days after the decision to expel. Similarly, students subject to a 365-day suspension may petition the Board for readmission after 180 days from the start of the suspension. The Board will schedule a hearing to consider these requests. Students will be notified of the date of the hearing. If a decision to allow the student to re-enter is made, it shall be pursuant to a behavior contract and assignment to an alternative program to be identified by the superintendent/designee. Failure of the student to abide by the behavior contract or again engage in conduct which threatens the safety of students or staff may result in immediate referral to the Board of Education.

Procedures for Suspension of Students with Disabilities

Please see the *Handbook on Parents Rights* for the additional procedural safeguards to be followed for students with disabilities. If you need a copy of this handbook, please contact the principal at your school or obtain a copy through the zone offices.

Procedures for Re-entry of Students from Alternative Settings

The school placement for students transitioning from alternative settings or treatment facilities such as Jail North, mental health centers, etc. will be determined by a Multi-Disciplinary Transition Team (MDTT). The team will consist of representatives from various CMS departments, the relevant alternative or treatment facility, and the judicial system, where applicable. An individual designated by the superintendent will facilitate the appeal process for school placement decisions made by the Multi-Disciplinary Transition Team.

DEFINITIONS

Student: Any person attending any school in Charlotte-Mecklenburg Schools

Board: Charlotte-Mecklenburg Board of Education

Principal: The school principal or any school professional to whom the principal may officially delegate authority

Parent: Natural parent, legal guardian (including foster parent) or other caregiver adult who is acting in the place of a parent and is entitled to enroll the student in school under NC law

Suspension: The temporary exclusion of a student from the regular school program

Short-term suspension: A disciplinary exclusion of a student from school for 10 or fewer school days may be imposed by a principal or assistant principal

Long-term suspension: The disciplinary exclusion from school of a student for more than 10 school days. For offenses occurring during the first and third quarters, the term may not exceed the end of the school year; for offenses occurring during the fourth quarter, the term may be through the end of the first semester of the following school year.

365-day suspension: A disciplinary exclusion from school for 365 calendar days

Exclusion: The removal of a student from school for disciplinary purposes

Expulsion: The indefinite exclusion of a student from school enrollment for disciplinary purposes; may be imposed only by the Board

REFERENCES

Charlotte-Mecklenburg Board of Education (Policies of the Board of Education are available on the CMS Web site located at www.cms.k12.nc.us)

- Policies KLC, KLG, JBA, JICA, JICG, JICH, JICH-R, JICI, JIAA, JIJ, JIJ-R, JJJ, JK, JK-R, JKD, JKD-R, and JKDA-R.

North Carolina General Statutes

- §§ 20-11(n1), 1-538.3(b), 115C-288, 115C-307, 115C - 390.1 - 390.12 and 115C-391.1.

Other References

- *Handbook on Parents Rights*
- **Title IX of the 1972 Education Amendments**
- **Section 504 of the Rehabilitation Act**
- **Title II of the Americans with Disabilities Act of 1990 (ADA)**
- **Individuals with Disabilities Education Improvement Act of 2004 (IDEA)**
- **McKinney-Vento Homeless Assistance Act of 1987 (McKinney-Vento)**
- **Family Educational Rights and Privacy Act (FERPA)**
- **Charlotte-Mecklenburg Schools Parent-Student Handbook and the Forms Handbook (available on the district Web site)**

Student Behavior Contract

_____ *Student*

_____ *School/grade*

_____ *Administrator*

Description of the unacceptable behavior: _____

Description of the desired replacement behavior: _____

Strategies that will be used to teach the replacement behavior: _____

Reinforcements/rewards for appropriate behavior: _____

Consequences for violation of this Behavior Contract: _____

My administrator has reviewed with me the *Code of Student Conduct* and the behavior expectations of my school. I acknowledge that my behaviors were not consistent with the expectations of my school. I agree to abide by the terms of the *Code of Student Conduct* and any additional behavior guidelines developed by my school. Most importantly, I will not engage in the inappropriate behavior listed above. When I feel that I am unable to adhere to the behavior standards discussed today, I will seek the assistance of a staff member. I understand the consequences for violating this Behavior Contract.

