

2013-2014
Academic
School
Year

FLEMINGTON ACADEMY CHARTER SCHOOL

Submitted to
North Carolina Department of Public Instruction
Office of Charter School

April 11, 2012

Boys and Girls Homes of N.C.
P.O. Box 127
400 Flemington Drive
Lake Waccamaw, NC 28450
910-646-3083



FLEMINGTON ACADEMY

APPLICATION COVER PAGE

NAME OF PROPOSED CHARTER SCHOOL: Flemington Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Boys and Girls Homes of North Carolina Inc., Lake Waccamaw, N.C. 28450

HAS THE ORGANIZATION APPLIED FOR 501(c) (3) NON-PROFIT STATUS:

Yes No Flemington Academy will operate under the 501 (c) 3 status of Boys and Girls Homes of North Carolina Inc. as approved by the IRS.

NAME OF CONTACT PERSON: David Passmore

TITLE/RELATIONSHIP TO NONPROFIT: Vice President of Residential Services

MAILING ADDRESS: P. O. Box 127, 400 Flemington Dr., Lake Waccamaw, NC 28450

PRIMARY TELEPHONE: 910-646-3083

ALTERNATE TELEPHONE: 910-770-5408

E-MAIL ADDRESS: dpassmore@B&GH.org

Location of Proposed Charter School (LEA):

Flemington Academy
PO Box 127
400 Flemington Dr.
Columbus County
Lake Waccamaw, NC 28430

Conversion:

No:

Yes: If so, Public or Private:

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

If a public school, give the name and six-digit identifier of the school being converted:
640-318 - Boys and Girls Home School (operated by Columbus County Schools)

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TARGETED POPULATION

The primary population to be served is the residents of Boys and Girls Homes of N.C. The majority of the current residents at B&GH are at risk students from low-income families who are behind two to three grade levels in academic performance and/or have had numerous behavioral issues resulting in suspension or expulsion from school. Additionally, 66% are minority ethnic groups. The students attending Flemington Academy also experience various psychological and psychiatric disorders, including DSM IV (Diagnostic Statistic Manual) diagnostic categories such as Attention Deficit Hyperactivity Disorder, Disruptive Behavior Disorder, Mood Disorders, Anxiety Disorders, Learning Disorders, Sexual and Gender Identity Disorders and Personality Disorders.

The secondary student population will be students from local public schools in surrounding counties who may be experiencing academic and behavioral issues which are leading to suspension and/or expulsion from school. These students will enroll as non-resident day school students in Flemington Academy. A team of Academic Coordinators (teachers) and mental health professionals will work together to help youth gain insight into problem areas, change old behavior patterns and experience academic growth.

PROPOSED GRADES SERVED: 6-12

PROPOSED TOTAL ENROLLMENT: 120 (by fifth year of operations)

PROJECTED SCHOOL OPENING: Year: 2013 Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	6-12	65	x	
Second Year	6-12	75	x	
Third Year	6-12	85	x	
Fourth Year	6-12	100	x	
Fifth Year	6-12	120	x	

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

Signature _____

Title _____

Printed Name _____

Date _____

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

MISSION

To provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL WITH THE SELECTED MISSION
THE HISTORICAL PERSPECTIVE – 1954 – 2000

In 1965, Columbus County Schools and Boys Homes of North Carolina (now Boys and Girls Homes of North Carolina) created a unique partnership. The Boys and Girls Homes campus school is the only one of its kind in North Carolina -- a public school housed in a privately owned building in an institutional setting. As a result of this collaborative effort, it is estimated that nearly 3000 children have benefitted from Boys and Girls Homes/Columbus County School's educational program over the past 45 years. Many of these children have gone on to receive their high school diplomas, certificates or degrees through higher education, technical or vocational training. Boys and Girls Homes (B&GH) administration, its Board and the students who have benefitted from this partnership will be forever grateful for the collaborative effort in support of serving the educational needs of vulnerable children.

The B&GH campus school was originally established to meet the educational needs of the children who were placed for long term residential group care. The children placed at B&GH for the first four decades of its existence, were children who primarily needed a "home like setting" in which there were loving, caring adults (teaching parents) who met their physical and emotional needs in as much of a normal homelike setting as possible. For many of the early years of B&GH's existence, the children attended a local public school and for the most part achieved academic success.

In the decades of the 90's and 2000, the dynamics of dysfunctional families began to change dramatically and the result was an exponential growth in children and adolescents needing out of home care **and** a therapeutic milieu. Ominous clouds were on the horizon and B&GH began to receive referrals of children who presented numerous challenges for both the group care programs and especially educational services. B&GH has recognized that providing basic educational services, unless coupled with trauma-focused therapeutic intervention, will not meet the special needs of these youth.

Today, children arriving at B&GH need care, treatment and a complete complement of wrap-around services. These children have become estranged from their families as a direct result of emotional, physical and/or sexual abuse. Most of the children are placed at B&GH as a result of intervention by the NC Department of Social Services and/or area Mental Health Services. The vast majority of these children have experienced multiple out-of-home placements throughout their lives prior to their arrival at B&GH—some as many as 15 different placements including foster homes, community based group homes, juvenile detention centers, inpatient hospital treatment centers, and other residential facilities.

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Additionally, because they have experienced abuse, neglect and disruption early on in their lives, they have failed numerous grades throughout their educational experience; have had excessive truancy; and, have displayed behavior problems causing suspension/expulsion from school.

This reality became clearly evident at the close of the 2009-2010 school year, when the **B&GH campus school was identified as the only underperforming school in the Columbus County school system.** In discussion with the administration of the Columbus County Schools as to how to best address this problem, there was unanimous consensus that a **campus charter school**, designed specifically to meet the academic and behavioral needs of the children in residence at B&GH would be a more appropriate education model.

GOALS FOR THE PROPOSED CHARTER SCHOOL

Flemington Academy will provide an educational model based on the five goals of the charter school and delivered through three design principles: a dynamic Professional Learning Community (PLC), a rigorous Responsiveness to Instruction model, and an intentional system of Purposeful Design (Appendix A).

Goal 1: An educational delivery system which insures students' academic and behavioral growth and acceleration through well-designed and tested curricula and instructional methods including the following: (a) valid and comprehensive assessments and program planning (b) close progress monitoring of individual student learning and Academic Coordinator effectiveness, and (c) high-quality as well as differentiated and innovative teaching methods. In addition, the Boys and Girls Home (B&GH) is committed to providing the following:

- Recreational therapy
- Experiential therapy (Equine Assisted Therapy)
- Career and Technical Education curriculum including agriculture science, auto mechanics, welding, small engine repair, basic carpentry, and culinary arts.
- GED curriculum for students who are not otherwise able to complete regular secondary graduation requirements.
- Preparation of the student for post-secondary education and/or vocational training. (Note: B&GH provides financial scholarship assistance for any student who successfully completes the program and indicates a desire to enroll in post-secondary or vocational training institutions).

Goal 2: An integrated school organization that consists of shared leadership and decision making; processes for data analysis, evaluation and selection of instructional materials, methods and technology through a system of instructional coaching support and continuous improvement.

Goal 3: A professional learning community that is (a) student-centered, (b) based on shared knowledge of instructional and therapeutic outcomes, and (c) inclusive of all team members—educational, therapeutic, and support personnel.

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Goal 4: A continuum of transition services (educational, therapeutic, and behavioral) provided to support students' successful matriculation to their home-school community, post-secondary opportunities, or the world of work.

Goal 5: A professional development system that will support and sustain the innovative and integrated service delivery model.

LEGISLATIVE PURPOSES OF THE CHARTER SCHOOL (GS 115C-238.29A)

A. Improve student learning: Flemington Academy will improve the learning of all enrolled students by focusing on research-based methods and programs promoting growth in literacy and mathematical skills. The development of a student's IEP or IAP will be data driven using a four-tiered model of diagnostic screening, progress monitoring, and outcome based measures.

Curriculum delivery based on the North Carolina Common Core Standards with an emphasis on literacy across all content areas as well as the purposeful design of flexible scheduling will guide the successful teaching and learning at Flemington Academy.

B. Increase learning opportunities for all students with special emphasis on expanded learning opportunities for students identified as at-risk of academic failure or academically gifted. Flemington Academy's target population will be at-risk students as outlined in page 8 of this application. An integrated approach of instructional delivery will provide the rigor and relevance students need to be successful in their workplace or post-secondary experience. This integrated learning approach will include face to face instruction with a highly qualified Academic Coordinator, technology based instruction, and innovative Career Technical Education experiences.

Providing support systems for students is at the core of the Rtl model of instruction (Pages 58-60). This Rtl process of continuous monitoring and assessment will be supported by a wraparound student service delivery model. These student centered models will focus on the inclusion of services from members of the mental health and educational teams, focusing on all the needs of the student.

C. Encourage use of different and innovative teaching methods.

The goal of acceleration vs. remediation will dictate the need for innovative and integrated instructional delivery that moves beyond traditional methods. The utilization of instructional coaching will support Academic Coordinators in the successful implementation of a Professional Learning Community that will allow for blended instruction through the use of all mediums; assessment, progress monitoring, infusion of technology, integrated career technical education, post-secondary experiences, and Academic Coordinator directed program delivery. The success of this model will rely on the cultivation of an atmosphere of successful teaming and professional development that will allow Academic Coordinators to network with other members of the Flemington Academy. This networking of professionals will include peer rounds where educators with the support of the instructional coaching are provided flexible

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scheduling to observe and gain proven effective methods of content delivery. The teaching approach is detailed in Section V, Teaching Approach (Page 64).

- D. Create new opportunities for Academic Coordinators including opportunities to be responsible for the learning program at the school site:** The Academic Coordinators at Flemington Academy will work in professional learning communities guided by four essential questions:
- What is it we want all students to learn?
 - How will we know when each student has learned?
 - How will we respond when some students experience difficulty in their learning?
 - How will we enrich and extend the learning for students who are proficient?

Academic Coordinators will have the autonomy to plan, implement and evaluate instruction which will be student-centered, performance-based and flexibly paced. The RtI instructional delivery system with the guidance of the four tiers of resources and interventions will provide a data based approach needed student growth. Whole class, small group, or 1:1 instruction embedded in innovative and integrated methodologies will ensure that student needs are met at an individualized level. The RtI team and Collaboration Team (Appendix E) will guide the professional learning community where professional practices of all staff members will be dependent on teamwork, ongoing professional development, and continuous improvement based upon a culture of reflective practice.

- E. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:** Flemington Academy will provide the families of the residentially placed students and day school students a learning community that is grounded in student assessment, support and opportunity. The culture of personalization that will be created through the use of the wrap around model of support systems in conjunction with an atmosphere of acceleration and accountability will allow for student individualization, IEP or IAP. The innovative and integrated teaching methods outlined in tables 2 and 3 (Pages 63 & 66) will promote acceleration of all students who are enrolled at Flemington Academy.
- F. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.):** The IEP/IAP of every student at Flemington Academy will be based on a definition of student progress emphasizing growth leading to educational and therapeutic proficiency. The data driven, RtI, four-tiered intervention and assessment model (Diagram1 Page 60) will drive instructional decisions to insure that the school is using the most effective teaching and learning strategies for each individual student. With the effective implementation of the RtI model accountability for student learning and Academic Coordinator effectiveness will be transparent and based in continuous improvement.

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EDUCATIONAL FOCUS

Flemington Academy is an innovative charter school located on the campus of the Boys and Girls Home in Lake Waccamaw, North Carolina. This innovative school seeks to provide improved instructional outcomes for at risk students and to provide for parents/guardians and community agencies an integrated and innovative option to the traditional school.

The primary population will be residential, typically placed by a community agency, Department of Social Services (DSS) or Department of Juvenile Justice (DJJ). The secondary population will include day school students whose parents may have chosen this educational setting, or whose LEA may have placed them in the Academy in lieu of suspension or expulsion.

The focus of Flemington Academy is to provide a student centered, “wraparound” service delivery model that integrates educational, behavioral and therapeutic care in a personalized student centered approach. The success of this charter school lies in the intentional planning to have all agencies that are involved in a student’s life, work together to share, plan, and monitor his/her progress based on data rather than opinion or observation. With this approach, the often engrained practice of “stand-alone” service delivery will be non-existent, thereby providing the professionals all the information needed to make informed decisions.

Flemington Academy’s educational model is designed based on the Responsiveness to Instruction (RtI) delivery system, coupled with the Professional Learning Community foundation. This design requires that assessment data be used to determine each child’s unique Individualized Education Plan (IEP) or Individualized Action Plan (IAP). Each student’s individualized plan will include strategies and a timeline for the integrated approach of Career Technical Education (CTE) classes. This CTE integration of instruction will provide students with opportunities for community-based internships and/ or post-secondary experiences while in high school.

The support needed for student success will hinge on the development and implementation of positive student-adult mentor relationships. The mentor or accountability partner is an advocate for the student and will be part of the planning for appropriate educational placement, resources and methods of service delivery. At the same time the mentor will hold the student responsible for his/her learning. The immediate assignment of this accountability partner, upon student enrollment, will clearly communicate the commitment of the staff to provide a culture of support and personalization for every student.

The unwavering commitment of Flemington Academy’s Board of Directors to provide all staff—educational, behavioral and therapeutic—with rigorous professional development will ensure that best practices become common practice, thus providing every student a service delivery model that prepares him/her for graduation, job readiness and/or post-secondary admission.

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IV. GOVERNANCE (G.S. 115C-238.29E)

PRIVATE NONPROFIT CORPORATION

Name of Private Nonprofit: Boys and Girls Homes of North Carolina Inc.

Mailing Address: P O Box 127

City/State/Zip: Lake Waccamaw, NC 28450
PO Box 127

Street Address: 400 Flemington Drive

Email: bgh-1@bghnc.org

Phone: 910-646-3083

Fax: 910-646-5004

Registered Agent: Gary Faircloth, President/CEO
Boys and Girls Homes of North Carolina
PO Box 127
400 Flemington Dr.
Lake Waccamaw, NC. 28450

FEDERAL TAX ID: 58-1387871

TAX-EXEMPT STATUS (503(c) (3) (G.S. 115C-238.293 (b) (3))

Boys and Girls Homes of North Carolina is a 501 (c) (3) not for profit organization.

FLEMINGTON ACADEMY

Internal Revenue Service
Director, Exempt Organizations
Rulings and Agreements

Department of the Treasury
P.O. Box 2508
Cincinnati, Ohio 45201

Date: **DEC 21 2007**

BOYS AND GIRLS HOME OF NORTH CAROLINA
INC
C/O WALTER BRODIE BURWELL JR
PO BOX 31788
RALEIGH NC 27608

Employer Identification Number:
58-1387871
Person to Contact - ID#:
Jacob A. McDonald - 31-08661
Contact Telephone Number:
877-829-5500 Phone
Public Charity Status:
509(a)(2)

Dear Applicant:

Our letter dated March 1980 stated that you were exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code and classified as a public charity under section 509(a)(3) of the Code.

Based on the information you submitted, we have modified your public charity status to the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, 800-829-3676. Information is also available on our Internet Web Site at www.irs.gov.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

If you have any questions, please call our toll free number shown in the heading of this letter.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

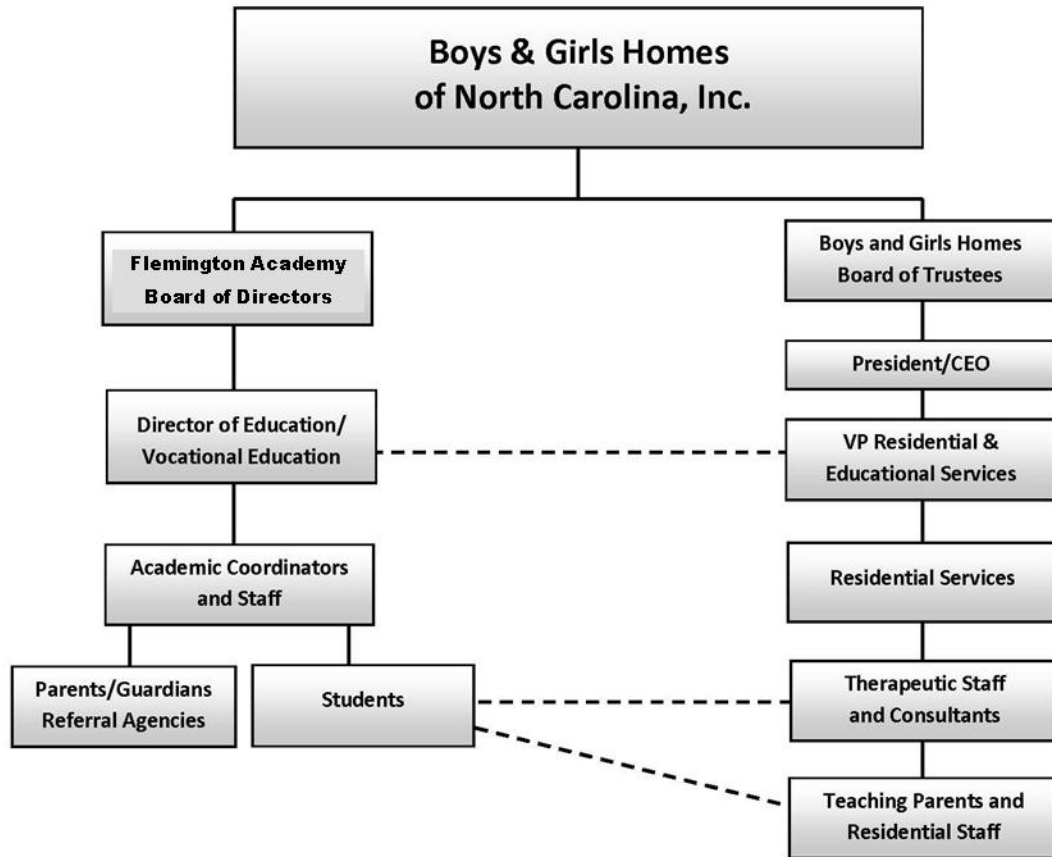
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PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

Flemington Academy will not be contracting with an EMO or CMO.

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ORGANIZATIONAL STRUCTURE



————— Direct Supervision and/or Communication

- - - - - Consultation/Communication

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FLEMINGTON ACADEMY BOARD OF DIRECTORS

S. Brent Gause

110 Pine Grove Rd
Whiteville, NC 28472
Phone (910) 642-5797

Work Experience

05/2007-Present

Evergreen Behavioral Management, Inc.

REGIONAL DIRECTOR OF ENHANCED SERVICES

Coordinate and delivery of enhanced services, ensure that staff is trained and oriented in Core Competencies, service specific training and client specific competencies within the specified geographic area.

Coordinate the day-to-day operations for enhanced services for Evergreen Behavioral Management, Inc. within specified geographic locations. Responsible for implementing an efficient system of training, scheduling, monitoring, and assuring the quality of services/client care provided.

07/2004-05/2007

Evergreen Behavioral Management, Inc.

RESIDENTIAL PROGRAM DIRECTOR – Qualified Professional

Responsible FOR THE OVERAL DIRECTION, DEVELOPMENT AND OPERATION OF EVERGREEN Behavioral Management, Inc. Residential Treatment Program which consists of Level III Residential Treatment Facilities which provided a structured living environment for children and adolescents who have a primary diagnosis of a mental illness or emotional disturbance, and who may also have other disabilities for which removal from the home is essential to facilitate treatment. Responsible for developing services designed to address the functioning level of the child or adolescent based on a cognitive-behavioral mode.

Performed clinical and administrative responsibilities a minimum of 10 hours each week; and 70% of the time occurred when children or adolescents were awake or present in the facility. Service provide included providing “first responder” crisis response on a 24/7/365 basis to clients experiencing a crisis. Provide routine, emergent and urgent crisis management strategies and interventions 24/7/3565 in the home a community according to the PCP.

QUALIFIED PROFESSIONAL – COMMUNITY SUPPORT – C&A – MH/SA

Provide case management services to mentally ill, developmentally disable and substance abuse clients as well as their families and caregivers. This includes direct and supportive services to clients and their families, arranging, linking or integrating multiple services as well as assessment and reassessment of the client’s need for services. Service provided included providing “first responder” crisis response on a 24/7/365 basis to clients experiencing a crisis. Provided routine emergent and urgent crisis management strategies and interventions 24/7/365 in the home and community according to the PCP.

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QUALIFIED DEVELOPMENTAL DISABILITIES PROFESSIONAL

Provide coordination and direct client services. Responsible for clinical supervision of behavioral intervention technicians within Evergreen Behavioral Management to ensure that each client receives appropriate treatment or habilitation, which is consistent with accepted standards of practice and the needs of individual clients. Responsible for knowing the clinical needs of clients served by Evergreen Behavior Management. Worked closely with local mental health case managers with referral process and coordination of continuing services to clients. Service provided included providing "first responder" crisis response on a 24/7/365 basis to clients experiencing a crisis. Provided routine, emergent and urgent crisis management strategies and interventions 24/7/365 in the home and community according to the PCP.

07/2002-07/2004

Evergreen Behavioral Management, Inc.

CBS TECHNICIAN

Provided one-on-one behavioral intervention services to meet the mental health; developmental disabilities and substance abuse needs of consumers over the age of six who because of documented functional and/or behavioral deficits are at risk of intensified disability and/or have an inability to live successfully in the community without specific support and guidance. Interventions are provided to facilitate improvement in all areas of functioning as identified in service plans and assist the consumer in acquiring and maintain the skills necessary to independent sustain improved and remain in the community.

YOUTH PROGRAM ASSIST

Provided direct services to emotionally disturbed and mentally ill children and adolescents in the residential treatment facility. These services include training and assisting with activities of daily living, prevocational opportunities, leisure activities, monitoring client behaviors, behavior management, and providing support services as necessary Secondary duties include ensuring the environment of the group home is safe, clean and in working order for the clients.

1997-2000

Catherine Crooks

ASSISTANT/TUTOR

Provide tutoring to students majoring in psychology and assisted in class preparation.

1995-1996

East Carolina University

RESEARCH ASSISTANT

Conducted Spontaneous Recovery in Laboratory setting and classroom; discussed results and relayed data.

Education

1993-1995 East Carolina University Greenville, NC
Bachelor of Art, Psychology
Minor in English

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David Gill, Ed. D.

Associate Professor of English Education
Department of Specialty Studies
Watson School of Education
University of North Carolina at Wilmington

PROFESSIONAL EXPERIENCE

- Associate Professor of English Education and Coordinator of English Education, Department of Specialty Studies, University of North Carolina Wilmington, 2003-present.
- Assistant Professor of English Education, Department of Specialty Studies, The University of North Carolina at Wilmington, 1999-2003.
- Assistant Professor of English, Department of English, Ohio University, 1998-1999.
- Adjunct Professor, College of Education, University of Tennessee at Knoxville, 1998 and 1997.
- Graduate Teaching Assistant, College of Education, University of Tennessee at Knoxville, 1997-98.
- English Teacher, Brainerd High School, Chattanooga Public Schools, Chattanooga, Tennessee, 1989-1996.
- Interim Teacher, Chattanooga School for the Arts and Sciences Paideia School, Chattanooga Tennessee, 1989.

EDUCATION

- Ed. D. in Education, with a concentration in literacy education. University of Tennessee, Knoxville, 1998.
- M. Ed. in English Education, University of Tennessee at Chattanooga, Chattanooga, 1993.
- B.A. in English with a concentration in Creative Writing, University of Tennessee, Knoxville, 1986.

AREAS OF SPECIALIZATION

- English education methods, literacy and reading, educational technology, young adult literature, teaching composition, and creative writing.

RESEARCH AREAS/INTERESTS

- Adolescent literacy and writing, technology pedagogy, teacher literacy, young adult literature, and educational reform.

PRESENTATIONS

- Gill, D. (invited speaker). "Teaching Patience." Keynote address presented to Kappa Delta Pi of Ohio University. Athens, OH, February 1999.
- Gill, D. (invited speaker) "Using Technology in the Classroom." 21st Century Teachers Group. Chattanooga, TN, September 1995.
- Gill, D. (invited speaker). "Character Development in Fiction Writing." Lookout Writers Project. Chattanooga, TN, June 1995.

WORKSHOPS DELIVERED

- Striving Readers Consortium
- Columbus County Workshop
- Acme-Delco Middle Reading
- Myrtle Gove Christian Reading Workshop
- Workshops on Technology, 10 workshops in total, delivered to CFCI faculty, Jan.-May 2004

PROFESSIONAL ACTIVITIES and CONSULTING

- External Reviewer, Georgia Reading First Grants, Ohio Department of Education, November 2005.
- External Reviewer, Review of Early Reading First National Grants, US Department of Education, April and July 2004.
- Technology Literacy Workshops, Cape Fear Center for Inquiry Charter School, Wilmington, NC. January-April, 2004.

PROFESSIONAL SERVICE

- Board of Directors, Assembly on the Literature for Adolescents, 2004-2007.
- Consultant, ALAN Workshop, 2004 and 2005.
- Webmaster, *ALAN Online*, the official website of Assembly on the Literature for Adolescents, 1999-2006.
- Board of Directors, National Council of Teachers of English, 2000-2006.
- Commission on English Education Committee on the Teaching of Young Adult Literature, National Council of Teachers of English, 2000-2003.
- National Council of Teachers of English Committee to Revise the Middle School and Junior High Booklist, 2003-2004.
- Advisor, National Council of Teachers of English-SA (a student affiliate of National Council of Teachers of English, 2000-2006.
- Founding Member of Board of Directors, Cape Fear Center for Inquiry Charter School, Wilmington, NC.
- President, Chattanooga Council of Teachers of English, 1995.

UNIVERSITY SERVICE - UNCW Campus-wide

- Co-Chair, UNCW Intellectual Property Task Force
- Chancellor's Committee on the Use of Drugs and Alcohol
- SACS Self-study Financial Resources Committee
- Faculty Senate Writing Across the Curriculum Committee

INTERNATIONAL EXPERIENCE

- Instructor, Osaka Kyoiku University and UNC Wilmington Cultural Exchange. June-July 2006.
- Participant, Osaka Kyoiku University and UNC Wilmington Cultural Exchange. June-July 2004.

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Dave Wyatt

Senior Vice President, Director of Fiduciary Services
10149 Whispering Cove Court SE, Leland, NC 28451
Phone: Home, 910-383-1505 Office, 910-792-6621
Email: dave.wyatt@firstcitizens.com.

EDUCATION

- 1975 graduate of West Virginia University with a degree in Business.
- Graduate of the Cannon Trust School at UNC Charlotte
- Graduate of the Stonier Graduate School of Banking at the University of Delaware
- Graduate of ABA Trust Management School at Northwestern University in Chicago.

PROFESSIONAL EXPERIENCE

- Dave joined First Citizens Bank in 1997.
- He has 37 years of financial services experience, with a concentration in trust management and estate planning.
- Dave has earned the designation of Certified Trust and Financial Advisor (CTFA) and Accredited Asset Management Specialist (AAMS).
- He is a licensed agent, in the state of North Carolina, for Life and Health Insurance, as well as Long Term Care Insurance.

PROFESSIONAL AND CIVIC ORGANIZATION

- Dave is a 13-year member and past President (2 terms) of the New Hanover County Estate Planning Council.

Dave and his wife, Henrietta, attend church at Crosswinds Church in Leland, NC. They have 3 children and 2 grandchildren.

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Eric B. McKeithan

Telephone: W (910) 362-7555
emckeithan@cfcc.edu

EXPERIENCE

President, Cape Fear Community College since 1994.
President, Caldwell Community College, Lenoir, NC 1984-94.
Vice President of Instruction, Coastal Carolina Community College, Jacksonville, NC 1980-84.
Director of Continuing Education, Georgia Southern University, 1979-80.
Director of Continuing Education 1974-79, Industrial Relations Officer 1972-74, Drafting Certificate Program Head 1970-72----all at John Tyler Community College, Chester, VA.
Surveying Technician, North Carolina Department of Highways 1968-70

EDUCATION

Ed. D. Community College Administration, Virginia Polytechnic Institute, Blacksburg, VA.
M. Ed. Educational Media, Virginia State University, Petersburg, VA.
B. S. Technical Education, North Carolina State University, Raleigh, NC.

PROFESSIONAL AND CIVIC ORGANIZATIONS

- Juvenile Diabetes Research Foundation, 2010 Campaign Chair.
- Cape Fear 50 Society.
- Board of Directors, Greater Wilmington Chamber of Commerce.
- Cape Fear Future Commission.
- Southeastern North Carolina Biotechnology Advisory Committee.
- Executive Board, Southeastern NC 10-Year Plan to End Chronic Homelessness.
- Wilmington Rotary Club.
- Wilmington Executives Club.
- *onewilmington*—invitation-only group of Wilmington-area decision-leaders.
- Presidential Ambassador in North Carolina for Phi Theta Kappa since 1985 International Honor Society for last 20+ years.
- Chair of Visiting Committees of the Commission on Colleges, Southern Association of Colleges and Schools, including Candidacy, Initial Accreditation, Reaffirmation, Substantive Change, and Special Committees-----recently completed 6 years service on Board of Trustees for the Commission on Colleges.

RECENT AWARDS

- 2009 Award for Meritorious Service, Southern Association of Colleges and Schools.
- 2011 Lifetime Achievement Award, *Star News*.
- 2012 Michael Bennett Lifetime Achievement Award, Phi Theta Kappa International Honor Society.
- 2012 Distinguished Service Award for 28 Years as a Community College President, American Association of Community Colleges.

FLEMINGTON ACADEMY

Helen Locklear

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PROFESSIONAL EXPERIENCE

- Heather Locklear, CCIM, GRI, NC, SC Real Estate Broker and, RCC Graduate, worked in residential and commercial sales from April, 1978 until present in Southeastern NC and South Carolina.
- Since January 02, 1989, until December 31, 2005, she was self-employed as owner/broker in charge of The Real Estate Exchange, Inc. in Lumberton, NC.
- Ms. Locklear specialized in Commercial, REO'S, land sales (timberland farmland) property management, development and leasing of Commercial Properties.
- She was active in area commercial development until 2006 in the Lumberton and surrounding area.
- Since relocating to the Little River Area, Ms. Locklear started Native Realty and works as a Buyer's Agent. She also continues to work as a Real Estate Consultant.

PROFESSIONAL AND CIVIC ORGANIZATIONS

- Ms. Locklear served with the Lumberton Area Chamber of Commerce from 1997-99.
- Ms. Locklear is a member of Commercial Investment Real Estate Council and has the distinction of being the first person to receive the privileged CCIM Designation in the history of Robeson County.
- She is also a Graduate of the NC Realtors Institute.
- She has served as President, Secretary of the local Board of Realtors and was elected Realtor of the Year 2000.
- She has been a guest speaker for the North Carolina CCIM Chapter, The University of North Carolina at Pembroke Donor Program and the North Carolina Association of Realtors.
- Ms. Locklear has served as a board member of The Boys and Girls Homes of Lake Waccamaw, NC.

Ms. Locklear has two children, and one grandson. She is a Member of the Little River United Methodist Church.

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Owen Robinson

1044 Newburgh Circle	Raleigh, NC 27603	919-740-6049	Owen_anr@yahoo.com
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Executive Officer

Utilize a multiple solutions approach to achieve productivity and performance enhancements.

Dynamic, highly educated and articulate Executive Officer with more than 13-years experience in all facets of Executive Business Management and envisioning and implementing long-term organizational objectives. As Executive Officer for Giga-Net Solutions, provide critical career counseling, coaching and job seeker services. Chair numerous nonprofit committees and sat on 5 nonprofit boards with the past 5 years. Successfully implemented and directed first ever Summer Enrichment Program for the Boys & Girls Home of NC, and currently mentor and maintain relationships with young men and women in the community. Believe in strong community involvement through volunteer efforts and key assistance for nonprofit organizations.

RELEVANT EXPERIENCE

- Oversee day-to-day operations and ensure business operates within long-term business and financial goals.
- Develop and implement long-range strategies that achieve the organization's mission, and provide strategic leadership in developing program, organizational and financial plans.
- Successfully developed and implemented the first call center for blind or legally blind individuals.
- Promote broad based participation by volunteers in all areas of the organization.
- Maintain all official records and documents, and ensure compliance with federal, state and local regulations.
- Extensive working knowledge of significant developments and trends in staffing and training solutions.
- Provide career management services to the universal population with a focus on helping customers obtain their career and employment goals.
- Assisted agency in preparing feasibility studies and/or Project Development Plan, and assisted in Personnel resources, Material and Equipment, Cost Analysis, Facility Plan, Capacity Plan, Milestone Schedule, Quality Assurance and other applicable requirements.
- Strategically coordinated and hosted meetings for development of new products, and was accountable for instructing associated agencies in the techniques of product development.
- The Summer Enrichment program was created and designed with the sole purpose of giving youth with disadvantage background the opportunity to explore different environments.
- Serve as the key board member for the "We Build People" program that offers after school program, summer camp, and mentoring opportunities to disadvantage families.
- Currently work with the education community in providing training, and scholarship opportunities to disadvantaged families that volunteer in various projects such as home improvement, education and training.

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WORK HISTORY

- **Executive Officer** – Right Choice Home Care, Wendell, NC
2006 to Present
- **Project Management** – Raleigh Lions Industry, Inc., Raleigh, NC
2005 to 2006
- **Professor of Mathematics** – Florida Community College, Jacksonville, FL
2002 to 2005
- **Design Engineer** – Concurrent Technologies, Jacksonville, FL
1998 to 2002

EDUCATION / AFFILIATIONS

- Ph.D., Organization Management - Capella University, Raleigh, NC *attending*
- M.S., Communications Technologies - Strayer University, Raleigh, NC 2007
- B.S., Electrical Engineer - University of Central Florida, Orlando, FL 2002

BUSINESS AFFILIATIONS

- SHRM (Society for Human Resource Management)
- IEEE (Institute of Electronic & Electrical Engineers)
- RWHRMA (Raleigh-Wake Human Resource Management Association)

COMMUNITY AFFILIATIONS

- Boys & Girls Home of NC - Board of Trustee
- YMCA – Board of Trustee
- Rotary Foundation – Board of Trustee
- NC Elite Career Services – Board of Trustee
- Cary Macgregor Rotary – Board of Trustee
- Boys and Girls Club
- Habitat for Humanity
- S.E. Raleigh Community
- Step-Up Ministry – Board of Trustee

FLEMINGTON ACADEMY

Lloyd Thomas “Tom” Simmons

1462 Longleaf Drive, Boiling Springs Lakes, NC 28461

Phone: 910-845-2382 (home) 910-540-2481 (cellular)

Email: lsimmons@hotmail.com

EDUCATION

- Hallsboro High School graduate in 1963
- University of North Carolina-Wilmington, BA in 1971
- University of South Carolina, Masters Degree in School Administration in 1986
- East Carolina University, Educational Specialist Degree in 2000
- Currently hold Principal and Superintendent licenses
- Pursuing the Educational Doctorate Degree from East Carolina University

WORK EXPERIENCE

- Taught at Leland High School, Brunswick County, NC
- 23 years served as a teacher and school administrator in Brunswick County, NC
- In 1998, began working as Principal of Mattamuskeet Middle School, Hyde County, NC
- Former Principal of West Bladen High, Bladen County Schools, NC.

COMMUNITY AFFILIATIONS AND OFFICES HELD:

- Past member of Jaycee and Rotary Clubs
- Bladen County Board of Education
- School Administrator
- Elected two terms to the Boiling Springs Lakes City Council
- Served two terms as state president to the NC Association of Educators, Division of Administrators/Principals
- Secretary, Brunswick County Democrat Party
- North Carolina Democrat Party, Executive Committee
- National Principals Caucus, Vice President

PROFESSIONAL MEMBERSHIPS:

- National Education Association
- NC Association of Educators
- National Association of Secondary School Principals
- Association for Curriculum Development

HONORS AND AWARDS:

- Coach of the Year
- Educator of the Year
- Assistant Principal of the Year

Tom came to Boys Home as a resident in 1956.

He is married to Janis and has 2 sons and 2 grandchildren.

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BYLAWS OF FLEMINGTON ACADEMY NON-PROFIT CORPORATION

A Nonprofit Mutual Benefit Corporation

ARTICLE I – OFFICES

- 1.1. **Name.** The name of the corporation shall be Flemington Academy, Inc. (herein after the “Corporation”).
- 1.2. **Principal Office.** The principal office for the transaction of the business of this corporation is fixed and located at **400 Flemington Drive, Lake Waccamaw, NC 28450**. The Board of Directors (herein after the “Board”) is hereby granted full power and authority to change the said principal office from one location to another.
- 1.3. **Other Offices.** Branch or subordinate offices may at any time be established by the Board at any place or places where this corporation is qualified to do business. The Corporation may have offices at such other places, wither within or outside the State of North Carolina, as the Board may from time to time determine, or as the affairs of the Corporation may require.

ARTICLE II – PURPOSES

- 2.1. **General Purpose.** It is expressly declared that the Corporation exists only for the promotion of the common good and general welfare of the students and staff of Flemington Academy and of the people of the United States of America and the Corporation has not been formed for pecuniary profit or financial gain, and no part of the assets or net earnings, income or profit of the Corporation shall inure to or be distributed to the benefit of any donor, Director, officer, employee or private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of charitable or educational purposes as set forth herein.
- 2.2. **Purposes.** This corporation is a Nonprofit mutual benefit corporation. The specific purpose of this corporation is:
 - 2.2.1. To effectively assist the students in achieving academic success and in enhancing their quality of life and in maintaining independence by identifying and meeting youth needs through programs, services and activities, including but not limited to Education.
 - 2.2.2. To promote and be proactive in the delivery of comprehensive support services, including but not limited to the Education.
 - 2.2.3. To provide direction, oversight and coordinate the obtaining resources from local, state, federal funds, donations, fundraisers and grants.
 - 2.2.4. To engage in any and all lawful activities incident to the foregoing

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purposes except as rested herein addressed in Section 2.3.

2.3. Limitations.

2.3.1. This Corporation shall not, to any substantial degree, participate in or intervene in (including the publishing or distribution of statements in connection with) any political campaign on behalf of or in opposition to any candidate for public office.

2.3.2. The property, assets, profits, and net income of this Corporation are dedicated irrevocably to the purposes set forth in Section 2.2 above. No part of the profits or net earnings of this Corporation shall ever inure to the benefit of any of its Board or officers, or to the benefit of any private individual.

2.3.3. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (herein after the "Code").

2.4. Antitrust Law Compliance. The corporation and its Directors shall be at all times dedicated to the principles of full and open competition, in full compliance with all applicable laws, including all antitrust laws of the United States and other nations and governmental bodies.

The corporation shall at all times have in place an antitrust policy which more formally sets forth the principles just expressed, and the corporation and its Board shall at all times adhere to such policy as it exists from time to time hereafter. Such antitrust policy shall include, without limitation, provisions prohibiting any restriction against or limitation on any Board's rights or freedom to make, use, sell, develop or distribute products which compete with products endorsed by the corporation.

ARTICLE III – MEMBERSHIP

3.1. Members. The Corporation shall have no members.

ARTICLE IV – BOARD OF DIRECTORS

4.1. Powers. Subject to the limitations of the Articles of Incorporation, of the Bylaws, and of the North Carolina Nonprofit Corporation Law and subject to the duties of Directors as prescribed by the Bylaws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of this corporation shall be controlled by, the Board. The Board shall have the power to select, supervise and evaluate the Director of Education, and to fix reasonable compensation therefore, to authorize and empower officers or agents to enter into contracts and other commitments on behalf of this corporation, and to appoint and delegate responsibilities and authority to committees, officers and agents. Specific powers of

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the Board include but are not limited to:

- 4.1.1. In coordination with the Director of Education and staff, develop a strategic plan containing short and long range goals and performance objectives of the corporation.
- 4.1.2. The review and approval of the Corporation's budget to ensure that it is consistent with a sound financial plan to achieve the purpose and objectives of the Corporation.
- 4.1.3. The selection and tenure of all officers of the Corporation.

4.2. Number and Term of Qualifications. The number of Directors shall be no fewer than five (5) and no more than eight (8). A minimum of three (3) of the Board will be members of the Board of Trustees of Boys and Girls Homes of North Carolina, in order to promote continuity in the overall academic and clinical goals for the students and use and enjoyment of the school facilities and grounds. The number of persons constituting the initial Board shall be (5). The initial Board shall consist of those persons appointed by the Incorporator as named in the Articles of Incorporation.

4.2.1. At each annual meeting of the Corporation, the Chairman shall instruct the directors to submit a list of nominees for (a) the positions of Director and (b) the offices of Chairman, Vice Chairman and Secretary of the Board. A list of the nominees for Directors by the Nominating Committee shall be mailed to the full Board at least (30) days prior to the meeting at which election of Directors is to take place. A Director wishing to nominate a person not on the list of nominees may do so by notifying the Chairman at least seven (7) days in advance of the meeting at which election of Directors is to take place and verifying to the Chairman that such person has agreed to serve if elected. If proper notification is given, such nomination(s) from the floor shall be ruled in order by the Chairman of the Board at the meeting at which election of Directors is to take place. Those persons whose names are properly included in such nominations and who receive the highest number of votes shall be deemed to have been elected. If any Director so demands, election of Directors shall be by ballot.

4.2.2. The initial Director elected as Chairman of the Board shall serve as a Director for five (5) years; one-half (1/2) of the remaining initial Directors shall serve as such period of three (3) years; and one-half (1/2) of the remaining initial Directors shall serve as such period of four (4) years. After such terms have expired, the successors of the several Directors shall serve as such for terms of three (3) years. However, as the number of Directors to be elected is increased or decreased from time to time, the terms of the newly added Directors or the terms of the Directors remaining after a reduction in number of Directors to be elected

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may be modified as determined necessary by Board to accomplish the rotation off of the Board each year. Directors need not be residents of the State of North Carolina. Any Director may be reelected to subsequent terms but shall abstain from the vote for his/her own election. However, the Chairman shall only be allowed to hold office for 2 consecutive terms, but may regain the position after a minimum 1 (one) year reprieve. Each Director shall hold office until his death, resignation or removal or until his successor shall have been elected and qualified.