Date: _____

Student signature: _____

Administrator signature: _____

TIMELINE

<i>Date</i>	<i>Activity</i>	<i>Person Responsible</i>
Present	Contact and collaborate with community leaders, organizations, and agencies, and research possible locations for community information meetings	Board/Volunteers
	Establish calendar for board meetings	Board/Volunteers
	Collect information and compare insurance needed during planning year	Board/Volunteers
	Identify potential vendors for services such as student information systems, etc.	Board/Volunteers
	Prepare list of education reporters and other media contacts with fax numbers for press releases, etc.	HP Plotseneder
	Prepare copy for articles, press releases, public service announcements, display ads, posters, brochures, direct mail pieces, presentation banners, and web site content pages	Board/Volunteers
May - 12	Acquire Internet domain name and begin construction	HP Plotseneder
June - 12	Decision regarding participation in State benefit plan	Board/Volunteers
	Documentation of fingerprinting/background checks of Board Chair, Finance Officer or Treasurer and/or any other person eligible to write checks submitted to OCS (per legislation)	Board/Volunteers
	Begin work to develop special education plan	HP Plotseneder
	Receiving Rating	Board/Volunteers
July - 12	Interview?	Board/Volunteers
Sept - 12	After notification of SBE Vote	
	Contact local media: provide local newspapers with press releases, meet with reporters and submit articles to local newspapers and magazines, provide public service announcements to local radio stations, etc.	HP Plotseneder
	Create, test, and finalize the web site. Print display ads, flyers, direct mail pieces, presentation banners, posters, and brochures	Ron Shepherd
	Active fundraising and grant writing	Board/Volunteers
	Finalize negotiations bldg. lease; schedule inspections, etc.	Ron Shepherd
	Begin advertising for staff	Ron Shepherd
March - 13	After notification of Final Decision	Board/Volunteers
	Work with community groups to identify marketing opportunities throughout the community	Board/Volunteers
	Begin to hold regular public information meetings	HP Plotseneder
	Continue to widen contacts with community leaders, organizations, and agencies	HP Plotseneder

	Hire admin assistant	Ron Shepherd
	Finalize detailed education plan, including curriculum guide, instructional program and evaluation plans	Board/Volunteers
	Complete approval of job descriptions and salary ranges	Board/Volunteers
	Continue with press and media campaign	
	Widen contacts with and secure endorsements from community	Board/Volunteers
	Set up presentations to area parents groups and after school clubs	HP Plotseneder
	Order supplies, furniture, etc.	Ron Shepherd
	Finalize school calendar and academic schedule	Board/Volunteers
	Begin work on technology plan	
	Contact school counselors	Ron Shepherd
	Continue with additional presentations to community organizations and agencies	HP Plotseneder
	Recruitment of students formally begins	All
	Open enrollment period begins, application reviewed as they arrive	Admin
	Prepare and file form 1023 to obtain 501(c)(3)	HP Plotseneder
	Ongoing Advertising and recruitment of staff	HP Plotseneder
	Continue hiring process for non-teaching staff	Ron Shepherd
May-13	Notice of admitted and —wait-listed students mailed to parents	Admin
	Parents of each child admitted must contact the School administration within (14) days of receipt of notice of admittance	Admin
	Complete any necessary facility renovations	Ron Shepherd
	Purchase needed classroom/office furnishings, equipment, and supplies	Ron Shepherd
	Obtain certificate of occupancy for school facility	Ron Shepherd
	Hiring of teachers and checking of credentials completed	Hans / Ron
	Complete detailed budget plan for first year of operation	HP Plotseneder
June-13	Obtain necessary property, liability, health and student accident insurance coverage	Ron Shepherd
	Formalize any necessary contracts with outside vendors for student information and fiscal management systems	HP Plotseneder
	Staff Development Plan completed with resources/consultants identified.	Ron Shepherd
	Set up school office and classroom furnishings, equipment, books, and supplies	Ron Shepherd
July-13	Finalization of human resource issues:	Ron Shepherd
	1. Background checks	

	2. Certifications documented	
	3. Personnel contracts	
	Finalize school safety procedures and information systems	
	Finalize needed contracted services (custodial, transportation, food) service)	Ron Shepherd
Aug-13	Finalize syllabi, lesson plans, and prepare classrooms for opening day	HP Plotseneder
	Additional staff development as needed	Hans / Ron
	1. Operational procedures	
	2. Curriculum and instructional approach, mission, philosophy and strategies	
	3. Exceptional children's instruction, documentation	
	First Day of School	All