- 4.3. **Vacancies.** Vacancies in the Board of Directors may be filled by a majority of the remaining Directors then in office, though less than a quorum.
- 4.4. **Place of Meeting.** All meetings of the Board may be held at any place within or without the State of North Carolina, which has been designated from time to time by resolution of the Board or by the written notice of the Chairman.
- 4.5. **Organization Meetings.** Immediately following the annual or special meeting where Directors have been elected, the Directors shall hold a regular meeting for the purpose of organizing the Board, electing officers, and transacting such business as may come before the meeting. Pending such organization meeting, all officers and Directors of this corporation shall hold over, except any Director who ceases to qualify as a Director. Unless otherwise decided by the Board, the annual organization meeting shall be held in the month of August of each year.
- 4.6. **Other Regular Meetings.** Other regular meetings of the Board shall be held bi-monthly, as may be specified and noticed by the Board or by the Chairman of this corporation.
- 4.7. **Special Meetings.** Special meetings of the Board for any purpose or purposes may be called at any time by the Chairman, the Secretary or by any two (2) of the Directors.
- 4.8. **Notice of Meetings; Attendance.** Notice of the time and place of each meeting of the Board of Directors not fixed by an express provision of the Bylaws or by a standing Resolution of the Board shall be given to each Director not less than forty--eight (48) hours before the date of the meeting if given personally or by telephone or telegraph, and not less than four (4) days before the date of the meeting if given by first-class mail.
- 4.9. **Consent to Meetings.** The transactions of the Board at any meeting however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after call and notice if a quorum be present and if either before or after the meeting each Director not present (i) signs a written waiver of notice, or (ii) signs a consent to the holding of such meeting, or (iii) approves the minutes thereof. Each Director who attends the meeting without protesting, prior thereto or at its commencement shall be deemed conclusively to have consented to the holding of the meeting and to have waived the lack of notice to such Director. All such waivers, consents or approvals

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shall be filed with the corporate records and made a part of the minutes of the meeting.

- 4.10. Quorum; Majority Actions.** Unless otherwise provided herein, a majority of the Directors in office shall be necessary to constitute a quorum for the transaction of business, except to adjourn as hereinafter provided in Section 4.14. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board unless a greater number be required by law, or by the Articles of Incorporation, or by these Bylaws.
- 4.11. Adjournment.** A majority of the Directors present, whether or not a quorum is present, may adjourn any Directors' meeting to meet again at another time or place. In the event a meeting of the Board is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time set for the rescheduled meeting to the Directors who were not present at the time of the adjournment.
- 4.12. Fees and Compensation.** No Directors and Officers shall receive any compensation for their services, other than reimbursement for expenses as may be fixed or determined by resolution of the Board of Directors; however any such compensation shall be reasonable and shall be comparable to that compensation paid by unaffiliated entities for a like position. Nothing herein shall be considered to preclude any Director from serving this corporation in any other capacity, including as an officer, agent, employee, consultant or otherwise, and receiving reasonable compensation therefore. Notwithstanding the foregoing, the compensation of any employee performing services as a Director or officer, of a committee shall be limited to expense reimbursement only; any such reimbursement shall be required to be approved by the Board or a committee thereof. Nothing herein shall be construed as prohibiting the Board of the Corporation or the Corporation itself from hiring officers or other individuals who are members of the Board or the staff of the Corporation to perform professional services or other extraordinary services for which they may be professionally or personally suited. The retention or an officer or any member of the Board or of the staff in such person's professional capacity or for the performance of services outside the normal responsibilities of such person with regard to the Corporation shall occur only upon the approval of a majority of the disinterested members of the Board at a regularly scheduled meeting or at a special meeting called for that purpose.
- 4.13. Indemnity for Litigation.** This corporation hereby agrees to exercise the power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a Director or officer of this corporation, to the full extent allowed under the provisions of Chapter 55A of North Carolina Nonprofit Corporation Law relating to the power of a corporation to indemnify any such person. The amount of such indemnity shall be so much as the Board determines and finds to be reasonable, or, if required by said Section 7237, the amount of such indemnity shall be so much as the court determines and finds to be

reasonable.

4.14. Standard of Conduct. Pursuant to Chapter 55A of the North Carolina Nonprofit Corporation Law, a Director shall perform the duties of a Director, including duties as a Director or Officer of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

4.14.1. One or more officers or employees of this corporation whom the Director believes to be reliable and competent in the matters presented;

4.14.2. Legal counsel, independent accountants or other professionals as to matters which the Director believes to be within such person's professional or expert competence; or

4.14.3. A committee of the Board upon which the Director does not serve, as to matters within the committee's designated authority, which committee the Director believes to merit confidence. Provided, that in any such case, the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

4.15. Self-Dealing Transactions. As used in this section, a "self-dealing contract" is any contract or transaction (i) between this corporation and one or more of its Directors, or between this corporation and any corporation, firm or association in which one or more of the Directors has a material financial interest, or (ii) between this corporation and a corporation, firm or association of which one or more of its Directors are Directors of this corporation (collectively, "Interested Director(s)"). Pursuant to Chapter 55A of the North Carolina Nonprofit Corporation Law, no self-dealing contract shall be void or voidable because such Interested Director(s) or corporation, firm or association are parties or because such Interested Director(s) are present at the meeting of the Board or committee which authorizes, approves or ratifies the self-dealing contract, if:

4.15.1. Board or Committee Approval. All material facts are fully disclosed to or otherwise known by the Board or committee and the Board or committee authorizes, approves, or ratifies the self-dealing contract in good faith (without counting the vote of the Interested Director(s)), and, in the case of a self-dealing contract described above, the Board or committee resolves and finds that the contract is just and reasonable at the time it is authorized, approved or ratified; or

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4.15.2. Just and Reasonable Contract. The person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the corporation at the time it was authorized, approved or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board or a committee thereof which authorizes, approves or ratifies a contract or transaction as provided in this Section 4.17.

4.16. Resignation and Removal.

4.16.1. Resignation. Any Director may resign at any time by giving written notice to the Board, to the Chairman or to the Secretary of this corporation.

4.16.2. Removal for Cause. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or, in case the Corporation is holding assets in charitable trust, been found by a final order or judgment to have breached any duty arising as a result of Chapter 55A of the Nonprofit Corporation Law. In addition, the Board may declare vacant the office of a Director who has failed to attend three (3) consecutive regularly scheduled Board meetings.

4.17. Non-liability. No Director, nor such Director's employer, shall be personally liable for the debts, liabilities, or obligations of this corporation.

4.18. Limitations of Fiduciary Duties. To the fullest extent permitted by applicable law, Directors shall not be liable for the breach of any fiduciary duties to the corporation or any of its Directors or Officers. If at any time in the future applicable law is amended to provide for further limitations on liability of Directors, these Bylaws shall be deemed to be amended to provide for such level of further limitation on liability.

ARTICLE V – OFFICERS

5.1. Officers. The principal officers of this corporation shall be a Chairman, Vice Chairman, Secretary, Treasurer, Director and such other officers as the Board may appoint. One person may hold two or more offices.

5.2. Election. The officers of this corporation, except such officers as may be appointed in accordance with the provisions of Section 5.3 or Section 5.4, shall be elected annually by the Board in accordance with this Section 5, and each officer shall hold his or her office until he or she shall resign or shall be removed or his or her successor shall be elected and qualified.

5.3. Removal and Resignation.

5.3.1. Removal. Any officer may be removed, either with or without cause, by the Board at any regular or special meeting thereof, or, except in the case of an officer chosen by the Board, by any officer upon whom such power of

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removal may be conferred by the Board (subject, in each case, to the rights, if any, of an officer under any contract of employment).

- 5.3.2. **Resignation.** Any officer may resign at any time by giving written notice to the Board, or to any officer of this corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Such resignation shall not prejudice the rights of the corporation under any contract to which the officer is a party.
- 5.4. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to such office.
- 5.5. **Chairman.** Subject to the control of the Board, the Chairman shall supervise and the day-to-day affairs of this corporation consistent with established Mission, Goals and Objectives which are under the direct control of the Director of Education, who's complete job description shall be defined in a separate employee agreement. The Chairman shall preside over all meetings of the Board. The Chairman shall have such other powers and duties as may be designated from time to time by the Board. The Chairman's term shall be limited to two (2) consecutive years.
- 5.6. **Vice Chairman.** The Vice Chairman shall perform all of the duties of the Chairman in the event of the death, incapacity, removal or resignation of the Chairman and in so acting shall have all of the powers of the Chairman. The Vice Chairman shall have such other powers and duties as may be designated from time to time by the Board. There shall be no limit on the number of Vice Chairmen that may be appointed by the Board.
- 5.7. **Secretary.** The Secretary shall keep a full and complete record of the proceedings of the Board, shall keep the seal of this corporation and affix it to such papers and instruments as may be required in the regular course of business, shall make service of such notices as may be necessary or proper, shall supervise the keeping of the records of this corporation, and shall deliver the Annual Statement required by Section 11.4 to the Directors. The Secretary shall have such other powers and duties as may be designated from time to time by the Board.
- 5.8. **Treasurer.** The Treasurer shall oversee the financial and accounting matters of this corporation with respect to the receipt and deposit of funds. The Treasurer shall have such other powers and duties as may be designated from time to time by the Board.
- 5.9. **Director.** The Director shall advise and support the Board, Chairman, Vice Chairman(s), Secretary, and any Committees of the corporation in the work of this corporation.

ARTICLE VI – COMMITTEES

- 6.1. **Appointment of Committees.** The Board may appoint such committees as the Board from time to time deems necessary or appropriate to conduct the business and further the objectives of this corporation. The appointment by the Board of any other committee having the authority of the Board shall be by resolution adopted by a majority of Directors then in office. Any committee having authority of the Board shall consist of two (2) or more Directors, and shall not include any person who is not a Director.
- 6.2. **Powers and Authority of Committees.** The Board may delegate to any committee having the authority of the Board, any of the powers and authority of the Board in the management of the business and affairs of this corporation, except the following:
- 6.2.1. The approval of any action for which the North Carolina Nonprofit Corporation Law also requires the approval of Directors of a corporation.
 - 6.2.2. The filling of vacancies on the Board or in any committee which has the authority of the Board.
 - 6.2.3. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - 6.2.3. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable.
 - 6.2.4. The appointment of committees of the Board or the Directors thereof.
 - 6.2.5. The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.
 - 6.2.6. The liquidation of the corporation.
- 6.3. **Executive Committee.** The Board may, at its discretion, appoint an Executive Committee to assist in the management of the business and affairs of this corporation. Such Executive Committee shall have all the powers of the Board except those listed in Section 6.2.
- 6.4. **Working Committees.**
- 6.4.1. **Establishment.** The Board may establish Working Committees, which shall have responsibility for carrying out specific projects on behalf of the corporation. Such Working Committees shall be given specific statements of purpose including what the committee is responsible for achieving and to whom the committee is responsible, by the Board. The Board shall appoint the Chairman of any such Working Committees

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created. All actions taken by the Board pursuant to this Section 6.4.1 shall be taken only upon the affirmative vote of a simple majority of the total number of Directors on the Board.

6.4.2. Adoption of Materials. The Working Committees shall create materials, which may include without limitation marketing research, promotional materials, and logos. After creating such materials, the Working Committees shall submit the materials to the Board for approval. Any such materials created by such Working Committees are subject to approval by a simple majority of the total number of Directors on the Board before they shall be accepted as official materials of the corporation.

6.4.3. General. Committees shall be open to all Directors, pursuant to any policies and procedures established by the Board. Working Committees may also be referred to as “Working Groups”.

6.5. Rules Governing Committees. The Board may adopt rules and regulations governing the procedures of committees and the conduct of committee meetings to the extent that such resolutions are not inconsistent with these Bylaws. The Board, pursuant to a resolution, may delegate this authority to adopt rules and regulations to the committees.

ARTICLE VII – CONFLICTS OF INTEREST

7.1. Good Faith. Directors and Officers of the Corporation shall exercise good faith in all transactions touching upon their duties to the Corporation and its property. In their dealings with and on behalf of the Corporation, Directors and Officers are held to a strict rule of honest dealing.

7.2. Required Disclosures by Directors and Officers. Each Director and Officer, before taking their position, shall disclose to the Chairman businesses or other organizations of which he is an Officer, Director, Shareholder, Member, Owner, or Employee, or for which he acts as an agent and with the Corporation has or might reasonably in the future enter into a relationship or a transaction in which the Director or Officer would have conflicting interests.

7.3. Conflict Involving Directors. If any matter should come before the Board or any of its committees in such a way to give rise to a conflict of interest, the affected Director shall make known to the Board the potential conflict and shall answer any questions that might be asked of the affected Director. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the affected Director shall be excluded from voting. Any Director may raise an issue as to whether or not another Director has a conflict of interest with respect to any matter coming before the Board. In such case, the Board shall decide whether or not a conflict exists. If the Board determines that a conflict does exist, the affected Director shall be excluded from voting. The affected Director shall be counted in determining the quorum for the meeting except as provided herein. If the material facts of a

transaction and the Director's interest were disclosed or known to the Board or a committee of the Board and the Board or committee authorized, approved or ratified the transaction, a quorum is present if a majority of the Directors who have no direct or indirect interest in the transaction voted to authorize, approve, or ratify the transaction.

A majority of votes, whether or not present, that are entitled to be cast in a vote on a transaction where the material facts of the transaction and the Director's interest were disclosed or known to the members of the Board entitled to vote constitutes a quorum; the members entitled to vote on such a transaction shall include all Directors except (i) those Directors with a direct or indirect interest in the transaction and (ii) those Directors who have a material financial interest in another entity or are the general partners of another entity which is a party to the transaction. The minutes of the meeting shall reflect the existence of the conflict, the abstention from voting, and the quorum situation. Any Director may raise an issue as to whether another Director's circumstances or situation – renders said Director's service on the Board in conflict with the best interests of the Corporation. In any such case, the Board shall determine if such a conflict exists, and what action, if any, should be taken.

- 7.4. **Conflict Involving Officer.** If any matter should come before any Officer in such a way as to give rise to a conflict of interest, the affected Officer shall make it known to the Board the potential conflict and shall answer any questions that might be asked of said Officer. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the Board shall take action to remove the conflict, including, where necessary, the transfer of responsibilities to another officer or to an employee of the Corporation.
- 7.5. **Disqualified Director.** The foregoing section shall not be construed as preventing a Director from briefly stating his position to the Board concerning this manner in which he has a possible conflict of interest or from answering pertinent questions of other Directors concerning the matter because his knowledge may be of assistance to the Board.
- 7.6. **Notice to New Directors and Officers.** The Chairman of the Board shall advise each new Director and Officer of this conflict of interest policy promptly after the new Director or Officer assumes the duties of this office.

ARTICLE VIII – WHISTLE BLOWER POLICY

- 8.1. **General.** The Corporation shall require Directors, Officers and Employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and Representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.
- 8.2. **Reporting Responsibility.** It shall be the responsibility of all Directors, Officers and Employees to report ethics violations or suspected violations in accordance with this

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Whistle Policy.

- 8.3. No Retaliation.** No Director, Officer or employee who in good faith reports an ethics violation shall suffer harassment, retaliation, or adverse employment consequence. An Officer, Director, or Employee who retaliates against someone who has reported a violation in good faith shall be subject to discipline up to and including termination of employment or removal from office. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Corporation prior to seeking resolution outside the Corporation.
- 8.4. Reporting Violations.** The Corporation shall have an open door policy and suggest that Directors, Officers and Employees share their questions, concerns, suggestions or complaints with someone who can address an area of concern. However, if an employee is not comfortable speaking with their supervisor or is not satisfied with the supervisor's response, employee shall be encouraged to speak with someone in the management whom they are comfortable in approaching. Supervisors and managers shall be required to report suspected ethics violations to the Corporation's Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when an employee is not satisfied or uncomfortable with following the Corporation's open door policy, individuals shall contact the Corporation's Compliance Officer directly.
- 8.5. Compliance Officer.** The Corporation's Compliance Officer shall be responsible for investigating and resolving all reported complaints and allegations concerning violations and at the Compliance Officer's discretion, shall advise the Chairman and/or the Compliance Officer. The Compliance Officer shall have direct access to the audit committee of the Board and is required to report to the audit committee at least annually on compliance activity.
- 8.6. Accounting and Auditing Matters.** The audit committee of the Board shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the audit committee of any such complaint and work with the committee until the matter is resolved.
- 8.7. Acting in Good Faith.** Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any violations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- 8.8. Confidentiality.** Violations or suspected violations may be submitted on a confidential basis by the complaint or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
- 8.9. Handling of Reported Violations.** The Compliance Officer shall notify the sender

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and acknowledge receipt of the reported violation or suspected violations within (5) business days. All reports shall be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

ARTICLE IX – MANAGEMENT AND FINANCES

- 9.1. **Funds**. The Board shall establish such funds as the Board in their discretion shall consider desirable to further the purposes of the Corporation. The Board may adopt such rules and policies governing the establishment and maintenance of such funds as the Board may determine, subject to the provisions of the Articles of Incorporation and the Bylaws of the Corporation.
- 9.2. **Administration**. The Board shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposed such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.
- 9.3. **Investments**. The Board shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect incomes, revenues and profits arising there from. The funds of the Corporation arising through the receipt and collection of incomes, revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to N.C. Gen. Stat. §55A-1-50.
- 9.4. **Rejection of Gifts**. Any person, firm, partnership, company or corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used and disposed of by the Board in accordance with the terms of the Articles of Incorporation creating the Corporation and any other conditions of the gift; provided, however, that the Board shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board is inconsistent with the charitable purposes for which the Corporation was formed.
- 9.5. **Other Powers**. The Board shall have and may exercise any and all other powers which are necessary or desirable in order to manage and administer the Corporation and the properties and funds thereof and carry out and perform in all respects the charitable purposes of the Corporation according to the Directors intent thereof.

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ARTICLE X – MANAGEMENT AND FINANCES

- 10.1. **Contracts.** The Board may authorization any Officer(s) or Agent(s) to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.
- 10.2. **Loans.** No loans to or from the Corporation shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confirmed to specific instances.
- 10.3. **Checks and Drafts.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such Officer(s), Agent(s) of the Corporation and in such manner as shall be determined by resolution of the Board.
- 10.4. **Deposits.** All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depositories as the Board shall direct.

ARTICLE XI – MISCELLANEOUS

- 11.1. **Fiscal Year.** The fiscal year of this corporation shall end on the last day of June of each year.
- 11.2. **Inspection of Corporate Records.** The books of account and minutes of the proceedings of the Board, and of any committees of the Board, shall be open to inspection at the principal office of this corporation by each Director at any reasonable time upon the written demand of any Director. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts at the requesting Director's expense.
- 11.3. **Representation of Shares of Other Corporations.** Any officer of this corporation is authorized to vote, represent and exercise on behalf of this corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of this corporation. The authority herein granted to said officers may be exercised by such officers in person or by other persons authorized to do so by proxy duly executed by such officers.
- 11.4. **Annual Statement of Certain Transactions and Indemnifications.** Pursuant to North Carolina Nonprofit Corporation Law, the Board shall cause an annual statement of certain transactions and indemnifications to be delivered to the Board not later than one hundred twenty (120) days after the close of the fiscal year. If this corporation issues an annual report, this requirement shall be satisfied by including the required information, as set forth below, in said annual report. Such annual statement shall describe:
 - 11.4.1. The amount and circumstances of any loans, guarantees,

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indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of this corporation to any officer or Director of this corporation; provided, that no such report need be made in the case of any loan, guarantee, indemnification or advance approved by the Directors; and

11.4.2. Any “covered transaction” (defined below) during the previous fiscal year of this corporation involving (1) more than Fifty Thousand Dollars (\$50,000) or, (2) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested person’s” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the interested person is only a partner, only the interest of the partnership need be stated. For the purposes of this Section, a “covered transaction” is a transaction in which this corporation, or its parent or subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

11.4.2.1. Any Director or officer of this corporation, or its parent or subsidiary; or

11.4.2.2. Any holder of more than ten percent (10%) of the voting power of this corporation, or of its parent or subsidiary.

For purposes of this Section, any person described in either subparagraph (11.4.2.1) or (11.4.2.2) above is an “interested person.”

11.5. Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of its three (3) most recent annual exempt organization information returns and a copy of its application for recognition of exemption and determination letter. In addition, in the event that the corporation provides services or information to the public for a fee, and such services or information are available from the federal government free of charge or for a nominal cost, such availability shall be conspicuously disclosed in an easily recognizable format in any solicitation or offer by the corporation..

11.6. Political Activities. The corporation shall not make any political expenditure or lobbying expenditure which will result in the loss of, or otherwise adversely affect, its status as a tax-exempt organization under the Internal Revenue Code of 1986, as amended.

11.7. Form of Written Ballots. Ballots submitted in facsimile or electronic form shall be considered acceptable substitutes for printed ballots for all purposes.

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- 11.8. Insurance for Corporate Agents.** Except to the extent limited by applicable law, the Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE XII – EFFECTIVE DATE AND AMENDMENTS

- 12.1. **Effective Date.** These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption unless the Board of this corporation in adopting them provide that they are to become effective at a later date.
- 12.2. **Articles and Bylaw Amendments; Policy Amendments.** The Articles of Incorporation and the Bylaws of this corporation may be amended or repealed and new Bylaws adopted by the vote of a two-thirds (2/3) majority of the total number of Directors on the Board; and, in the event that the North Carolina Corporations Code provides that such amendment or repeal requires the vote of the Directors, such amendment or repeal may only be effective upon the affirmative vote of the majority of the Directors. Moreover, any amendments to the Articles of Incorporation which will have the same effect as amendments to the foregoing enumerated Bylaws Sections shall also require the same approvals, from the Board. All other policies of this corporation shall only be amended or repealed upon the terms delineated in such policies.
- 12.3. **Dissolution.** The corporation may be dissolved upon the vote of a four-fifths (4/5) majority of the total number of Directors on the Board.

EXHIBIT A

LIST OF BOARD

Chairman and Director

Vice Chairman and Director

Secretary and Director

Treasurer and Director

STATE OF NORTH CAROLINA)
) ss.
NEW HANOVER COUNTY)

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify that:

1. I am the Secretary of FLEMINGTON ACADEMY NON-PROFIT, CORPORATION.
2. The foregoing Bylaws constitute the Bylaws of FLEMINGTON ACADEMY NON-PROFIT, CORPORATION as of the date herein;
3. These Amended and Restated Bylaws were duly adopted by FLEMINGTON ACADEMY NON-PROFIT, CORPORATION effective the ____ day of March, 2012;

Subscribed and sworn before me by _____ personally and as Secretary, of FLEMINGTON ACADEMY NON-PROFIT, CORPORATION. on the ____ day of March ____, 2012.

By: _____
Secretary, FLEMINGTON ACADEMY

NOTARY PUBLIC



To all to whom these presents shall come. Greeting:


I, **Thad Eure**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached (Four (4) sheets) to be a true copy of the Certificate OF INCORPORATION OF

BOYS HOME, INC.

and the probates thereon, as the same is taken from and compared with the original, filed in this office on the 13th day of December A.D. 19 54.

In Witness Whereof, I have hereunto set my hand and affixed my official seal.

Done in Office, at Raleigh, this 13th day of December in the year of our Lord 19 54.


Secretary of State



BOARD OF DIRECTORS' JOB DESCRIPTION

GENERAL EXPECTATIONS

- Know Flemington Academy's **Mission, Core Values**, goals, policies, programs, services, strengths and needs.
- Serve in leadership positions and take special assignments willingly and enthusiastically.
- Avoid prejudiced judgment on the basis of information received from individuals; urge staff members with grievances to follow established policies and procedures through their supervisors. All significant matters coming to board members should be called to the attention of the Director of Education and/or the board's elected chairperson as appropriate.
- Follow trends in the field of interest and keep informed.
- Bring goodwill and a sense of humor to the board's deliberations.
- Suggest to the Board possible nominees for board membership who are men and women of achievement and distinction and who would make significant contributions to the board.

BOARD MEETINGS

- Prepare for and conscientiously participate in board and committee meetings, including appropriate organizational activities when possible.
- Thoroughly read pre-board meeting packets/material. Be well informed on issues and agenda items in advance of meetings.
- Contribute skills, knowledge and experience when appropriate
- Ask timely and substantive questions at board and committee meetings, consistent with your conscience and convictions.
- Maintain confidentiality of the board's executive sessions and any confidential information discussed. Never speak for the board or Flemington Academy unless authorized to do so, but also remember that all utterances from board members carry great weight with those within and outside the organization. Private opinion on any matter is often construed by others as the board's official posture whether it is or isn't.
- Occasionally suggest board and committee agenda items to board leaders and the Director of Education to ensure that significant policy-related and strategic matters are discussed.
- Follow and support the decisions of the board even if there may be disagreement among board members.

RELATIONSHIP WITH STAFF

- Counsel the Director of Education as appropriate, providing support through difficult relationships with groups or individuals.
- Avoid asking staff for favors, including special requests for extensive information that may take extraordinary time to gather and is not part of ongoing board or committee work—unless you have consulted with the Director of Education, board chair or appropriate committee chair.
- Remember that the Director of Education, not board members or the board—is responsible for evaluating staff performance.

AVOIDING CONFLICTS

- Serve the Flemington Academy organization as a whole rather than any special interest group or constituency. Even if you were invited to serve by virtue of your relationship with a certain constituency or organization, your first obligation is to avoid any preconception that you “represent” anything other than the overall best interests of Flemington Academy.
- Avoid even the appearance of a conflict of interest that might embarrass the board or Flemington Academy; disclose any possible conflicts to the board in a timely fashion.
- Maintain independence and objectivity and do what a sense of fairness, ethics, and personal integrity dictate.
- Never accept (or offer) favors or gifts from (or to) anyone who does business with Flemington Academy.

FIDUCIARY RESPONSIBILITIES

- At all times, exercise prudence in management and transfer of funds.
- Faithfully read and understand the Academy’s financial statements and other help the board fulfill its fiduciary responsibility.

FINANCIAL SUPPORT

- Assist the advancement/development committee and staff by helping to identify potential givers and implement fundraising strategies through personal influence where you have it (corporations, individuals, foundations). Serve as a “**center of influence**” whenever possible.

AMBASSADORIAL SERVICE

- Represent Flemington Academy responsibly and diligently in the communities it serves by telling the Flemington Academy story and presenting its accomplishments as well as our needs and current challenges.
- Represent your home community to Flemington Academy. Bring back concerns, ideas, suggestions, and compliments when you believe they have merit or possibility.

Board Member Signature

Date

Director of Education Signature

Date

EXPLAIN THE DECISION-MAKING PROCESS THE BOARD WILL USE TO DEVELOP SCHOOL POLICIES

Adoption and Amendment of Policies

Proposed new policies and proposed changes to existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person, relative to a proposed policy or amendment, should be directed to the Director of Education prior to the second (2nd) reading. The final vote for adoption shall take place not earlier than at the second (2nd) reading of the particular policy.

All new or amended policies shall become effective on adoption, unless a specific effective date is stated in the motion for adoption.

Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and also shall be included in the Academy's policy manual. Policies of the Academy shall be reviewed annually by the Board.

Policy Manuals

The Director of Education shall develop and maintain a current policy manual which includes all policies of the Academy. Every administrator, as well as staff and students shall have ready access to Academy policies. All policy manuals distributed to anyone shall remain the property of the Academy and shall be subject to recall at any time.

Suspension of Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the board members present. To suspend a policy, however, all board members must have received written notice of the meeting, which includes the proposal to suspend a policy and an explanation of the purpose of such proposed suspension.

PORTRAY HOW THE BOARD WILL INVOLVE PARENTS/GUARDIANS AND COMMUNITY MEMBERS IN GOVERNING THE SCHOOL

Parents/Guardians and Community Involvement

In order to achieve the level of Parents/Guardians and community involvement desired by Academy policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school and the community.

Guidelines

Parents/Guardians and community involvement activities developed at the Academy will include opportunities for:

- Volunteering
- Parents/Guardians education
- Home support for the student's education

Roles and Responsibilities

Parents/Guardians and Community

It is the responsibility of the Parents/Guardians and community to:

- Actively communicate with school staff
- Be aware of rules and regulations of the Academy
- Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned at the Academy
- Utilize opportunities for participation in Academy activities

Staff

It is the responsibility of the staff to:

- Develop and implement an Academy plan for Parents/Guardians and community involvement
- Promote and encourage Parents/Guardians and community involvement activities
- Effectively and actively communicate with all Parents/Guardians about skills, knowledge and attributes students are learning at the Academy and suggestions for reinforcement
- Send information to Parents/Guardians and the community in a format and, to the extent practicable, in a language the Parents/Guardians can understand.

Administration

It is the responsibility of the administration to:

- Facilitate and implement the Parents/Guardians and Community Involvement Policy and Plan
- Provide training and space for Parents/Guardians and community involvement activities
- Provide resources to support successful Parents/Guardians and community involvement practices
- Provide in-service education to staff regarding the value and use of contributions of Parents/Guardians and the community, and to communicate and work with Parents/Guardians and the community as equal partners
- Send information to Parents/Guardians of students in a format and, to the extent practicable, in a language the Parents/Guardians can understand.

DESCRIBE THE ORGANIZATION'S PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES FOR THE CHARTER SCHOOL

The mission of the Flemington Academy is to provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way.

We will achieve this through the implementation of a Responsiveness to Instruction (RTI) model which insures student-centered and individualized curriculum and instruction; the use of a comprehensive assessment plan to inform instruction (pages 82-84); an intentional professional development program leading to student growth; and

creation of a collaborative school culture through a professional learning community that provides a safe and nurturing learning environment for all students. The staff of Flemington Academy will collaborate to create an innovative and integrated environment that values both academic growth and social and emotional development. Flemington Academy has developed the following performance-based goals and measurable objectives to ensure the academic growth of each student:

Academic Goals

Reading

Goal: Students will achieve growth leading to proficiency in reading.

- I. Objective: Fifty percent (50%) of sixth through eighth graders will achieve growth and/or proficiency on the North Carolina Reading Summative Assessment in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.
- II. Objective: Each year, students in grades 9-12 will achieve growth in reading as measured by identified curriculum-based assessments in reading.
- III. Objective: Each year, eighth graders enrolled will demonstrate measurable progress toward the achievement target on the ACT Explore test in reading.

English Language Arts

Goal: Students will be proficient in language arts/English

- I. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in English.
- II. Objective: Fifty percent (50%) of students taking the North Carolina English 2 Summative Assessment will score proficient in 2013-2014, with the percent proficient increasing by 5% each year through 2017-2018.
- III. Objective: Each year, eleventh graders will demonstrate measurable progress toward the English achievement target on the ACT Test.

Mathematics

Goal: Students will be proficient in mathematics.

- I. Objective: Fifty percent (50%) of sixth through eighth graders will achieve growth and/or proficiency on the North Carolina Math Summative Assessment in 2013-2014, with the percent proficient increasing by five (5%) each year through 2017-2018.
- II. Objective: Fifty percent (50%) of ninth through twelfth graders will score proficient on the North Carolina High School Math Summative Assessments in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.
- III. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in Mathematics.
- IV. Objective: III. Objective: Each year, eleventh graders will demonstrate measurable progress toward the math achievement target on the ACT Test.

Science

Goal: Students will be proficient in science

- I. Objective: Fifty percent (50%) of eighth graders will score proficient on the North Carolina Science Summative Assessment in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.

- II. Objective: Fifty percent (50%) of ninth through twelfth graders will score proficient on the North Carolina High School Science Summative Assessments in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.
- III. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in science.
- IV. Objective: Each year, eleventh graders will demonstrate measurable progress toward the science achievement target on the ACT.

No Child Left Behind (NCLB)

NCLB goal: Under the state's NCLB Accountability system, the school's Accountability Status will be adequate, at a minimum, each year.

Organizational Goals

Flemington Academy is unique in its approach to meeting the academic needs of at risk youth in that the education plan aligns academic goals with therapeutic goals.

Goal: The Board and Administration will properly manage and govern the school.

- I. Objective: An annual audit of the financial statements will be completed to ensure sound financial management. The audited financial statements and audit opinion will be submitted to the North Carolina Department of Public Instruction.
- II. Objective: The Academy will meet annual budget targets each fiscal year. Budgets will be submitted annually to the North Carolina Department of Public Instruction.
- III. Objective: The Academy will meet all deadlines for federal, state, and local reporting requirements.

Goal: The Academy will achieve a high rate of parent/guardian/client satisfaction, as measured on an annual basis.

- I. Objective: A parent/guardian/client survey will be conducted on at least an annual basis. Baseline data will be established in school year 2013-2014. Progress will be measured at least annually to ensure the school meets or exceeds an overall parent/guardian/client satisfaction rate of 85% (i.e., total of parents/guardians who respond "satisfied" and "highly satisfied") by the 2017-2018 school year, based on at least 75% of the parents responding.

Goal: Students will achieve a high rate of social, emotional and behavioral functioning.

- I. Objective: 80% of students will demonstrate healthy social, emotional and behavioral functioning. This will be evidenced by student scores falling outside the clinical range of the Child Behavior Checklist indices.

Goal: Students/clients will complete an exit survey to determine satisfaction of services provided.

- I. Objective: 85% of students will complete an exit survey to determine program effectiveness in meeting care plan objectives including: an understanding of policies; behavior expectations; understanding of grievance policy; medical and

dental needs met; student/client safety; student/client rights; basic life skills attainment; educational goals attainment.

Goal: Students will achieve healthy behavioral functioning.

- I. Objective: 80% of students will demonstrate healthy behavioral functioning as measured by AEB t-scores on the Child Behavior Checklist below 65.

Goal: Students will master healthy interpersonal functioning.

- I. Objective: 80% of students will demonstrate healthy interpersonal functioning as measured by AEB t-scores above 30.

Goal: Students will master healthy socialization skills.

- I. Objective: 80% of students will demonstrate healthy socialization skills as measured by AEB t-scores above 30.

Goal: Students will attain healthy emotional functioning.

- I. Objective: 80% of students will demonstrate healthy emotional functioning as measured by AEB t-scores below 65.

All goals and objectives will be measured annually at the conclusion of the school year. Academic goals and behavioral goals will also be measured at regular intervals throughout the year to ensure annual goals and objectives are reached.

DESCRIBE HOW THE GOVERNING BOARD WILL ENSURE THAT CURRENT AND FUTURE BOARD MEMBERS AVOID CONFLICTS OF INTEREST

The Board or other governing persons, officers, employees or agents are to avoid any conflict of interest, even the appearance of a conflict of interest. The Flemington Academy's Board or the other governing body, officers, staff and agents are obligated to always act in the best interest of the Flemington Academy. This obligation requires that any Board member or other governing person, officer, employee or agent, in the performance of Flemington Academy duties, seek only the furtherance of the Flemington Academy mission. At all times, Board members or other governing persons, officers, employees or agents, are prohibited from using their job title, the Flemington Academy's name or property, for private profit or benefit.

- A. The Board members or other governing persons, officers, employees, or agents of the Flemington Academy should neither solicit nor accept gratuities, favors, or anything of monetary value from current or potential contractors or vendors, persons receiving benefits from the Flemington Academy or persons who may benefit from the actions of any Board member or other governing person, officer, employee or agent. This is not intended to preclude bona-fide Flemington Academy fund raising activities.

- B. A Board or other governing body member may, with the approval of Board or other governing body, receive honoraria for lectures and other such activities while not acting in any official capacity for the Flemington Academy. Officers may, with the approval of the Board or other governing body, receive honoraria for lectures and other such activities while on personal days, compensatory time, annual leave, or leave without pay. Employees may, with prior written approval of their supervisor, receive honoraria for lectures and other such activities while on personal days, compensatory time, annual leave, or leave without pay. If a Board member or other governing body member, officer, employee or agent is acting in

any official capacity, honoraria received in connection with activities relating to the Flemington Academy are to be paid to the Flemington Academy.

- C. No Board member or other governing person, officer, employee, or agent of the Flemington Academy shall participate in the election, award, or administration of a purchase of contract with a vendor where, to his knowledge, any of the following has a financial interest in that purchase or contract:
1. The Board member or other governing person, officer, employee, or agent
 2. Any member of their family by whole or half blood, step or personal relationship or relative-in-law
 3. An organization in which any of the above is an officer, director, or employee
 4. A person or organization with whom any of the above individuals is negotiating or has any arrangement concerning prospective employment or contracts

D. **Duty to Disclosure** - Any conflict of interest, potential conflict of interest, or the appearance of a conflict of interest is to be reported to the Board or other governing body or one's supervisor immediately.

E. **Board Action** – When a conflict of interest is relevant to a matter requiring action by the Board or other governing body, the Board member or other governing person, officer, employee, or agent (person(s)) must disclose the existence of the conflict of interest and be given the opportunity to disclose all material facts to the Board and members of committees with governing board delegated powers considering the possible conflict of interest. After disclosure of all material facts, and after any discussion with the person, he/she shall leave the governing board or committee meeting while the determination of conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

In addition, the person(s) shall not participate in the final deliberation or decision regarding the matter under consideration and shall leave the meeting during the discussion of and vote of the Board or other governing body.

F. **Violations of the Conflicts of Interest Policy** – If the Board or other governing body has reasonable cause to believe a member, officer, employee or agent has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board or other governing body determines the member, officer, employee or agent has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

G. **Record of Conflict** – The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have an actual or possible conflict of interest, the nature of the conflict of

interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement that presents a possible conflict of interest, the content of the discussion, including any alternatives to the transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Approved by:

Flemington Academy Board Official Signature:

Date _____

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST AND/OR DUALITY POLICY

It is now resolved that the following policy of duality of interest is adopted:

- Any duality of interest or possible conflict of interest on the part of any board member should be disclosed to other board members and made a matter of record, either through an annual procedure or when the interest becomes a matter of board action.

- Any board member having a duality of interest or possible conflict of interest on any matter should not vote or use his/her personal influence on the matter, and he/she should not be counted in determining the quorum for the meeting, even where permitted by law. The minutes of the meeting should reflect that a disclosure was made, the abstention from voting, and the quorum situation.

- The foregoing requirements should not be construed as preventing the board member from briefly stating his/her position in the matter, nor from answering pertinent questions of other board members since his/her knowledge may be of great assistance.

It is further resolved that this policy be reviewed annually for the information and guidance of board members, and that any new board member be advised of the policy upon entering the duties of his/her office. The board chairperson and secretary are authorized and directed to see that this policy is followed.

CONFLICT OF INTEREST STATEMENT

I have read and am familiar with this organization's policy concerning conflicts of interest, and I have initialed each paragraph below.

- Neither I nor, to the best of my knowledge, any member of my family has had an interest or taken any action which would contravene this policy.

- Neither I nor, to the best of my knowledge, any member of my family has had any interest in or taken any action which would contradict this policy.

Board Member Signature _____

Position _____

Date _____

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

Admission to Flemington Academy is open to all students eligible under the guidelines established in G.S. 115C-238.29F. Any child that is qualified under the laws of this state for admission to a public school is qualified for admission to Flemington Academy, provided:

- a written application is required for each student
- age and grade requirements are met and
- the student is a resident of B&GH or
- the student is referred from other schools in the three-county region (Columbus, Cumberland, and New Hanover) for the Flemington Academy day school/day treatment program.
- current and continuing resident students of B&GH from the previous grade/school year are admitted directly

Admissions Information (residential students)

Flemington Academy will have an admissions process that will work in conjunction with the admission process of B&GH for residential students and is an open enrollment process throughout the entire year. Students who are residents of B&GH may be enrolled in Flemington Academy upon placement at B&GH. Admissions information for residential students is communicated on a regular basis to referral agencies (e.g. DSS offices, juvenile probation offices, public schools, youth courts and judges).

Admissions Information (day school students)

Flemington Academy will have an admission process for day school students and is an open enrollment process during the academic school year (220 academic days). Admission information for the day school will be communicated to public schools primarily in the three county service areas. Public school administrators, parents, social workers, counselors, guardians can submit an application on behalf of a prospective day school student. Students who are referred from other public schools may be enrolled at any point during the academic school year when school is in session.

Flemington Academy will make public all enrollment information with flyers, newspaper ads, websites, bulletins and emails. Applications will be made available at the Academy office, the B&GH Admissions office and on the Flemington Academy and B&GH websites.

Admissions Lottery

If and when Flemington Academy reaches its full day school student capacity, applicants will be assigned a number for lottery purposes. A waiting list will be formed and accepted by lottery as space becomes available. There will be a rolling enrollment process throughout the academic school year. Students whose names are drawn must confirm their intention of enrolling within the time allotted in their notification of enrollment.

Non-Discrimination; In an effort to mirror the demographics of the state of the State of North Carolina, Flemington Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, disability, sexual orientation, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry.

Prior to admission, a copy of a birth certificate, health assessment by the student's health care provider, immunization records, social security number, emergency contact information and transfer records from the student's previous school must be in receipt by the Flemington Academy administration.

V. EDUCATION PLAN

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

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

Flemington Academy will be an innovative charter school serving at-risk students in grades six through twelve under the existing organizational model of the Boys and Girls Home of North Carolina (B&GH). The difference between this charter school and others across the state of North Carolina is that the primary student population will be residential, referred to this facility by the Department of Social Services or the Judicial System. Likewise, Flemington Academy will provide services to a secondary population of day-school students from a three-county region—Columbus, Cumberland, and New Hanover—offering students and their families a choice program of academic, behavioral and therapeutic services to ensure success. This residential and day school model will provide an experience that will focus on an innovative educational delivery system (Table 2, page 63) with the ultimate goals of high school graduation, post-secondary and job readiness.

The Mission of Flemington Academy is:

To provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way.

Through an innovative, integrated approach of service delivery, the mission of Flemington academy will be achieved. The Responsiveness to Instruction (Rtl) team will be the oversight team that ensures the alignment of all integrated components. This team will include educational, social, and emotional and mental health professionals who will deliver a wraparound model of student services that are data-driven and standards based. Ambitious professional development (Table 1, page 62) for all members of the Rtl team will be the cornerstone for creating a professional learning community where changing instructional delivery and student support systems create an atmosphere for student success. The components of the education plan will be initiated in year one with full implementation of each element spanning a five-year time period. The degree of implementation of each element will be guided by student data and need.

Flemington Academy will provide an educational model based on the five goals of the charter school and delivered through three design principles: a dynamic Professional Learning Community (PLC), a rigorous Responsiveness to Instruction model, and an intentional system of Purposeful Design.

Goal 1: An educational delivery system which insures students' academic and behavioral growth and acceleration through well-designed and tested curricula and instructional methods including the following: (a) valid and comprehensive assessments and program planning, (b) close progress monitoring of individual student learning and Academic Coordinator effectiveness, and (c) high-quality as well as differentiated and

innovative teaching methods. In addition, the Boys and Girls Home (B&GH) is committed to providing the following:

- Recreational therapy
- Experiential therapy (Equine Assisted Therapy)
- Career and Technical Education curriculum including agriculture science, auto mechanics, welding, small engine repair, basic carpentry, and culinary arts.
- GED curriculum for students who are not otherwise able to complete regular secondary graduation requirements.
- Preparation of the student for post-secondary education and/or vocational training. (Note: B&GH provides financial scholarship assistance for any student who successfully completes the program and indicates a desire to enroll in post-secondary or vocational training institutions).

Goal 2: An integrated school organization that consists of shared leadership and decision making; processes for data analysis, evaluation and selection of instructional materials, methods and technology through a system of instructional coaching support and continuous improvement.

Goal 3: A professional learning community that is (a) student-centered, (b) based on shared knowledge of instructional and therapeutic outcomes, and (c) inclusive of all team members—educational, therapeutic, and support personnel.

Goal 4: A continuum of transition services (educational, therapeutic, and behavioral) provided to support students' successful matriculation to their home-school community, post-secondary opportunities, or the World of Work program.

Goal 5: A professional development system that will support and sustain the innovative and integrated service delivery model.

Design Principles

- A dynamic PLC, whose primary focus is ensuring that best practices become common practices (DuFour, Eaker, 1998; DuFour, DuFour & Eaker, 2008) while fulfilling the mission of the school: To provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way.
- A rigorous RtI (Diagram 1, page 60) system that includes academics and behavior as well as student assessment and progress monitoring, at each of the four tier levels of service delivery that will drive each student's unique educational plan through innovative teaching approaches.
- A system of Purposeful Design, where the use of time, space and resources ensures that all students have support structures that will allow for high school graduation, job and post-secondary experiences and readiness as well as successful transitional support for students returning to their home-based school (NC New Schools Project, 2003).

A Dynamic Professional Learning Community

Flemington Academy will function as a PLC with the belief that learning is the fundamental purpose of the school and, therefore, will examine all practices in the light of their impact on that student learning. “With that belief is the assumption that improved learning for students is continuous, job embedded learning for educators” (DuFour, DuFour, Eaker & Many, 2010).

The cornerstone of Flemington Academy’s PLC will include the following:

- The collegial and facilitative participation of the Director of Education, who shares leadership—and thus, power and authority—through inviting staff input in decision making
- A shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work
- Collective learning among staff and application of that learning to solutions that address students' needs
- The visitation and review of each Academic Coordinator's classroom by peers as a feedback and assistance activity to support individual and community improvement (Hoard, 1997)

The **Director of Education** will serve as a facilitator of knowledge and act in conjunction with the professional community at Flemington Academy to ensure that the needs of each child are addressed in a collaborative, personalized, data-driven approach based on evidence and analysis rather than opinion and observation. With the mindset of shared leadership, the Director of Education will address the professional development needs of the staff to ensure that a collaborative culture of services and instruction are delivered responsibly for every student, as outlined in the job description found on pages 109-111. The shared leadership and team approach is an integral part of the educational plan (Appendix E, Description of Teams)

A shared instructional vision of implementing literacy across the curriculum will drive the staff’s work in all areas of the student’s service delivery. This common instructional framework will be realized through ongoing professional development and collective learning of staff in the areas of teaming collaboratively, developing common language, defining and implementing literacy goals, focusing on acceleration versus remediation, driving instruction through data analysis, and promoting shared responsibility for student success through effective interdisciplinary instructional approaches.

To measure teaching effectiveness in this PLC, Academic Coordinators (teachers) and staff will participate in shared support through the means of “peer rounds.” Peer rounds will allow Academic Coordinators (teachers) to engage in observations of their colleagues to ultimately develop a collective pool of resources that reflect best practices. It will be the responsibility of the Director of Education to provide leadership in this process that will promote collaboration and instructional improvement in a non-threatening atmosphere.

Responsiveness to Instruction Model

Responsiveness to Instruction (RtI) is a multi-tiered system of change that promotes school improvement through engaging, high-quality instruction by using a collaborative

team approach to guide educational practices and improve behavioral outcomes (NCDPI, 2011). The educational and behavioral programs at Flemington Academy will implement a multi-tiered system of support to meet the needs of all learners with an emphasis on students in disadvantaged subgroups (Fuchs, et. al, 2003). Early intervention processes will be put into place that stress high-quality, engaging instruction for students. Rtl has been instrumental in preventing both reading and math failure and over-identification for special education in the elementary, middle, and high school settings (Torgeson, 2009).

A combined Rtl and School Wide Positive Behavioral Instructional Support Model (SWPBS) uses a problem-solving model based on data to address student academic and behavioral needs and maximize growth for all (pages 89-99 on Student Conduct and Discipline). Rtl uses a systems approach and problem-solving model for all students rather than trying to determine what is wrong with a particular student.

The Flemington Academy Rtl and SWPBS Framework focuses on improved student behavioral and academic outcomes through the following methods:

- Providing a model of instructional and behavioral prevention rather than the “wait to fail” model by using effective teaching and learning and behavior management strategies that are explicit, systematic, and based on the latest scientific research.
- Offering additional instruction targeted to specific areas identified by assessment and behavioral data and aligned with the initial instruction.
- Providing intensified instruction that increases the amount of support for students whose learning over time and behavior are impacted by a variety of causal factors such as high absenteeism, lack of effective initial instruction and appropriate behavioral model.
- Implementing a comprehensive assessment plan that produces valid and reliable data on which informed instructional and behavioral decisions are made enabling Academic Coordinators (teachers) to respond immediately when students experience difficulty in their learning or are ready for enrichment and extension of the instruction.
- Providing a system of professional development that is focused, sustained, and informed by what the data reveals is necessary for improved student academic and behavioral outcomes and Academic Coordinator support.

The Flemington Academy model of instruction (Rtl) provides increased learning opportunities for all students particularly students identified as at-risk of academic failure or academically gifted. The primary student population will be at-risk students who have been placed at B&GH as a result of abuse, neglect, truancy, school failure, chemical abuse and who are emotionally troubled. These students are in the residential treatment program and will attend school on campus with the day students.

The secondary student population will be students from surrounding communities and schools who are either failing in the public school and/or are at-risk of expulsion as a result of behavior issues, truancy and/or academic failure and will attend only as day students. These issues often present a myriad of emotional and psychological problems as a result of the trauma they have experienced in their lives. Students who attend Flemington Academy are typically one to three grade levels behind in academic

achievement. The curriculum, coupled with a very personalized learning environment and integrated with therapeutic and medical services will ensure that every student is challenged and has the opportunity to realize his/her full potential. This will occur through a rigorous academic environment of individualized, prescriptive curriculum, meeting the student where he/she is and moving each one forward to the appropriate grade level performance. Through this continuous problem solving process, appropriate academic and behavioral supports will be delivered within the framework of RtI.

At Flemington Academy, the individualized approach begins by administering initial screening assessments and placement tests to determine the appropriate tier of instruction. A blended instructional model of Academic Coordinator-directed instruction, supported and enhanced by technology resources, will move students at their own pace as they master the content and improve their learning skills. An integral part of Flemington Academy is supporting the students as they acquire organization and management skills such as goal setting, note taking, time management strategies and lifelong study and work habits. Organizational support is delivered through the purposeful design of Student Seminar and the Academic and Therapeutic Skills Lab period (Table 9, pages 75).

As students move through the academic and behavioral tiers, progress monitoring assessments are administered to determine if their learning over time is adequate. If students enter the Academy with an IEP, those services begin immediately in addition to having equitable opportunity to the universal access. If students arrive without an IEP, the RtI team will partner with the collaboration team to help create an appropriate Individualized Action Plan (IAP). All students set academic and behavioral goals and are supported as they work towards improvement. The process of improvement and movement through the tiers is constantly monitored through the RtI and collaboration team problem-solving process so that no student is allowed to “fall through the cracks.”

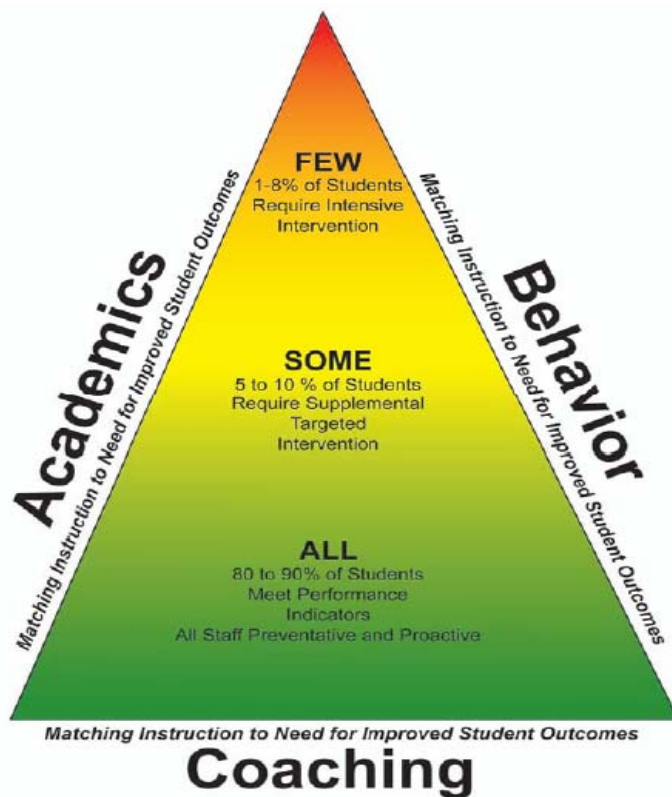
The following are descriptions of each tier and of the resources used:

- **Tier I:** Standards-aligned instruction is provided for all students with the adopted textbook and the aligned technology resources as the universal access. Using the standards as our guide defines what we want all students to know and to be able to do. Textbooks provide a variety of pedagogical approaches and incorporate effective instructional principles applied to selections that are chosen with consideration to the social, political, cultural and economic backgrounds of a diverse student population. PBIS provides school wide behavioral expectations that all students are expected to achieve. For students at Flemington Academy, the universal access resources, coupled with additional supports, are appropriate and sufficient for learning and achieving the required course work. The expected outcome is verified by the assessments included as part of the universal access resources and are administered and recorded so that timely instructional and behavioral decisions are made based on student performance.
- **Tier II:** When assessments reveal deficiencies in students’ academic and behavioral performance, a Tier II intervention is indicated. The assessments help to identify what each student has learned or not learned. The intervention must be targeted to the specific concepts/skills and behaviors indicated by the assessment as deficient. This targeted intervention is provided as part of standards based instruction and may

be an alternative resource provided through the universal access resource. Additional behavioral supports are provided in Tier II that may target a particular group of students or particular at-risk behaviors. Students participating in a Tier II targeted intervention are still fully participating in the Tier I classroom instruction.

- Tier III:** When data show severe and lasting academic and behavioral performance deficiencies, a Tier III intensive intervention is indicated. Students requiring an intensive intervention need more, not less, time on task to accomplish course work or behavioral expectations. They will benefit from an outside resource specifically designed to address the indicated deficiency. These students should, if at all possible, continue to participate in Tier I classroom instruction with the necessary supports in place to leverage their strengths while supporting their needs. In some cases, replacement courses or individual behavioral plans are provided for students for whom the above process will not best meet their needs. These interim arrangements should become less necessary as the complete four-tiered plan takes hold providing a curriculum where all students can learn and achieve their academic and behavioral goals.
- Tier IV:** When learning over time is disrupted and delayed to the point that students are unable to be successful as indicated by the assessment data, it may become necessary to change the level of support to include special education services. Tier IV provides replacement core instruction and an environment that meets the needs of the individual student and moves at a pace designed to promote the achievement of academic and behavioral mastery over time.

Diagram 1



(Utah Department of Instruction, 2006)

Purposeful Design

Purposeful design is the intentional planning and implementation of programs and activities that will provide the support systems necessary to achieve the mission and goals of Flemington Academy.

The **Academic and Therapeutic Skills Lab (ATSL)** at the beginning of each school day will focus on small group or 1:1 educational instruction (reading and math) or therapy interventions. The ATSL will function as a bridge as outlined in Flemington Academy's therapeutic model of care and education plan. This period of time will also allow for additional instructional time for interventions and acceleration. The time allocated will be used flexibly in order to meet the individual needs of each student, such as the academic and/or therapeutic interventions specified in the student's IEP or IAP.

The **Daily Student Seminar** at the end of the school day will provide the much needed time for students to work with an adult who has chosen to serve as the student's accountability partner (mentor). The accountability partner will serve as the adult expert in the student's educational and behavioral plan and help lead the process of acceleration, goal setting and review, service delivery, transition plans and movement through the four tiered RtI model. The Daily Seminar will include structured study and discussion led by an adult accountability partner, utilizing resources such as *Skills for School Success*, *The Seven Habits of Highly Effective Teens*, and *The Six Most Important Decisions You Will Ever Make* (Table 7, page 72 for description).

Flemington Academy's RtI team (Appendix E) will intentionally plan for the selection of highly qualified Academic Coordinators (teachers), who seek a supportive PLC that promotes continuous professional growth and who are focused in the belief that with the proper assessments and support systems that the mission of this charter school can be achieved for all students. The success of this model will be realized in the purposeful design of the daily, weekly, and yearly academic calendar. The inclusion of time in the student's daily schedule for seminar, ATSL and the daily team planning time for Academic Coordinators (teachers) coupled with weekly time for professional development and service monitoring will ensure the success of this integrated approach of student support.

The Director of Education will become the onsite experts in the implementation of the innovative and integrated approach to instructional delivery that is outlined in this application. This onsite expertise, combined with outside resources, will enable the rigorous system of professional development (Table 1 page 62) to be delivered onsite during the intentionally planned unique Friday afternoon schedule. Rigorous and aligned professional development, guided and informed by student performance data, will serve as the foundation of the success at Flemington Academy.

Table 1

Professional Development	
Modules	Associated Goal
Professional Learning Communities Collaborative Teaming Student-Led Conferences Accountability Partners (Mentors) Peer Rounds/Coaching	Goals 1, 2, 3, 4, 5 Integrated and Innovative Teaching Purposeful Design Student accountability for learning and parent/guardian involvement Education Team professional improvement
Responsiveness to Instruction Positive Behavior Instructional Support	Goals 1, 2, 3, 4, 5 Purposeful Design Integrated and Innovative Teaching Social and Emotional student development Student accountability
Technology Integration	Goals 1, 2, 5 Integrated and Innovative Teaching
Comprehensive Instructional Plan Literacy Across Curriculum Core and Intervention Program Training	Goals 1, 2, 3, 4, 5 Integrated and Innovative Teaching Fidelity of Instructional model and delivery Tier I-IV Instructional methods, materials and interventions. Academic growth and proficiency
Comprehensive Assessment Plan Use of Formative Assessment Module <i>Using Data to Support Instructional Decision Making</i>	Goals 1, 2, 3, 5 Fidelity of Assessment implementation Data analysis, screening, progress monitoring, diagnostic and outcome measures that supports instructional decision-making.

Table 2 provides a quick snapshot of the innovative offerings and support and their alignment to the goals.

Table 2

Innovative Offerings and Support	
Program	Description
Professional Learning Community Goals 1, 2,3,4,5	Shared leadership, shared vision, collective learning among staff, and peer monitoring to continuously develop best practices
Rtl Goal: 1,2,3,4,5	Four tiered model of instructional delivery that will build a framework increasing the level of intensity of instruction that will meet the academic needs of each student. A data-driven approach that is founded on progress monitoring and continuous improvement.
Accountability Partners (Mentors) Goals: 1,2,3,4,5	Accountability Partners provide a mentoring relationship with a caring adult who provides guidance and support for the student in all areas of the student's service delivery model.
Integrated Instructional Delivery Goals: 1,2,3,4,5	The Friday Schedule allows for the integration of instructional strategies and skills within CTE and core classes by providing students the opportunity to understand the interconnectedness of all content areas through identified resources materials.
Common Instructional Framework Goals:1,2,3,4,5	The common practice and language of educational delivery systems will be achieved through the foundational approach of literacy across the curriculum. With this interconnected approach supported by the PLC tenants students will always know the goals of their educational plans.
Integrated Service Delivery Goals: 1,2,3,4,5	The integration of all student services will support the overall approach of common focus. The ability to implement the weekly student support planning time will allow for all areas, therapeutic as well as educational, to have a shared understanding of a student's needs and plan for success.
Transition Program Goal:1,2,3,4,5	The transition program will dedicate staff to serve as a bridge to the student's community and family. This program will be the foundation that ensures success if or when a student transitions back to his/her home school. This transition program will also assist in the development of job based student internships as well as post-secondary advisement for all Flemington Academy students.
Job and Post-Secondary Experience Goals: 1,2,3,4, 5	With the assistance of the transition program and the Career Technical Education Specialist every student will have the opportunity to engage in a job readiness experience, internship and/or post-secondary experience.

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.

Curriculum Design and Planning

The Grade 6-12 curriculum at Flemington Academy is aligned with the North Carolina Essential Standards and the Common Core Standards (CCSS). Flemington Academy has adopted the philosophy of Richard T. Vacca, "To be literate in content classrooms, students must learn how to use language process to explore and construct meaning with texts. When students put language to work for them in content classrooms, it helps them to discover, organize, retrieve, and elaborate on what they are learning" (Allen, 2004, Vacca, 2000). Literacy across the curriculum will serve as the "lens" through which all instructional delivery will be viewed at Flemington Academy. This approach will further emphasize the goal of common language and integrated service delivery for all students.

Vertical planning will be essential in the successful delivery of the educational curriculum allowing the Academic Coordinator to scaffold instruction beginning in grade six and extending through grade twelve. The interdisciplinary approach of integrating Career Technical Education (CTE) will require the Rtl team to provide resources and tools to make connections between all content areas. With this vertical alignment, scaffolding, and interdisciplinary approach the planning prior to the opening of this academy will be critical. The yearlong, unit and daily planning of instruction will be guided by four essential questions:

- What is it we want all students to learn?
- How will we know when each student has learned?
- How will we respond when some students experience difficulty in their learning?
- How will we enrich and extend the learning for students who are proficient?

The Rtl team at Flemington Academy will work with the staff to guide this planning process and ensure that the North Carolina Essential Standards and CCSS are being met while focusing on literacy and integration.

Yearlong Instructional Planning

Yearlong planning will focus on the concept of "What is it we want all students to learn." With the identification of these learning outcomes will come the Academic Coordinator work of unpacking the standards and objectives to address these content goals. The use of the Rtl model will provide the framework for understanding student readiness as well as resources and assessment measures (Tables 4-6, Pages 68-71) that will effectively guide the progress of each child's IEP or IAP. Year-long plans will be adjusted throughout the year as dictated by student achievement and will be monitored for fidelity by the Director of Education. The monitoring of fidelity will ensure that multiple measures of assessment data will be the tools used to identify the instructional areas of focus as well as needed resources.

Unit Planning

The development of unit planning will be the outgrowth of the yearlong plans and the link between those plans and daily lessons. The unit planning process will consist of eight steps:

1. Understand how the unit is part of a bigger set of ideas
2. Identify the central idea of the unit that guides the planning process
3. Unpack the critical components of the unit (objectives),
4. Identify relationships between objectives
5. Generate and answer questions about the key concepts
6. Create end-of-instruction assessment measures
7. Monitor progress and learning throughout the delivery of the unit (formative assessment)
8. Keep the big idea at the forefront of all instruction associated with that unit.

While the yearlong plan identifies “what we want students to know,” the unit plan will answer “How will we know if they learn the intended concepts.” The development of the unit’s summative assessment will provide the needed guidance that the daily plans will address, and this method of beginning with the end in mind will provide transparency of desired outcomes for Academic Coordinators (teachers) and students.

Academic Coordinators (teachers) will utilize the PLC framework of common instructional planning to unpack their units of study allowing for the development of common ideas and concepts across all disciplines. This interdisciplinary approach to planning creates integration and relevance that is at the forefront of the instructional delivery model at Flemington Academy (Marzano, et. al, 2001, Lenz, 1994).

As with all areas of service delivery at Flemington Academy, Rtl will allow educators to identify student needs and effective instructional materials and strategies (Tables 4-6, Pages 68-71). Formative assessment measures will be developed to collect and analyze data that focus on desired outcomes. This progress monitoring will allow educators to identify student needs and effective instructional materials and strategies to enable student success. Professional development to implement a system of effective formative assessment will be essential in the Academic Coordinators (teachers)’ ability to analyze evidence and make meaningful adjustments to their practice (Table 2, Page 63).

Daily Planning

The development of daily instructional objectives will be an outgrowth of the cyclical process of yearly and unit plans. These daily instructional plans and objectives will be monitored for effectiveness through the system of formative assessment as outlined in the unit planning process. This progress monitoring will address the question, “What will be the response to students who are having difficulty and how will enrichment be provided to those who have mastered the content.” Common Academic Coordinator planning time will provide Academic Coordinators (teachers) opportunities to continuously reflect on their practice, share successful instructional approaches (Table 3, Page 66) and materials while also focusing on the process of ongoing data analysis to improve their practice.

Table 3

<u>Instructional Approach and Methodology</u>	
Flemington Academy will provide a small Academic Coordinator/Student ratio incorporating a blended instructional model with Academic Coordinator directed, small group and individualized instruction as described below.	
Instructional Approach	Purpose
Technology Integration	Rigor, relevance, and student engagement
Interdisciplinary Approach	Content relevance, rigor, job readiness and post-secondary; student engagement
Academic Coordinator Directed	Instructional interventions
Academic Coordinator as Facilitator	Instructional rigor, student responsible for learning
Open Ended / Problem Solving Instruction	Instructional rigor, student responsible for learning
Acceleration vs. Remediation	Intervention and support for all students
Student Seminar	Relationships, social readiness, student support
Academic and Therapeutic Skills Lab (ATSL)	Infusion of all services (i.e. medical, therapeutic, academic)

Comprehensive Instructional Model and Educational Resources

The RtI Team at Flemington Academy is committed to implementing a rigorous array of educational materials, particularly in reading and mathematics, using evidenced-based research on the effectiveness of materials as a basis for selection. The selection of core materials includes the use of specific technology tools such as NovaNET and NC Virtual Public High School that align with the NC Common Core State Standards for English/ language arts and mathematics (CCSS) and Essential Standards that support students in the acquisition of course credits to meet high school graduation requirements. The RtI team will then be able to put into place a four tier system of positive behavioral and academic support that provides each and every student an equitable opportunity for a successful academic experience and preparation for the next step in each one’s life journey.

The selected curriculum is grounded in effective literacy and mathematics instruction and based upon the NC CCSS and Essential Standards. These standards define what all students are expected to know and were developed to help ensure that all students are college and career ready in literacy no later than the end of high school. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Evidenced-based instruction is instruction that is consistent with the principles of scientific research as defined in section 200(18) of the Higher Education Act of 1965.

Effective Adolescent Literacy Instruction: Grades 6-12

Respected educational researchers met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education to identify a set of recommendations for meeting the needs of adolescent learners in middle and high

school; these recommendations were published in *Reading Next* (Bincarosa, Snow 2006). Based on their findings, the key elements of effective adolescent literacy programs will include direct, explicit comprehension instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; a technology component; ongoing formative and summative assessment of students; extended time for literacy; professional development; Academic Coordinator and behavioral teams; leadership; and a comprehensive and coordinated literacy program.

In addition, *Academic Literacy Instruction for Adolescents* (Torgesen et al. 2007) recommends six essential areas of growth in knowledge, reading, and thinking skills for students in grades 6 through 12: reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement.

Flemington Academy is committed to providing individualized instructional support to each student. To that end, all of the Tier I textbook resources will have a print and online version. These resources will enable students and Academic Coordinators (teachers) to access instructional materials at any time for enhanced and extended teaching and learning opportunities. Additionally, coordination between the core and intervention materials (Tiers I-IV) provides students the extended learning opportunities needed for mastery of a concept or skill. English/language arts, mathematics, science and social studies textbook resources aligned with the NC Common Core Standards and Essential Standards resources will be used within Tier I instruction (Table 4, pages 68-69). Explicit instruction in all areas, especially comprehension, higher-level reasoning and thinking skills and word learning vocabulary strategies, will be the focus of all content areas to provide the practice and application opportunities necessary for student success (Archer & Hughs, 2010, Morsy, Kieffer, & Snow, 2010). Along with effective professional development and shared planning by the Academic Coordinators (teachers), students have the best opportunity for increased outcomes in achievement.

Table 4

TIER I	UNIVERSAL ACCESS
<p>ENGLISH/LANGUAGE ARTS 6-12</p>	<p><i>Holt McDougal Literature</i> Common Core Editions c. 2012</p> <ul style="list-style-type: none"> • Teacher’s Edition (Print and Online) • Teacher Resource Manager (Print and Online) • Student Edition (Print and Online) • Interactive Online Student Edition
<p>Description: This literature series is aligned with the CCSS, emphasizing instructional scaffolding, point-of-use digital resources, student and teacher online resources that are not bound by time or space. A focus on reading and writing strategies instruction across the curriculum delivered explicitly with ample practice opportunities and built in screening, progress monitoring and diagnostic assessments align with the instructional recommendations from <i>Reading Next</i>. Scaffolding tools include online assessments, Interactive Reader (companion textbook written at varying lexile levels), and high interest texts for students who read below grade level. An aligned intervention program, BRIDGES TO LITERATURE, provides a scaffolded transition to this core program.</p>	
<p>MATHEMATICS</p> <p>6</p> <p>7</p> <p>8</p> <p>Pre-Algebra</p> <p>Algebra 1</p> <p>Geometry</p> <p>Algebra 2</p>	<p><i>Holt McDougal Mathematics</i> Common Core Editions c. 2012</p> <ul style="list-style-type: none"> • Teacher’s Edition (Print and Online) • Teacher Resource Manager (Print and Online) • Student Edition (Print and Online) • Interactive Online Student Edition
<p>Description: Holt McDougal Math series of instruction aligns with the common core standards as well as the overall educational approach of Flemington Academy. Embedded activities, the infusion of technology based activities and the thematic approach to lesson delivery are found throughout the <i>Math Themes</i> series of instructional materials for middle school students. The continuation of the Holt McDougal resources into the high school setting will continue to provide common practice and delivery approaches for all students. With these resources come the much needed support for students who fall in the Rtl tiers I and II. A complete series of instructional approaches is provided for students who fall under the umbrella of IDEA as well as assessments that are leveled tests in both free-response and multiple-choice formats, providing the much needed tools for progress monitoring.</p>	
<p>SCIENCE</p> <p>Middle Schools Science (c. 2012)</p> <p>Earth Science - Grades 9-12 (c. 2010)</p> <p>Environmental Science- Grades 9-12 (c. 2008)</p> <p>Biology - Grades 9-12 (c. 2012)</p> <p>Science Spectrum Physical Science Grades 9-12 (c. 2008)</p>	<p><i>Holt McDougal Science</i></p> <ul style="list-style-type: none"> • Middle School Science - digital only with print consumable • Teacher’s Edition (Print) • Teacher Electronic Resources (Online) • Teacher Chapter Resource (Print) • Student Edition (Print) • Interactive Online Student Edition

<p>Description: Holt Science (Spectrum 9-12, Middle School Science, Biology) embeds CCSS’s focus of all Academic Coordinators (teachers) as literacy Academic Coordinators (teachers) by including a Reading Tool Kit aligned with the English/language arts program that focuses on students’ comprehension and retention of content through conceptual organization. Skills are scaffolded to help provide practice opportunities to increase performance towards mastery. The integrated technology, a major focus at the Flemington Academy, supports and enhances planning and instruction.</p>	
<p>SOCIAL STUDIES</p>	<p><i>Holt McDougal Social Studies (c. 2012)</i></p> <ul style="list-style-type: none"> • Teacher’s Edition (Print and Online) • Teacher Electronic Resources (Online) • Teacher Chapter Resource (Print and Online) • Student Edition (Print) • Interactive Online Student Edition
6 th grade - Ancient Civilizations	
7 th grade- World History	
8 th grade- United States History	
Civics in Practice	
The Americans	
World History Patterns of Interaction	
<p>Description: Holt Social Studies also embeds CCSS’s focus of all Academic Coordinators (teachers) as literacy Academic Coordinators (teachers) and is aligned with the English/language arts program by focusing on students’ comprehension, critical thinking skills and retention of content through conceptual organization. Personal stories and accounts in history and social studies provide increased engagement opportunities and a variety of ways in which students may demonstrate mastery over time. Skills are scaffolded to help provide practice opportunities to increase performance towards mastery. Reading Social Studies lessons and A Focus on Writing features ensure student comprehension and development of written response skills. The integrated technology supports and enhances planning and instruction.</p>	

The following programs (Table 5, pages 69-71) are considered Tier II Interventions aligned with the Tier I core English/language arts and math and are delivered in addition to and not in replacement of the Tier I instruction. The intervention programs target specific skills as identified by the screener and/or diagnostic assessments.

Table 5

<p>TIER II</p>	<p>TARGETED interventions - Tier II interventions are used in addition to the Tier I Universal Access.</p>
<p>READING INTEVENTION Tier II interventions are used in addition and not in replacement to the Tier I Universal Access.</p>	<ul style="list-style-type: none"> • <i>REWARDS</i> (Multisyllabic word reading strategy instruction) • <i>CORRECTIVE READING</i> - decoding (decoding, phonics, fluency, vocabulary instruction) • <i>BRIDGES TO LITERATURE</i> (fluency, vocabulary and comprehension strategy instruction)
<p>Description: <i>REWARDS</i> is a specialized reading program and short term intervention (25 lessons) designed to teach secondary students a flexible strategy for decoding multi-syllable content area and other vocabulary words to increase oral and silent reading fluency. It specifically targets content area passages and teaches students to decode previously unknown words from 2 to 8 word parts, to accurately and fluently read long words within passages, to increase comprehension and to build more confidence in reading.</p>	

<p>Description: <i>Corrective Reading</i> is a comprehensive reading intervention program that can be used in Tiers II-IV as a targeted support or replacement instruction for students who are significantly behind. In Tier I it offers three distinct elements to ensure student success:</p> <ol style="list-style-type: none"> 1. Thoroughly developed and tested program design structured so students learn how to learn as they master increasingly complex skills and strategies. 2. Scripted presentation approach that uses a brisk pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners. 3. Complete learning materials including student books, workbooks, teacher presentation books and guides, and supplemental materials that provide everything from placement tests to a management system that reinforces hard work, helping to <i>change student attitudes about reading</i>. <p>There are two strands of <i>Corrective Reading: Decoding</i> and <i>Comprehension</i>. Each includes four levels: A, B1, B2, and C. The program can be taught in a single-strand (<i>Decoding</i> or <i>Comprehension</i>) or double-strand sequence depending on the needs of the students. The objectives of the <i>Level A</i> programs, which deal with very basic skills, are relatively modest in number, while the objectives of the <i>Level C</i> programs are manifold. Each program is based on cumulative skill development; thus, the difficulty of the material increases gradually but steadily, always building on student success.</p>	
<p>Description: <i>Bridges to Literature</i> is a transitional reading program that uses literature and informational selections combined with strategies and skills instruction to provide a scaffolded approach to prepare to read on-grade-level text. It provides placement assessments and progress monitoring assessments to use in conjunction with ISIP. When used in conjunction with <i>Holt McDougal Literature</i> it becomes an effective transitional component. When coupled with <i>Corrective Reading-Decoding</i>, <i>Bridges</i> becomes part of the core replacement instruction that provides the comprehension, vocabulary and fluency instruction that is necessary to create an effective, complete literacy program.</p>	
<p>MATHEMATICS INTERVENTION Tier II interventions are used in addition to and not in replacement of the Tier I Universal Access.</p>	<ul style="list-style-type: none"> • <i>Essentials for Algebra</i> (Algebra Readiness Intervention) • Additional tutoring support on specific components • <i>Corrective Math</i> • <i>Do the Math Now!</i>
<p>Description: <i>Essentials for Algebra</i> is a middle school or high school pre-algebra program that provides the essential knowledge and focused math lesson plans that under-performing students need to prepare for Algebra 1 or Algebra 2. Highly-structured lessons in this yearlong math intervention course are designed for mastery of essential pre-algebra content and understanding of introductory concepts found in traditional Algebra I classes.</p>	
<p>Description: <i>Corrective Math</i> provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide Academic Coordinator-directed instruction on critical skills and concepts which struggling students often fail to grasp. By focusing on core content and breaking this content into a series of small conceptual steps and embedded skills, <i>Corrective Mathematics</i> enables mathematics skills, rules, and strategies to be efficiently and effectively addressed by the Academic Coordinator and ensures that students will learn to work mathematics problems accurately and confidently.</p>	

Description: *Do The Math Now!* is a yearlong course for middle and high school students who need support in addition to their regular class instruction. Specifically designed to address these students' needs with the basics of numbers and operations, content is sequenced and paced to build understanding and skills. By building key concepts, students learn to reason mathematically, make connections across operations, and apply their skills to higher-level mathematics.

1. Getting Students Common Core Ready. The Core within the Core are the essential basics necessary for students' continued success in mathematics. *Do The Math Now!* reinforces the foundations that are critical for algebra and that represent the largest gap in student achievement.
2. Connects students' numerical learning to the Standards for Mathematical Content by providing lessons that balance developing understanding and learning procedures.
3. Supports the Standards for Mathematical Practice by strengthening students' ability to make sense of concepts, solve problems, reason, and use appropriate tools.

Intervention programs listed within Tiers III-IV (Table 6, page 71) are designed for students who are significantly behind (more than 2 grade levels) where learning has been impacted to the degree that they will not benefit from being in Tier I and Tier II instruction. Generally, Tier III can be implemented as an intensive intervention in addition to the Tier I and II instruction; however, if these programs are used as a replacement of the core instruction it is considered Tier IV Replacement Core.

TABLE 6

TIERS III-IV	INTENSIVE INTERVENTION and REPLACEMENT CORE
<p>READING INTERVENTIONS Tier III-IV interventions are for use with students who are older and significantly behind as identified by the data.</p>	<p>Replacement Core Instruction when used together in place of Holt McDougal</p> <ul style="list-style-type: none"> • <i>Corrective Reading</i> - Decoding and Comprehension (Table 5, pages 69-71) • <i>Bridges to Literature</i> (Table 5, pages 69-71)
<p>MATHEMATICS INTERVENTIONS Tier III-IV interventions are when students are older and significantly behind as identified by the data.</p>	<p>Replacement Core Instruction when used together in place of Holt McDougal</p> <ul style="list-style-type: none"> • <i>Corrective Mathematics</i> (Table 5, pages 69-71) • <i>Do The Math Now!</i> (Table 5, pages 69-71)

Daily Student Seminar

The daily student seminar at the end of the school day will provide the much needed time for students to work with an adult who has chosen to serve as the student's accountability partner. This accountability partner will serve as the adult expert in the student's educational plan and help lead the process of acceleration, goal setting and review, service delivery, transition plans and movement through the four tiered RtI model. The seminar will include structured study and discussion led by an adult

accountability partner, utilizing resources such as *Skills for School Success*, *The Seven Habits of Highly Effective Teens*, and *The Six Most Important Decisions You Will Ever Make*.

Table 7

Seminar Curriculum	Additional Curriculum Resources
<p><i>Skills/Advanced Skills for School Success – by A. Archer and M. Gleason</i></p> <p><i>Skills/Advanced Skills for School Success</i> is a research-based program that transforms "strategy-free" students into successful students who</p> <ol style="list-style-type: none"> 1. exhibit positive classroom behaviors, manage time, and organize assignments; 2. make effective use of text and reference books and interpret graphic aids; 3. study for and approach tests with confidence; and 4. gather information, take notes, and respond in class. <p><i>Advanced Skills for School Success</i> provides students in grades 7+ with essential study and work strategies. The curriculum is organized in the following modules:</p> <ol style="list-style-type: none"> 1. Module 1—School Behaviors and Organization Skills—how to get organized and manage time 2. Module 2—Completing Daily Assignments—how to plan and produce neat, well-organized assignments 3. Module 3—Effective Reading of Textbooks—how to prepare to read actively, take notes, map content, and summarize 4. Module 4—Learning from Verbal Presentations and Participating in Discussions—take notes, brainstorm, and communicate effectively 	
<p><i>Seven Habits of Highly Effective Teens - S. Covey</i></p> <p><i>The Seven Habits of Highly Effective Teens</i> applies principles of the 7 Habits to teens and to the tough issues and life-changing decisions they face. This resource provides a step-by-step guide with lesson plans and support tools to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and get along with their parents. Students will identify with stories about real teens and make personal connections to their own life.</p>	
<p><i>Six Most Important Decisions You Will Ever Make by S. Covey</i></p> <p>This resource is a lesson extension of <i>The 7 Habits of Highly Effective Teens</i> that can be used in the goal setting process. These six decisions include advice on informed decision making in the areas of school success, making friends, getting along with parents, handling dating and issues related to sex, addiction and building build self-esteem. Through the utilization of this resource the social and emotional needs of students can be addressed in the format of real stories, fun quizzes and personal connections.</p>	

Integrated Technology to Support the Blended Instructional Model

North Carolina Virtual Public School (NCVPS) provides students with expanded academic options by offering online courses (AP, Honors, World Languages, etc.); online services such as test preparation, career planning services; and credit recovery.

By virtue of NCVPS's online course delivery, students from all areas of the state now have access to courses and highly qualified Academic Coordinators (teachers) in subjects that they may not have available at their local school. The use of this resource will enable Flemington Academy to further personalize learning opportunities for students in support of the goals of high school graduation, post-secondary and job readiness. Students in middle school who are ready for accelerated learning will be able to access selected high school courses through NCVPS.

NovaNET is an online courseware program containing the entire core high school curricula and some middle school curricula in the areas of mathematics, English, social studies, and science. The curricula is aligned with the CCSS and NC's Essential Standards and delivered on a web platform using a standard web browser. The program employs engaging and instructionally relevant material within a research-based instructional design. Mastery is at the heart of NovaNET Courseware through the testing of each learning objective using formative and summative assessments via an advanced testing engine. The courseware also has a nationally norm-referenced achievement test built into the product. The curricula can be personalized for each student by

- adjusting the mastery level for a student based on individual needs;
- providing different study plan options for each course/student;
- creating a discussion forum for students; and
- adding customized assessments created by the school.

Flemington Academy will use NovaNET to supplement face-to-face instruction and to provide students with opportunities for accelerated learning with the pace of learning determined by the student's demonstrated mastery of the curricula.

Professional Development for Comprehensive Instructional Plan

Each curriculum component is supported by professional development designed to provide Academic Coordinators (teachers) and staff the content knowledge, planning, and practice opportunities to enable them to implement the individual curriculum components with competence and confidence (Table 1, page 62). Flemington Academy's innovative and integrated approach will benefit students because there will be alignment and overlap of the total curriculum providing the repetitions and the connectedness between and among the core content areas.

Daily Schedule

The Education Team schedule (Table 8, page 74) and student schedule (Table 9, page 75) were purposefully designed to address all areas of Flemington Academy's mission "to provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way."

Table 8

Education Team Schedule (Monday - Thursday)							
Period	Time	Length Minutes	English	Math	Science	Soc. Stud.	CTE
1 st Period	8:15-9:25	70	ATSL	ATSL	ATSL	ATSL	ATSL
2 nd Period	9:30-10:40	70	M.S.	H.S.	M.S.	H.S.	Coaching
3 rd Period	10:45-11:55	70	M.S.	H.S.	M.S.	H.S.	Coaching
4 th Period	12:00-1:40	100	Core Plan	Core Plan	Core Plan	Core Plan	M.S./H.S.
5 th Period	1:45-2:55	70	H.S.	M.S.	H.S.	M.S.	Planning
6 th Period	3:00-4:10	70	Seminar	Seminar	Seminar	Seminar	Seminar
Education Team Schedule (Friday)							
8:15 – 12:30		CTE led and Core Academic Supported Integrated Activities (Job Readiness and Post-Secondary Readiness)					
1:30 – 4:00 150 minutes		PLC, Staff Development, Planning and Student Support (Includes all faculty and staff at Flemington Academy)					

The Education Team schedule design allows for the daily (Monday – Thursday) common planning time among the core Academic Coordinators (teachers). This common time will provide opportunities to realize the PLC approach of shared practice and integrated instructional delivery.

The unique Friday morning schedule is an opportunity for the faculty to fully implement the infusion of the CTE classes into the objectives of the core curriculum, address job readiness and career development inventories and the infusion of post-secondary experiences.

The unique Friday afternoon schedule will allow the Rtl and collaboration team to participate in common professional development, student updates and planning, all of which are embedded in the PLC model.

The CTE coaching time will provide for the acquisition and organization of community based resources, job readiness experiences and post-secondary experiences in the community. With this integrated and community based approach to CTE course delivery, the need for career development planning, administration and analysis of student interest inventories, and acquiring job internship and community service placements will be essential. The coaching time period of the Education Team schedule will be the support needed to accomplish this innovative delivery system (Jacobs, 2010, Masley, Paranto, 2008).

Table 9

Student Schedule (Monday – Thursday)				
Period	Time	Length Minutes	Middle School	High School
1 st Period	8:15-9:25	70	ATSL*	ATSL*
2 nd Period	9:30-10:40	70	Lang. Arts/Reading	Math
3 rd Period	10:45-11:55	70	Math	Science/Social Studies
4 th Period	12:00-1:40	100	CTE/Lunch	CTE/Lunch
5 th Period	1:45-2:55	70	Science/Social Studies	English
6 th Period	3:00-4:10	70	Seminar**	Seminar **
Student Schedule (Friday)				
8:15 – 12:30	CTE Integrated Activities/Job Readiness/Post–Secondary Readiness Community Service and/or Job Internships			
1:30 -4:00 150 minutes				
Lunch – 30 minutes (staggered: middle school first, then high school)				

The student schedule outlined in Table 9 is designed to address all goals of Flemington Academy. The built-in **Seminar** and **Academic and Therapeutic Skills Lab (ATSL)** time will allow for the utilization of wraparound services from all staff members—both educational and therapeutic. *The Day in the Life at Flemington Academy* (Appendix G) fully describes the integrated approach of service delivery and support that each student will receive as a result of the purposefully designed student and Education Team schedules.

Academic and Therapeutic Skills Lab (ATSL) will focus on small group or 1:1 academic interventions (reading and math) or therapy interventions. This period of time at the beginning of each day will allow for additional instructional time for interventions and acceleration.

Student Seminar is a block of time in which all students will participate at the end of each day (Monday - Thursday) that will function as a bridge between academic and therapeutic services.