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Position Name	Job Description
--Administrator(S)	2-3 (Principal and CEO, Assistant Principal and COO, Assistant Principal and CFO)
--Clerical	1-3
--Teachers	8-48
--Librarians	n/a
--Guidance	One part-time, each teacher will be coaching students
--Teacher Assistants	1-10
--Custodian	1-3
--Maintenance	Outsourced
--Food Service	Outsourced
--Bus Driver	Outsourced
--Other	n/a

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

Teacher positions will be contractor-like consultant positions compensated bi-weekly based on an hourly rate, employed At Will. This will provide the school and the teachers with a great flexibility and will make it possible to hire highly experienced people with relevant backgrounds. The compensation will be performance-based and approximately 10% above the average income of Public School teachers with satisfactory performance.

All staff will have a personal performance plan agreed-to by both the school and the employee. Every employee will be provided feedback about his or her performance after the end of the Fall Semester. A formal review will be held with each teacher after the end of the Spring Semester, in which the employee and the representative of the Management Team will discuss the level at which the agreed-to objectives have been achieved. This is also the time when salary increases or cuts and promotions or separations are determined.

This approach will provide the flexibility to hire the best personnel with the best fit to the school's mission.

EHS asks for the appropriate arrangement that provide the flexibility (similar to the 'parked' House Bill 546) to make this compensation method possible.

Also include the following information for the proposed charter school:

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

The most important source for new employees will be recommendations by the staff of EHS and by trade organizations.

Open positions will also be published at the school's web site and in trade journals. As required, job fairs will be conducted. Such events will be published in the local newspapers and press releases will

be issued to radio and TV stations.

The concept and the anticipated success of EHS will create a broad interest in the business world and in public which will result in a great interest of outstanding people to teach at the school. The ability to work almost any level of part time will attract experienced business people to teach at EHS.

- *Procedures for grievance and/or termination*

EHS will implement an Open Door policy that enables every employee to approach any member of the management team at any time in person or by e-mail.

Any grievances will be handled immediately with highest priority by the complete Management Team. Decisions will be made quickly and are final.

Based on the At Will employment policy, either the employee or the Management Team can terminate the employment relationship with two weeks notice.

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

The overriding principle and all objectives are going to be focused on student achievement.

Each teacher will mentor 8 to 16 students throughout their attendance at school.

Employees and management work in teams.

Compensation will be based on the individual employees contribution to student achievement.

Performance assessments are based on individually agreed-to objectives between the employee and the Management Team.

Employees and management will be paid bi-weekly based on an hourly rate and the hours of teaching committed based on a contractor relationship.

Planning periods are paid at half the contracted hourly rate. Planning does not need to be done at school.

Following the principle of Employment-At-Will both the employee or the Management Team can discontinue the employment relationship at any time without justification by giving two weeks notice.

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

N/A

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

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

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

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

The 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.

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.

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

The successful candidate for school administrator will have demonstrated management experience which should include supervision of diverse staff, fiscal management, community collaboration and an understanding of the social, economic, psychological factors affecting students and their families. 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 administrator. With respect to teachers, the federal *No Child Left Behind* law requires all teachers of core academic to be highly qualified as specified by PL 107-110, the No Child Left Behind Leadership Learning Academy Fast Track-Charter School Application November 2011.

Teachers:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The 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.

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.

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.

See Qualification Required for Individual Positions Download

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

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

The school will be located centrally and enrollment will be open for any student in Charlotte Mecklenburg based on a First-Come-First-Served basis. No preferences will be given to any population or group of students. Concerning the transfer of students from other schools, who are exposed to dropping out, all CMS schools will be treated equally.

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.

The mission of the school with its new approaches and the need for middle-skills workers, as outlined above, will create a lot of attention via press releases. It is expected that there will be more applicants than the school can accommodate. In addition to the utilization of press releases and public service announcements, a memo will be sent to all guidance counselors in all CMS schools.

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

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

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than

anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

New enrollments of rising 9th graders in Fall semesters: 40, 60, 80, 100, 120

New enrollments of drop-out prevention students in Fall and Spring semester: 40+40, 48+48, 56+56, 64+64, 72+72

In the unlikely case that enrollment numbers will be lower than projected, staff positions will be cut accordingly.

The break-even point is estimated at 120 students (40 rising 9th-grader per school year and 40 drop-out prevention students per semester).

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

The largest expense are personnel cost, in particular teacher compensation and thus, align with the school's mission.