The **unique Friday Schedule** described in Table 9, page 75 will allow students the opportunity to participate in the full implementation of the CTE experience that blends the blueprints of those courses with the CCSS and NC Essential Standards. The CTE teaching staff will develop community experiences (job internships, community service and post-secondary) that align with the blended instructional model and are focused on relevance and interconnectedness.

School Culture

The culture of Flemington Academy will shape daily behavior and be defined by the pillars of its mission of improving outcomes for all students through an integrated service delivery system. Through the implementation of an effective PLC and RtI that focus on continuous improvement and supportive relationship development, the entire staff will allow students to experience firsthand their commitment and compassion.

The culture at Flemington Academy is steeped in the history and traditions of B&GH. Through this history and the infusion of new traditions associated with Flemington Academy an atmosphere of “looking to the future” while remembering the history associated with this learning community will be created (Peterson & Deal, 2002).

Student academic achievement goals that are clear, specific, measurable, ambitious and attainable.

Reading Goal: Students will achieve growth leading to proficiency in reading.

- I. Objective: Fifty percent (50%) of sixth through eighth graders will achieve growth and/or proficiency on the North Carolina Reading Summative Assessment in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.
 - Method: The North Carolina Reading Summative Assessment for grades 6- 8
 - Timeline: North Carolina annual testing window
- II. Objective: Each year, students in grades 9-12 will achieve growth in reading as measured by the *AIMSweb* assessment in reading.
 - Method: *AIMSweb* computer adaptive testing system
 - Timeline: At intervals established by the student’s IEP or IAP and aligned with the four tier RtI model
- III. Objective: Each year, eighth graders enrolled will demonstrate measureable progress toward the achievement target on the ACT Explore test in Reading.
 - Method: ACT Explore Test for students in Grade 8
 - Timeline: March/April of each school year

English/Language Arts Goal: Students will be proficient in English/Language Arts

- I. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in English.
 - Method: ACT Explore Test for students in Grade 8
 - Timeline: March/April of each school year
- II. Objective: Fifty percent (50%) of students taking the North Carolina English 2 Summative Assessment will score proficient in 2013-2014, with the percent proficient increasing by 5% each year through 2017-2018.
 - Method: The North Carolina English 2 Summative Assessment
 - Timeline: North Carolina annual testing window for grade 10
- III. Objective: Each year, eleventh graders will demonstrate measurable progress toward the English achievement target on the ACT Test.
 - Method: ACT
 - Timeline: March/April of each academic year

Mathematics Goal: Students will be proficient in mathematics.

I. Objective: Fifty percent (50%) of sixth through eighth graders will achieve growth and/or proficiency on the North Carolina Math Summative Assessment in 2013-2014, with the percent proficient increasing by five (5%) each year through 2017-2018.

- Method: The North Carolina Math Summative Assessment for grades 6-8
- Timeline: North Carolina annual testing window for grades 6-8

II. Objective: Fifty percent (50%) of ninth through twelfth graders will score proficient on the North Carolina High School Math Summative Assessments in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.

- Method: The North Carolina Math Summative Assessments for grades 9-12
- Timeline: North Carolina annual testing window for grades 9-12

III. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in Mathematics.

- Method: ACT Explore test for students in grade 8
- Timeline: March/April of each school year

IV. Objective: Each year, eleventh graders will demonstrate measurable progress toward the math achievement target on the ACT Test.

- Method: ACT
- Timeline: March/April of each school year

Science Goal: Students will be proficient in Science

I. Objective: Fifty percent (50%) of eighth graders will score proficient on the North Carolina Science Summative Assessment in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.

- Method: The North Carolina Science Summative Assessment for students in grade 8
- Timeline: North Carolina annual testing window

II. Objective: Fifty percent (50%) of ninth through twelfth graders will score proficient on the North Carolina High School Science Summative Assessments in 2013-2014, with the percent proficient increasing by five percent (5%) each year through 2017-2018.

- Method: The North Carolina Science Summative Assessments for students in grades 9-12
- Timeline: North Carolina annual testing window

III. Objective: Each year, eighth graders will demonstrate measurable progress toward the achievement target on the ACT Explore test in Science.

- Method: ACT Explore test for students in grade 8
- Timeline: March/April of each school year

IV. Objective: Each year, eleventh graders will demonstrate measurable progress toward the science achievement target on the ACT Test.

- Method: ACT
- Timeline: March/April of each school year

No Child Left Behind (NCLB)

NCLB goal: Under the state's NCLB Accountability system, the school's Accountability Status will be adequate, at a minimum, each year.

Entrance and Exit Requirements and Graduation Requirements

Entrance and Exit Requirements

1. Flemington Academy is open to all students who have been accepted for placement at B&GHNC or are students from schools a three county region (Columbus, Cumberland and New Hanover) who seek to enroll in the day school program. Flemington Academy student admission policies do not discriminate on the basis of ethnicity, national origin, gender, disability, sexual orientation, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry.
2. High School entrance will require successful completion of the eighth grade and the recommendation of the Rtl Team for promotion to the 9th grade.
3. Students will exit from Flemington academy when any of the following circumstances exist:
 - (a) when the students care plan as a resident is completed;
 - (b) when a student is withdrawn from B&GH by a parent, guardian or social welfare placing agency;
 - (c) when a student is removed as a result of court action;
 - (d) when an enrolled student, age eighteen or older, requests self-withdrawal from Boys and Girls Home;
 - (e) when the student has completed North Carolina public high school graduation requirements of 21 or 22 credits for high school graduation; or
 - (f) when the student has completed GED requirements for high school graduation.

Middle School

Students enrolled in grades 6-8 at Flemington Academy will take the following courses each year:

- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- Health/Physical Education
- Electives from the areas of Fine Arts, Career and Technical Education, and others as available

All students will spend a portion of the academic day receiving intensive, specially designed instruction in essential literacy and mathematics skills to assist them in the general education curriculum and to prepare for the transition to high school.

Specially designed instruction for the students may be provided by Exceptional Children's Academic Coordinator (teachers), Academic Coordinators (teachers), and/or instructional assistants. Elective courses will be designed for students to explore areas of interest or aptitude in the arts, CTE, and other areas.

Student promotion within grades 6-8 and to grade 9 will be based on progress as documented in the student's IEP or IAP and other evidence available to the RtI Team.

Graduation Requirements

For students who first entered the Ninth (9th) Grade in 2011-2012 or earlier:

Twenty-one (21) credits are required for graduation. No one will be eligible to participate in graduation exercises unless all requirements are complete.

The following specific subjects are required of all students and are included in the required total:

English	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Health and Physical Educ.	1 credit
Electives	<u>6 credits</u>
	21 credits

1. Four (4) credits in English:
All students will be required to successfully complete English 1, 2, 3, and 4
2. Four (4) credits in mathematics:
All students will be required to successfully complete Algebra 1, geometry, and Algebra 2 or Integrated Math 1, 2, and 3, plus 1 math course aligned with the student's post-secondary plans.
3. Three (3) credits in science:
All students will be required to successfully complete one credit each in biology, a physical science, and an earth/environmental science.
4. Three (3) credits in social studies:
All students will be required to successfully complete one credit each in United States History, Civics and Economics, and World History
5. One (1) credit in physical education/health
6. Six (6) elective credits from the areas of:
 - Fine Arts
 - Career Technical Education
 - World Languages

For students who first entered the Ninth Grade in 2012-2013 or after:

Twenty-two (22) credits are required for graduation. No one will be eligible to participate in graduation exercises unless all requirements are complete.

The following specific subjects are required of all students and are included in the required total:

English	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	4 credits
Health and Physical Educ.	1 credit
Electives	<u>6 credits</u>
	22 credits

1. Four (4) credits in English.
All students will be required to successfully complete English 1, 2, 3, and 4
2. Four (4) credits in mathematics.
All students will be required to successfully complete Algebra 1, geometry, and Algebra 2 or Integrated Math 1, 2, and 3, plus 1 math course aligned with the student's post-secondary plans.
3. Three (3) credits in science.
All students will be required to successfully complete one credit each in biology, a physical science, and an earth/environmental science.
4. Four (4) credits in social studies:
All students will be required to successfully complete two credits in United States History, one credit in Civics and Economic, and one credit in World History.
5. One (1) credit in physical education/health
6. Six (6) elective credits from the areas of:
 - Fine Arts
 - Career Technical Education
 - World Languages

School Calendar

Table 10

First Trimester	
August 27-28	Education Team Professional Days
August 29-October 24	Academic Term 1 (41 days)
October 25	Education Team Professional Day
October 28-December 20	Academic Term 2 (37 days)
Holidays	September 2 – Labor Day November 11 – Veterans Day November 21-22 - Thanksgiving December 23-January 1 – Christmas Break
Second Trimester	
January 2 - 3	Education Team Professional Days
January 6 - March 7	Academic Term 3 (44 days)
March 10 - 13	Spring Break
March 17 - May 8	Academic Term 4 (38 days)
May 9 - 14	Education Team Professional Days
May 15 - 16	Vacation Days
Holidays	January 20 - MLK Day April 18 - Easter
Third Trimester	
May 19 - June 30	Academic Term 5 (30 days)
July 1 - August 12	Academic Term 6 (30 days)
August 13	Education Team Professional Day
Holidays	May 26 – Memorial Day July 4 – Independence Day
August 14 - 22	School Closed for Students and Staff

- The calendar contains 220 instructional days, 10 Education Team Professional days, 12 student/ Education Team holidays, and 11 Education Team annual leave days.
- The schedule allows for three trimesters for students to be enrolled in courses for credit, giving students the opportunity to accelerate their path to high school graduation.
- Two waivers will be needed to implement the proposed calendar:
 - A “seat-time” waiver to allow students to earn course credit based on student-demonstrated competency and course completion, not the completion of a minimum number of hours of seat/classroom time.
 - A waiver from the State Testing Calendar to enable the school to administer N.C. Summative Assessments as students finish courses as opposed to waiting until the two testing administrations at the end of fall and spring semesters.

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.

Monitoring of the Educational Program for Improvement

Flemington Academy is committed to the continuous improvement of instruction in order to improve student outcomes. A clear problem-solving model aligned with the Responsiveness to Instruction (Rtl) model is organized into the following seven problem-solving steps:

1. Assess Current Status
2. Develop a Plan of Change
3. Implement the Plan
4. Monitor the Implementation Plan
5. Monitor the Impact of the Plan
6. Review New Data
7. Revise and Refine the Plan

These steps are cyclical and ongoing and will be used frequently to monitor the implementation of the identified educational and behavioral plan and improvement process. An Performance Quality Improvement (PQI) Action Plan (Appendix F) identifying targeted components will be used by the Rtl Team, directed and led by the Director of Education in order to monitor the implementation and identify areas of needed improvement.

The action planning process, used by the B&GH for quality assurance, will help the Rtl Team progress monitor to ensure that growth in student literacy and numeracy are being made and that movement is occurring from one phase of the implementation to another. The Action Plan serves as a guide to purposeful and effective implementation of those needs. The Rtl Team will identify three to five clear action steps and will define what is to be done, who will do it, and when it will be completed. This document will serve as the guide as well as a record of what has been planned and what has been accomplished toward each component. The educational program will continually reassess their next steps as part of a continuous instructional improvement cycle. The Action Plan is continually addressed by re-examining needs and accomplishments. Next steps will be created with accountability (what, who, when). The Rtl Team will evaluate the Action Plan to assure that each area is making progress toward meeting goals and to provide support in the continuous school improvement cycle. Action Plans serve as an accountability and progress monitoring tool and clearly communicate progress to all stakeholders.

Professional development and technical assistance in the implementation of the key areas of the action planning process, positive behavioral support, increasing literacy and numeracy growth, and increasing life skills will derive from the action plan, implementation monitoring data and student performance data. Regularly scheduled reviews by the Collaboration and Rtl Teams will be ongoing and collaborative using the Action Plans as documentation and monitoring tools for the implementation of the Rtl Model of academic and behavioral support.

Comprehensive Assessment Plan

Monitoring of student performance assessment is the process of collecting, reviewing, and using information to inform instructional decisions (Morsy, Kieffer & Snow, 2010, Torgeson, Miller, 2009). The Responsiveness to Instruction (RtI) Team will support Academic Coordinators (teachers) in systematically and routinely using data to guide instructional decisions and meet students' learning needs. No single assessment provides enough information for Academic Coordinators (teachers) to make informed instructional decisions; therefore, multiple assessment measures will be used to monitor and modify instruction in order to meet students' individual needs. The RtI Team will use four assessment types: screening, progress monitoring, diagnostic, and outcome (Table 11, Pages 84-85) to determine the educational and behavioral supports needed to ensure increased student outcomes and placement into the appropriate instructional and behavioral intervention.

Upon entering the Flemington Academy, students are screened to determine which ones need no additional support and those that need immediate academic assistance. *AIMSweb* is a screening, benchmark and progress monitoring system based on direct, frequent and continuous student assessment in reading, math and behavior. The results are reported via a web-based data management and reporting system to determine response to intervention. *AIMSweb* is based on the Curriculum-Based Measurement (CBM) model of continuous progress monitoring. CBM is an assessment methodology for obtaining measures of student achievement over time by repeatedly sampling proficiency on the school's curriculum at a student's instructional level.

Progress monitoring tools are in place and administered frequently to measure student's progress relative to their own progress and to the expected benchmarks. The progress monitoring results are shared with the RtI Team in order to determine appropriate next steps for instruction and/or intervention and acceleration. When students do not make adequate progress, a diagnostic assessment is administered in order to identify the interventions or additional instruction needed in reading and math.

Diagnostic assessments may be used at any point (screening, progress monitoring) in the assessment process to identify the areas needed for remediation and also to determine if acceleration of instruction is warranted. Other assessment instruments may include the Woodcock-Johnson, Kaufman Test of Educational Achievement, Achenbach Self Reporting and Achenbach Teacher Report - 301.

Outcome or summative measures are used to determine the progress made at the end of a specific period of time or at the end of specific content provided such as the end of a unit, content module, or course. The Flemington Academy will use a flexible testing window in order for students to be able to obtain immediate credit for course completion (flexible testing window waiver). Assessment is used through the lesson as an opportunity to adjust and revise instruction based on student understanding. Given that the students at the Flemington Academy are working towards units of credit at any given time, the outcome or summative measures may be administered individually. This will enable the RtI team to determine instructional next steps based on the outcome measures for each individual student. All data are analyzed to determine instructional and programmatic changes necessary for increased student growth and achievement.

The Academy’s mission is also to provide students who demonstrate the desire to attain a higher education degree the opportunity to take additional tests designed to measure college readiness. Additional tests include the SAT, PSAT, or community college entrance exams.

Professional Development for Comprehensive Assessment Plan

Data generated by assessments can only be as reliable as the extent to which the assessments are implemented in a consistent and standardized way. Assessment and data-based decision-making will be implemented deliberately and purposefully to impact student learning. The training support for the Rtl Team is the use of the PD Module *Using Data to Support Instructional Decision Making* to ensure effective administration, analysis, and action of the required assessments (Table 1, pages 62). The Rtl Team will design clear, actionable items (what, who, when) based on the Academic Coordinator and staff needs to determine the content of the PD module and will decide how that content will be presented (e.g., staff meeting, team meeting, before/after school) with staff. The Education Director will provide support through coaching and periodic “booster sessions” to ensure continued fidelity and to effectively administer, analyze, and implement effective data-based decision making.

Table 11

Assessments		
Screening	<p>What: Quick efficient measures known to be strong indicators that predict student performance in a specific subject. Assessments are given at grade-level skill.</p> <p>Who: All 6-12 students</p> <p>When: Beginning, middle, and end of year or upon arrival</p>	<p><i>AIMSweb</i> (Grades 6-8) can be used as a reading, math and behavior screener for all students to grade 12</p> <p>Intervention program screening and placement assessments</p> <p>NC Summative Assessment Scores from previous school year (5-12)</p> <p>Specific diagnostic assessments used as screening tools identified as needed (ex. Woodcock-Johnson, Kaufman Test of Educational Achievement, Achenbach Self Reporting and Achenbach Teacher Report -301)</p>
Progress Monitoring	<p>What: Frequent measurement to determine if students are making adequate academic progress.</p> <p>Who: All 6-12 students</p> <p>When: Should be administered as part of the instructional routine: Tier 1 every 6 weeks,</p>	<p><i>AIMSweb</i> (Grades 6-8) can be used as a progress monitoring tool for all students to grade 12 who are significantly below grade level in reading, math and behavior.</p> <p>Program assessments (Selection, Unit and Benchmark)</p> <p>Intervention program assessments</p>

	Tier 2 every 4 weeks, Tier 3 every 2 weeks.	
Diagnostic	<p>What: Individually administered assessments to provide in-depth information regarding a student's skills and instructional needs.</p> <p>Who: 6-12 students who are not responding efficiently to instruction.</p> <p>When: As needed through data analysis</p>	<p>Specific diagnostic tools identified as needed (ex. Woodcock-Johnson, Kaufman Test of Educational Achievement, Achenbach Self Reporting and Achenbach Teacher Report -301)</p> <p>Core program diagnostic assessments</p> <p>Intervention program diagnostic assessments</p>
Outcome	<p>What: Assessments that provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards.</p> <p>Who: 6-12</p> <p>When: End of school year or when student finishes course of study (flexible testing window waiver).</p>	<p><i>AIMSweb</i> (Grades 6-8) can be used as a benchmarking tool for outcome measures all students to grade 12 who are significantly below grade level in reading, math and science.</p> <p>NC Summative Assessment Scores (6-12)</p> <p>ACT Explore (Grade 8)</p> <p>ACT (Grade 11)</p>

Professional Development Needs

Flemington Academy's mission and goals are intended to promote student growth in the areas of social, emotional and academic. The educational delivery model is built on integrated, innovative instructional methods and materials in a model founded on Professional Learning Communities and Responsiveness to Instruction.

(Table 1- Reproduced from page 62)

Professional Development	
Modules	Associated Goal
Professional Learning Communities	Goals 1, 2, 3, 4, 5
Collaborative Teaming	Integrated and Innovative Teaching
Student Led Conferences	Purposeful Design
Accountability Partners (Mentors)	Student accountability for learning and parent/guardian involvement
Peer Rounds/Coaching	Education Team professional improvement
Responsiveness to Instruction	Goals 1, 2, 3, 4, 5

Positive Behavior Instructional Support	Purposeful Design Integrated and Innovative Teaching Social and Emotional student development Student accountability
Technology Integration	Goals 1, 2, 5 Integrated and Innovative Teaching
Comprehensive Instructional Plan Literacy Across Curriculum Core and Intervention Program Training	Goals 1, 2, 3, 4, 5 Integrated and Innovative Teaching Fidelity of Instructional model and delivery Tier I-IV Instructional methods, materials and interventions. Academic growth and proficiency
Comprehensive Assessment Plan Use of Formative Assessment <i>Module Using Data to Support Instructional Decision Making</i>	Goals 1, 2, 3, 5 Fidelity of Assessment implementation Data analysis, screening, progress monitoring, diagnostic and outcome measures that supports instructional decision-making.

This targeted, and intensive professional development will establish an effective model designed to create capacity and sustainability within the learning community that will also promote fiscal responsibility.

Assistance to Students Not Performing

The primary (Residential) and secondary (Day School) students of Flemington Academy will be predominately at-risk and not performing at grade level. The entire educational plan for Flemington Academy is centered on assistance and strategies to achieve growth for all students. The Rtl model of instructional delivery, comprehensive assessment and academic and behavioral intervention support, as outlined in Tables 4-6, pages 68-71, extensively address the action plan needed to realize success for these students.

The Comprehensive Assessment plan is designed to identify students’ instructional and behavioral needs immediately upon arrival to the Academy. The Four-Tiered system of instructional and behavioral delivery promotes increased accountability and support especially for those students who are at-risk of academic failure. The Action Planning process informed by assessment data used by the collaboration team will evaluate programmatic and changes that should be made for students not making adequate progress. The foundation of the PLC that provides systems for the integrated and innovative approach to service delivery, along with the purposeful structural design of

the program, will create a learning environment founded on the premise of success for all students.

Parent and Community Involvement

The success of Flemington Academy will rely heavily on the supportive involvement of parents/guardians, the B&GH Marketing Department and the community. The Rtl team at Flemington Academy will provide the direction and guidance for a public relations committee. The public relations committee will visit local civic groups and seek opportunities (media, TV, newspaper, and radio) to educate the public about the success of students at Flemington Academy and the overall effectiveness of this instructional model.

Upon a student's placement at Flemington Academy, the B&GH Treatment Teams, parents/guardians or other significant adults will be required to be a part of the development of the **student's orientation** experience. This orientation will consist of an overview of how this academy is different from the traditional school setting and the supports that are in place for success. Additionally, parents/guardians will be given a tour of the campus and meet all staff. At this orientation, the B&GH Treatment Teams and parents/guardians will be informed of the numerous opportunities they have to be a part of the student's educational experience and of the expectation that they be a participant in the development and progress monitoring of the student's IEP or IAP.

At the end of each academic period, Flemington Academy will sponsor an evening of celebration that will encourage the students' B&GH Treatment Teams and parents/guardians to join their child in student led conferences followed by a family style dinner. The child's accountability partner will guide the student through the process of developing materials and presentations for the conferences. During the student led conferences academic work, successes, and goals for improvement will be shared. The entire staffs of B&GH and Flemington Academy (educational and therapeutic) will be a part of this celebration of learning.

Communication with the B&GH Treatment Teams, parents/guardians and the community will be the foundation of building successful relations. Flemington Academy's website with the power of social media (i.e., Facebook and twitter), the development of a monthly newsletter, as well as up to date Education Team web pages, will be the "go to" resources for informing parents/guardians and the public of this innovative school.

Built in programs such as CTE and academic integration, (Table 2, page 63) will serve as a bridge to community resources enabling the successful development of community partners.

Through this continuous community and parent/guardian outreach, it is the goal to develop a strong and viable B&GH Treatment Teams/Parent/Guardian/Community organization enabling Flemington Academy to serve students in a culture of personalization and guidance.

Table 12

Community and Parent Involvement Strategies	
Public Relations Committee	School Website
Media Presentations	Social Media
Community Organization Presentations	Education Team Websites
Parent / Student Orientations	Printed materials such as monthly newsletter and brochures
Evenings of Celebration	CTE Coaching Model
Student Led Conferences	Transitional Program

Needs of Gifted

With the effective implementation of the PLC and Rtl model, aligned with continuous progress monitoring, the needs of gifted students will be constantly addressed. The guidance of the collaboration team will provide a systems approach of selecting challenging, research-based instructional resources and materials that will meet the needs of these identified gifted students, while simultaneously providing enrichment for those not identified as gifted. The innovative and integrated instructional approaches and methodologies (Table 3, page 66) will provide opportunities for students to be engaged in the learning process by demonstrating knowledge at the synthesis and evaluation level of achievement. The Academic Therapeutic Skills Lab will provide a venue for enrichment and acceleration. Flemington Academy will also have the ability to provide Honors and AP courses through the technology of NCVPS (page 72), further enhancing the resources available to meet the needs of gifted students.

Extra Curricular

Flemington Academy offers a wide-range of extra-curricular opportunities for students. Athletic teams are provided in basketball, soccer, and volleyball and compete against other non-public schools in the area. Intramural and other physical recreation activities promoting positive social interaction among students are also part of student life at Flemington Academy and B&GH. Service-learning projects in the community and also on the B&GH campus are available to all students through the Student Seminar and student clubs such as Future Farmers of America (FFA) and the Equine Club. All students, residential and day program, are expected to participate in programs and activities traditionally offered by B&GH such as the campus greenhouse, exhibition center, and outdoor experiential education facilities. Students will also be actively involved in the planning and delivery of new-student orientation programs and the evening of celebration.

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.).

Flemington Academy will accept students with special needs 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.).

It is anticipated that a high percentage of students who are placed through an outside agency or those who choose to attend will arrive with an existing Individualized Education Plan (IEP). The instructional, behavioral, and therapeutic model of care is designed to provide the most fragile student the highest degree of support possible through the Rtl Problem solving model. If a student arrives without an IEP, another specialized support mechanism, Individualized Action Plan (IAP) will ensure appropriate level of service delivery.

Flemington Academy will make efforts in its student recruitment process to ensure that the school will attract students with disabilities. In particular, the school will: (1) actively seek to recruit students with special academic and behavioral needs; (2) print advertisements that include specific information about the school's Special Education program and, where appropriate, describe the qualifications of the school's Exceptional Children's Academic Coordinator (teachers) and Rtl team and its problem solving model; (3) provide special open-house information sessions held in the community geared towards parents/guardians and agencies who serve students with special needs; (4) offer one-on-one meetings between the school's Director of Education and/or special education staff with any parents/guardians of exceptional students who express interest in learning more about how the school can meet the particular needs of their child.

Upon enrollment, all students will be screened for a previously diagnosed disability and/or an Individualized Education Plan (IEP) as part of the Comprehensive Assessment Plan. The school shall not discriminate in admission and enrollment practices on the basis of a student's having or being suspected of having a disability. All remaining students will be monitored to ensure that the school is meeting its child find responsibilities.

The Rtl team, in conjunction with the Exceptional Children's Academic Coordinators, is responsible for ensuring alignment between the overall model of instruction (tiered model), individualized instructional and behavioral approaches, and the action plans for serving each student, those with an IEP or those with an IAP.

STUDENT CONDUCT AND DISCIPLINE (G.S. 1 15C-238.29B (b) (12); G.S. 115C-238.29F (d) (4 and 5)) (Appendix H for complete Student Handbook)

SCHOOL WIDE POSITIVE BEHAVIORAL SUPPORT

Flemington Academy supports a NO Eject philosophy for all students as a means of reaching and serving at risk students. To do so, Flemington Academy will implement a school wide positive behavior support system as outlined below:

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.

Policies and procedures outlined in the student handbook will operate within the framework of School-Wide Positive Behavioral Support (SWPBS). SWPBS is not a

curriculum, intervention, or practice, but is a decision making framework aligned with RtI that guides selection, integration, and implementation of the best, evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (Sugai, Horner, & McIntosh, 2008).

At Flemington Academy, students will have an opportunity to experience success, possibly for the first time, in academics and behaviors. By using the framework of a tiered model of instructional and behavioral support students will learn firsthand and be a partner in establishing, what is expected of them. In Tier I universal access, the focus is on prevention of inappropriate behaviors and consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. If the behavior of some students is not responsive, the more intensive behavioral supports of Tier II are provided in the form of a group contingency; then, if necessary, a highly individualized plan (intensive or Tier III-IV) is developed. Some students will enter into Flemington Academy with a plan of intensive support. The academic supports and interventions are identified depending on the tier of instruction and what the data reveals about what supports the student's needs. The RtI team will provide extensive screening and progress monitoring of instructional and behavioral assessments that will drive what supports and at what level individual students need as they attend the Academy.

A unique opportunity will be offered to students at Flemington Academy. The student will become part of a team that establishes behavioral and academic goals and partners with the students to help them reach their goals. The Academic Coordinators (teachers) in core classes and CTE, along with the accountability partner and the therapeutic and residential staff, will be part of the student's team in conjunction with the RtI Team. The campus, school, classroom, and individual supports defined at each tier will provide students an opportunity to learn and practice new behaviors—academic and behavioral—that use the same instructional form of model, practice, apply or the I do, we do, you do instructional behavior. By providing students an explicit model of what they need to know and are expected to do, it allows them to understand clearly the expected academic and behavioral objectives (Archer & Hughs, 2010). Students, particularly those who struggle both academically and behaviorally, need an opportunity in a safe, positive environment to learn and practice new behaviors. They need feedback or correction in a non-judgmental way that depersonalizes the errors and makes it possible to make errors without the fear of lasting failure.

In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage pro-social skills and behaviors

5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

With thorough training of the entire staff in SWPBS, Flemington Academy will establish a system with the capacity to implement the model with integrity and durability and impact teaching and learning environments by

- making learning environments less reactive, aversive, dangerous, and exclusionary;
- making learning environments more engaging, responsive, preventive, and productive;
- addressing classroom management and disciplinary issues;
- improving supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health); and
- maximizing academic engagement and achievement for all students.

Within the framework of RtI that includes academics and behavior, students will be part of establishing the expectations and consequences for their behavior. Individualized support is provided throughout their school day for day students and will extend 24 hours a day if they are in the residential treatment program (Kutash, Duchnowski, & Lyn 2006). The atmosphere of teamwork and positive reinforcement, along with many opportunities for success, will provide students a foundation for successful transition back to their home school (Harvey, Lewis-Palmer, Horner, & Sugai, 2003). If students choose to stay at the Flemington Academy for the remainder of their schooling, they will be prepared and excited for their next step into the post-secondary school or the world of work.

Flemington Academy will effectively integrate behavior modification techniques during the school day which may include: cognitive behavioral therapy, family therapy, life space interviews and trauma focused cognitive behavioral therapy to affect behaviors and promote success in the Academy.

SUSPENSIONS AND EXPULSIONS

In addition to the School Wide Positive Behavior System (SWPBS), the following disciplinary guidelines will be adhered to:

Most disciplinary matters will be handled by the Academic Coordinators with more serious disciplinary matters being referred to the Director of Education. Disciplinary matters with residents of B&GH will be handled in coordination with the B&GH treatment team, clinical staff, parents/guardians and other professional representatives. Disciplinary matters involving day school students will be handled by the Director of Education and the Academic Coordinators in full consultation with the student's referring or home school officials and parents/guardians. If a day school student is receiving clinical services, the clinical professional(s) will be involved in developing an appropriate action plan.

Flemington Academy's philosophy is that we are a NO EJECT school that we will not allow a student to fail as a result of suspension/expulsion. Therefore, a student will only be suspended/expelled if he/she poses an imminent danger to self and/or others or his/her behavior prohibits him/her or others from learning.

Disciplinary Procedures:

1. The student has a right to know what violation of student conduct he/she is accused of and the right to present his/her side of the story to the appropriate faculty member.
2. When a student is being considered for disciplinary procedures the following procedures will be followed:
 - The incident will be investigated promptly with all information being gathered accurately and thoroughly
 - Notice will be given to the student as to what violation of student conduct he/she is being accused of and the basis of the accusation. The student will have the opportunity to explain his/her version of the incident
 - In-school suspension may be implemented to allow the student to continue work on coursework but denies the student interaction with their peers and access to the regular classroom
 - Notification will be made by telephone to parent/guardian and in the case of a resident of B&GH the direct care treatment team if expulsion of the student is being considered
 - Parents/guardians will be informed by telephone or in person of their right to have a conference with the Director of Education and Academic Coordinators
 - When a student's behavior has reached a level of persistent disobedience the Director of Education will schedule a meeting with the treatment team and/or parent/guardian to implement a behavior corrective action plan
 - If a student whose presence poses an imminent danger to self or others, the student may be removed from the school by the Education Director with assistance from on campus emergency response personnel
 - State law requires a 365-day suspension for bringing firearms and/or destructive devices on to the school ground
 - When an act of misconduct is considered a crime under state law or threatens the safety of others, the student may be given a long term suspension or if 14 years or older, expelled from the Academy. The student will be given a right to a due process hearing.
 - The Director of Education and the Board of Directors will hear all expulsion cases
 - The parent/guardian will be given written notice by the Director of Education of the intent to expel the student. The written notice shall: state the nature of the violation; define the process for requesting a hearing; right to retain legal counsel
 - A suspended student may not enter the school or school property or attend a school activity
 - A record of all communication regarding suspension or expulsion is kept
3. Procedure for appeals:
 - In the event that a parent/guardian is dissatisfied with the Director of Education's decision, the parent/guardian may request a meeting with the Board to review the suspension decision.
 - During the meeting, a written report of the suspension is reviewed and every effort will be made to resolve the misunderstandings in the best interests of the student.
4. Procedures for students with special needs:

- Students, who have been diagnosed as having special needs being considered for suspension, will be referred to a multidisciplinary team composed of the Director of Education,
- Academic Coordinator (teacher), clinical/medical professionals, the student's home school officials and parents/guardians to determine the appropriate program, services and placement of the student. In all cases, North Carolina's laws for Exceptional Children shall be the guideline.

STUDENT RIGHTS AND RESPONSIBILITIES

The Academy recognizes fully that all students are entitled to enjoy the rights protected under federal and state constitutions and law for persons of their age and maturity in an Academy setting. The Academy expects students to exercise these rights reasonably and to avoid violating the rights of others. The Academy may impose disciplinary measures whenever students violate the rights of others or violate Academy policies or rules.

EQUAL EDUCATION, NONDISCRIMINATION AND SEX EQUITY

The Academy will make equal educational opportunities available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability or economic or social condition.

No student, on the basis of sex, will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right or privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding discrimination or intimidation should be directed to the Director of Education. The Academy, in compliance with federal regulations, will notify annually all students, staff, parents/guardians and community members of this policy and the designated coordinator to receive inquiries. This annual notification will include the name and location of the coordinator and will be included in all handbooks.

The Academy will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence against students, staff, or volunteers with disabilities. The Academy will consider such behavior as constituting discrimination on the basis of disability, in violation of state and federal law.

SEXUAL HARASSMENT/INTIMIDATION OF STUDENTS

Sexual harassment is a form of sex discrimination and is prohibited. An employee, Academy agent, or student engages in sexual harassment whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - Substantially interfering with a student's educational environment
 - Creating an intimidating, hostile, or offensive educational environment

- Depriving a student of educational aid, benefits, services, opportunities, or treatment; or
- Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student

The terms “intimidating,” “hostile,” and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should consult a counselor, Academic Coordinator or administrator, who will assist them in the complaint process. Supervisors or Academic Coordinators who knowingly condone or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation may themselves be subject to discipline.

Any Academy employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of the Academy who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action consistent with the Academy’s discipline policy. Any person who knowingly makes a false accusation regarding sexual harassment likewise will be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

The Academy will make every effort to ensure that employees or students accused of sexual harassment or intimidation is given an appropriate opportunity to defend themselves against such accusations.

To the greatest extent possible, the Academy will treat complaints in a confidential manner. The Academy realizes that limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination and will lead to disciplinary action against an offender.

BULLYING, HARASSMENT, INTIMIDATION AND HAZING

Bullying, harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices (“cyber bullying”).

DEFINITIONS

1. “**Third parties**” include but are not limited to coaches, Academy volunteers, parents/guardians, Academy visitors, service contractors or others engaged in Academy business, such as employees of businesses or organizations participating in cooperative work programs with the Academy, and others not directly subject to Academy control at inter-Academy and intra-School athletic competitions or other Academy events.

2. “**Academy**” includes Academy facilities, Academy premises, and non-Academy property if the student or employee is at any Academy-sponsored, Academy-approved, or Academy-related activity or function, such as field trips or athletic events, where students are under the control of the Academy or where the employee is engaged in Academy business.
3. “**Hazing**” includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any Academy-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
4. “**Harassment, intimidation, or bullying**” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to Academy grounds, at any Academy-sponsored activity, on Academy-provided transportation, at any official Academy bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with Academy purposes or an educational function, and that has the effect of:
 - Physically harming a student or damaging a student’s property
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property
 - Creating a hostile educational environment
5. “**Electronic communication device**” means any mode of electronic communication, including, but not limited to, computers, cell phones, PDAs, or the internet.

REPORTING

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the Director of Education or the Academy Administrator, who have overall responsibility for such investigations.

A student may also report concerns to a Academic Coordinator or counselor, who will be responsible for notifying the appropriate Director of Education. Complaints against the Director of Education shall be filed with the Board of Trustees and the President/CEO of B&GH.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

RESPONSIBILITIES

The Director of Education shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

CONSEQUENCES

Students whose behavior is found to be in violation of these policies will be subject to discipline. Third parties whose behavior is found to be in violation of these policies shall be subject to appropriate sanctions as determined and imposed by the Director of Education or President/CEO of B&GH. Individuals may also be referred to law enforcement officials.

RETALIATION AND REPRISAL

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

SEARCHES AND SEIZURE

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes Academy authorities to conduct reasonable searches of Academy property and equipment, as well as of students and their personal effects, to maintain order and security in the Academy.

The search of a student, by authorized Academy authorities, is reasonable if it is both:

1. justified at its inception, and
2. reasonably related in scope to the circumstances which justified the interference in the first place.

Academy authorities are authorized to utilize any reasonable means, without touching the student, of conducting searches, including but not limited to the following:

1. A search of the student's clothing, including pockets;
2. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
3. Devices or tools such as breath-test instruments, saliva tests strips, etc.

ACADEMY PROPERTY AND EQUIPMENT & PERSONAL EFFECTS OF STUDENTS

Academy authorities may inspect and search property and equipment owned or controlled by B&GH (such as lockers, desks, and parking lots).

The Director of Education may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of

lockers, desks, parking lots, and other Academy property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Academy officials may search any individual student, his/her property, or B&GH property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/ she is violating the law, policy, administrative regulation, or other rules of the Academy. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

The types of student property that may be searched by Academy officials include, but are not limited to, lockers, desks, purses and backpacks, cellular phones, or other electronic communication devices.

SEIZURE OF PROPERTY

When a search produces evidence that a student has violated or is violating either a law or Academy policies or rules, such evidence may be seized and impounded by Academy authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

MISREPRESENTATION

A student will not lie or cheat. This may include, but is not limited to altering daily progress notes or report cards or any other school documents; making false statements either written or verbal; or cheating or copying another student's assignments.

INSUBORDINATION

Students will comply with the expectations/directions of any authorized staff member. Insubordination includes failure to follow staff directions, refusal to report to the office or leave the classroom.

PROFANITY/OBSCENITY

Students will not use language or gestures that are profane, vulgar or obscene. Offensive language includes but is not limited to: gestures, racial slurs or sexually suggestive messages.

VANDALISM AND GRAFFITI

Students will not willfully or maliciously damage or destroy property belonging to the Academy, staff members, other students or visitors.

THEFT

Students will not steal, attempt to steal, possess stolen property or participate in a plan with others to do so.

SEXUAL OFFENSES

Students will not engage in behavior which is indecent, overly affectionate or of a sexual nature. This behavior includes but is not limited to:

- Offensive touching
- Public displays of affection
- Sexual harassment – verbal or physical conduct of a sexual nature which may reasonably be regarded as hostile, intimidating or offensive.

- Consensual sex – sex activity involving willing participants
- Indecent exposure – intentional exposure of one’s private parts
- Sexual assault, rape or attempted rape by force, threat or intimidation

ALCOHOL, TOBACCO, DRUGS

The B&GH campus is designated as a smoke free campus. Students will not use, purchase, sell, distribute any kind of alcoholic beverage, controlled substance. Students may not have or use tobacco products on the B&GH campus or in the Academy. Tobacco products will be confiscated and disposed of properly.

ASSAULTS, PHYSICAL AGGRESSION OR FIGHTING

Students will not assault, cause or attempt to cause physical injury or to behave in such a way as could reasonably cause injury to another person. This conduct includes but is not limited to: hitting, slapping, pushing, shoving, scratching, biting, spitting, blocking the passage of or throwing objects at another person.

The Director of Education may remove any student who physically assaults a Academic Coordinator, other school personnel or another student, to an alternative school setting on campus. Charges may be filed on assault cases and law enforcement officials may become involved.

GANG RELATED ACTIVITY

Students will not commit any act that furthers gangs or gang related activities. Such activities include: wearing, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, sign or other items which indicated a student’s membership or desired membership or affiliation with a gang. This also includes: hand signs, gestures, handshakes, slogans, drawings that convey gang affiliation.

The Director of Education will regularly consult with law enforcement officials to maintain a current list of gang related items, symbols and behaviors.

LUNCH ROOM PROTOCOL

Students are to wait patiently in the lunch line with supervisory staff. Voices and conversation should be respectful towards others. All students are to sit with their supervisory staff assigned table sections.

POSSESSION OF A WEAPON IN AN ACADEMY BUILDING

The Board requires that any student who possesses a firearm or who brings a weapon onto Academy property will be suspended. The Director of Education can modify the suspension on a case-by-case basis. The Board can provide an alternative Academy setting for any student removed under this act.

Any student who possesses a weapon, facsimile of a weapon, an object through which its usage becomes a weapon, and then attempts to inflict serious injury upon another student, or creates disruption in the Academy environment may automatically result in a warrant sought against the student. Punishment, depending upon the type of weapon may result in ISS, OSS, or expulsion.

DELEGATION OF AUTHORITY

The Board grants authority to any academic coordinator and any other Academy personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-Academy suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes Academic Coordinators to remove students from classrooms for disruptive behavior.

TIMELINES

FLEMINGTON ACADEMY START-UP PLAN & TIMELINES

Planning Year: (2012-2013)

Objectives:

1. Hire only highly qualified, preferably secondary certified Educational Coordinators (teachers) and staff
2. Acquire instructional and technology resources
3. Plan and deliver effective professional development that will lay the foundation of Flemington Academy—Professional Learning Communities, Responsiveness to Intervention, and Purposeful Design.
4. Provide time for ongoing dialogue with all representatives of the Academy to discuss delivery of this model and the needed resources.
5. Designate paid time (minimum of 10 days) for Education Team to work together and plan before the opening of school.
6. Establish members of the publicity committee with the goal of promoting the Academy before its opening as well as organizing the grand opening celebration.

Strategies:

- Develop and evaluate the strategies of Academic Coordinator recruitment and retention continuously.
- Recruit, attend job fairs, and network with universities to hire the best, highly qualified Director of Education, and Academic Coordinators (teachers) that are committed to “doing school differently.”
- Work with vendors to purchase needed instructional materials
- Evaluate the existing technology infrastructure and adjust if needed to support the use of NCVPHS, NovaNET and existing programs offered by the instructional vendors
- Work with Board and the publicity team to promote the school in the community and acquire community partners
- Work with the professional development providers to create an action plan for PD roll out that includes the Director of Education as the lead member of the plan.
- Designate time for staff to be trained in the tenets of a PLC and Rtl prior to the opening of the academy. This time will include course planning through the approach of integration and innovation.
- Establish the protocols for the Rtl team as well as the Collaboration Team
- Organize and deliver professional development for the entire staff (therapeutic as well as educational) to understand the integrated approach that will serve as the wraparound model of service delivery.
- Establish non-negotiable expectations for the entire community at Flemington Academy: commitment to ongoing rigorous PD, innovative and integrated instructional delivery, effective communication and inclusion of all wraparound student services, working as a team to accomplish the guiding mission of

Flemington Academy, support the purposeful design of the school and its flexible schedules that will provide students with the most effective educational experience, redefining professionalism through peer rounds and resource sharing in an atmosphere of collegiality, and developing positive and respectful relationships with the students of Flemington Academy.

- Plan a “Grand Opening” celebration for Flemington Academy after the opening of school 2013 so that the families’ and the students’ network of support people as well as the Lake Waccamaw and surrounding community may attend. This celebration will include remembering the history of the B&GH as well as looking to the future of Flemington Academy. Students will have a leading part in this celebration; lunch will be provided; a silent auction of donated items will allow for fundraising. Recognition of supporters and media coverage will allow for the culture of personalization and community connectedness to be established.

Year I (2013-2014)

Objectives

1. Implement the Flemington Academy Model as defined in the charter school application
2. Provide the much needed time for planning and implementation of all aspects of this model, Instructional Planning, Student Seminar Development and ongoing Professional Development, that will further expand the Professional Learning Community and the Responsiveness to Instruction, the foundations of Flemington Academy.
3. Progress monitor the effectiveness of all areas of the wraparound service delivery model.
4. Assess resources and address needs.
5. Establish student supports and cultivate the culture of personalization and respect.
6. Intentionally cultivate a culture of personalization and student support.
7. Develop a system of documentation to serve as the foundation for the review process at the end of year 5.

Strategies

- Develop a calendar of activities for each Friday afternoon that allows for reflection, ongoing professional development, student support and progress monitoring updates, and development of next steps
- The Director of Education will ensure the effective use of the purposefully designed schedule that allows for common Education Team planning time as well as Friday afternoon collaboration
- Deliver student workshops through the Student Seminar that support the overall appropriateness of behavior, peer and adult relationships as well as developing strategies for academic success that will allow each student to take responsibility for his/her own education (student-led conferences).

- Celebrate successes on a regular, ongoing basis through the use of student-led conferences.
- Collaboratively designate time prior to the opening of the new academic year to reflect, self-assess, plan and cultivate new ideas and develop objectives for the new school year.
- Continuously address Education Team retention and appreciation strategies

Year 2 (2014-2015)

Objectives

1. Hire additional, highly qualified staff as outlined in the staffing projections.
2. Develop a system of mentoring and support for the new staff.
3. Continue to implement and expand on objectives from year 1.
4. Include the collaborative developed objectives from the planning time prior to the opening of this academic year.

Strategies

- During year one in preparation for additional staff recruit, attend job fairs, and network with universities to hire the best highly qualified Director of Education and Academic Coordinators (teachers) that are committed to “doing school differently.”
- Develop an interview committee that includes not only the Director of Education but also members from the Rtl and Collaboration team
- Implement and refine all strategies listed for year 1 to include any new strategies that are an outgrowth of continuous reflection dialogue.

Year 3 (2015-2016)

Objectives and Strategies will be an ongoing delivery, expansion and refining of those addressed in Years 1 and 2 with any new objectives that are determined during the planning time before the opening of this new academic year. The projected staff for year 3 is the same as year 2 and therefore will provide the continuity of continued growth without the added responsibility of training new staff.

Year 4 (2016-2017)

Objectives and Strategies will be ongoing delivery, expansion and refining of those addressed in Years 1, 2 and 3 with any new objectives that are determined as an outgrowth of the completed needs assessment that was addressed prior to the opening of this new academic year.

Additional objective:

Hire additional highly qualified staff as outlined in the staffing projections.

Strategy

During year three in preparation for additional staff recruitment, attend job fairs, and network with universities to hire the best highly qualified Academic Coordinators that are committed to “doing school differently.”

Year 5 (2016-2017)

Objectives and Strategies will be an ongoing delivery, expansion and refining of those addressed in Years 1, 2,3 and 4 with any new objectives that are determined

as an outgrowth of the completed needs assessment that was addressed prior to the opening of this new academic year. The projected staff for year 5 is the same as year 4 and, therefore, will provide the continuity of continued growth without the added responsibility of training new staff.

Additional Objective

Work with the office of North Carolina Charter Schools to determine the 5-year review process.

Strategy

Develop a subcommittee of the Rtl team to organize materials, documentation and other items as defined in the review process.

PRIVATE SCHOOL CONVERSIONS: NOT APPLICABLE

VI. BUSINESS PLAN

PROJECTED STAFF AND QUALIFICATIONS

All instructional staff will meet State of North Carolina licensure and certification requirements in his/her area(s) of instruction.

Projected Staff

First Year:

- Director of Education
- Administrative Assistant and Records Manager
- School Finance Operations – Contracted Service – Acadia NorthStar
- Academic Coordinator (teacher) English
- Academic Coordinator (teacher) Math
- Academic Coordinator (teacher) Social Studies
- Academic Coordinator (teacher) Science
- Academic Coordinator (teacher) Health/PE
- Exceptional Children’s Specialist (1)
- Behavioral Specialists (1)
- Career Technical Director
- Other (Allocated Agency Personnel)

Staffing and Student Projections:

Year	Administrative & Support Staff	Academic Coordinators (Core Teachers)	Exceptional Children’s Specialists (teachers)	Behavioral Specialist	Projected Student Population
2013-14	3	5	1	1	65
2014-15	3	7	1	2	75
2015-16	3	7	2	2	85
2016-17	3	9	2	3	100
2017-18	3	9	2	3	120

Process to Advertise For Employment

- Post positions with the NC Employment and Securities Commission
- Post positions on online websites
- Advertise through local newspapers/classifieds
- Advertise at universities/colleges
- Attend job fairs locally, regionally, and on college/university campuses
- Word of mouth advertising in local communities

Employment process includes:

- Applicant completes/returns application form
- Applicant’s references, including 3 required work and 3 required personal, are contacted (prefer written references)

- Applicant's required documentation: valid IDs, teaching certification, official transcripts received and reviewed by Director of Education and VP Residential Services
- Finger prints and background checks completed and satisfactory
- Applicants meeting all required qualifications, contacted for personal interviews with Director of Education, VP Residential Services
- Offer letter of employment to successful candidates

Flemington Academy Draft Personnel Policies Include but are Not Limited To: Hiring Process and Criteria

The Director of Education is responsible for recruiting personnel in compliance with Board policy and for making hiring recommendations to the Board. The Director of Education will screen applicants for educational positions. The Academy will hire highly qualified personnel consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veteran's preference. All applicants must complete an Academy application form to be considered for employment.

Every applicant must provide the Academy with written authorization for a criminal background investigation. The Director of Education will keep any conviction record confidential as required by law. Every newly hired employee must complete an Immigration and Naturalization Service form as required by federal law.

Every newly hired employee must provide the Academy documentation of the results of a tuberculin skin test done within the year prior to initial employment along with the name of the tester and date and type of test administered unless the person provides written medical documentation that he/she is a known tuberculin reactor. If an employee falsifies the Academy's employment application this is grounds for immediate dismissal. The Director of Education may suspend an employee from work with pay, until the next Board meeting. The Board chair upon recommendation of the Director of Education may call a special Board meeting.

Certification: The Academy requires it's contracted certified staff (Academic Coordinators (teachers)) to hold a valid North Carolina teacher or specialist license endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary checks may be issued to a staff member unless a valid certificate for the role to which the instructor has been assigned is on record. Every instructor and administrator must submit their current valid certificate to the administration office at the time of initial employment as well as at the time of each renewal of certification. The administration office will retain a copy of each valid certificate in that employee's personnel file. Contracted staff will also be required to complete all training as required of child care professionals at B&GH.

Specialist staff must have appropriate educational training and current licenses in their specific area of specialty. Behavioral specialists must have a minimum high school diploma, one year of experience working with "at risk youth" and all training as required for child care professionals by B&GH.

Flemington Academy finance and business operations will be outsourced to Acadia NorthStar per a signed agreement letter which will be made available upon request.

Equal Employment Opportunity and Non-Discrimination

The Academy will provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, if otherwise able to perform essential functions of the job with reasonable accommodations and other legally protected categories.

The Academy will make reasonable accommodation for an individual with a disability known to the Academy, if the individual is otherwise qualified for the position unless the accommodation would impose undue hardship on the Academy. A person with a specific written complaint should follow the uniform grievance procedures.

Academic Coordinator Evaluation Procedures

The Academic Coordinators will be evaluated according to the North Carolina professional teaching standards to insure every public school student will graduate from high school, globally competitive for work and post secondary education and prepared for life in the 21st Century. According to the mission of the 2006 NC State Board of Education, there are 5 standards on which the evaluation of the Academic Coordinators will be based:

1. Academic Coordinators demonstrate leadership
2. Academic Coordinators establish a respective environment for a diverse population of students
3. Academic Coordinators know the content they teach
4. Academic Coordinators facilitate learning for their students
5. Academic Coordinators reflect on their practice

Bullying/Harassment/Intimidation

The Board will strive to provide a positive and productive working environment. Bullying, harassment, intimidation between employees or by third parties are strictly prohibited and shall not be tolerated. This includes bullying, harassment or intimidation via electronic communication devices (cyber bullying).

“Third parties” include but are not limited to coaches, volunteers, parents/guardians, school visitors, service contractors or others engaged in the Academy’s business.

“Academy” includes the Academy facilities, campus and/or off campus property if the Academy employee is at any Academy sponsored event or function.

“Harassment, intimidation or bullying” means any act that substantially interferes with an employee’s opportunities or work performance that takes place on or immediately adjacent to the Academy campus, on any Academy sponsored activity or anywhere conduct may be considered to be a threat or an attempted intimidation of a staff member and that has the effect of physically harming an employee or an employee’s property, knowingly placing an employee in reasonable fear of harm or creating a hostile environment.

All complaints about behavior that may violate this policy shall be promptly investigated. Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of harassment, intimidation or bullying shall report his/her concerns to the Director of Education. Complaints against the Director of Education shall be filed with the Board.

Disciplinary Action

Academy employees who fail to fulfill their job responsibilities or to follow reasonable directions of their supervisors or who conduct themselves on or off the job in ways that affect their effectiveness on the job, may be subject to discipline. Behavior, conduct or action that may call for disciplinary action or dismissal includes but is not limited to: reasonable job-related grounds based on failure to satisfactorily perform job duties, disruption of the Academy's operation, being absent from work without calling the Director of Education or other legitimate reasons.

Discipline will be reasonably appropriate to the circumstance and will include but not be limited to reprimand and/or suspend and employee with or without pay or to impose appropriate disciplinary sanctions or termination of the employee. In accordance with North Carolina law, only the Board may terminate an employee or non-renew employment.

Classified Employment and Assignment

Each classified employee will be employed under a written contract of a specified term, of a beginning and ending date after the employee has satisfied the requisite probationary period. The probationary period for classified employees is 3 months. The Academy reserves the right to change employment conditions affecting an employee's duties, assignments, supervisor and payment grade.

Assignment, Reassignments, Transfers

The assignment of classroom instructors shall be made by the Director of Education. The Director of Education may assign, reassign and/or transfer positions and duties of all staff. Classroom instructors will be assigned at the levels and in the subjects for which their certificates are endorsed. Nothing in this policy prevents reassignment of a staff member during a school year.

Resolution of Employee Complaints/Problem-Solving

As circumstances allow, the Academy will attempt to provide the best working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question is answered quickly and accurately by the Academy Director of Education or administration.

The Academy will endeavor to promote fair and honest treatment of all employees. Administrators and employees are all expected to treat each other with mutual respect. Each employee has the right to express his or her views concerning policies or practices to the administration in a businesslike manner without fear of retaliation. Employees are encouraged to offer positive and constructive criticism.

Each employee is expected to follow established rules of conduct, policies and practices. Should an employee disagree with a policy or practice, the employee can express his/her disagreement through the Academy's grievance procedure.

Uniform Complaint Procedure

The Academy Board establishes this Uniform Complaint Policy as a means to address complaints arising within the Academy. This procedure is intended to be used for all complaints except those involving challenges to educational material.

The Board requests all employees to use this complaint procedure when the employee believes his/her individual rights have been violated under: North Carolina statutory or administrative law, United States constitutional, statutory or regulatory law or Academy/Board policy.

The administration will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursuit of other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

The Director of Education has the authority to contract with an independent investigator at any time during the complaint process. Within fifteen (15) calendar days of the Director of Education's receipt of the independent investigators report and recommendation, the Director of Education will respond to the complaint and take such administrative steps as the Director of Educating deems appropriate and necessary.

- Level 1: Informal

An individual with a complaint is first encouraged to discuss it with the appropriate co-worker or supervisor with the objective of resolving the matter promptly and informally. An exception is that a complaint of sexual harassment should be discussed directly with the Director of Education.

- Level 2: Director of Education

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating (1) the nature of the complaint (2) a description of the event or incident giving rise to the complaint, including any Academy personnel involved and (3) the remedy or resolution requested. This written complaint must be filed within thirty (30) calendar days of the event or incident.

The Director of Education will respond in writing within thirty (30) calendar days of the receipt of the complaint.

- Level 3: The Board

If either the complainant or the person against whom the complaint is filed is dissatisfied with the Director of Education's decision, either may request, in writing, that the Board consider an appeal of the Director of Education's decision. This request must be submitted in writing to the Board within fifteen (15) calendar days of the Director of Education's written response to the complaint for transmission to the Board.

Upon written appeal the Board will consider the Director of Education's decision. The Board Chair will either (1) place the appeal on the agenda of a regular or special Board meeting or (2) appoint and appeals panel of not less than three board members to hear the appeal and make a recommendation to the Board. If the Chair appoints a panel to hear the appeal, the panel will report in writing to all parties within thirty (30) calendar days of the Board meeting at which the Board considered the appeal or the recommendations of the panel. A decision of the Board is final.

The contents of the employee handbook include:

- Mission statement
- Equal Employment Opportunity Statement
- Anti-harassment policies
- Employee responsibilities
- Leave of absence policies
- Drug free work place policies
- HIPPA policies
- Report of suspected child abuse/neglect policies

Disclaimer:

The contents of these DRAFT Personnel Policies are guidelines only and supersede any prior handbook. Neither this handbook nor any other Academy guideline, policy or practice creates an employment contract. The Academy has the right with or without notice to change any of its guidelines, policies and practices, working conditions or benefits at any time.

Qualifications for Instructional Positions: (G.S. 115C-238.29F (e))

These statements are intended to describe the general nature and level of work being required and performed by persons assigned to the job classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required.

Director of Education

The Director of Education for the Flemington Academy will be an individual who can fill the role of an instructional leader and Academy administrator. He/she will have an undergraduate degree in elementary or secondary education, a master's degree in education with school administration endorsement. Related experience must include practical educational administration experience in working with special needs/at risk students. The Director of Education is expected to support the mission and philosophy of Flemington Academy and B&GH.

Education Requirements

- Bachelor's degree in education
- Master's degree in education with school administrators endorsement
- Minimum five years successful experience as an administrator preferably in a charter school

- Successful experience in accessing local, state and federal monies for education
- Prefer experience in working with at-risk youth
- Knowledge of North Carolina Laws and Regulations for Public School, Charter School Laws and Regulations, budget development and implementation of standards based curriculum and education reform models

Strategic Leadership

- Share the vision of the Academy
- Challenge the status quo – consider new ways of accomplishing tasks
- Create a vision with stakeholders for the academy
- Facilitate periodic review of the academy's mission, strategic goals
- Adhere to statutory requirements regarding the school improvement plan
- Facilitate successful implementation of state education policy
- Facilitate setting high, concrete goals and expectations for students
- Communicated strong support about the education process that reflects best practices
- Create process to distribute leadership throughout the academy

Instructional Leadership

- Demonstrate a knowledge of 21st Century curriculum, instruction and assessment
- Ensure alignment between curriculum and state's accountability program
- Create relevant schedules of instruction that ensure students acquire essential knowledge
- Create process for collecting and using student data for improvement of instruction
- Create process for strategic allocation of resources
- Ensure student progress reporting meeting are held regularly and involves the entire treatment team of the Academy and B&GH
- Create process for formal feedback from teachers

Human Resource Leadership

- Provide structure of development of effective professional learning communities
- Model importance of continued personal professional development
- Is a positive influence to staff
- Encourage leadership growth among staff
- Evaluate educational coordinators and other staff, fairly, equitably
- Provide results oriented professional development
- Utilize all staff to maximize their strength, skills and abilities
- Is personally involved in academy's professional activities

Managerial Leadership

- Operates academy with a balanced budget
- Develop process to recruit and retain high quality staff
- Develop a fair and equitable system of conflict resolution

- Develop a mutually interdependent communication system of sharing information
- Develop schedules that maximize student learning
- Develop and enforce clear expectations and procedures for staff and students

External Development Leadership

- Empower parents/guardians and other stakeholders in decision making process
- Develop system to involve the community stakeholders
- Ensure compliance with state and district mandates
- Advocate for the academy in the community and with parents/guardians
- Communicate school's accomplishments
- Seek intellectual and human resources from local community
- Build relationships with individuals and groups to support academy

Micropolitical Leadership

- Involve staff team in developing academy policies
- Ensure that all staff are heard and respected
- Create open door policy for staff
- Ensure all aspects of academy functions are transparent
- Performance expectations are clearly identified for which staff are held accountable – manage, coach, supervise and evaluate all staff
- Ensure open and clear communication among all staff
- Provide public relations and community involvement
- Ability to effectively lead change, a diverse staff and at-risk student population and to implement data-driven decisions following the Academy's accountability and quality improvement plan
- Conduct community outreach programs to create a positive influence in the community

Administrative

- Meet with and report to the Board on a regular basis
- Sit on the Board as a nonvoting ex-officio member
- Meet with and work harmoniously with the President/CEO of B&GH
- Meet with the V.P. Residential Services of B&GH on a regular basis
- Oversee development of the Academy's annual budget
- Oversee all financial transaction including payroll
- Attend B&GH executive leadership meetings
- Perform any other duties as assigned by the Board

Personal

- Conduct one's self in a professional manner at all times, supporting and protecting the image of Flemington Academy and B&GH.
- Be a positive model for the students
- Dress appropriately for professional work and when representing Flemington Academy and in the community.

Academic Coordinators (teachers)

Education Requirements

- Minimum bachelor's degree in education with certification in subject area being taught.
- Minimum five years successful teaching experience preferably with at-risk students

The Academic Coordinators (teachers) of Flemington Academy are expected to support the mission and philosophy of Flemington Academy and B&GH.

Academic Coordinators (teachers) are expected to provide professional service in the following areas:

Academic Coordinators Demonstrate Leadership

- Teach students as assigned by the Director of Education
- Have materials, supplies and equipment for each lesson ready at the start of the lesson or instructional activity. Keep students on task and maintain a high level of student time on task.
- Take responsibility for all students learning
- Communicate vision to students
- Make use of all assessment data to evaluate student progress
- Manage student behavior: Have an established set of guidelines and procedures that direct the handling of routine administrative matters; Have guidelines and procedures that govern student verbal participation during different activities including: whole-class instruction, small group instruction etc.; Have clear guidelines that govern student movement in the classroom, in and out of the classroom and during different instructional and non-instructional activities
- Monitor the behavior of all students during whole class, small group and seat work activities, during transitions between instructional activities
- Stop inappropriate behavior promptly and consistently while maintaining the dignity of the student.
- Work collaboratively with all academic and B&GH colleagues to improve student outcomes
- Develop goals and strategies through the school improvement plan
- Advocate for the academy in the community
- Demonstrate high ethical standards
- Uphold the Code of Ethics and Standards for Professional Conduct
- Encourage a learning environment that is safe, inviting, respectful, supportive, inclusive and flexible
- Demonstrate knowledge of diverse cultures
- Recognize past and present influences on the child's development, personality and performance
- Collaborate with professional, clinical and leadership staff of B&GH and in the community
- Promote trust, understanding and build relationships in the academy, within the B&GH organization and local community
- Seek solution to overcome obstacles preventing parent/guardian involvement together with professional staff of B&GH

Academic Coordinators Know the Content They Teach

- Instruct the North Carolina Standard Course of Study
- Begin instructional activity with review of previous material
- Develop and apply strategies to make the curriculum rigorous and relevant
- Know the subject beyond the content being taught
- Relate content to other disciplines
- Promote global awareness and its relevance
- Incorporate life skills including leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility

Academic Coordinators Facilitate Learning for Students

- Know how students think and learn
- Engage students in the learning process
- Use data for short and long range planning
- Monitor and modify student education plans to enhance learning
- Respond to culturally diversity among students
- Collaborate with academy and B&GH colleagues to present a total team approach to learning by the students
- Present instructional activity using concepts and language understandable by the students
- Provide relevant examples and demonstrations to illustrate concepts and skills
- Assign tasks that students can handle with a high rate of success
- Conduct instructional activity at a brisk pace slowing presentations when necessary for student understanding
- Make transitions between instructional activities efficiently and smoothly
- Employ wide range of techniques using information and communication technology, learning styles and differential instruction
- Encourage students to think creatively, exercise sound reasoning, make good choices and solve problems
- Teach importance of cooperation and collaboration
- Use multiple indicators to evaluate student progress
- Set high expectations for all student

Instructional Feedback

- Provide feedback on the correctness or incorrectness of in-class work to encourage student growth
- Regularly provide prompt feedback on assigned out of class work
- Affirm a correct oral response appropriately
- Provide sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue or allowing more time.
- Have an instructional plan that is fully compatible with the Academy's curricular goals
- Use diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks
- Maintain accurate records to document student performance

- Have instructional plans that matches/aligns objectives, learning strategies, assessments and student needs at the appropriate level of difficulty
- Use available resources to support the instructional program

Communication within the Academy and Campus Environment

- Is a supportive member of the entire treatment team (Director of Education, Academic Coordinators (teachers), Education specialists, Clinical/Medical Staff, Teaching Parents)

Performing Non-Instructional Duties

- Fulfill non-instructional duties as assigned and/or as need is perceived
- Adhere to established laws, policies and regulations of B&GH, local, and state
- Follow a plan for professional development and demonstrates evidence of growth

Communication Skills

Academic Coordinators (teachers) must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information via telecommunication systems; 3) accurately compile and access data, summarize information, and provide written reports to the Director of Education; and 4) communicate successfully and pleasantly with students, caregivers, parents/guardians, social workers and Academy personnel.

Human Relations Involvement

Academic Coordinators (teachers) must be able to: 1) empathize with the families/guardians of students with disabilities; 2) supervise and direct paraprofessionals; 3) respond positively to supervision and accept suggestion for improvement; and 4) work cooperatively with students, caregivers, parents/guardians, medical/clinical professionals and other academy personnel

Academic Coordinators (teachers) of core academic subjects will meet the qualifications as set forth by 1.01 and 1.02 of the State Board of Education Policy Manual.

EDUCATION SPECIALISTS

Education specialists provide special education services to students in accordance with state and federal regulations. Work involves developing and implementing the IEP and/or IAP in coordination with the Academic Coordinators (teachers), clinical staff and Caring Professionals. The specialists are responsible for monitoring student progress on academic, behavioral and social skills.

Educational Requirements

- Degree and certification in academic area of specialty
- Ability to communicate effectively with people to convey or exchange information, including receiving instruction assignments or directions from supervisors

- Ability to constantly monitor the safety and wellbeing of students in and out of the classroom
- Ability to motivate students
- Ability to maintain order in a classroom and provide a safe learning environment
- Ability to maintain IEP's, IAP's and student files and records
- Ability to establish and maintain effective working relationships with the entire treatment team

Essential Positions Functions

- Develop and implement an instructional plan which is compatible with the Academy goals and students individual IEP/IAP
- Provide direct services to students
- Employ a variety of teaching methods to meet student needs. Implementing these methods may require the adaptation of development of materials
- Monitor student behavior, deescalate inappropriate behaviors, teach students appropriate behavior strategies, restrain student when necessary (e.g. harm to self and/or others), record and assists with restraints when necessary
- Act as a coordinator for students, consult with caregivers, clinical staff and other school support officials

SCHOOL FINANCE AND BUSINESS OPERATIONS

Flemington Academy will outsource its business and finance function to Acadia NorthStar per a signed Agreement Contract. (Appendix I).

REQUIRED DOCUMENTATION FOR EMPLOYMENT OF ALL EMPLOYEES OF THE FLEMINGTON ACADEMY

To be considered for employment at Flemington Academy, all prospective employees are required to complete and submit an applications package to the Director of Education that includes the following:

- W-4 and I-9 forms
- Personnel application
- Resume
- One set of finger prints
- TB test results
- Drug test
- Transcripts
- Six letters of recommendation (3 work and 3 personal)
- Philosophy of Education Statement
- Current North Carolina teaching credential (teaching faculty)

In accordance with 115C-239.29K(c) all employees will have background checks done. All information received by Flemington Academy is privileged information, not a public record and only for use of the Academy's Board.

Flemington Academy will not employ an individual who has a "criminal history" which is defined as a county, state or federal criminal history of conviction of a crime,

whether a misdemeanor or a felony, that indicates the individual possesses a threat to the safety of students or personnel.

ENROLLMENT AND BUSINESS PLAN (G.S. 115C.238.29F (g) (1-7))

Flemington Academy 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.

Flemington Academy is located in Columbus County, on the campus of Boys and Girls Homes of North Carolina in the town of Lake Waccamaw, N.C. B&GH serves youth primarily from almost all counties in Eastern North Carolina but can and does accept youth from all counties in North Carolina.

MARKETING PLAN

B&GH has a rich 57 year history of demonstrated outcomes in serving troubled youth. It has maintained a strong corporate emphasis on healthy communities, strong families and partnerships with referral agencies. B&GH is licensed by the State of North Carolina and is nationally accredited by the Council on Accreditation. B&GH is a not for profit 501 (c) (3) organization staffed by qualified, dedicated staff and a Board. The services provided address the physical, emotional, educational, psychological, cultural and character needs of the youth. B&GH works closely with departments of social services, the juvenile court system, parents/guardians and relative, and school systems in placing children at B&GH for residential care and treatment.

Admissions information and program description materials will be distributed to all potential referral sources. Additionally, personal visits to referral agencies will be made by admissions and executive leadership staff consistently throughout the year. The B&GH website www.boysandgirlshomesofnc.com and the corporate email address bgh-1@B&GH.org contain descriptions of the programs and services offered on the campus and how to access the services.

In late fall of 2011, B&GH staff completed a state wide Environmental Survey during which numerous educational programs, mental health care providers, other residential group care agencies, Columbus County Schools, the B&GH Board of Trustees, local area charter schools, Departments of Social Services and juvenile probation offices were visited. The purpose of the survey was twofold: 1) to determine what the needs referral agencies were seeing for serving at risk youth and 2) what services/programs were needed that B&GH might develop to meet the needs as expressed. The overwhelming response was: 1) a career technical education program for at risk students to provide them with a marketable skill, 2) an integrated (clinical/academic) specialized program that would help students who were failing in school, were about to be or have been suspended, get back in school, get caught up and either return to their home school or graduate from high school.

Flemington Academy is being developed to meet these students' needs in an integrated residential and day school setting (Appendix K - Letters of Support).

The **marketing goals** for 2013-2018 include:

1. Create brochures describing Flemington Academy and its educational offerings;
2. Distributes brochures to all potential placing or referral agencies including social service office, probation offices, public schools
3. Prepare press releases describing Flemington Academy;
4. Develop materials and initiate comprehensive fund development campaign;
5. Partner with area school systems to coordinate informational symposiums and foster mutually beneficial relationships;
6. Define, convey and reinforce a robust Flemington Academy brand for all targeted audiences;
7. Maintain updated informational brochures made available to communities throughout the state at local schools, recreational facilities, and civic organizations;
8. Maintain community awareness of Flemington Academy through regular contact with local television radio and print media; (9) Provide opportunities for visits to the campus and school by the general public, supporters, parents/guardians.

FLEMINGTON ACADEMY

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

List LEA #1 – Columbus County

List LEA #2 – Cumberland County

List LEA #3 – New Hanover County

IDENTIFY LEA FROM
 WHICH STUDENTS WILL
 PROBABLY COME

<u>GRADES</u>		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
First	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0
Second	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0
Third	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0
Fourth	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0
Fifth	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0
Sixth	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

FLEMINGTON ACADEMY

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>3</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>6</u>	<u>2</u>	<u>2</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>9</u>	<u>3</u>	<u>2</u>
Eighth	8	<u>4</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>1</u>	<u>2</u>	<u>8</u>	<u>1</u>	<u>2</u>	<u>9</u>	<u>2</u>	<u>3</u>	<u>10</u>	<u>2</u>	<u>3</u>
Ninth	9	<u>8</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>10</u>	<u>3</u>	<u>3</u>	<u>12</u>	<u>4</u>	<u>4</u>
Tenth	10	<u>9</u>	<u>4</u>	<u>3</u>	<u>10</u>	<u>4</u>	<u>3</u>	<u>11</u>	<u>4</u>	<u>3</u>	<u>12</u>	<u>5</u>	<u>4</u>	<u>15</u>	<u>6</u>	<u>5</u>
Eleventh	11	<u>10</u>	<u>3</u>	<u>4</u>	<u>10</u>	<u>4</u>	<u>4</u>	<u>11</u>	<u>4</u>	<u>3</u>	<u>12</u>	<u>5</u>	<u>4</u>	<u>16</u>	<u>7</u>	<u>6</u>
Twelfth	12	<u>4</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>3</u>	<u>3</u>	<u>8</u>	<u>1</u>	<u>3</u>	<u>9</u>	<u>1</u>	<u>3</u>
LEA Totals		<u>39</u>	<u>13</u>	<u>13</u>	<u>44</u>	<u>15</u>	<u>15</u>	<u>51</u>	<u>17</u>	<u>17</u>	<u>60</u>	<u>20</u>	<u>20</u>	<u>72</u>	<u>24</u>	<u>24</u>
Overall Total Enrollment		<u>65</u>			<u>75</u>			<u>85</u>			<u>100</u>			<u>120</u>		

FLEMINGTON ACADEMY

BUDGET: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>State ADM Funds *</i>	\$321,423.05	\$370,872.75	\$420,322.45	\$494,497.00	\$593,396.40
<i>Local Per Pupil Funds *</i>	\$91,238.16	\$105,274.80	\$119,311.44	\$140,366.40	\$168,439.68
<i>EC (Exceptional Children)**</i>	\$29,375.90	\$40,391.87	\$62,423.80	\$73,439.76	\$88,127.71
<i>Federal Funds</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<i>Other Funds:</i>					
<i>B&GH In-Kind</i>	\$220,613.09	\$282,564.86	\$306,891.30	\$383,801.04	\$349,135.86
<i>B&GH Commitment</i>	\$48,499.31	\$53,421.94	\$24,172.56	\$52,021.28	\$0.00
TOTAL INCOME	\$711,149.51	\$852,526.22	\$933,121.55	\$1,144,125.48	\$1,199,099.65

* <i>Projected Student Body</i>	65	75	85	100	120
** <i>Projected EC Student Ratio:</i>	8	11	17	20	24
<i>12% / 15% / 20% / 20% / 20%</i>					

Note: 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.

Boys and Girls Homes of North Carolina, Inc. Financial Agreement Letter is in Appendix J.

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p><i>The formula for figuring these allotments is:</i></p> <p><u>Dollars per ADM Based on Planning Allotment as provided by Public Schools of NC Department of Instruction, per the following calculation:</u></p> <p>Columbus County, NC Adjusted #/ADM (FY 2012-2013) at \$5,321.64 per pupil (State) Cumberland County, NC Adjusted #/ADM (FY 2012-2013) at \$4,397.21 per pupil (State) New Hanover County, NC Adjusted #/ADM (FY 2012-2013) at \$4,362.72 per pupil (State)</p> <p>Columbus County, NC \$/ADM Local (FY 2009-2010) at \$694.44 per pupil (Local) Cumberland County, NC \$/ADM Local (FY 2009-2010) at \$2,470 per pupil (Local) New Hanover County, NC \$/ADM Local (FY 2009-2010) at \$2,465 per pupil (Local)</p> <p>Columbus County, NC \$/EC Headcount (FY 2012-2013) at \$3,700.00 per pupil (State) Cumberland County, NC \$/EC Headcount (FY 2012-2013) at \$3,559.94 per pupil (State) New Hanover County, NC \$/EC Headcount (FY 2012-2013) at \$3,700.00 per pupil (State)</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • 2013-2014 – State ADM Funds = \$4,944.97 Weighted Average based on LEA pupil ratio by county (Columbus 60%, Cumberland 20%, New Hanover 20%) x 65 students = \$321,423.05. • 2013-2014 – Local ADM Funds = \$1,403.66 Weighted Average based on LEA pupil ratio by county (Columbus 60%, Cumberland 20%, New Hanover 20%) x 65 students = \$91,238.16. • 2013-2014 – EC Funds = \$3,671.99 Weighted Average based on LEA pupil ratio by county (Columbus 60%, Cumberland 20%, New Hanover 20%) x 8 students = \$29,375.90.
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FLEMINGTON ACADEMY

Budget: Expenditure Projections 2012-13 through 2016-2017

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018
GS 115C-238.B(b)(5)										
PERSONNEL	#		#		#		#		#	
Director of Education	1	\$48,000.00	1	\$49,440.00	1	\$50,923.00	1	\$52,451.00	1	\$54,024.00
Administrative Assistant/Records Manager	1	26,000.00	1	26,780.00	1	27,583.00	1	28,411.00	1	29,263.00
Academic Coordinator-English	1	34,000.00	2	70,040.00	2	72,142.00	3	111,459.00	3	114,801.00
Academic Coordinator-Math	1	34,000.00	2	70,040.00	2	72,142.00	2	74,306.00	2	76,536.00
Academic Coordinator-Social Studies	1	34,000.00	1	35,020.00	1	36,071.00	1	37,153.00	1	38,267.00
Academic Coordinator-Science	1	34,000.00	1	35,020.00	1	36,071.00	2	74,306.00	2	76,534.00
Academic Coordinator-Health/PE **	1	34,000.00	1	35,020.00	1	36,071.00	1	37,153.00	1	38,267.00
Behavioral Specialist **	1	29,000.00	2	59,740.00	2	61,532.00	3	95,067.00	3	97,920.00
Exceptional Children's Specialist	1	34,000.00	1	35,020.00	2	72,142.00	2	74,306.00	2	76,536.00
Career Technical Education Director	1	36,000.00	1	37,080.00	1	38,192.00	1	39,338.00	1	40,518.00
Personnel SALARIES	10	343,000.00	13	453,200.00	14	502,869.00	17	623,950.00	17	642,666.00
Personnel BENEFITS		95,510.00		126,351.00		140,242.00		174,128.00		179,352.00
TOTAL PERSONNEL		438,510.00		579,551.00		643,111.00		798,078.00		822,018.00

FLEMINGTON ACADEMY

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

PROFESSIONAL DEVELOPMENT	49,875.00	33,937.50	35,437.50	34,312.50	36,562.50
CURRICULA MATERIALS and SUPPLIES	52,441.43	48,541.86	42,669.75	65,275.94	57,113.92
OFFICE SUPPLIES	6,850.00	7,725.00	8,445.00	8,900.00	9,300.00
INSTRUCTIONAL EQUIPMENT	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
OFFICE EQUIPMENT	3,500.00	1,500.00	1,500.00	1,500.00	1,500.00
INSURANCE **	7,300.00	7,800.00	8,200.00	8,600.00	8,900.00
UTILITIES **	12,240.00	12,870.00	13,110.00	13,560.00	14,050.00
TELEPHONE / CABLE / INTERNET **	1,600.00	1,660.00	1,710.00	1,750.00	1,750.00
MAINTENANCE and REPAIRS **	3,100.00	3,300.00	3,800.00	4,000.00	4,100.00
TRANSPORTATION **	1,200.00	1,200.00	1,300.00	1,500.00	1,500.00
MARKETING **	1,500.00	1,150.00	1,200.00	1,200.00	1,400.00
FOOD/CAFETERIA SUPPLIES **	84,890.00	100,885.00	117,760.00	142,700.00	176,380.00
PROFESSIONAL FEES / CONTRACT SVCES	18,000.00	18,000.00	18,000.00	19,500.00	19,500.00
HOUSEKEEPING / JANITORIAL **	7,430.00	7,575.00	7,700.00	7,925.00	8,100.00
CONTINGENCY (3%) **	20,713.09	24,830.86	27,178.30	33,324.04	34,925.23
TOTAL EXPENDITURES	\$711,149.51	\$852,526.22	\$933,121.55	\$1,144,125.48	\$1,199,099.65

**Donates B&GH In-Kind Expenditures

FLEMINGTON ACADEMY

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	<u>\$811,845</u>
Certificates of Deposit	<u>\$192,216</u>
Bonds	<u>\$0</u>
Real Estate	<u>\$12,577,519</u>
Capital Equipment	<u>\$1,488,721</u>
Motor Vehicles	<u>\$658,474</u>
Other Assets	<u>\$941,435</u>
TOTAL	<u>\$16,671,210</u>

SCHOOL AUDITS

Program Audits (G.S. 115C-238.29B (b) (6))

In accordance with North Carolina statute, Flemington Academy will undergo an annual programmatic audit for submission to the North Carolina State Department of Education and the Board of the Academy's finances, practices and records. The Academy will comply with reporting requirements established by the State Board of Education in the Uniform Education Reporting System and report annually to the State Board of Education the required information.

What is the purpose of a Program Audit?

- To provide the charter school an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the school's vision.
- To assist the charter school with school improvement and strategic planning.
- To identify and inform the authorized chartering entity of the charter school's strengths and deficiencies, including failure to comply with statutes, administrative rules or the terms of the charter.

What should be included in the Program Audit?

- School name
- School address and telephone number
- School internet website
- School email address
- Date the school began operations
- School year assessed by the audit
- Name of Authorized chartering agency
- Administrative Summary
- Enrollment
 - Attrition statistics and exit interview data (when available)
 - Wait list data
 - Student demographic, including ethnicity, English Language Learners, special populations, and free and reduced lunch students
- Governance
 - List of Board and contact information including telephone numbers, addresses and email addresses
 - Resumes of the members of The Board appointed or elected since publication of the previous programmatic audit
 - Evaluation of board effectiveness, training receives and/or needed, understanding of purpose, ability to perpetuate, relationship with administrator
 - Policies, including a list of any new policies adopted since publication of the previous programmatic audit.
- Staff
 - Professional development completed since publication of the previous programmatic audit
 - Proof of Certification for staff hired since publication of the previous programmatic audit
 - Attrition statistics and exit interview data
 - Administrator's name and contact information

- Facilities Update
- Finances
 - Balance sheet with year-end actual
 - Budget for the upcoming school year
- Educational Program
 - Evidence of alignment of curriculum
 - Implementation of educational philosophy as described by the charter
 - Effectiveness of curriculum
 - Changes to curriculum
 - Special services available for students
- Student Achievement Data
 - EOG, EOC, NC Summative Assessment, ACT Explore, and ACT test data, including growth analysis in comparison to previous years of operation and comparison to other area school and statewide results
 - Additional measures of student achievement unique to the school
 - Report of student progress based on the measurable student educational standards identified in the charter
- School Community
 - Parental/Guardians satisfaction survey data
 - Community Involvement statement
 - Public relations
- Other Charter Implementation, such as
 - School culture
 - Discipline plan, including any changes made since the previous programmatic audit
 - Report on school nutrition
- Strategic planning
 - Areas identified for improvement
 - Improvement plans and measures
 - Other areas of planned growth
 - Improvement in areas previously identified as in need of improvement
 - Opportunities for dissemination of effective strategies utilized by the school
 - Anticipated upcoming proposed charter amendments

Flemington Academy will participate in regular program evaluations to carry out self-evaluations of the implementation of our curriculum and instruction methods. Results of the program will be monitored and reported annually.

Financial Audits: (G.S. 115C-238.29F (f) (1))

Flemington Academy will comply with the financial audits, audit procedures and audit requirements adopted by the State Board of Education for charter academies. Audits will be performed by an outside independent audit firm selected by the Board. The Board will select a licensed North Carolina auditing firm to conduct financial audits for charter schools. The school board will request bids from a minimum of three auditing firms before selecting the final auditor.

The audit will verify the accuracy of the Academy's financial actions, attendance and enrollment, accounting practices and financial statements. The audit will also review the Academy's internal control protocol. The purpose of the audit is to demonstrate compliance with state law and its requirements for a non-profit organization.

Financial Audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that they consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting errors and preventing misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Their tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in their report on internal control issued pursuant to *Government Auditing Standards*.

In accordance with the general statute the Academy will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Education.

CIVIL LIABILITY AND INSURANCE (G.S. 115C-238.29F (c))

Proposed coverage for:

Comprehensive General Liability	\$1 million each occurrence, \$3 million aggregate
Officers and Directors/Errors and Omissions	\$1 million, Crisis Management fund for Directors & Officers \$25,000
Property Insurance	Blanket limit. \$18,953,000 Buildings, \$1,476,000 Personal property, \$65,000 Arena, \$155,000 Country Store.
Motor Vehicle Liability	Single limit \$1 million; Medical payment \$5,000
Bonding	Minimum amount: \$50,000 single loss limit

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

The primary group of students who will attend the Academy are residents of Boys and Girls Homes. The residences (cottages) are located on the same campus as the Flemington Academy. For students who may transition to East Columbus High School, Boys and Girls Homes provides transportation for these students. For students who may attend the Academy day school program or enroll in the Career Technical Education program, transportation arrangements will be worked out with the referring schools.

FACILITY (G.S. 115C-238.29D (c))

The Flemington Academy facilities are a part of and are located on the main campus of Boys and Girls Homes of N.C. The education complex consists of academic classrooms, a gymnasium, and vocational classrooms for auto/ag mechanics, carpentry, welding, athletic fields (soccer, baseball), greenhouse and indoor and outdoor riding arenas for the horsemanship and equine therapy programs.

Name of the facility (if known): Boys and Girls Homes of North Carolina

Address: P O Box 127, 400 Flemington Drive

City/State/Zip: Lake Waccamaw, NC 28450

Description of the Facility:

Total square feet:	<u>5,633 sq. ft.</u>
Number of Classrooms:	<u>10</u>
Number of Restrooms:	<u>4</u>
Other Rooms:	<u>1</u>
Auditorium/Gymnasium:	<u>1</u>
Music Room:	<u>1</u>
Art Room:	<u>1</u>
Additional Areas:	<u>53,165 sq. ft.</u>
Equine Area	<u>1</u> <u>4,264 sq. ft.</u>
Athletic Fields	<u>2</u> <u>48,600 sq. ft.</u>
Administration/Offices	<u>2</u> <u>300 sq. ft.</u>

All facilities are the property of Boys and Girls Homes of N.C. and are maintained by the maintenance department of B&GH. B&GH as a group care facility is required to have annual fire and safety inspections and annual licensing inspections. Additionally, B&GH is nationally accredited by the Council on Accreditation. Facilities to be used by the students are handicapped accessible.