The school will have a contingency reserve.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – 600

List LEA #2 – 000

List LEA #3 – 000

Grade		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 01	01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 02	02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 03	03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 04	04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 05	05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 06	06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 07	07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	09	40	0	0	60	0	0	80	0	0	100	0	0	120	0	0
Grade 10	10	0	0	0	40	0	0	60	0	0	80	0	0	100	0	0
Grade 11	11	80	0	0	96	0	0	152	0	0	188	0	0	224	0	0
Grade 12	12	0	0	0	80	0	0	96	0	0	152	0	0	188	0	0
LEA Totals		120	0	0	276	0	0	388	0	0	520	0	0	632	0	0
Overall Total Enrollment		120			276			388			520			632		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$523,278	\$1,203,539	\$1,691,932	\$2,267,538	\$2,755,931
--Local Per Pupil Funds	\$279,898	\$643,764	\$905,002	\$1,212,890	\$1,474,127
--Federal Funds	\$33,300	\$76,590	\$107,670	\$144,300	\$175,380
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$43,788	\$102,173	\$145,961	\$189,749	\$230,618
TOTAL INCOME	\$880,264	\$2,026,066	\$2,850,565	\$3,814,477	\$4,636,056
<p>*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.</p>					

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

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

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

The formula for figuring these allotments can be found in the Resource Guide.
Calculations for State and Local Dollars for the proposed Charter School

2013/14 Based on 120 Students

State ADM 120 \$4,360.65 \$523,278.00
Local Funds 120 \$2,332.48 \$279,897.60
EC Funds 12 \$3,649.02 \$43,788.24
Food Reimb 60 \$555.00 \$33,300.00
\$880,263.84

2014/15 Based on 276 Students

State ADM 276 \$4,360.65 \$1,203,539.40
Local Funds 276 \$2,332.48 \$643,764.48
EC Funds 28 \$3,649.02 \$102,172.56
Food Reimb 138 \$555.00 \$76,590.00
\$2,026,066.44

2015/16 Based on 388 Students

State ADM 388 \$4,360.65 \$1,691,932.20
Local Funds 388 \$2,332.48 \$905,002.24
EC Funds 40 \$3,649.02 \$145,960.80
Food Reimb 194 \$555.00 \$107,670.00
\$2,850,565.24

2016/17 Based on 520 Students

State ADM 520 \$4,360.65 \$2,267,538.00
Local Funds 520 \$2,332.48 \$1,212,889.60
EC Funds 52 \$3,649.02 \$189,749.04
Food Reimb 260 \$555.00 \$144,300.00
\$3,814,476.64

2017/18 Based on 632 Students

State ADM 632 \$4,360.65 \$2,755,930.80

	Local Funds 632	\$2,332.48	\$1,474,127.36
	EC Funds 63.2	\$3,649.02	\$230,618.06
	Food Reimb 316	\$555.00	\$175,380.00
			\$4,636,056.22

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Personnel Total # Of Staff And Projected Costs	13	\$557,600	25	\$1,229,640	41	\$1,970,004	54	\$2,450,862	67	\$3,048,951
--Administrator(S)	2	\$138,000	2	\$142,140	3	\$213,404	3	\$219,806	3	\$226,401
--Clerical	1	\$30,000	2	\$55,620	3	\$81,289	3	\$83,727	3	\$86,239
--Teachers	8	\$345,600	16	\$912,400	24	\$1,402,400	36	\$1,840,230	48	\$2,394,000
--Librarians	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Guidance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Teacher Assistants	1	\$24,000	4	\$98,880	8	\$203,693	9	\$235,804	10	\$268,878
--Custodian	1	\$20,000	1	\$20,600	3	\$69,218	3	\$71,295	3	\$73,433
--Maintenance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Food Service	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Bus Driver	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Other	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Employee Benefits	0	\$128,248	0	\$282,817	0	\$453,101	0	\$563,698	0	\$701,259
Staff Development	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Materials And Supplies	0	\$20,000	0	\$30,000	0	\$35,000	0	\$40,000	0	\$45,000
Office Supplies	0	\$5,000	0	\$8,000	0	\$10,000	0	\$13,000	0	\$16,000
Instructional Equipment	0	\$40,000	0	\$66,000	0	\$100,000	0	\$144,000	0	\$178,000
Office Equipment	0	\$6,000	0	\$10,000	0	\$10,000	0	\$15,000	0	\$16,000
Testing Materials	0	\$3,600	0	\$4,500	0	\$6,000	0	\$7,500	0	\$9,000
Insurance	0	\$9,000	0	\$9,000	0	\$9,500	0	\$9,500	0	\$9,800
Utilities	0	\$6,000	0	\$8,000	0	\$10,000	0	\$12,000	0	\$14,000
Rent	0	\$48,000	0	\$48,000	0	\$86,000	0	\$86,000	0	\$86,000
Maintenance & Repair	0	\$6,000	0	\$9,000	0	\$12,000	0	\$14,000	0	\$15,000
Transportation	0	\$12,000	0	\$24,000	0	\$30,000	0	\$36,000	0	\$48,000
Marketing	0	\$2,000	0	\$5,000	0	\$5,000	0	\$6,000	0	\$6,000
Food/Cafeteria Supplies	0	\$29,748	0	\$68,420	0	\$96,185	0	\$128,908	0	\$156,673
Professional Development	0	\$6,000	0	\$12,000	0	\$15,000	0	\$18,000	0	\$24,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
TOTALS	13.00	\$879,196	25.00	\$1,814,377	41.00	\$2,847,790	54.00	\$3,544,468	67.00	\$4,373,683