Document inspections

- A. Fire: Inspections of all buildings were completed by the Columbus County Emergency Services Fire Marshall's Office on March 20, 2012.
- B. Safety: Inspections of all buildings were completed by N.C. Department of Environment and Natural Resources Division of Environmental Health on December 8, 2010.
- C. Handicapped accessibility? Yes

The Site Map and Building Floor Plans can be located in Appendix L.

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:

Well Being of Students. Students at Flemington Academy should be safe, feel cared for and trust adults responsible for their care. Academy staff will be provided training in mandatory reporting procedures of suspected child abuse. Academic Coordinators will be attentive to students who come to the Academy displaying any of the signs of child abuse as outlined in the training curriculum and will follow prescribed procedures for reporting suspected abuse.

Discipline Policies and Procedures. A student handbook outlining discipline policies and disciplinary consequences is made available to students and parents/guardians.

Professional Development Activities. School personnel receive training pertaining to new laws related to student behavior and safety issues, crisis response training, school strategies, etc.

Transportation of Students. Buses and 12 passenger vans may be used for Academy purposes by drivers that meet the following requirements: a valid driver's license, have completed the van safety training courses provided by B&GH and a North Carolina issued CDL for bus operators.

Campus Security. The school campus and buildings are appropriately restricted. The use of campus supervisors, security community systems, and other devices are utilized to maximize security concerns.

Students Missing or Hiding. If a student is missing or hiding, these procedures are followed:

1. Director of Education implements a search of the Academy building and grounds.
2. Director of Education places call(s) to the student's Teaching Parents, the Residential Director or other parental/guardian representatives.
3. If a B&GH student is not found, Residential Director(s) follows campus procedures for runaways.

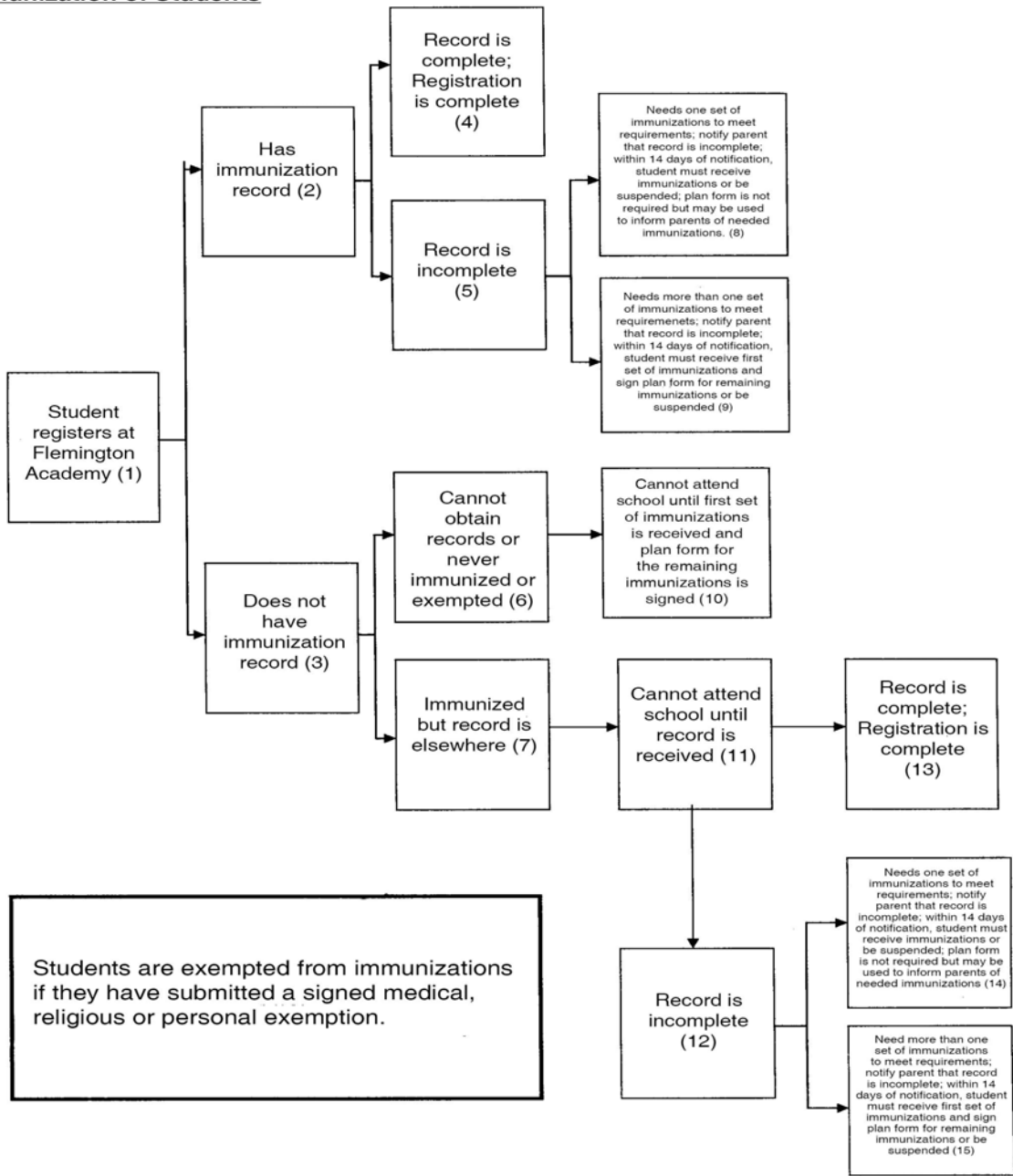
Student Accidents or Injury. Academy staff members will be trained to provide CPR and basic first aid procedures. If emergency medical assistance is required, the Lake Waccamaw ambulance service will be called. If a student becomes ill while at the Academy, the staff will notify the caregiver to come to the Academy building to escort the student to the cottage. If an injury has occurred, Academy personnel complete an accident/injury form.

Immunization of Students.

Flemington Academy will assure full compliance with all state and federal immunization requirements.

Upon admission to B&GH, copies of the student's immunization records will be obtained from the parent/guardian, or referring school. Immunization records become a part of the student's personal file. If a student's immunization record is not in compliance upon review by the campus nurse, the student will be taken to a local provider to receive the appropriate immunizations. See also the immunization diagram below.

Immunization of Students



FIRE AND SAFETY REGULATIONS

Evacuation/Fire Drill Plan. Evacuation/fire drill plans are posted in each classroom, central office and hallways. Staff receives training in building evacuation policies and procedures. Academic Coordinators train students in evacuation/fire drill procedures. Fire drills will be conducted in accordance with legally mandated guidelines and licenses. All buildings on campus are inspected annually by the Columbus County Fire Inspection office.

Student Possession of Weapon. If a student is observed or reported to have a weapon on the campus or in the Academy facility, the following procedures are to be followed: 1) Identify the student and his/her location 2) Alert campus Emergency Support Team and Director of Education

Severe Storms. Academy staff is trained in the storm safe areas in the Academy and on the B&GH campus. The Academy will keep an alarm-equipped weather radio in the Director of Education's office. In the event of severe weather, the same procedure is used as for a fire drill. Classes will proceed to hurricane/tornado safe building on the B&GH campus (Lang Vocational Building and the Chapel basement). A siren will sound if severe weather is approaching the campus.

Food Inspections

Food services are provided in the central dining hall and are provided by the food service staff of B&GH. B&GH participates in the state/federal school lunch program. Food service preparation areas are inspected and licensed annual by Columbus County Sanitation Department.

Hazardous Chemicals

Policies and procedures followed by B&GH will be followed by the Flemington Academy. The entire campus will maintain compliance with all applicable federal, state and local laws, regulations and inspections regarding hazardous chemicals. Material Data Safety Sheets (MSDS) are maintained for all approved materials and chemicals by the B&GH maintenance department.

Bloodborne Pathogens

The Flemington Academy as a part of the campus of B&GH will maintain compliance with all applicable federal, state and local laws and regulations regarding blood-borne pathogens. All Academy employees will be required to complete a blood-borne pathogens course prior to the first day of Academy. Recertification will occur at intervals according to legally mandated guidelines.

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 Director of Education's office. Gloves are to be worn during any head lice checks and any time there is a 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 drying device are readily available. Hands are to be washed after contact with any blood or body substance immediately after gloves are used.

ADMINISTERING MEDICINES TO STUDENTS

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by the student’s health care provider.

The Director of Education may authorize in writing, a school employee to:

- Assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of the student’s parent/guardian; and
- Assist in self-administration of a prescription drug to a student in compliance with written instructions of a medical practitioner and with the written consent of the student’s parent/guardian.

Except in an emergency situation, only a qualified healthcare professional may administer a drug or prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs is never the responsibility of an Academy employee and should not be practiced by any Academy personnel.

Administering Medication:

The Board will permit administration of medication to students attending the Academy. A nurse pursuant to written authorization of a physician or dentist and that of a parent or guardian may administer medication to a student in the Academy or may delegate this task pursuant to North Carolina law.

Emergency Administration of Medication:

In case of an anaphylactic reaction or risk of such reaction, a nurse may administer oral or injectable medication to any student in need thereof in the Academy, on the campus or at a school function according to a standing order of the student’s private physician.

Self-Administration of Medication:

The Academy will permit students who are able to self-administer medication to do so provided that:

- A physician or dentist provides a written order for self administration of said medication
- Written authorization for self administration of medication from a student’s parent or guardian or an individual who has executed a caretaker education affidavit
- The administration and educational coordinators are informed that a student is self-administering prescribed medication

The administrator may authorize in writing any employee to assist with self-administration of medications providing that only the following may be employed:

- Making oral suggestions, prompting, reminding, gesturing or providing a written guide for self-administering medications
- Handing to the student a prefilled, labeled medication holder or a labeled dose container, syringe or original marked and labeled container from a pharmacy
- Opening the lid of a container for a student
- Guiding the hand of a student to self-administer a medication
- Holding or assisting a student in drinking fluid to assist in the swallowing of oral medications

- Assisting with the removal of a medication from a container for a student with a physical disability that prevents independence in the act

Self-Administration or Possession of Asthma, Severe Allergy or Anaphylaxis Medication

Students with allergies or asthma may be authorized by the administration in consultation with medical personnel to possess and self-administer emergency medication during the school day, during off campus trips, school sponsored event. The student shall be authorized to possess and self administer medication if the following conditions have been met:

- A written and signed authorization from the parents/guardians for self-administration of medication, acknowledging that the Academy or its employees are not liable for injury that results from the student self-administering the medication.
- The student must have prior written approval of his/her primary healthcare provider. The written notice must specify the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered and the circumstances that may warrant its use.
- Documentation that the student has demonstrated to the healthcare practitioner and the nurse the skill level necessary to use and administer the medication.
- Documentation of a written treatment plan for managing asthma, severe allergies or anaphylaxis episodes of the student and for medication use by the student during school hours.

A student's authorization to possess and self-administer medication may be limited or revoked by the administrator.

Handling and Storage of Medication

It is required that all medications including those approved for keeping by students for self-medication be first delivered by the parent, guardian or other responsible adult to the nurse or an employee assisting with self-administration of medication. The nurse or assistant:

- Must examine any new medication to ensure it is properly labeled with dates, name of student, medication name, dosage, physicians name
- Develop a medication administration plan
- Must record on the student's individual medication record the date a medication is delivered and the amount of medication received
- Must store medication requiring refrigeration at 36 to 46 degrees F
- Must store prescribed medication in a securely locked storage compartment
- Must store controlled substances in a separate compartment, secured and locked at all times

The Academy will limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications.

Disposal of Medications

The Academy requires school personnel either to return to the parent or guardian or destroy any unused, discontinued or obsolete medication. A nurse, in the presence of a witness, will destroy any medicine not repossessed by a parent or guardian within a seven day period of notification by administration.

“Safe Surrender” or “Infant Abandonment”

Flemington Academy and B&GH will inform its students in grades 6-12, of North Carolina’s Safe Surrender Law and the specifics of the law. North Carolina law permits a parent to surrender an infant to “any adult” within the first seven days of the child’s life.

Communicable Diseases

In all proceedings related to this policy, the Academy will respect the student’s right to privacy.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. The Academy will rely on advice of public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

The Academy will manage common communicable diseases in accordance with North Carolina Department of Public Health guidelines and communicable diseases control rules. The Academy, in consultation with the campus nurse and/or local health care officials, may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting.

Students, who complain of illness at school, may be referred to the campus nurse or other responsible person designated by the administration and may be sent back to his/her cottage residence or home (in the case of a day student).

When information is received that a student is afflicted with a serious communicable disease, the staff member will promptly notify the campus nurse or other responsible person designated by the Director of Education to determine appropriate measures to be taken to protect student and staff health safety. The campus nurse in consultation with the Director of Education will determine which additional staff members have need to know of the affected student’s condition.

LEA IMPACT STATEMENT

Flemington Academy has been established to meet the academic and career technical education needs of at-risk students residing on the campus of B&GH **and** at-risk students in surrounding schools, who need innovative and specialized academic and career technical education opportunities

We are acutely aware of why these students are failing in the public school system and are not reaching their full academic potential. These students have become traumatized as a result of emotional neglect and often physical abuse. As a result, they are not able to successfully function in a typical public school and eventually end up skipping school, dropping out of school or being suspended and expelled from school because of inappropriate behavior. It is not uncommon for our students to be 1-3 grade level behind in school upon arrival at B&GH.

Flemington Academy will be decidedly different from public school in the following ways:

1. The academic year will be 220 instructional days (year around education). This adds a “fifth summer quarter” which assists the student in catching up to their grade level.
2. Educational programs will be delivered based upon the individual needs of each student – following the Individual Education Plan (IEP) and/or Individual Action Plan (IAP).
3. The student to instructor ratio will be low, twelve students to one Academic Coordinator and one assistant. The education plan for each student will be determined by a multi-disciplinary team that will conduct multiple assessment measures to develop and modify instruction in order to meet student’s needs.
4. The curricula will include all academic courses required by the NC Department of Education and also, career technical courses (Ag mechanics, horticulture, culinary arts, welding, and carpentry), recreational therapy, horsemanship and equine assisted therapy, and
5. GED curriculum for students who are not otherwise able to complete regular secondary graduation.

The academic and behavioral programs at Flemington Academy will implement a multi-tiered system of support to meet the needs of the students, most of who are in disadvantaged subgroups (Fuchs, et. al, 2003). Flemington Academy is committed to providing the best education possible for the students.

A copy of this application will be submitted to the Columbus County Schools Superintendent on or before April 20, 2012.

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Flemington Academy. 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: Gary Faircloth

Position: President and CEO of Boys and Girls Homes of North Carolina

Signature _____ Date _____

Sworn to and subscribed before me this

_____ day of _____, 20 _____

Notary Public

Official Seal

My commission expires _____, 20 _____

**2013-2014
Academic
School
Year**

**FLEMINGTON
ACADEMY
CHARTER
SCHOOL**

APPENDICES

Submitted to
North Carolina Department of Public
Instruction
Office of Charter School

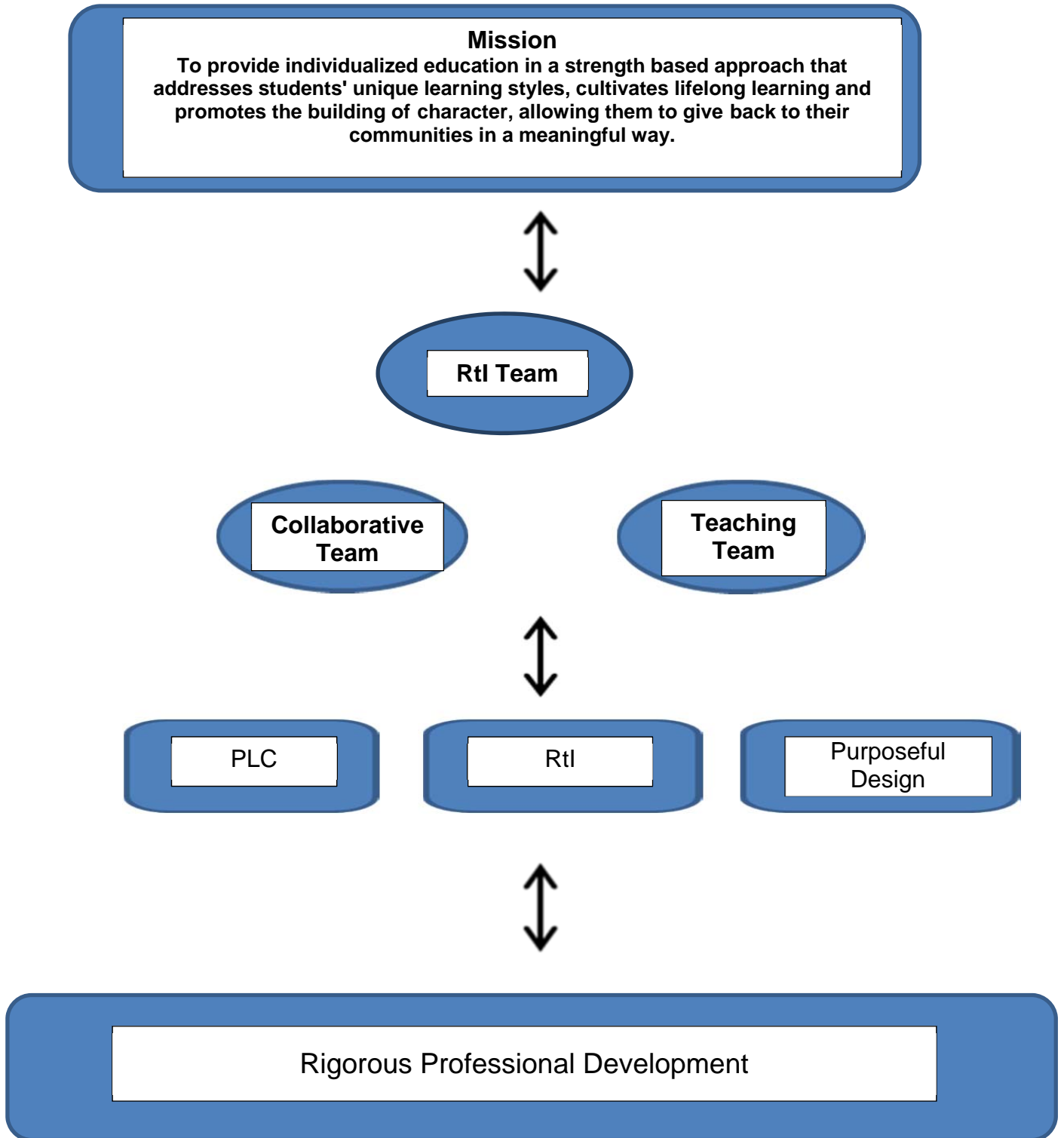
April 11, 2012

Boys and Girls Homes of N.C.
P.O. Box 127
400 Flemington Drive
Lake Waccamaw, NC 28450
910-646-3083



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Integrated and Innovative Flow Chart



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Flemington Academy Charter School

Acronyms Reference Sheet

Acronym	Definition
B&GH	Boys and Girls Home
LEA	Local Education Agency
RtI	Responsiveness to Intervention
PLC	Professional Learning Community
IEP	Individualized Education Plan
IAP	Individualized Action Plan
ATSL	Academic and Therapeutic Skills Lab
CCSS	Common Core State Standards
NCVPS	North Carolina Virtual Public School
M.S.	Middle School
H.S.	High School
CTE	Career Technical Education
ACT	American College Testing
NCLB	No Child Left Behind
GED	General Education Diploma
CBM	Curriculum Based Measurement
PD	Professional Development
PBIS	Positive Behavior Instructional Support
SWPBS	School Wide Positive Behavioral Support
IDEA	Individuals with Disabilities Education Act
ADM	Average Daily Membership
DSS	Department of Social Services
DJJ	Department of Juvenile Justice

Flemington Academy Charter School

Educational Plan

Table Summary

Table Number	Table Description
1	Professional Development and Associated Goals
2	Innovative Offerings and Support
3	Instructional Approaches and Methodology
4	Tier I – Universal Access
5	Tier II – Interventions aligned with Tier I Universal Access
6	Tiers III and IV – Intensive Interventions and Replacement Core
7	Student Seminar Resources
8	Education Team Schedule
9	Student Schedule
10	School Calendar
11	Assessments
12	Community and Parent Involvement

Flemington Academy Charter School

Flemington Academy Teams for Success

Team Descriptions and Purpose	
Collaborative Team	<p>Members:</p> <ul style="list-style-type: none">• Educational, social, emotional and mental health professionals <p>Purpose: To develop, deliver and monitor a wraparound model of student services that is data driven and standards based.</p>
RtI Team	<p>Members:</p> <p>Representatives of all areas of Flemington Academy</p> <ul style="list-style-type: none">• Educational (Director of Education, Core Academic Coordinators, CTE Coordinators, Exceptional Children's Specialist, Behavioral Specialist), Therapeutic (Social Worker, Psychologist), Community Agencies (DSS, Judicial) <p>Purpose: To evaluate programmatic systems and recommend research based changes that should be made for students not making adequate progress both academically and behaviorally.</p>
Education Teams	<p>Members:</p> <ul style="list-style-type: none">• The Director of Education, Core Academic Coordinators, CTE Coordinators, and Exceptional Children's Specialists. <p>Purpose: To plan and deliver, innovative and integrated Yearly, Unit and Daily lessons based on data and best practices.</p>

Flemington Academy Charter School

Performance Quality Improvement Action Plan Chart for Output/Outcome Measures PQI 3.03 and PQI 4, 4.01, 4.02, 4.03, 4.04

Organization's ID Number 7023

SERVICE DELIVERY: Output / Outcome Measures for Performance Quality Improvement	Program Department Region. Involved	Why Data is Collected/ Measured (External mandate, law, funder, strategic goal, etc.)	Who is Responsible for Data Collection	When Data is Collected	What Data is Collected/Measured	Who Aggregates Data Into Reports	How Reports are Disseminated and Used

Flemington Academy Charter School

A Day in the Life at Flemington Academy

Students at Flemington Academy begin their day with first block and their Academic Therapeutic Skills Lab (ATSL). The instruction students receive in the lab is guided by their IEP or IAP developed by the Collaboration Team. Students are given a battery of diagnostic assessments when they enroll at Flemington, and these results are used to identify student strengths and areas for development, both academically and therapeutically. Academic Coordinators develop individual instructional plans in reading and math for each student based on these results and the lab is used to provide additional instructional time for students in the skills identified for development.

Academic interventions are based on the four-tier Responsiveness to Instruction (Rtl) model, and frequent progress monitoring is an integral part of the Rtl model. Time during the lab block is also available for behavioral intervention provided by the therapeutic staff which is part of the collaboration team, and frequent progress monitoring of behavioral and academic goals is a key activity of the Collaboration Team.

The student's academic course schedule follows the ATSL, with each student's courses selected to accelerate their path to fulfilling their high school graduation requirements. English, math, science or social studies, and an elective are scheduled for each student during the first and second trimesters. Student schedules in the third trimester are geared to the individual graduation requirements of each student; for example a student may need to complete a course from a prior trimester or take a preparatory course for the next trimester courses. Each academic block of time is a blend of direct instruction from the Academic Coordinator and computer-assisted instruction. The direct instruction by the Academic Coordinator is centered on literacy skills which cross-curricular lines and is guided by diagnostic assessment data and progress monitoring data. The focus on literacy across the curriculum aligns with the Common Core Curriculum as well as the Essential Standards and prepares students for the 'next generation' assessments being developed for North Carolina students.

The ultimate goal is for each student to graduate from high school and be prepared for post-secondary employment or continued education at the university or community college level. The Academic Coordinator also provides assistance to the students during their computer-assisted instructional time at the level needed for the student to be successful - from monitoring and observation to 1:1 instruction. Students are able to move through their course work at their own pace, enabling them to accelerate their learning and pace toward meeting their graduation requirements. As a student completes a course, he/she is able to take the appropriate summative assessment for the course and, if successful, move on to the next course in sequence. This degree of individualization requires Academic Coordinator instructional plans which are guided and informed by data monitoring of the response of students to instruction.

The student schedule ends with the daily student seminar led by the student's accountability partner. The student and the accountability partner review the goals set for the student during the previous day's seminar, determine the progress made on

Flemington Academy Charter School

these goals, and set the goals for the next day. The accountability partner is the adult expert on the educational and behavioral plan (IEP or IAP) of each student, and the seminar time is used to ensure the fidelity of the implementation of these plans. The accountability partner also uses the seminar time to instruct students in skills needed for success in school and in life by employing resources such as *The Seven Habits of Highly Effective Teens* and *Skills for School Success*. The seminar also serves as the bridge to student extracurricular activities, especially on-campus and community-based service learning opportunities.

**2013-2014
Academic
School
Year**

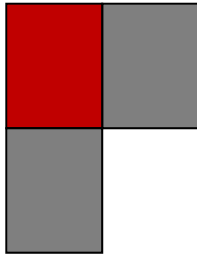
**FLEMINGTON
ACADEMY
CHARTER
SCHOOL**

STUDENT HANDBOOK

Submitted to
North Carolina Department of Public
Instruction
Office of Charter School
April 11, 2012

Boys and Girls Homes of N.C.
P.O. Box 127
400 Flemington Drive
Lake Waccamaw, NC 28450
910-646-3083





WELCOME

Welcome to the Flemington Academy. Our staff and faculty are excited for the year ahead. Flemington Academy students have a long tradition of excellence. You, no doubt, will continue building that reputation in the exciting year ahead.

Our staff members have dedicated themselves to your individual growth. We are committed to providing rigorous lessons and strong support to each of you. We strongly encourage you to take advantage of the opportunities present.

This year we are especially committed to seeing your academic growth and to cultivating your interests in being lifelong learners. To that end we are placing heightened attention in the areas of math and reading instruction.

Please review the following pages to acquaint yourself and your parents/guardians with the expectations of our students. By better understanding the operations of our Academy, we can each better promote the respectful environment we all desire.

Our hope is that you will enjoy a strong academic year, will take advantage of Flemington Academy's diverse course offerings, and give yourself a foundation to make excellent post-secondary choices.

Make each day the best possible!

Director of Education



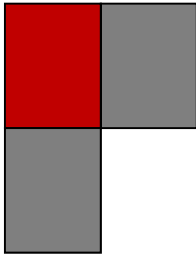
MISSION STATEMENT:

To provide individualized education in a strength based approach that addresses students' unique learning styles, cultivates lifelong learning and promotes the building of character, allowing them to give back to their communities in a meaningful way.

FLEMIINGTON ACADEMY CORE VALUES:

1. Flemington Academy will recruit and retain employees who can adopt the Mission and Philosophy as their own and will share responsibility for achieving it.
2. Flemington Academy will have increased visibility and an efficient, effective organization through a collaborative planning process with public and/or private organizations to increase program options and resources.
3. Flemington Academy will develop and maintain safe, functional treatment environments and educational environments that are aesthetically pleasing.
4. Flemington Academy will maintain quality standards of education and demonstrate a commitment to appropriate research, outcome measurement, and training.
5. Flemington Academy will establish and maintain systems which ensure preservation of organizational values, ethics and business practices.
6. Flemington Academy will provide leadership directed at influencing local, regional and national policies regarding child, adolescent, family mental health issues, and educational issues.
7. Flemington Academy will increase its public awareness, understanding, and support through agency sponsored conferences, symposiums and community and customer satisfaction surveys.

Flemington Academy Charter School



TELEPHONE DIRECTORY

400 Flemington Drive
Lake Waccamaw, N.C.
Ph: 910.646.3088
Fax: 910.646.5004

Administration

Extension

Director of Education..... TBD

Support Staff

Receptionist/Office Manager TBD

School Finance Officer – Acadia NorthStar TBD

Records Manager TBD

Counselor(s) TBD

Specialists

Academic Coordinators TBD

Exceptional Children’s Specialist TBD

Behavior Liaison Specialist TBD

Flemington Academy Charter School

STUDENT SCHEDULE

Student Schedule (Monday – Thursday)			
Period	Time	Length Minutes	
1 st Period	8:15-9:25	70	
2 nd Period	9:30-10:40	70	
3 rd Period	10:45-11:55	70	
4 th Period	12:00-1:40	100	
5 th Period	1:45-2:55	70	
6 th Period	3:00-4:10	70	
Student Schedule (Friday)			
8:15 – 12:30	CTE Integrated Activities/Job Readiness/Post-		
1:30 -4:00	Secondary Readiness		
150 minutes	Community Service and/or Job Internships		
Lunch – 30 minutes (staggered: middle school first, then high school)			

ENTRANCE AND EXIT REQUIREMENTS AND PROCEDURES

1. Flemington Academy is open to all students who have been accepted for placement at B&GHNC or are students from schools a three county region (Columbus, Cumberland and New Hanover) who seek to enroll in the day school program. Flemington Academy student admission policies do not discriminate on the basis of ethnicity, national origin, gender, disability, sexual orientation, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry.
2. High School entrance will require successful completion of the eighth grade and the recommendation of the Rtl Team for promotion to the 9th grade.
3. Students will exit from Flemington academy when any of the following circumstances exist:
 - (a) when the students care plan as a resident is completed;
 - (b) when a student is withdrawn from B&GH by a parent, guardian or social welfare placing agency;
 - (c) when a student is removed as a result of court action;
 - (d) when an enrolled student, age eighteen or older, requests self-withdrawal from Boys and Girls Home;
 - (e) when the student has completed North Carolina public high school graduation requirements of 21 or 22 credits for high school graduation; or
 - (f) when the student has completed GED requirements for high school graduation.

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PERMISSION TO INSPECT STUDENT RECORDS

Adult students may request permission to inspect their Academy records if they are eligible students according to FERPA.

REPORT CARDS

Progress reports will be sent to the parent/legal guardian and caregivers on the B&GH campus and other parent representatives.

STUDENT IMMUNIZATION

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, and tetanus. Pertussis immunization is not required for students who are seven (7) years or older. Haemophilus influenza type "B" immunization is required for students under age five (5).

Upon initial enrollment, an immunization status form shall be completed by the student's parents/guardians. The certificate shall be made a part of the student's permanent record. A student who transfers into the Academy may photocopy immunization records in the possession of the school of origin. The Academy will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the Academy shall retain a certified copy for the permanent record and send the original immunization records for the student to the school to which the student transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed annually.

The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification, should the Department of Public Health and Human Services order that exempted students be excluded from Academy temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Director of Education may allow the commencement of attendance in the Academy by a student who has not been immunized against each disease if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, Haemophilus influenza type "b", and tetanus vaccine.

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STUDENT RIGHTS

- Obtain an education at public expense and participate in the Academy program.
- Expect the Academy to be a reasonably safe place for all students to gain an education.
- Attend and participate in Academy meetings, assemblies and other co-curricular activities conducted for business or entertainment.
- Use Academy equipment, books and materials.
- Attend classes in which Academic Coordinators are providing learning environments, materials and instruction and in which grades are fairly assigned.
- Receive the benefits of education programs without restrictions based on race, color, national origin.
- Observe any religion without the Academy requiring, establishing or conducting religious exercises.
- Benefit from any educational program without restrictions based on sex discrimination.
- Express opinions orally or in writing.

STUDENT RESPONSIBILITIES

- Attend all classes daily, prepared and on time. Pursue course of study prescribed by state and local authorities and carefully select electives based upon interest and need.
- Assist and cooperate with the Academy faculty, staff, and administrators who are responsible for providing a safe Academy.
- Be on time, participate and show consideration for performers, and remain until the event is finished.
- Take care of them and return them upon request.
- Attend, be an active learner, complete all work and participate as an active learner in the classroom.
- Take discrimination grievances to officials according to the grievance procedure.
- Respect the religious beliefs and observances of others.
- Take any discrimination grievance to the appropriate person according to the Academy's grievance procedure.
- Express opinions in a respectful manner and in ways which will not offend or slander others.

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DRESS CODE

Dress and Grooming

The dress code is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards and must comply with the dress code approved by the Board.

Grooming

Hair is to be neat, clean, groomed and styled so that vision will not be obstructed. Facial hair is not allowed. Disruptive hairstyles or colors will not be permitted. Only naturally occurring hair colors will be accepted.

Dress Code

Students are required to wear their complete uniform to school every day.

- Appropriate size and fitting
- Skirts, shorts, skorts length must be **at least 2"** below the longest fingertip while standing. Leggings are acceptable if worn under clothing that meets the dress code.
- **Shirts** should overlap the waistband of skirts, shorts, or pants.
 - If the shirttail comes above the waistband when both arms are raised, then the shirt will be considered inappropriate, unless an under layer of clothing is being worn in combination with it.
 - Entire midriff must be covered whether sitting or standing. .
- **Undergarments**, including bra straps and sports bras, are not to be visible.
- **Pants, Slacks and Jeans** must be at waist level. A belt will be required if a student is unable to keep them from falling below waist level.
- **Shoes or sandals** must be worn at all times. No steel-toed shoes/boots, roller-shoes, or house shoes are permitted.

THE FOLLOWING SHALL NOT BE WORN AT THE ACADEMY:

- Head gear, hats, hoods, scarves & bandanas of any kind inside the building
- Sunglasses or gloves inside the building
- Bobby pins or curlers
- Extremely tight shirts
- Tank tops, tube tops, halter type blouses. mesh shirts and spaghetti straps.
- Plain white "T" shirts
- Hooded sweatshirts
- Chains or belts that could be used as a weapon or pose a safety hazard
- Clothing with holes or tears
- Camouflage-colored clothing
- Sagging or oversized pants or shorts
- Gang paraphernalia or colors
- Tattoos must be covered
- Sleepwear

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- Items with provocative, offensive, violent, or drug-related pictures or slogans or items advertising beverages or tobacco products
- Clothing that has been altered (Tied up shirts, clothing inside out)
- All black clothing and black finger nail polish
- Steel-toed shoes/boots, roller-shoes, or house shoes

Extremes of any kind are not in good taste and are not to be permitted.

All safety rules must be obeyed. No set of guidelines can take into account every possibility. The cooperation of each student is requested. Students are expected to abide by these guidelines. Failure to comply with these guidelines will result in disciplinary action.

Initial judgment as to appropriateness will be made by the Academic Coordinator, with final judgment made by the Director of Education.

Clothing is to reflect respect for the Academy policies regarding sexual harassment, intimidation, and safety, as well as Academy position and philosophy promoting an atmosphere of tolerance.

Students are reminded that their appearance significantly affects the learning environment and may even be a safety concern in some safety sensitive instructional areas of the Academy.

A good guideline is to dress in a manner that would be acceptable in the “professional” and “craft” job settings. Any other type of dress may be questioned and consequences assigned as listed in the “Discipline” section of this handbook.

A staff member may require **additional** standards of student dress as deemed appropriate in order to insure a proper safety standard for the coursework/activities required in the class (i.e. science, vocational classes, P.E. and any special project, etc.). This may extend to footwear, fabric content requirements, head coverings, safety protection, etc. Failure to comply with these requirements may result in disciplinary action under the “Dress Code” policy as well as possible loss of credit for any work that a student may be unable to complete as a result of non-compliance with the regulation.

Regarding graduation ceremonies, graduates are expected to abide by the grooming and dress recommendations in order to participate in the ceremony. The pride the community takes in its graduates should appropriately be reflected in the dress of those wishing to participate. Questions in advance may be directed to the Director of Education.

The Academy reserves the right to determine what appropriate dress is.

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GRADUATION REQUIREMENTS

For students who first entered the Ninth (9th) Grade in 2011-2012 or earlier:

A total of twenty-one (21) credits are required for graduation. No one will be eligible to participate in graduation exercises unless all requirements are met before hand.

The following specific subjects are required of all students and are included in the required total:

English	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Health & Physical Education	1 credit
Electives	<u>6 credits</u>
	21 credits

1. Four (4) credits in English:
All students required to successfully complete English 1, 2, 3, and 4
2. Four (4) credits in Mathematics:
All students will be required to successfully complete Algebra 1, Geometry, Algebra 2 or Integrated Math 1, 2, and 3, plus one math course aligned with the student's post secondary plan.
3. Three (3) credits in Science:
All students will be required to successfully complete one credit each in Biology, a physical science and an environmental science.
4. Three (3) credits in Social Studies:
All students will be required to successfully complete one credit each in United States History, Civics and Economics and World History.
5. One (1) credit in Physical Education/Health
6. Six (6) credits in Electives
 - Career and Technical Education (CTE)
 - Fine Arts Education
 - World Languages

For students who first entered the Ninth Grade in 2012-2013 or after:

A total of twenty-two (22) credits are required for graduation. No one will be eligible to participate in graduation exercises unless all requirements are complete.

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The following specific subjects are required of all students and are included in the required total:

English	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	4 credits
Health & Physical Education	1 credit
Electives	<u>6 credits</u>
	22 credits

1. Four (4) credits in English.
All students will be required to successfully complete English 1, 2, 3, and 4
2. Four (4) credits in Mathematics.
All students will be required to successfully complete Algebra 1, Geometry, and Algebra 2 or Integrated Math 1, 2, and 3, plus 1 math course aligned with the student's post-secondary plans.
3. Three (3) credits in Science.
All students will be required to successfully complete one credit each in Biology, a physical science, and an earth/environmental science.
4. Four (4) credits in Social Studies:
All students will be required to successfully complete one credit each in United States History I and II, one credit in Civics and Economic, and one credit in World History.
5. One (1) credit in Physical Education/Health
6. Six (6) elective credits from the areas of:
 - Fine Arts
 - Career Technical Education
 - World Languages

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SCHOOL CALENDAR

First Trimester	
August 27-28	Education Team Professional Days
August 29-October 24	Academic Term 1 (41 days)
October 25	Education Team Professional Day
October 28-December 20	Academic Term 2 (37 days)
Holidays	September 2 – Labor Day
	November 11 – Veterans Day
	November 21-22 - Thanksgiving
	December 23-January 1 – Christmas Break
Second Trimester	
January 2-3	Education Team Professional Days
January 6-March 7	Academic Term 3 (44 days)
March 10 - 13	Spring Break
March 17 – May 8	Academic Term 4 (38 days)
May 9 – 14	Education Team Professional Days
May 15 - 16	Vacation Days
Holidays	January 20 – MLK Day
	April 18 - Easter
Third Trimester	
May 19 – June 30	Academic Term 5 (30 days)
July 1 – August 12	Academic Term 5 (30 days)
August 13	Education Team Professional Day
Holidays	May 26 – Memorial Day
	July 4 – Independence Day
August 14 - 22	School Closed for Students and Staff

The calendar contains 220 instructional days, 10 Education Team Professional days, 12 student/ Education Team holidays, and 11 Education Team annual leave days.

The schedule allows for three trimesters for students to be enrolled in courses for credit, giving students the opportunity to accelerate their path to high school graduation.

Two waivers will be needed to implement the proposed calendar:

- A “seat-time” waiver to allow students to earn course credit based on student-demonstrated competency and course completion, not the completion of a minimum number of hours of seat/classroom time.
- A waiver from the State Testing Calendar to enable the school to administer N.C. Summative Assessments as students finish courses as opposed to waiting until the two testing administrations at the end of fall and spring semesters.

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ACADEMY FIRE AND DISASTER DRILLS

Throughout the Academy year, a number of Academy fire/disaster drills will be held. Instructions, routes to be followed, and exits to be used will be given to each class during the first week of school. The importance of proper attention and sincerity during these Academy fire/disaster drills cannot be overemphasized. Innumerable lives have been saved where proper training has made possible the quick and orderly evacuation during fires and emergencies. It is against the law as well as a violation of Academy policy to set off a fire alarm without just cause. Violators will be dealt with accordingly.

Please observe the following to the best of your ability:

1. Start as quickly as possible.
2. Follow the designated route.
3. Walk briskly, but do not run.
4. Move well away from the building after getting outside.
5. Meet your Academic Coordinator in the designated area.

ATTENDANCE POLICY

To reach the goal of maximum educational benefits for each child requires a regular continuity of instruction, classroom participation, learning experiences, and study. Regular interaction of students with one another in the classroom and their participation in instructional activities under the tutelage of competent Academic Coordinators are vital to the entire process of education. This established principle of education underlies and gives purpose to the requirement of compulsory education in every state in the nation. The good things the Academy has to offer can only be presented to students in attendance.

A student's regular Academy attendance also reflects dependability and is a significant component on a student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. Academy success, scholarship, and job opportunity are greatly affected by a good attendance record.

PERSONAL PROPERTY

Students will not bring to school or possess any object lacking educational purpose that may distract from or be disruptive to teaching or learning. This includes but is not limited to: cell phones, pagers, beepers, two-way radios, MP3 players, toys, games or laser pointers. If any device is seen or heard, it will be collected and held and/or returned to the parent/guardian.

STUDENTS OF LEGAL AGE

Every student eighteen (18) years of age or older will be deemed to be an adult and will have legal capacity to act as such. Such students, like all other students, will comply with the rules established by the Academy, pursue the prescribed course of study, and submit to the authority of Academic Coordinators and other staff members as required by policy and state law.

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FIELD TRIPS AND ATHLETIC PROGRAMS

Approved forms for participation will be required of all students. The form should indicate that the signature is that of the parent/guardian or direct care worker. Sponsors or coaches will be required to confirm the ages of those students signing their own forms.

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

SCHOOL WIDE POSITIVE BEHAVIORAL SUPPORT

Flemington Academy supports a NO Eject philosophy for all students as a means of reaching and serving at risk students. To do so, Flemington Academy will implement a school wide positive behavior support system as outlined below:

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.

Policies and procedures outlined in the student handbook will operate within the framework of School-Wide Positive Behavioral Support (SWPBS). SWPBS is not a curriculum, intervention, or practice, but is a decision making framework aligned with RtI that guides selection, integration, and implementation of the best, evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (Sugai, Horner, & McIntosh, 2008).

At Flemington Academy, students will have an opportunity to experience success, possibly for the first time, in academics and behaviors. By using the framework of a tiered model of instructional and behavioral support students will learn firsthand and be a partner in establishing, what is expected of them. In Tier I universal access, the focus is on prevention of inappropriate behaviors and consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. If the behavior of some students is not responsive, the more intensive behavioral supports of Tier II are provided in the form of a group contingency; then, if necessary, a highly individualized plan (intensive or Tier III-IV) is developed. Some students will enter into Flemington Academy with a plan of intensive support. The academic supports and interventions are identified depending on the tier of instruction and what the data reveals about what supports the student's needs. The RtI team will provide extensive screening and progress monitoring of instructional and behavioral assessments that will drive what supports and at what level individual students need as they attend the Academy.

A unique opportunity will be offered to students at Flemington Academy. The student will become part of a team that establishes behavioral and academic goals and partners with the students to help them reach their goals. The Academic Coordinators (teachers) in core classes and CTE, along with the accountability partner and the therapeutic and residential staff, will be part of the student's team in

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conjunction with the RtI Team. The campus, school, classroom, and individual supports defined at each tier will provide students an opportunity to learn and practice new behaviors—academic and behavioral—that use the same instructional form of model, practice, apply or the I do, we do, you do instructional behavior. By providing students an explicit model of what they need to know and are expected to do, it allows them to understand clearly the expected academic and behavioral objectives (Archer & Hughs, 2010). Students, particularly those who struggle both academically and behaviorally, need an opportunity in a safe, positive environment to learn and practice new behaviors. They need feedback or correction in a non-judgmental way that depersonalizes the errors and makes it possible to make errors without the fear of lasting failure.

In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage pro-social skills and behaviors
5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

With thorough training of the entire staff in SWPBS, Flemington Academy will establish a system with the capacity to implement the model with integrity and durability and impact teaching and learning environments by

- making learning environments less reactive, aversive, dangerous, and exclusionary;
- making learning environments more engaging, responsive, preventive, and productive;
- addressing classroom management and disciplinary issues;
- improving supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health); and
- maximizing academic engagement and achievement for all students.

Within the framework of RtI that includes academics and behavior, students will be part of establishing the expectations and consequences for their behavior. Individualized support is provided throughout their school day for day students and will extend 24 hours a day if they are in the residential treatment program (Kutash, Duchnowski, & Lyn 2006). The atmosphere of teamwork and positive reinforcement, along with many opportunities for success, will provide students a foundation for

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successful transition back to their home school (Harvey, Lewis-Palmer, Horner, & Sugai, 2003). If students choose to stay at the Flemington Academy for the remainder of their schooling, they will be prepared and excited for their next step into the post-secondary school or the world of work.

Flemington Academy will effectively integrate behavior modification techniques during the school day which may include: cognitive behavioral therapy, family therapy, life space interviews and trauma focused cognitive behavioral therapy to affect behaviors and promote success in the Academy.

SUSPENSIONS AND EXPULSIONS

In addition to the School Wide Positive Behavior System (SWPBS), the following disciplinary guidelines will be adhered to:

Most disciplinary matters will be handled by the Academic Coordinators with more serious disciplinary matters being referred to the Director of Education. Disciplinary matters with residents of B&GH will be handled in coordination with the B&GH treatment team, clinical staff, parents/guardians and other professional representatives. Disciplinary matters involving day school students will be handled by the Director of Education and the Academic Coordinators in full consultation with the student's referring or home school officials and parents/guardians. If a day school student is receiving clinical services, the clinical professional(s) will be involved in developing an appropriate action plan.

Flemington Academy's philosophy is that we are a NO EJECT school that we will not allow a student to fail as a result of suspension/expulsion. Therefore, a student will only be suspended/expelled if he/she poses an imminent danger to self and/or others or his/her behavior prohibits him/her or others from learning.

Disciplinary Procedures:

1. The student has a right to know what violation of student conduct he/she is accused of and the right to present his/her side of the story to the appropriate faculty member.
2. When a student is being considered for disciplinary procedures the following procedures will be followed:
 - The incident will be investigated promptly with all information being gathered accurately and thoroughly
 - Notice will be given to the student as to what violation of student conduct he/she is being accused of and the basis of the accusation. The student will have the opportunity to explain his/her version of the incident
 - In-school suspension may be implemented to allow the student to continue work on coursework but denies the student interaction with their peers and access to the regular classroom

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- Notification will be made by telephone to parent/guardian and in the case of a resident of B&GH the direct care treatment team if expulsion of the student is being considered
 - Parents/guardians will be informed by telephone or in person of their right to have a conference with the Director of Education and Academic Coordinators
 - When a student's behavior has reached a level of persistent disobedience the Director of Education will schedule a meeting with the treatment team and/or parent/guardian to implement a behavior corrective action plan
 - If a student whose presence poses an imminent danger to self or others, the student may be removed from the school by the Education Director with assistance from on campus emergency response personnel
 - State law requires a 365-day suspension for bringing firearms and/or destructive devices on to the school ground
 - When an act of misconduct is considered a crime under state law or threatens the safety of others, the student may be given a long term suspension or if 14 years or older, expelled from the Academy. The student will be given a right to a due process hearing.
 - The Director of Education and the Board of Directors will hear all expulsion cases
 - The parent/guardian will be given written notice by the Director of Education of the intent to expel the student. The written notice shall: state the nature of the violation; define the process for requesting a hearing; right to retain legal counsel
 - A suspended student may not enter the school or school property or attend a school activity
 - A record of all communication regarding suspension or expulsion is kept
3. Procedure for appeals:
- In the event that a parent/guardian is dissatisfied with the Director of Education's decision, the parent/guardian may request a meeting with the Board to review the suspension decision.
 - During the meeting, a written report of the suspension is reviewed and every effort will be made to resolve the misunderstandings in the best interests of the student.
4. Procedures for students with special needs:
- Students, who have been diagnosed as having special needs being considered for suspension, will be referred to a multidisciplinary team composed of the Director of Education,
 - Academic Coordinator (teacher), clinical/medical professionals, the student's home school officials and parents/guardians to determine the appropriate program, services and placement of the student. In all cases, North Carolina's laws for Exceptional Children shall be the guideline.

STUDENT RIGHTS AND RESPONSIBILITIES

The Academy recognizes fully that all students are entitled to enjoy the rights protected under federal and state constitutions and law for persons of their age and maturity in an Academy setting. The Academy expects students to exercise these

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rights reasonably and to avoid violating the rights of others. The Academy may impose disciplinary measures whenever students violate the rights of others or violate Academy policies or rules.

EQUAL EDUCATION, NONDISCRIMINATION AND SEX EQUITY

The Academy will make equal educational opportunities available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability or economic or social condition.

No student, on the basis of sex, will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right or privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding discrimination or intimidation should be directed to the Director of Education. The Academy, in compliance with federal regulations, will notify annually all students, staff, parents/guardians and community members of this policy and the designated coordinator to receive inquiries. This annual notification will include the name and location of the coordinator and will be included in all handbooks.

The Academy will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence against students, staff, or volunteers with disabilities. The Academy will consider such behavior as constituting discrimination on the basis of disability, in violation of state and federal law.

SEXUAL HARASSMENT/INTIMIDATION OF STUDENTS

Sexual harassment is a form of sex discrimination and is prohibited. An employee, Academy agent, or student engages in sexual harassment whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - Substantially interfering with a student's educational environment
 - Creating an intimidating, hostile, or offensive educational environment
 - Depriving a student of educational aid, benefits, services, opportunities, or treatment; or
 - Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to unwelcome touching, crude jokes or pictures,

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discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should consult a counselor, Academic Coordinator or administrator, who will assist them in the complaint process. Supervisors or Academic Coordinators who knowingly condone or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation may themselves be subject to discipline.

Any Academy employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of the Academy who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action consistent with the Academy's discipline policy. Any person who knowingly makes a false accusation regarding sexual harassment likewise will be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

The Academy will make every effort to ensure that employees or students accused of sexual harassment or intimidation is given an appropriate opportunity to defend themselves against such accusations.

To the greatest extent possible, the Academy will treat complaints in a confidential manner. The Academy realizes that limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination and will lead to disciplinary action against an offender.

BULLYING, HARASSMENT, INTIMIDATION AND HAZING

Bullying, harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated. This includes bullying, harassment, or intimidation via electronic communication devices ("cyber bullying").

DEFINITIONS

1. **"Third parties"** include but are not limited to coaches, Academy volunteers, parents/guardians, Academy visitors, service contractors or others engaged in Academy business, such as employees of businesses or organizations participating in cooperative work programs with the Academy, and others not directly subject to Academy control at inter-Academy and intra-School athletic competitions or other Academy events.
2. **"Academy"** includes Academy facilities, Academy premises, and non-Academy property if the student or employee is at any Academy-sponsored, Academy-approved, or Academy-related activity or function, such as field trips

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or athletic events, where students are under the control of the Academy or where the employee is engaged in Academy business.

3. **“Hazing”** includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any Academy-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
4. **“Harassment, intimidation, or bullying”** means any act that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to Academy grounds, at any Academy-sponsored activity, on Academy-provided transportation, at any official Academy bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with Academy purposes or an educational function, and that has the effect of:
 - Physically harming a student or damaging a student’s property
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property
 - Creating a hostile educational environment
5. **“Electronic communication device”** means any mode of electronic communication, including, but not limited to, computers, cell phones, PDAs, or the internet.

REPORTING

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, or bullying in violation of this policy is encouraged to immediately report his/her concerns to the Director of Education or the Academy Administrator, who have overall responsibility for such investigations.

A student may also report concerns to an Academic Coordinator or counselor, who will be responsible for notifying the appropriate Director of Education. Complaints against the Director of Education shall be filed with the Board of Trustees and the President/CEO of B&GH.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

RESPONSIBILITIES

The Director of Education shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for the development of administrative regulations, including reporting and investigative procedures, as needed.

CONSEQUENCES

Students whose behavior is found to be in violation of these policies will be subject to discipline. Third parties whose behavior is found to be in violation of these policies shall be subject to appropriate sanctions as determined and imposed by the Director of Education or President/CEO of B&GH. Individuals may also be referred to law enforcement officials.

RETALIATION AND REPRISAL

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of policy, whether or not a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

SEARCHES AND SEIZURE

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes Academy authorities to conduct reasonable searches of Academy property and equipment, as well as of students and their personal effects, to maintain order and security in the Academy.

The search of a student, by authorized Academy authorities, is reasonable if it is both:

1. justified at its inception, and
2. reasonably related in scope to the circumstances which justified the interference in the first place.

Academy authorities are authorized to utilize any reasonable means, without touching the student, of conducting searches, including but not limited to the following:

1. A search of the student's clothing, including pockets;
2. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
3. Devices or tools such as breath-test instruments, saliva tests strips, etc.

ACADEMY PROPERTY AND EQUIPMENT & PERSONAL EFFECTS OF STUDENTS

Academy authorities may inspect and search property and equipment owned or controlled by B&GH (such as lockers, desks, and parking lots).

The Director of Education may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other Academy property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Academy officials may search any individual student, his/her property, or B&GH property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/ she is violating the law, policy, administrative regulation, or other rules of the Academy. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

The types of student property that may be searched by Academy officials include, but are not limited to, lockers, desks, purses and backpacks, cellular phones, or other electronic communication devices.

SEIZURE OF PROPERTY

When a search produces evidence that a student has violated or is violating either a law or Academy policies or rules, such evidence may be seized and impounded by Academy authorities and disciplinary action may be taken. As appropriate, such evidence may be transferred to law enforcement authorities.

MISREPRESENTATION

A student will not lie or cheat. This may include, but is not limited to altering daily progress notes or report cards or any other school documents; making false statements either written or verbal; or cheating or copying another student's assignments.

INSUBORDINATION

Students will comply with the expectations/directions of any authorized staff member. Insubordination includes failure to follow staff directions, refusal to report to the office or leave the classroom.

PROFANITY/OBSCENITY

Students will not use language or gestures that are profane, vulgar or obscene. Offensive language includes but is not limited to: gestures, racial slurs or sexually suggestive messages.

VANDALISM AND GRAFFITI

Flemington Academy Charter School

Students will not willfully or maliciously damage or destroy property belonging to the Academy, staff members, other students or visitors.

THEFT

Students will not steal, attempt to steal, possess stolen property or participate in a plan with others to do so.

SEXUAL OFFENSES

Students will not engage in behavior which is indecent, overly affectionate or of a sexual nature. This behavior includes but is not limited to:

- Offensive touching
- Public displays of affection
- Sexual harassment – verbal or physical conduct of a sexual nature which may reasonably be regarded as hostile, intimidating or offensive.
- Consensual sex – sex activity involving willing participants
- Indecent exposure – intentional exposure of one’s private parts
- Sexual assault, rape or attempted rape by force, threat or intimidation

ALCOHOL, TOBACCO, DRUGS

The B&GH campus is designated as a smoke free campus. Students will not use, purchase, sell, distribute any kind of alcoholic beverage, controlled substance. Students may not have or use tobacco products on the B&GH campus or in the Academy. Tobacco products will be confiscated and disposed of properly.

ASSAULTS, PHYSICAL AGGRESSION OR FIGHTING

Students will not assault, cause or attempt to cause physical injury or to behave in such a way as could reasonably cause injury to another person. This conduct includes but is not limited to: hitting, slapping, pushing, shoving, scratching, biting, spitting, blocking the passage of or throwing objects at another person.

The Director of Education may remove any student who physically assaults an Academic Coordinator, other school personnel or another student, to an alternative school setting on campus. Charges may be filed on assault cases and law enforcement officials may become involved.

GANG RELATED ACTIVITY

Students will not commit any act that furthers gangs or gang related activities. Such activities include: wearing, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, sign or other items which indicated a student’s membership or desired membership or affiliation with a gang. This also includes: hand signs, gestures, handshakes, slogans, drawings that convey gang affiliation.

The Director of Education will regularly consult with law enforcement officials to maintain a current list of gang related items, symbols and behaviors.

Flemington Academy Charter School

LUNCH ROOM PROTOCOL

Students are to wait patiently in the lunch line with supervisory staff. Voices and conversation should be respectful towards others. All students are to sit with their supervisory staff assigned table sections.

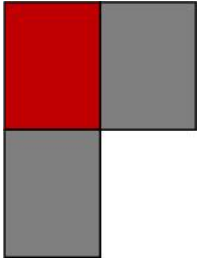
POSSESSION OF A WEAPON IN AN ACADEMY BUILDING

The Board requires that any student who possesses a firearm or who brings a weapon onto Academy property will be suspended. The Director of Education can modify the suspension on a case-by-case basis. The Board can provide an alternative Academy setting for any student removed under this act.

Any student who possesses a weapon, facsimile of a weapon, an object through which its usage becomes a weapon, and then attempts to inflict serious injury upon another student, or creates disruption in the Academy environment may automatically result in a warrant sought against the student. Punishment, depending upon the type of weapon may result in ISS, OSS, or expulsion.

DELEGATION OF AUTHORITY

The Board grants authority to any academic coordinator and any other Academy personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-Academy suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes Academic Coordinators to remove students from classrooms for disruptive behavior.



STUDENT CODE OF CONDUCT CONTRACT

Flemington Academy students are expected to meet high standards of self-control and scholarly behavior at all times, whether representing Flemington Academy on campus or in the greater community. Self discipline and a well-developed sense of responsibility are an integral part of Flemington Academy’s mission. We believe that such characteristics are essential to academic achievement and success in all areas of life.

We have read and understand the Student Code of Conduct along with the general Academy policies and agree to abide by these policies and guidelines while on the B&GH campus, in school or attending school functions. I understand that by following these policies and guidelines I am providing myself with a positive learning environment and encouraging my peers to do the same.

Print Student’s Name _____

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Teaching Parent Signature _____

Date _____

Flemington Academy Charter School

ACADIA NORTHSTAR, LLC Letter of Engagement

To the Board of Directors of Flemington Academy / Boys & Girls Homes of NC, Inc.(hereinafter "Client", "You", "Your" and "Yours"):

This letter shall serve to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services that Acadia NorthStar (hereinafter "We", "Us", "Our" and "Ours") will provide to Client.

We will perform the following services:

- We will prepare, from information that you provide, reports on cash disbursements, use of funds, sources of funds and other financial activity beginning July 1 through June 30 of each fiscal year during which this engagement applies;
- We will reconcile the primary operating checking account of record from information that you provide;
- We will calculate and prepare cash and check disbursements from properly approved accounts payable batches.
- We will calculate, prepare and transmit all periodic state and federal reporting as required by the Uniform Education Reporting System and other mandates in effect.
- We will calculate and prepare payroll in accordance with a periodic payroll schedule to be mutually agreed upon between Acadia NorthStar and Client.
- We will maintain on your behalf compliance with federal and state payroll reporting and payroll tax remittance standards and will prepare semi-monthly, monthly, quarterly and annual payroll tax reports.
- We will calculate and prepare for timely remittance payroll deductions, trust fund withholdings, retirement deferrals, major medical and insurance deferrals and other withholdings associated with each payroll.
- We will prepare and provide a monthly budget report reflecting the budgeted revenues and expenditures, the monthly revenue and expenditures and the remaining revenue and expenditures. We will advise you regularly of the status of your budget and will provide recommendations for remaining within the established budget.
- We will provide financial, budget and other reports and data to you, based on information that you provide to us, that will enable your independent auditor to plan and conduct the annual audit as a means of expressing an opinion on your financial statements.

Material departures from generally accepted accounting principles ("GAAP") or other comprehensive basis of accounting ("OCBA") may exist and the effects of those departures, if any, on the financial statements may not be disclosed. In addition, substantially all disclosures required by GAAP or OCBOA may be omitted due to the nature of North Carolina public charter school accounting requirements mandated by the North Carolina Uniform Education Reporting System ("UERS") or by standards promulgated by the NC Department of Public Instruction ("NCDPI"), the NC State Board of Education ("NCSBOE"), the US Department of Education ("USDOE") and/or any other legislative or regulatory authorities. Notwithstanding these limitations, you represent that you have knowledge about the nature of the procedures that we will apply while conducting our engagement and the basis of accounting and assumptions used in the preparation of the financial statements that allows you to place the financial information in the proper context. Further, you represent and agree that the use of the financial statements will be limited to members of management and the Board of Directors with similar knowledge. Acadia NorthStar makes no assertion as to the justifiability of any GAAP departure(s) or from the statements on standards for accounting and review services ("SSARS"). Based upon our discussions with you, the statements issued by Acadia NorthStar will be for management use only and are not intended for third-party use and will not, therefore, be accompanied by a report. The statements that Acadia NorthStar prepares as a result of this engagement are intended solely for the use of the current management of Client, your Board of Directors and your Finance Committee (a standing committee of the Board of Directors). The statements are not intended for use by any other party. Any other data accompanying the financial statements that we provide are presented only for supplementary analysis purposes and will be compiled from information that is the representation of management, without audit or review, and we do not express any opinion or other form of assurance, limited or otherwise, on such data.

Our fees for these services will be the greater of \$13,000.00 or \$120.00 per enrolled student, per year not to exceed \$100,000 in any single year. Our fees for NCWise services (enumerated in Addendum A attached hereto) will be the greater of \$4,000.00 per year or \$30.00 per enrolled student, per year not to exceed \$50,000 in any single year.

This Letter of Engagement is void in the event that a charter is not granted by the NC State Board of Education

This Letter of Engagement is Subject to Arbitration

Page 1

Initials  Date 3-8-12

Flemington Academy Charter School

This engagement shall begin on July 1, 2013 and shall extend through June 30, 2016. Client acknowledges that sufficient consideration has been provided by Acadia NorthStar including, but not limited to, a significant discount or deferral of fees in exchange for the client remaining engaged for the entire term. You may terminate this engagement prior to June 30, 2016, however, by doing so you agree to pay an early termination fee equal to the remaining fees due through the remainder of the current fiscal year plus an amount equal to the entire annual fee for the current fiscal year. Payment of the early termination fee shall be due within 30 days notice of your intent to terminate this engagement early. Upon termination or expiration of this engagement, you will be provided with copies of all documents on file with us for a fee of \$0.20 per copy. We may terminate this agreement by providing you with 90-days notice via certified mail. You or us may terminate this engagement without notice in the event that there is reason to believe that you or us are engaged in fraudulent, illegal or otherwise unethical activities. This Letter of Engagement and the terms, conditions, obligations and benefits herein shall endure and pass on to any individual, company, corporation, partnership, foundation, tax-exempt organization or other entity that succeeds us or you during the term of this engagement.

We agree to pay penalties, interest, charges, late fees or other charges assessed by a vendor, tax authority, bank or other entity resulting from our failure to provide check disbursements, filings, forms or other reports in a timely manner provided information was submitted to us by you in accordance with the Client Data Submission Schedule.

The scope of this engagement will be limited to presenting information that is the representation of management. We will not audit or review the financial statements and, accordingly, will not express an opinion or any other assurances, limited or otherwise, on them. Acadia NorthStar is not independent with respect to Client.

As a condition of this engagement, you are responsible for the following:

- Making all management decisions and performing all management functions;
- Designating an individual who possesses suitable skill, knowledge, and /or experience, preferably within Senior Management or the Finance Committee, to oversee the services;
- Evaluating the adequacy of the results of the services performed;
- Accepting responsibility for the results of the services performed;
- Establishing and maintaining sufficient internal controls, including ongoing monitoring of financial and financial reporting activities.
- Providing us with accurate and timely information in accordance with the Client Data Submission Schedule.
- Providing us with accurate and timely information when requested by us.

Our engagement cannot be relied upon to disclose or discover the existence or extent of errors, fraud, collusion, embezzlement or other illegal acts that may exist. However, we will inform the appropriate level of management of any material errors and of any evidence or information that comes to our attention during the performance of our procedures that fraud may have occurred. In addition, we will report to you any evidence or information that comes to our attention during the performance of this engagement regarding possible illegal acts that may have occurred unless they are clearly inconsequential.

Our engagement specifically excludes the following which will be billed at prevailing rates:

- Accounting, reporting, reconciliation and/or other fiscal management functions pertaining to multiple cash and/or bank accounts including but not limited to investment accounts, secondary checking accounts, PTO/PTA or other organizational accounts, subsidiary cash accounts, cash on hand and petty cash.
- Management or handling of retirement funds other than preparing a remittance for disbursement of the calculated deferral.
- Software support fees imposed by or on behalf of the financial software provider.
- North Carolina New Hire Reporting;
- Processing and tracking of garnishments, levies, court orders and other payroll encumbrances demanded or ordered by a court, tax authority or other agency;
- Legal advice.
- Authorization, signing and mailing of check disbursements or electronic funds transfers.
- Payment of penalties, interest or other fees or charges resulting from your failure to timely transfer, deliver or mail documents to us for timely processing.
- Payment of penalties, interest or other fees or charges resulting from your failure to timely transfer, deliver or mail documents, forms or payments to vendors, tax authorities or other regulatory agencies.
- Preparation of year-end adjusting journal entries, accruals, management discussion and analysis, management letter or other audit-related functions.

This Letter of Engagement is Subject to Arbitration

Page 2

Initials AK

Date 3-8-12

Flemington Academy Charter School

- Any other services that are offered by Acadia NorthStar for an additional fee including, but not limited to, student information management and reporting, tax-exempt status filing, governance training, grant writing and reporting, student nutrition reporting and human resource management consulting that are not specified in this Letter of Engagement.
- Accounting and reporting for before and after-school care and/or nursery programs, including annual reporting of amounts paid by customers.
- Any tasks that could be construed as operations management or governance oversight.

The laws of the State of North Carolina shall govern this Letter of Engagement. Should a dispute arise relating to any term(s) and/or condition(s) and/or obligation(s) herein you and us will hereto endeavor to resolve through a process of non-binding mediation any controversy, disagreement or claim, whether as to the interpretation, performance, duty or operation of this Letter of Engagement or any rights or obligations hereunder. In the event that resolution by non-binding mediation is unsuccessful, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either you or us giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in North Carolina. The arbitration will be conducted by a single arbitrator and will be held in accordance with the rules of the American Arbitration Association ("AAA"). If either you or we elect, the other party will agree to expedite arbitration under the AAA rules. In the event that you or we are unable to agree on the arbitrator within 45 days on the date of such written notice, the AAA will select the arbitrator. The decision and award (if any) of the arbitrator will be final and binding and barred from appeal, and it is mutually agreed that any such determination will have the same effect as an arbitration pursuant to any and all applicable sections of the Federal Arbitration Act, and that a judgment upon the award may be entered in any court having jurisdiction thereof or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. It is mutually agreed that you and we will bear your and our own respective costs of arbitration and shall split evenly all mutual costs of arbitration including, but not limited to, arbitrator fees and expenses, rent or lease of a locale and applicable filing fees. Pending the decision by the arbitrator with respect to the dispute or difference undergoing arbitration, all other obligations hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due, with the disputed amount to be paid into an escrow fund under the control of the arbitrator. The arbitrator will make its decision in accordance with the Federal Arbitration Act and/or any other applicable federal or state laws as may be appropriate. Notwithstanding the foregoing, we or you will have the option, in lieu of arbitration pursuant to this Article, to go into any court of competent jurisdiction (i) to seek injunctive or other equitable relief whether in respect of this Agreement or otherwise, ii) to collect fees owed or (iii) to enforce its rights with respect to any other agreement or instrument entered into between you and us.

Acadia NorthStar is not a registered certified public accounting firm nor is it a registered attorney/law firm. This engagement is not an attest or an assurance engagement. Any use of the term "Financial Statement(s)" herein refers strictly to financial activity and budget reports and shall not be construed as a compilation, review or audit of financial statements.

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

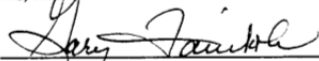
By signing below you indicate your accord and understanding with the terms of this engagement and authorize us to commence work immediately.

Sincerely,

DAVID M. FAUNCE, SENIOR MANAGING PARTNER
Signing on Behalf of:
ACADIA NORTHSTAR, LLC

ACCEPTED AND AGREED TO:

FLEMINGTON ACADEMY / BOYS & GIRLS HOMES OF
NC, INC



BY: President/CEO

Date: March 8, 2012

This Letter of Engagement is Subject to Arbitration

Page 3

Initials DF Date 3-8-12

Flemington Academy Charter School

ACADIA NORTHSTAR, LLC
Letter of Engagement
ADDENDUM A

Additional Services

STUDENT INFORMATION MANAGEMENT

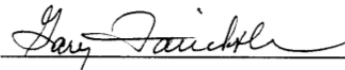
Acadia NorthStar, L.L.C. agrees to perform all scheduled reporting to the North Carolina Department of Public Instruction in compliance with the Uniform Education Reporting System ("UERS"), on your behalf, via computerized data transmission protocol on or before the due date of the required transmission(s). We will provide ongoing maintenance of the your Student Information Management System ("SIMS") and/or NCWISE system ("NCWISE") including setup and management of the Yearly Master Schedule, Attendance, Class Rosters, Pupil Entry/Withdrawal, Student Profiles, School Activity Reports, Principal's Monthly Reporting, Transcripts, Testing Masterbuilds, Testing Precode files, Test Score Audits, Student Test Score Entry and invoicing local education agencies for local funds. We will prepare the SIMS data for conversion to NCWISE and will oversee and manage the process of conversion with conversion teams as established by the North Carolina Department of Public Instruction. A representative of Acadia NorthStar will train the appropriate personnel of Client to access and prepare required reports as needed from the NCWISE database. We will provide you with unlimited telephone support for NCWISE.

Sincerely,

DAVID M. FAUNCE, SENIOR MANAGING PARTNER
Signing on Behalf of:
ACADIA NORTHSTAR, LLC

ACCEPTED AND AGREED TO:

FLEMINGTON ACADEMY / BOYS & GIRLS HOMES OF



BY: President/CEO
Date: March 8, 2012

This Letter of Engagement is Subject to Arbitration

Page 4

Initials DF Date 3-8-12

Flemington Academy Charter School



Post Office Box 127 • 400 Flemington Drive
Lake Waccamaw, North Carolina 28450

MEMORANDUM

FROM: Tom Simmons, Chairman
Board of Trustees
Boys and Girls Homes of North Carolina, Inc.

Gary Faircloth, President/CEO
Boys and Girls Homes of North Carolina, Inc.

RE: Supplemental Funding for Flemington Academy

We are pleased to inform you that Boys and Girls Homes of North Carolina (BGHNC) approves the request from Flemington Academy to provide supplemental funds (in-kind and financial) sufficient to overcome any operating budget deficit through academic year 2017-2018. As a condition of this commitment, we request that the Vice President/Chief Finance Officer of BGHNC be included in the budget planning process of Flemington Academy for each fiscal year and that Flemington Academy provide monthly financial statements to BGHNC showing results from operations.

This commitment is not a loan and in no way requires repayment or reimbursement.

A handwritten signature in black ink that reads "Tom Simmons".

Tom Simmons

Chairman, Board of Trustees
Boys and Girls Homes of NC, Inc.

A handwritten signature in black ink that reads "Gary R. Faircloth".

Gary R. Faircloth

President/CEO
Boys and Girls Homes of NC, Inc.

Nationally Accredited by Council on Accreditation (COA)

Telephone 910.646.3083 • Fax 910.646.4934 • bgh-1@bghnc.org • www.boysandgirlshomes.org

Letters of Support

Flemington Academy Charter School

Columbus County

BOARD OF COMMISSIONERS

COMMISSIONERS
AMON E. MCKENZIE
JAMES E. PREVATTE
GILES E. BYRD
EDWIN RUSS
LYNWOD NORRIS
RICKY BULLARD
CHARLES T. MCDOWELL



WILLIAM S. CLARK, COUNTY MANAGER
JUNE B. HALL, CLERK TO THE BOARD
MIKE STEPHENS, COUNTY ATTORNEY

November 8, 2011

IN RE: Letter of Support of Application

TO WHOM IT MAY CONCERN:

We, the Columbus County Board of Commissioners, are submitting this **Letter of Support** on behalf of the Boys and Girls Homes of North Carolina's application to start a new publicly funded charter school on their campus.

The residents of the Boys and Girls Homes of North Carolina are youth who are categorized as "at-risk students." These are youth who have experienced the following:

1. School failure and are often behind two (2) or three (3) grade levels;
2. Have incurred behavioral issues which have resulted from suspension and/or expulsion from the public school systems;
3. Have often been enrolled in, and attended, multiple school settings as parents/guardians move from one location to another;
4. Have been abused and neglected; **and**
5. Experimented with drugs.

These youth, due to the abuse and neglect they have suffered, need an education program that targets not only their academic needs, but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experienced.

Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy, will help to set these youth on the track to become productive citizens.

A specialized on-campus charter school is the only way for the Boys and Girls Homes of North Carolina to successfully address the multiple needs these children have.

We strongly support their application and urge you to approve their charter school.

Sincerely,

Giles E. Byrd

GILES E. BYRD, Chairman
COLUMBUS COUNTY BOARD OF COMMISSIONERS

GEB/jbh

111 WASHINGTON STREET • WHITEVILLE, NORTH CAROLINA 28472 • 910-640-6640 TELEPHONE • 910-642-2386 TELEFAX
WWW.COLUMBUSCO.ORG

Flemington Academy Charter School



Explore...Discover...Learn...Grow...

November 8, 2011

To Whom It May Concern:

On behalf of Southeastern Community College, I support the efforts of Boys and Girls Home of North Carolina (BGHNC) to start a new publically funded charter school on its Lake Waccamaw campus. The proposed concept will enable middle and high school at-risk youth residing at BGHNC to engage in comprehensive educational services designed to appropriately address their diverse educational and personal needs. These services will include pathways in career technical training and life skills coupled with counseling/therapy to address the emotional trauma experienced by this target population.

By transforming its traditional public school into a customized technical education charter school, BGHNC will become the beacon of hope and prosperity for at-risk youth while creating career pathways that will enable these students to become productive citizens.

The college is excited about this new opportunity for the students at Lake Waccamaw BGHNC. We have been a long-time supporter of BGHNC and look forward to working with them on this exciting endeavor.

Sincerely,

A handwritten signature in black ink that reads 'Kathy Matlock' with a stylized flourish at the end.

Kathy Matlock, Ph.D.
President

Flemington Academy Charter School



411 North Front Street • Wilmington, North Carolina 28401-3910
Phone (910) 362-7555 • Fax (910) 362-7046 • www.cfcc.edu

OFFICE OF THE PRESIDENT

November 4, 2011

To Whom It May Concern:

Cape Fear Community College is pleased to offer its endorsement of the application of Boys and Girls Homes to start a new publicly funded charter school on the campus of BGHNC. As a native of Bladen County and a now long-time resident of Wilmington, I have followed the development of Boys and Girls Home over several decades and admire BGHNC's unyielding dedication to at-risk youth who have experienced school failure (often behind two or three grade levels), have incurred behavioral issues which have resulted from suspension and/or expulsion from the public schools, have often been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected, and have experimented with drugs.

To overcome the ravages of abuse and neglect they have suffered, these young people need an educational program that targets not only their academic needs but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experienced. Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized on-campus charter school is the only way for BGHNC to successfully address the multiple needs these children have.

The accumulated experience of Boys and Girls Homes in serving these special youth is unsurpassed in the state, and I urge you to approve their charter school application.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric B. McKeithan". The signature is fluid and cursive, written over a light blue horizontal line.

Eric B. McKeithan

President

Affirmative Action / Equal Opportunity Employer

Flemington Academy Charter School



FRANCES B. BESSELLIEU
EDUCATIONAL CONSULTANT
174 Sound View Drive
Wilmington, NC 28409

November 5, 2011

To Whom it May Concern:

The Boys and Girls Homes of NC at Lake Waccamaw (BGHNC) has demonstrated for many years its commitment and dedication to our community's most vulnerable children and their families. As a foster parent and educator transitioning children from the BGHNC back into their family, foster care or adoptive families, or returning to their district schools, I have been personally and professionally associated with the educational program at Lake Waccamaw.

As a former educator of students who have the most behavioral and emotional challenges one can imagine, I find that the BGHNC has a commitment and passion for developing an academic program that builds on the students' strengths and assets rather than a program governed by rules, regulations and punishments. The team approach, the teachers, clinical staff, behavioral specialists employed at BGHNC, provides intensive "wrap around" supportive educational services for each student meeting them where they are academically and emotionally. The team then ensures a safe and engaging learning atmosphere by creating a 'student-centered' approach to delivering the curriculum and instruction that best meets the needs of the individual students.

The Leadership Quality Council at the BGHNC has initiated a quality management process that ensures that all stakeholders, the clients, the families they serve, the employees, the contactors serving the BGH community, maintain a commitment to the same high standards of quality, safety and academic excellence. To that end, the stakeholders team is committed to implementing a rigorous selection process of educational materials, particularly in reading and mathematics, using as a basis for selection evidence based research on effectiveness of the materials. This process will ensure the educational materials chosen will have strong evidence of effectiveness. The choice of universal core, targeted support, and intensive intervention materials are tantamount to increased student outcomes. The team then puts into place a three tier system of positive behavioral and academic support that provides each and every student an equitable opportunity for a successful academic experience and preparation for the next step in their life's journey.

As a professional educator who has worked locally and nationally, I wholeheartedly support the Boys and Girls Homes of NC in their efforts to create a charter school in NC, one that could prove to be a model of excellence.

Thank you,

A handwritten signature in black ink, appearing to read "Frances", written in a cursive style.

Frances Bessellieu

Flemington Academy Charter School



North Carolina General Assembly
House of Representatives
State Legislative Building
Raleigh 27601-1096

Representative Dewey L. Hill
14TH DISTRICT

OFFICE ADDRESS:

ROOM 1309
RALEIGH, N.C. 27601-1096

BUS. ADDRESS:

P.O. Box 723
WHITEVILLE, N.C. 28472

November 4, 2011

To Whom It May Concern:

I am writing this letter to support the application of Boys and Girls Homes of North Carolina to start a new publicly funded charter school on the campus of BGHNC. The residents of BGHNC are youth who are categorized as "at risk students." These are youth who have experienced school failure (often behind two or three grade levels), have incurred behavioral issues which have resulted from suspension and/or expulsion from the public schools, have often been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected and have experimented with drugs.

These youth, because of the abuse and neglect they have suffered, need an education program that targets not only their academic needs but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experienced. Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized on campus charter school is the only way for BGHNC to successfully address the multiple needs these children have.

I strongly support their application and urge you to approve their charter school application.

Sincerely,

A handwritten signature in black ink that reads "Dewey L. Hill".

Dewey L. Hill



NOT PRINTED OR MAILED AT STATE EXPENSE

Flemington Academy Charter School

Town of Lake Waccamaw

ON THE SHORES OF NORTH CAROLINA'S LARGEST NATURAL LAKE

P.O. Box 145
Lake Waccamaw, North Carolina 28450
(910) 646-3700
(910) 646-3860 Fax
email: lwtownmanager@embarqmail.com



Member N.C. League of Municipalities

November 7, 2011

To Whom It May Concern;

I am writing this letter to support the application of Boys and Girls Homes of North Carolina to start a new publicly funded Charter School on the campus of BGHNC. The residents of BGHNC are youth who are categorized as "at risk students." These are youth who have experienced school failure (often behind two or three grade levels), have incurred behavioral issues which have resulted from suspension and/or expulsion from the public schools, have often been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected and have experimented with drugs.

These youth, because of the abuse and neglect they have suffered, need an education program that targets not only their academic needs but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experience. Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized on campus charter school is the only way for BGHNC to successfully address the multiple needs these children have.

I strongly support their application and urge you to approve their charter school application.

Sincerely,

Ivan Wilson
Mayor

Flemington Academy Charter School

Town of Lake Waccamaw

ON THE SHORES OF NORTH CAROLINA'S LARGEST NATURAL LAKE

P.O. Box 145
Lake Waccamaw, North Carolina 28450
(910) 646-3700
(910) 646-3860 Fax
email: lwtownmanager@embarqmail.com



Member N.C. League of Municipalities

November 7, 2011

To Whom It May Concern;

I am writing this letter to support the application of Boys and Girls Homes of North Carolina to start a new publicly funded Charter School on the campus of BGHNC. The residents of BGHNC are youth who are categorized as "at risk students." These are youth who have experienced school failure (often behind two or three grade levels), have incurred behavioral issues which have resulted from suspension and/or expulsion from the public schools, have often been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected and have experimented with drugs.

These youth, because of the abuse and neglect they have suffered, need an education program that targets not only their academic needs but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experience. Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized on campus charter school is the only way for BGHNC to successfully address the multiple needs these children have.

I strongly support their application and urge you to approve their charter school application.

Sincerely,

Darren Currie
Town Manager

Flemington Academy Charter School

HILL & HIGH, L.L.P.
ATTORNEYS AT LAW

JAMES E. HILL, JR.
JOHN ALAN HIGH
WILLIAM C. GORE, JR. (OF COUNSEL)

P.O. BOX 268
109 COURTHOUSE SQUARE
WHITEVILLE, NC 28472
TELEPHONE: (910) 642-8136
FACSIMILE: (910) 640-2101

November 7, 2011

IN RE: Boys and Girls Homes of North Carolina, Inc.

To Whom It May Concern:

I am writing this letter to support the application of Boys and Girls Homes of North Carolina to start a new, publicly funded charter school on the campus of Boys and Girls Homes of North Carolina. The residents of Boys and Girls Homes of North Carolina are youth who are categorized as “**at risk students**.” These are youth who have experienced school failure (often behind two or three grade levels), have incurred behavioral issues which have resulted from suspension and /or expulsion from the public schools, have often been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected and have experimented with drugs.

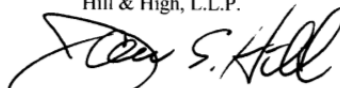
These youth, because of the abuse and neglect they have suffered, need an educational program that targets not only their academic needs, but also a program that focuses on Career Technical Education, life skills and counseling/therapy to deal with the emotional trauma they have experienced. Many of these youth will not pursue higher education beyond high school. Boys and Girls Homes Career Technical Education, combined with an individualized prescriptive academic program, coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized, on-campus charter school is the only way for Boys and Girls Homes of North Carolina to successfully address the multiple needs these children have.

I strongly support their application and urge you to approve their charter school application.

Sincerely,

Hill & High, L.L.P.



James E. Hill, jr

JEH,jr/lc

CC: Gary Faircloth, CEO
Boys and Girls Homes of North Carolina
400 Flemington Drive
Lake Waccamaw NC 28450

Flemington Academy Charter School



Office of the President
Susanne H. Adams, Ed.D.

November 8, 2011

To Whom It May Concern:

I strongly support the application of Boys and Girls Homes to start a new publicly-funded charter school on the campus of BGHNC. The residents of BGHNC are youth who are categorized as **"at risk students."** These are youth who may have experienced school failure (often behind two or three grade levels), have behavioral issues which resulted in suspension and/or expulsion from the public schools, have been enrolled and attended multiple school settings as parents/guardians moved around, have been abused and neglected, or have experimented with drugs.

These youth, because of the abuse and neglect they have suffered, need an education program that targets not only their academic needs but also a program that focuses on Career Technical Education and life skills as well as counseling/therapy to assist them in dealing with the emotional trauma they have experienced. Many of these youth will not pursue higher education beyond high school. However, Boys and Girls Homes Career Technical Education combined with an individualized prescriptive academic program coupled with counseling and therapy will help to set these youth on the track to become productive citizens.

A specialized on-campus charter school is the best way for BGHNC to successfully address the multiple needs these children have.

I urge you to approve their charter school application.

Sincerely,

A handwritten signature in cursive script that reads "Susanne H. Adams".

Dr. Susanne H. Adams
President

Flemington Academy Charter School



Explore...Discover...Learn...Grow...

November 8, 2011

To Whom It May Concern:

On behalf of Southeastern Community College, I support the efforts of Boys and Girls Home of North Carolina (BGHNC) to start a new publically funded charter school on its Lake Waccamaw campus. The proposed concept will enable middle and high school at-risk youth residing at BGHNC to engage in comprehensive educational services designed to appropriately address their diverse educational and personal needs. These services will include pathways in career technical training and life skills coupled with counseling/therapy to address the emotional trauma experienced by this target population.

By transforming its traditional public school into a customized technical education charter school, BGHNC will become the beacon of hope and prosperity for at-risk youth while creating career pathways that will enable these students to become productive citizens.

The college is excited about this new opportunity for the students at Lake Waccamaw BGHNC. We have been a long-time supporter of BGHNC and look forward to working with them on this exciting endeavor.