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

BUDGET NARRATIVE:

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

The low number of students make the budget tight in the first year. The administrators will need to teach some classes. Therefore, the steep increase of teachers in the second year.

Based on the low instructor to student ratio in the career hands-on courses, cost for teachers are high.

The numbers for teachers are equivalence numbers since teachers are paid on the basis how many classes they teach.

Facility-related expenses: A facility has not been chosen yet. The estimates represent the Delta-expenses for one of the options being evaluated at this time. Our Board expects to obtain also a grant from the Federal Department of Labor for partial funding of the facility for the school. If that DOL grant will not realize, a smaller facility will have to be chosen. That facility will have to be expanded in the third year of the school.

Concerning lunches, the assumption is that two thirds of the students will be entitled to free/reduced lunch.

For salaries a 3% cost of living increase has been considered.

Estimated expenses for maintenance, cafeteria, transportation are based on outsourced services.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

Not Applicable

See Financial Statements Download

SCHOOL AUDITS:

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

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

Entrepreneur High School Inc will participate in periodic program assessments to design and carry out appropriate self-evaluations of the implementation of the proposed curriculum. The Academic Advisory Committee will measure the results of our program including hiring third party assessments and implementing any necessary improvements to ensure 21st Century instruction and superior educational quality. We will use the result of the audits to identify organizational strengths, as well as areas for potential growth. If necessary, we will develop, implement, and monitor a school improvement plan to address the identified areas of concern.

See Program Audit Download

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

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

In accordance with GS 115C-238.29F (f), Entrepreneur High School Inc 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 Charlotte-based audit firm to conduct an annual independent financial audit.

See Letter from Auditor Download

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

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	\$0
Motor Vehicle Liability	\$1,000,000
Bonding	\$250,000
Minimum amount:	\$250,000
Maximum amount:	\$1,000,000

Other Property will be insured at the appraised value of the building and contents.
Boiler and machinery replacement cost of the building.
Workers' Compensation - as specified by Chapter 97 of the NC General Statutes.
Umbrella Policy - \$5,000,000.

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

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

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

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

Entrepreneur High School will recruit and accept students from throughout Mecklenburg County and will continue to look for ways which will help reduce transportation costs. We hope that many students will be able to walk or ride to school with their parents. However, for students who are not able to walk or ride to school on their own, we will use a variety of approaches to ensure that a lack of transportation will not preclude access to, and enrollment in, the school. These strategies may include:

- carpools organized by the PTSA,
- use of public transportation by older students, and
- consolidated stops - point-to-point transportation between the school and strategically located pickup areas (either through a school-owned bus or under contract). As permitted by GS 115C-238.29F (h), we do not anticipate providing transportation to students who live within one and one-half miles of the school.

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

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

A facility has not yet been chosen for the school. Several expandable sites are being evaluated. The Board intends to locate the school centrally to other high schools, preferably in the 28208 zip code area around Remount Road and South Boulevard close to a station of the Charlotte Lynx light rail. Of particular interest are the buildings for the schools CMS closed last year.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known):

Address: Remount Road / South Boulevard

City/State/Zip: Charlotte NC 28208

Description of the Facility:

Total square feet: _____ 0

Number of Classrooms: _____ 0

Number of Restrooms: _____ 0

Other Rooms:

Auditorium:

Gymnasium:

Music Room:

Art Room:

Laboratory:

Ownership: Fee Simple or Lease

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

(a) Term of the Lease:

(b) Type of Lease:

(c) Rent: \$ per month

Name of Landlord:

Address:

City/State/Zip: NC

Phone: _____ Fax: _____

Document inspections for the following:

(a) Fire: See Fire Inspection Download

(b) *Safety*: See Safety Inspection Download

(c) *Handicapped accessibility*? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

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?

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 Information Cards. All enrolled students must have a completed Health Information Card on file in the principal's office. Any student with a medical condition, for example, 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.

Hostage Situation. If one or more persons 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 leaves, and visually monitor the persons departure.
- c. After the person leaves, notify Law Enforcement (911).
- d. If the person refuses to leave, the principal will notify the staff to call the Law Enforcement agency (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 is visually monitored until the arrival of Law Enforcement personnel.
- f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
- g. School officials work cooperatively with Law Enforcement personnel.
- h. Principal submits police report.

- *Immunization of Students*

Entrepreneur High School 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. Entrepreneur High School 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 clear of any materials 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. Clothing and personal belongings should be kept in separate lockers. Any violations of the above guidelines should be reported to the principal immediately.

Fire Drill and Alarm Guidelines. The school will conduct fire drills each month in accordance with legally mandated guidelines. Staff and students 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 line up in total silence in their classrooms. 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 after the last person is out. 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 stay that way in their designated assembly area outdoors, and 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.

Severe Storms and Tornados. As part of faculty development, the school staff is trained in the storm-safe areas designated for each class and office. Per the school safety plan, these are located along structural walls on the ground floor away from windows.

1. The school will keep an alarm-equipped weather radio in the principals office to alert staff to potentially threatening weather.
2. In the event of severe weather, the same procedure is used as for the fire drill. However, instead of going outside, all classes will proceed to their assigned areas within the building. The fire alarm is not used for tornado drills.
3. The principal or designee uses an air horn to indicate the onset of severe weather, at which time staff and students will proceed to designated safe areas in the building.

- *Food Inspections*

The Board of Directors has not yet decided how the food service program will be implemented, for example, directly by the school or under contract with a food service vendor. The Board will make that determination during the planning year, and will also contact the Mecklenburg County health department to determine what requirements must be followed. The school will comply with all state and local regulations concerning food handling, including compliance with the Mecklenburg County Food and Facilities Sanitation Program (F&FS), which is a component of the Environmental Health Division of the Mecklenburg County Health Department.

- *Hazardous Chemicals*

Entrepreneur High School 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 whenever 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 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*

Entrepreneur High School will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The Schools 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 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 employees 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*

Students who are identified as a diabetic patient will have a written medical management plan that is developed with student, parent, private physician, and EHS staff. The plan will include specific information on appropriate actions in case of emergency. The plan will also include information to understand the disease and symptoms, and how to address the needs of students, staff, and parents in managing the disease.

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

Information regarding lawfully abandoning a newborn will be reviewed during student orientation. Flyers with student-friendly information will be distributed to each student. Students will sign a form indicating they received and understood the information.

- *Providing parents and guardians with information about:*

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

during the parent orientation information will be distributed regarding prevention, including vaccines and symptom management. Parents and guardians will sign form indicating they received and understood the information which will include where to go for additional information.

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

diseases

during the parent orientation information will be distributed regarding prevention, including vaccines and symptom management. Parents and guardians will sign form indicating they received and understood the information which will include where to go for additional information.

VII.

Receipt Confirmation

CMS confirms herewith the receipt of a copy of the Charter School Application for Entrepreneur High School.

Charlotte, April 112, 2012

Signature: *Bill Loy*

APR 12 2012

Name Printed: *BILL LOY*

LEA IMPACT STATEMENT

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

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

See Return receipt or other documentation Download

VI APPENDICES (OPTIONAL)

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

See Appendix Download

IX. SIGNATURE PAGE

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

Print/Type Name: DR. HANS P. PLOTSENER

Position: CEO AND PRINCIPAL

Signature: Hans P. Plotsener Date: 04/12/12

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.