Sincerely,

Kathy Matlock, Ph.D.
President

Flemington Academy Charter School

CROCKETT, OLDHAM, POPE & DONADIO, PLLC

ATTORNEYS AND COUNSELLORS AT LAW

175 WEST NEW HAMPSHIRE AVENUE

POST OFFICE BOX 485

SOUTHERN PINES, NC 28388-0485

PHONE: (910) 692-9771 FAX: (910) 725-0016

DAVID G. CROCKETT
RETIRED

LINDA REID OLDHAM
ATTORNEY AT LAW

NCDCR CERTIFIED SUPERIOR COURT MEDIATOR

March 21, 2012

MARY McLAUHLIN POPE
ATTORNEY AT LAW

ARTHUR A. DONADIO
ATTORNEY AT LAW

TO WHOM IT MAY CONCERN

I am aware that Boys and Girls Homes of North Carolina has made application for a charter school. I am writing in complete support of this application, and respectfully request that you consider the following issues:

- This is an organization with a history of successfully serving vulnerable children for more than 58 years.
- Most of these children have been abused and/or neglected prior to removal from their traditional home environments.
- Many of these children arrive at the Lake Waccamaw campus only after multiple foster home placements, frequently requiring different schools with each placement.
- With each move, these transient students exhibit more academic difficulties, psychological mistrust, bonding deficiencies, and anger toward adults and authority figures. As the students get farther behind academically, they learn that "acting out" will get them dismissed, either temporarily or permanently, from the school environment which simply exacerbates their diminishing self-esteem.
- The traditional classroom setting is not equipped to meet the psychological needs of these at risk children, nor to deal with the disruption caused to the remainder of the traditional students.
- By the time many children arrive at Boys and Girls Home, they are two to three years behind their academic grade level; and frequently arrive just as the traditional school year is ending, losing more precious instructional time.
- Boys and Girls Homes is willing and capable of providing a specialized school on its campus which is specifically designed to address the multiple and varied needs of these academically and socially disadvantaged children.
- Boys and Girls Homes needs the opportunity to work with these children on a year-round basis, in a manner which addresses the individual academic and psychological needs of these children, instead of merely reacting to the symptoms of their situations with further removal from learning opportunities.

Flemington Academy Charter School

March 21, 2012
Page Two

As an attorney, I am all too aware of the pattern which can develop after the resources and patience of the traditional school system have been exhausted, and these students are expelled from the academic environment. The varied impacts on the justice system and society as a whole are too numerous to itemize in this brief letter.

It is rare to find a need this complex and an organization equipped, qualified, and ready to address that need in a timely fashion. I urge you to favorably consider the application submitted by Boys and Girls Homes as quickly as possible. In my career, I repeatedly see the difference one day can make in the life of an at-risk child. Please let me hear from you if there is any additional information I can provide to assist you in approving this application for a charter school.

Respectfully submitted,

CROCKETT OLDHAM POPE & DONADIO, PLLC



Linda Reid Oldham
Attorney at Law

LRO/jm

Flemington Academy Charter School

TOM SIMMONS

Chair, Board of Trustees
Boys & Girl Homes of North Carolina
1462 Long Leaf Drive
Southport, N C 28461
March 25, 2012

To Whom It May Concern:

As Chairman of the Board of Trustees for Boys and Girls Home of North Carolina, I am writing this letter in support of our application for charter school status. It is my opinion that having a specialized on-campus school will enable our staff to successfully meet the multiple needs of our residents.

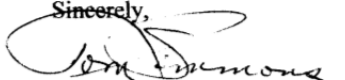
Our residents come to Boys and Girls Homes typically two to three years behind their grade levels. Most are victims of abuse and neglect. They have low self-esteem and behavior issues that require clinical counseling services. In the traditional classroom setting, these young people usually are not successful. To address the academic needs of our students, I feel that a year-round educational program, where they will not be expelled or failed, is the best option.

Boys and Girls Homes have the facilities in place and a committed staff to make a difference in the lives of the young people in our care. I urge you to approve our application for charter school status so that we can provide an enhanced level of educational experience to our residents.

Boys and Girls Homes makes a difference in the lives at-risk students. I know from first-hand experience. I am proud to tell you that I am a former Boys and Girls Homes resident. With the guidance and nurturing of the staff, I was able to earn my Masters and Educational Specialists Degrees. I am a retired public school principal with thirty-three years experience.

Thank you for your consideration of our application. We look forward to working with your committee to make Boys and Girls Homes Charter School a place where young people can find connection, compassion, and character.

Sincerely,



Tom Simmons

Flemington Academy Charter School

Carlton A. Baird
88 Talon Drive
Pittsboro, NC 27312
March 24, 2012

To Whom It May Concern,

I have been a supporter of Boys & Girls Homes of NC for more than forty years both personally and through my Optimist Civic Club organization. Along with other Civic Club organizations, the Optimists worked with Boys & Girls Homes, over forty years ago, in raising funds to construct an Optimist Cottage for children on campus. The Optimist Clubs in North Carolina continue to financially support our cottage and the Homes. Boys & Girls Homes has been serving children in need and at-risk children since 1954. Literally thousands of children have been helped since its inception.

Over the years, children's needs have changed thus requiring the Boys & Girls Homes to institute positive changes. Today, a large number of children entering Boys & Girls Homes are two to three years below grade level. Many are victims of abuse and neglect and lack patience and confidence. They don't trust the justice system and mistrust other children, school teachers, and administrators as well as adults. In general they may not even like themselves and have low self-esteem and many behavioral problems.

Over the years, Boys & Girls Homes prides itself in having their on-campus school facility assisting the educational needs of these "Special" children. Now is the time to approve their school for charter status. With a Charter School on campus, the educational and life needs of these children can be met any time of the year and better prepare them for the real world. Children's education is of great importance as they are our adults of the future.

Excerpts from the poem "CHILDREN LEARN WHAT THEY LIVE", by Dorothy Law Nolte, are applicable today. "If a child lives with hostility, he learns to fight. If a child lives with encouragement, he learns to be confident. If a child lives with tolerance, he learns to be patient. If a child lives with acceptance, he learns to love. If a child lives with approval, he learns to like himself. If a child lives with honesty and fairness, he learns what truth and justice are. If a child lives with security, he learns to have faith in himself and in those about him. What is your child living?"

I strongly encourage the approval to Charter School status, at Boys & Girls Homes of NC, as this will provide additional educational, training, and will also service the needs of the children.

Sincerely,

Carlton A. Baird
Trustee, Boys & Girls Homes of NC

Flemington Academy Charter School

L. Clement Hahn, Jr.
9 Glen Cove Road
Arden, NC 28704

March 28, 2012

TO WHOM IT MAY CONCERN:

My name is Clement Hahn, Jr., a semi-retired CPA and current Treasurer of Boys & Girls Homes of North Carolina (BGH). I have had the privilege of serving on the Board of Trustees for eight years.

As a member of the Board, I have volunteered my services to BGH as have all of the current and past Board members over the years. Being a member of the Board of Trustees, I have come to have a better and deeper understanding and appreciation for the tremendous service that BGH provides to the at-risk youth that it serves.

I have also been a member of the Optimist Club of Asheville, NC since 1966 and served as Governor of the NC West District of Optimist International for the year 2008-2009. Over the years, the various Optimist Clubs and other civic clubs in North Carolina have been involved in supporting BGH, both financially and in volunteered service. We know and appreciate how BGH has literally saved the lives of the youth that have had the opportunity to live at the Homes.

Boys & Girls Homes of NC is now at a critical and important state in how the Homes can increase its service to these youth through a new Charter School at BGH. Here are some important facts and issues about the youth that BGH serves and how the Charter School would improve the educational quality, advancement and learning environment for these youth:

- Boys & Girls Homes of NC has been serving at-risk youth since 1954.
- These students have been in an average of 8 to 10 placements, others as high as 20 placements, before coming to BGH.
- All of these youth are victims of abuse and neglect in their former environments.
- As a result of the abuse and neglect they have experienced before coming to BGH, they have a low self-esteem and mistrust adults. Because of their anger, resulting from abuse and neglect, they have behavior issues and require clinical and therapeutic counseling support.
- These youth usually fall between the cracks in the traditional classroom setting.
- In order to address these students' academic needs successfully, they need a year-round school that will meet their special needs and a school that will not expel or fail them.
- The only way that Boys & Girls Homes can successfully address the multiple needs that these youth have is to have a specialized on-campus school.

All of us involved with the Homes have a common goal for the youth that we serve. That goal is to provide these at-risk students the opportunity to overcome the terrible experiences of their past and be able to grow into good and productive citizens with a brighter future through a loving, caring and teaching community!

Thank you for your consideration in granting approval of a new Charter School for Boys & Girls Homes of NC.

Sincerely,



L. Clement Hahn, Jr.

Flemington Academy Charter School

Grace S. Thomas
7113 North Ridge Drive
Raleigh, North Carolina 27615
919/873-0796 (h)
919/632-9862 (c)

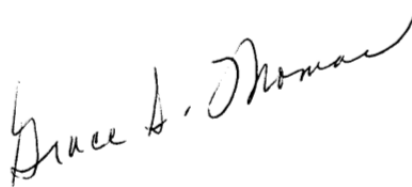
March 23, 1947

RE: ***Boys and Girls Homes' Charter School***

This letter is to endorse and show my support for *The Boys and Girls Homes' Charter School*. A year-round Charter School would definitely support the at-risk boys and girls who have become victims of neglect and abuse.

A specialized on-campus school would indeed provide a caring and safe environment year-round and would introduce academic needs the children are so entitled to. This on-campus school would enable the boys and girls to build on their self-esteem and develop a much-needed trust from the staff/educators and community wanting to help them. The boys and girls are at The Boys and Girls Homes of Lake Waccamaw because they need professional and caring educators.

I view this opportunity of having a year-round Charter School for these abused and neglected children as a tremendous way to give back to these boys and girls for that which has been taken from them, at no choice of their own. These children are survivors....and this **Boys and Girls Homes' Charter School** would give us an opportunity to support them!

A handwritten signature in cursive script that reads "Grace S. Thomas". The signature is written in dark ink and is slanted slightly to the right.

Flemington Academy Charter School

TO WHOM IT MAY CONCERN:

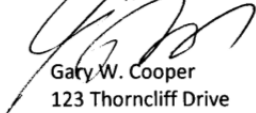
As a member of the Board of Trustees of the Boys and Girls Homes of North Carolina I am writing to endorse the approval of a Charter School for the Homes. We have been serving at-risk children since 1954.

A specialized on-campus school is the only way Boys and Girls Homes' can successfully address the multiple needs of our young people. As you may know, our residents have been placed in an average of 8 to 10 placements and this revolving door has put them in multiple schools and are typically 2 to 3 years behind in their grade level. In traditional schools our residents tend to fall through the cracks and thereby not giving them a fair opportunity to succeed in life.

Our young people are all victims of abuse and neglect and they have low self-esteem. They mistrust adults and because of their anger as a result of their abuse and neglect they have behavior issues that require clinical or therapeutic counseling. This is why it is so important for the Boys and Girls Homes' Charter School being approved. Every child is entitled to the best education available and the Charter School will provide that opportunity to our young people right there on our campus.

Thank you for considering the Boys and Girls Homes of NC Charter School request and I look forward to a favorable reply.

Sincerely,



Gary W. Cooper
123 Thorncliff Drive
Fayetteville, NC 28303

Flemington Academy Charter School



March 20, 2012

TO WHOM IT MAY CONCERN:

As a Board of Trustee for Boys and Girls Home of North Carolina, I highly endorse and support a charter school for the following reasons:

1. Boys and Girls Home of North Carolina has served at-risk students for over 50 years.
2. Most students come to Boys and Girls Home from in and out of multiple schools and are several years below grade level for their age.
3. Most come to us from abusive and neglected families or homes.
4. Most have mistrust and anger toward adults and require clinical and therapeutic counseling and support in order to function as a student.
5. These students often fall through the cracks in a normal classroom setting.
6. A year-round school would help these students meet their academic needs.
7. A specialized on-campus year-round school will help address successfully the many needs of the very special young boys and girls that come to Boys and Girls Home, that are so deserving of an on-campus charter school.

Thank you for your help in this matter of such great importance.

Sincerely,

Sara Thompson,
Trustee

Flemington Academy Charter School

March 20, 2012

Ron Jones
102 Hampton Place
Pinehurst, NC 28374

Boys & Girls Homes of North Carolina
P.O. Box 127
Lake Waccamaw, NC 28450

To Whom It May Concern:

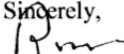
As an active member of the Optimist International organization since 1992, I have become very familiar with the Boys & Girls Homes. The Optimists have sponsored and supported a cottage at Lake Waccamaw since 1968. I have also been the chairman of a small but vibrant committee of local volunteers in the Sandhills area who have planned and produced a golf tournament for the past eight years. This month we raised over \$30,000 exclusively for the Homes. Also, I am in my sixth year of being on the Board of Trustees of the Boys & Girls Homes.

These gratifying opportunities and interactions with this facility have afforded me a history of the accomplishments and needs of BGHNC and its competent staff. I have personally met some of the students and heard their stories—many of abandonment, destitution and failure. These children often reflect a lack of belonging or acceptance in their regular school classrooms. This is not to say the schools are not doing their jobs, but the overwhelming responsibilities of the traditional classrooms necessitate a generic education—for the regular student.

The students who live in those cottages on campus must leave it daily to face a normalcy of life and instruction that is hardly regular or in their realm of their reality. Many fall two to three grades behind, due to constant placements in different schools. These students do not adjust well to change, and they often feel more alienated and a sense of failure when this happens to them.

A stable, progressive, and structured environment geared toward their specialized situations where they can feel successful is a solution that will round out a total program at the Homes. The Boys & Girls Homes is a unique, loving environment that is committed to whatever it takes to save their students. To complete its purpose of a total caring, accountable environment, the establishment of its own Charter School makes sense.

The Board of Trustees have discussed many of the issues to provide these students with a better chance for an independent, successful American future. Education is a major issue. I wholeheartedly urge approval for an education which would efficiently customize its program toward the varied and many needs of the residents of the Boys and Girls Homes. Thank you.

Sincerely,

Ron Jones

Flemington Academy Charter School



To Whom It May Concern,

I am writing to express my support and endorsement for the approval of the Boys and Girls Homes Charter School.

Boys and Girls Homes of North Carolina is a leading human services provider, addressing the ever-changing needs of abused and neglected children and families, led by dedicated staff members and an active Board of Trustees.

The Boys and Girls Homes of North Carolina mission is dedicated to providing a comprehensive array of residential and community based services to meet the needs of vulnerable children by addressing their physical, emotional, social, educational and spiritual development.

The Boys and Girls Homes of North Carolina have been serving at-risk students since 1954. Today, many of our students have been in an average of 8-10 different home placements, oftentimes 15-20 prior to coming to the Boys and Girls Homes of North Carolina. This also means that they have been in and out of multiple school systems and are typically 2-3 years behind in their grade level. So in a traditional classroom setting these students usually fall between the cracks.

Also with the abused, neglected and the uncertainty of where they will be placed next, often leads the youth too low self-esteem, mistrust of adults due to anger issues and many requiring clinical/therapeutic counseling support.

I believe that the Boys and Girls Homes Charter School would have a positive impact on each student by providing specialized quality education, on-campus, year-round schooling that is tailored to addressing their individual academic needs insuring success in the classroom. I also believe that this School will help build character for our students as well as an asset to the community.

Sincerely,

A handwritten signature in cursive script that reads 'Kenneth L. Bland, Jr.'.

Kenneth L. Bland, Jr
Program Manager, SAS

Home Address: 613 Wilton Meadow Drive, Garner, NC 27529
Boys and Girls Homes of North Carolina Board Member since 2000

Flemington Academy Charter School

David W. Weiss
5405 Bluebell Ct
Holly Springs, NC 27540

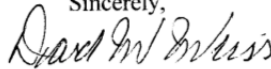
March 19, 2012

RE: Boys and Girls Home of NC's Charter School Application -Reference Letter

To whom it may concern,

The Boys and Girls Home of NC has been serving at risk children since 1954. These kids are good kids with poor, or non existent parents and have suffered abuse and neglect prior to coming to the security and safety of the Boys and Girls Home. A year round Charter School on campus will help these kids, that are typically behind grade level, improve their education without falling through the cracks in a traditional public school setting. The special needs of these children are extremely demanding as a result of their troubled and neglected past. A specialized year round Charter School, where they will not be expelled or failed, is a must for these children. Clinical and therapeutic counseling will assist in dealing with the extreme issues many of these kids have in order for them to succeed in the classroom. As a Board of Trustee member for the Boys and Girls Home of NC, I hope your review board gives serious consideration to the Charter School application from this organization. It will be a positive improvement for the work of the Home in improving these children's lives and future.

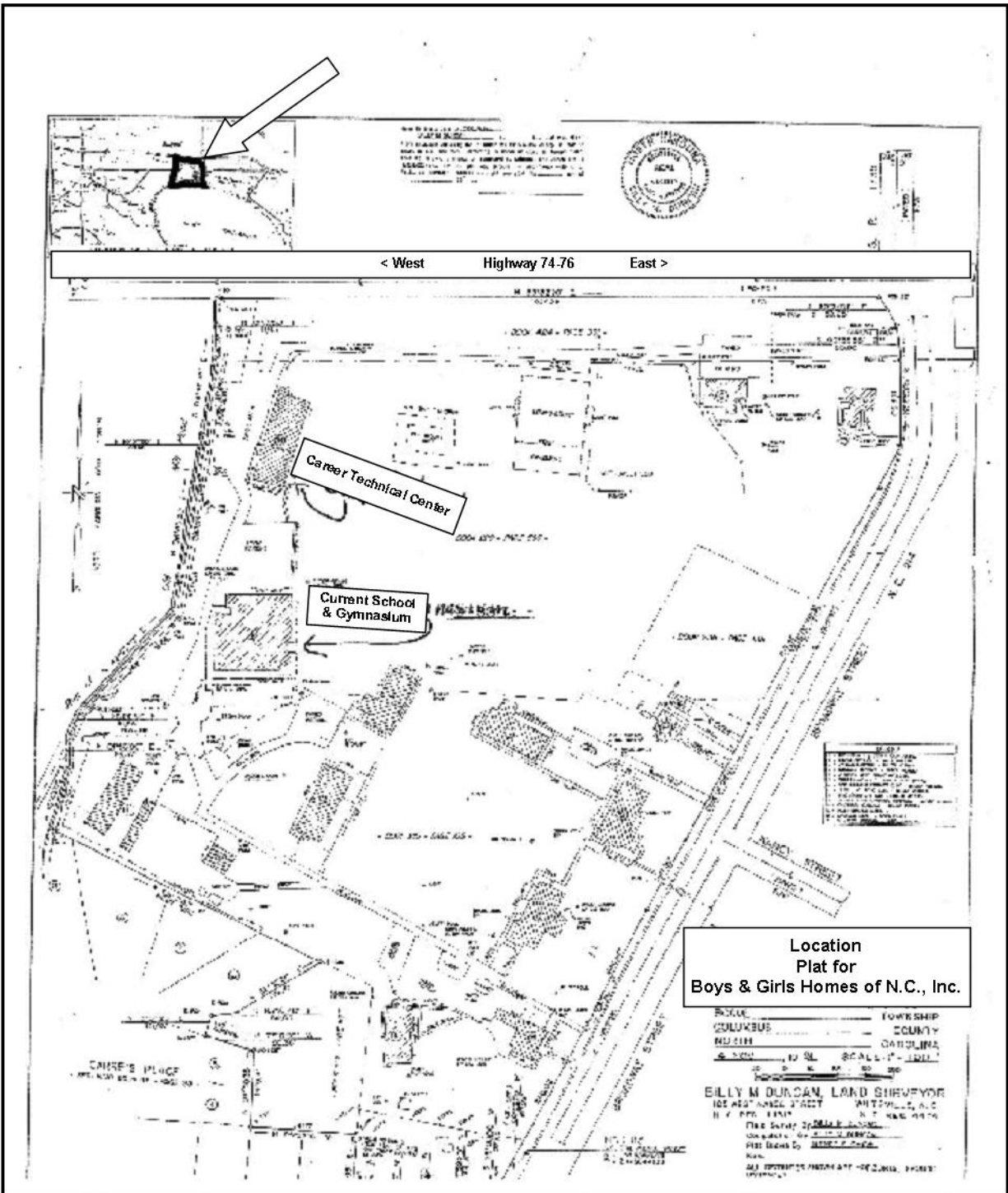
Sincerely,



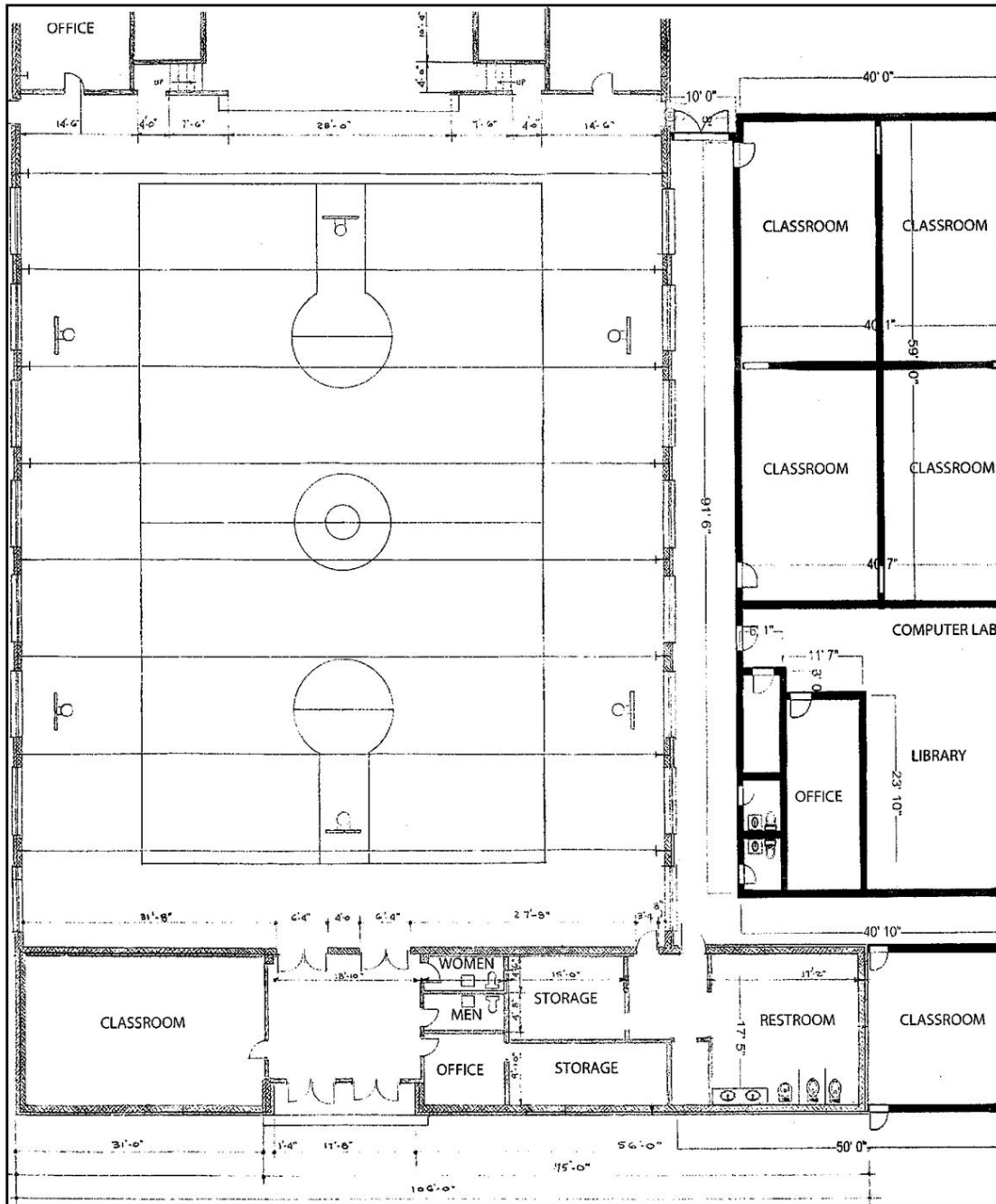
David W. Weiss
Board of Trustees
Boys and Girls Home of NC

**SITE MAP
AND
BUILDING FLOOR PLANS**

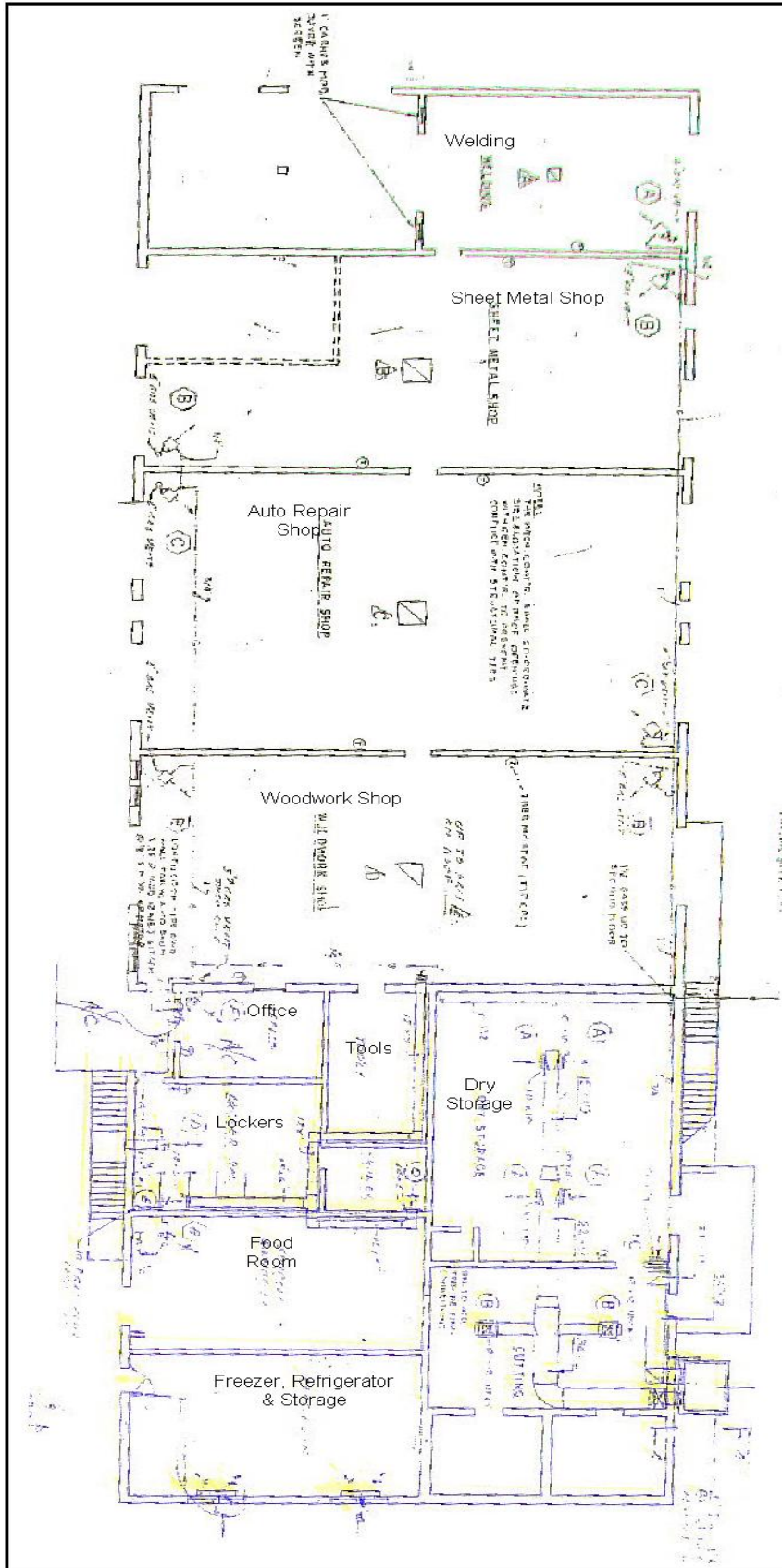
Flemington Academy Charter School



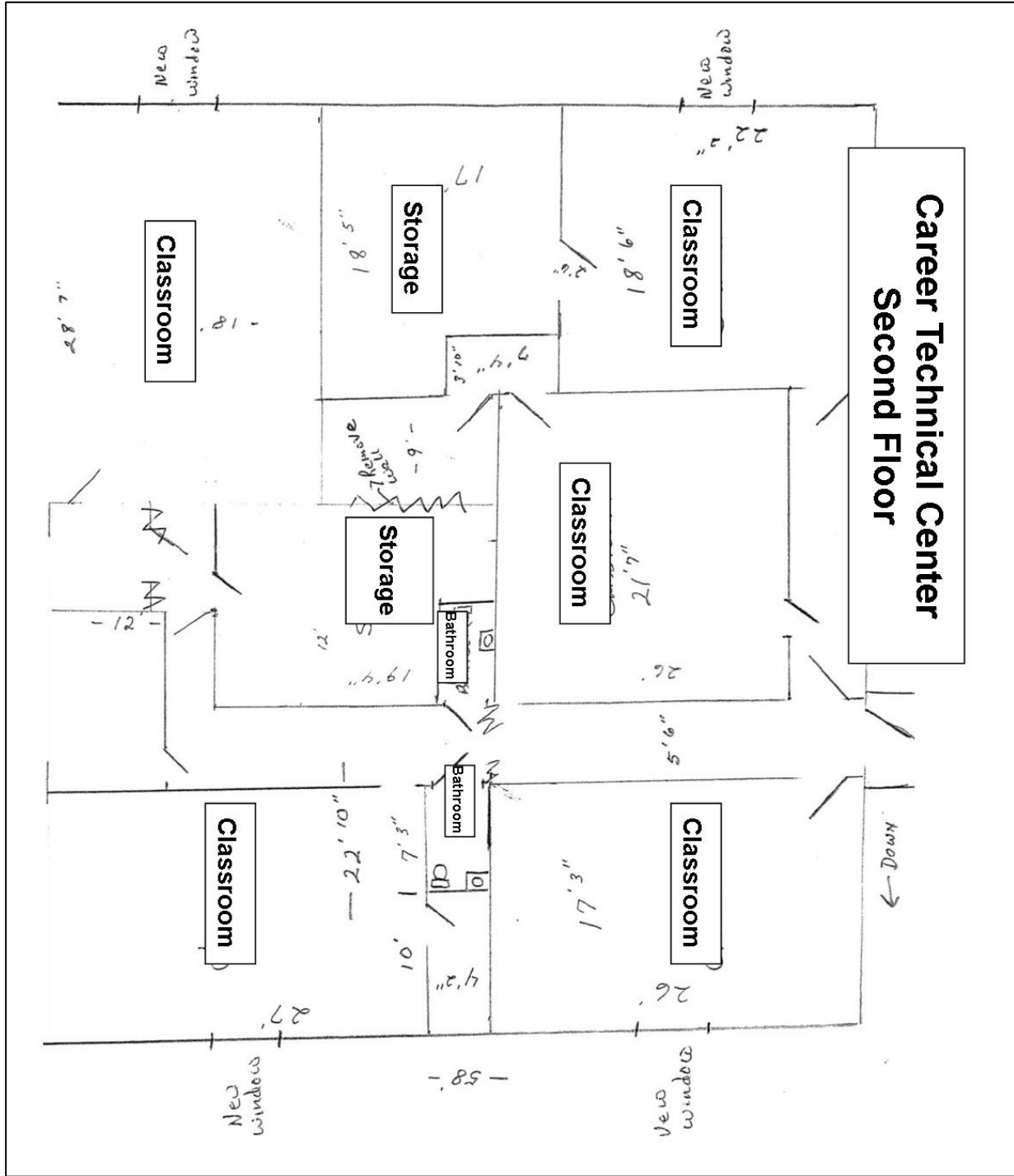
Flemington Academy Charter School



**CURRENT B&GH SCHOOL
and GYMNASIUM**



**CAREER
TECHNICAL
CENTER
FIRST FLOOR**



Boys and Girls Homes of North Carolina, Inc.
Financial Statements
September 30, 2011

Flemington Academy Charter School

REPORT OF AUDIT

FOR THE YEAR ENDED SEPTEMBER 30, 2011

OFFICERS OF BOARD OF TRUSTEES

Tom Simmons	Chairman
Linda Oldham	Vice-Chairperson
Clement Hahn	Treasurer
Jerry Parrish	Assistant Treasurer
Nancy Sigmon	Secretary
Grace Thomas	Assistant Secretary

EXECUTIVE COMMITTEE

Linda Oldham, Chairperson
Carlton Baird, Vice-Chairman
Tom Simmons
James E Hill, Jr.
Clement Hahn
Jerry Parrish
Nancy Sigmon
Grace Thomas
Sara Thompson
Ann Brown
Harold Garner
Ron Jones

Flemington Academy Charter School

BOYS AND GIRLS HOMES OF NORTH CAROLINA, INC.
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September 30, 2011

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Flemington Academy Charter School



CERTIFIED PUBLIC ACCOUNTANTS

Alan W. Thompson, CPA
R. Bryon Scott, CPA
Gregory S. Adams, CPA

Offices:
Whiteville, NC
Elizabethtown, NC
Wilmington, NC

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Boys and Girls Homes of North Carolina, Inc.
Lake Waccamaw, North Carolina 28450

We have audited the accompanying statement of financial position of Boys and Girls Homes of North Carolina, Inc. (a non-profit organization) as of September 30, 2011, and the related statement of activities and cash flows for the year then ended. These financial statements are the responsibility of the Boys and Girls Homes of North Carolina, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Boys and Girls Homes of North Carolina, Inc. as of September 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of

In accordance with *Government Auditing Standards*, we have also issued a report dated January 18, 2012, on our consideration of Boys and Girls Homes of North Carolina, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The comparative and individual fund financial statements and schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Thompson, Price, Scott, Adams & Co., P.A.

Thompson, Price, Scott, Adams & Co., P.A.
January 18, 2012

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Boys & Girls Homes of N.C., Inc.
 Lake Waccamaw, North Carolina
 Statement of Financial Position
 September 30, 2011

Exhibit 1

ASSETS:	
Current Assets	
Cash	\$ 1,412,161
Receivables	30,518
Unconditional Promises to Give	
Temporarily Restricted	15,593
Prepaid Expenses	90
Inventory	<u>34,225</u>
Total Current Assets	\$ <u>1,492,587</u>
Long-Term Unconditional Promises to Give	
Temporary Restricted	1,599,616
Permanently Restricted to Endowments	721,743
Fixed Assets (Net of Depreciation)	7,817,634
Other Assets	
Investments	<u>5,708,145</u>
Total Assets	\$ <u><u>17,339,725</u></u>
LIABILITIES AND NET ASSETS:	
Current Liabilities	
Annuity Liabilities	\$ 88,075
Accounts Payable	140,065
Retirement Payable	237,967
Accrued Vacation Payable	45,372
Other Payroll Liabilities	6,230
Employee Deposits	250
Unfunded Pension Benefit Obligation	739,480
Notes Payable	<u>91,839</u>
Total Current Liabilities	\$ <u>1,349,278</u>
Long-Term Liabilities	
Notes Payable	<u>729,618</u>
Total Liabilities	\$ <u>2,078,896</u>
Net Assets	
Unrestricted	\$ 2,672,454
Temporarily Restricted	1,683,362
Permanently Restricted	<u>10,905,013</u>
Total Net Assets	\$ <u>15,260,829</u>
Total Liabilities and Net Assets	\$ <u><u>17,339,725</u></u>

The accompanying notes are an integral part of the financial statements.

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Lake Waccamaw, North Carolina
 Statement of Activities
 And Changes in Net Assets
 Year Ended September 30, 2011

Exhibit 2

Unrestricted Net Assets

SUPPORT AND REVENUE	
Public Contributions	\$ 417,164
Special Events	73,927
Civic Club	228,599
Foundations	81,435
Corporations	82,166
Planned Giving	430,189
Government	4,577,450
Earnings Income and Other	409,222
Parents and Relatives	<u>6,370</u>
 Total Support and Revenue	 \$ <u>6,306,522</u>
 EXPENSES	
Program Service	
Household	\$ 2,051,434
Dietary	212,761
Plant Operations	430,596
Vocational Services	139,051
Recreation	89,345
Education	124,204
Higher Education	24,978
Farm	276,683
Country Store	158,769
Grounds	140,265
Foster Care	1,316,935
Chapel	131,727
Solomon Center	444,743
Therapeutic Foster Care	245,279
Communications	<u>236,186</u>
 Total Program Service	 \$ <u>6,022,956</u>
Supporting Services	
Administrative and General	\$ 846,978
Financial Development	<u>328,441</u>
 Total Supporting Service	 \$ <u>1,175,419</u>
 Total Expenses	 \$ <u>7,198,375</u>
Transfers in (out)	\$ <u>378,625</u>
Endowment Earnings (Loss)	\$ <u>(325,602)</u>
 INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	 \$ <u>(838,830)</u>

The accompanying notes are an integral part of the financial statements.

Flemington Academy Charter School

Exhibit 2

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Statement of Activities
And Changes in Net Assets
Year Ended September 30, 2011

<u>Temporarily Restricted Net Assets</u>	
Increase (Decrease) in Unconditional Promises to Give	\$ (70,901)
Net Assets Added/Released From Restrictions	349,203
Transfers in (out)	<u>(378,625)</u>
Increase (Decrease) in Temporarily Restricted Net Assets	\$ <u>(100,323)</u>
<u>Permanently Restricted Net Assets</u>	
Endowment Support	\$ 18,388
Endowment Earnings (Loss)	(8,145)
Increase (Decrease) in Unconditional Promises to Give	<u>(47,320)</u>
Increase (Decrease) In Permanently Restricted Net Assets	\$ <u>(37,077)</u>
Increase (Decrease) In Net Assets	\$ (976,230)
Net Assets at Beginning of Year	<u>16,237,059</u>
Net Assets at End of Year	\$ <u>15,260,829</u>

The accompanying notes are an integral part of the financial statements.

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Statement of Cash Flows
 Year Ended September 30, 2011
 Increase (Decrease) in Cash

Exhibit 3

CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash Received From Contributors, Program Services, Etc.	\$ 7,051,617
Cash Paid To Suppliers and Employees	<u>(6,613,526)</u>
Net Cash Provided By (Used in) Operating Activities	\$ 438,091
CASH FLOWS FROM INVESTING ACTIVITIES:	
Purchases of Property and Equipment	\$ (388,806)
Sale of Property and Equipment	-
Net (Increase) Decrease in Investments	<u>(98,653)</u>
Net Cash Provided By (Used in) Investing Activities	\$ (487,459)
CASH FLOWS FROM FINANCING ACTIVITIES:	
Loan Proceeds	\$ 7,304
Debt Payments	<u>(132,351)</u>
Net Cash Provided By (Used in) Financing Activities	\$ (125,047)
Net Increase (Decrease) In Cash	\$ (174,415)
Cash at Beginning of Year	<u>1,586,576</u>
Cash at End of Year	<u><u>\$ 1,412,161</u></u>

RECONCILIATION OF NET INCOME TO NET CASH
 PROVIDED BY OPERATING ACTIVITIES:

Increase (Decrease) In Net Assets	\$ (976,230)
Adjustments To Reconcile Net Income to Net Cash Provided:	
Depreciation	\$ 510,846
(Increase) Decrease in Investments Value	333,747
Changes In Assets And Liabilities:	
(Increase) Decrease in Accounts Receivable	2,585
(Increase) Decrease in Unconditional Promises to Give	118,221
(Increase) Decrease in Prepaid Expenses	3,505
(Increase) Decrease in Inventory	(1,518)
(Decrease) Increase in Accounts Payable	5,375
(Decrease) Increase in Retirement Payable	102,385
(Decrease) Increase in Accrued Vacation	4,091
(Decrease) Increase in Payroll Liabilities	725
(Decrease) Increase in Employee Deposits	(250)
(Decrease) Increase in Unfunded Pension Obligation	342,553
(Decrease) Increase in Annuity Liability	<u>(7,944)</u>
Total Adjustments	<u>\$ 1,414,321</u>
Net Cash Provided By Operating Activities	<u><u>\$ 438,091</u></u>

The accompanying notes are an integral part of the financial statements.

Flemington Academy Charter School

Boys and Girls Homes of North Carolina, Inc.
Notes to the Financial Statements
For the Fiscal Year Ended September 30, 2011

Note 1 - Summary of Significant Accounting Policies

Nature of Activities and Organization

Boys and Girls Homes of North Carolina, Inc. is a North Carolina nonprofit organization. Its purpose is to provide out-of-home placement to neglected, abused and dependent children in a private, homelike setting. Food, clothing, emotional support, moral guidance and education are provided by a professional staff that nurture, educate and love.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, Financial Statements of Not-For-Profit Organizations. Under SFAS No. 117, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. The Organization continues to use fund accounting for internal purposes. The supplemental information is prepared using the fund basis of accounting.

Principles of Consolidation

Boys and Girls Homes of North Carolina, Inc., Boys Homes of North Carolina, Inc., and Girls' Haven of North Carolina, Inc. merged into Boys and Girls Homes of North Carolina, Inc. effective September 30, 2005.

Donated Assets

Donated marketable securities and other noncash donations are recorded as contributions at their estimated fair values at the date of donation.

Fund Accounting (Supplemental Information)

The accounts of the organization are organized and maintained in accordance with the principles of fund accounting. The operations of each fund are accounted for with a separate set of self-balancing accounts comprised of assets, liabilities, fund equity, revenues and expenses. In this report the various funds are divided into three different fund types with two of those fund types having both a restricted and unrestricted fund for that fund's purpose. Listed below are the three funds included in the supplemental information.

Operating Fund - These funds represent resources (obtained from contributions, gifts, grants and income from investments) that can be used for the general purposes of the organizations.

Flemington Academy Charter School

Endowment Fund - These funds represent the principal amount of gifts and bequests accepted with the donor stipulation that the principal be maintained intact in perpetuity, until the occurrence of a specified event, or for a specified period, and that only the income from investment thereof be expended either for general purposes or for purposes specified by the donor.

Annuity Fund - These funds represent assets where only the principal has been donated, and either a specified return or the income earned on the asset is payable to a specified beneficiary for life or a specified period of time.

Income Tax Status

The Organization is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. However, income from certain activities not directly related to the Organization's tax exempt purpose is subject to taxation as unrelated business income. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2).

Other Matters

All gains and losses arising from the sale, collection, or other disposition of investments and other noncash assets are accounted for in the respective fund. Ordinary income from investments, receivables, and the like is accounted for in the fund owning the assets, except for income derived from investments of endowment funds, which is accounted for, if unrestricted, as revenue of the expendable operating fund or, if restricted, as temporarily restricted amounts until the terms of the restriction have been met.

Donated Services

The Homes receive volunteer services which are not measurable, and therefore, have been excluded from the financial statements.

Restricted and Unrestricted Revenue and Support

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Plant Assets and Depreciation

Uses of operating funds for plant acquisitions and principal debt service payments are accounted for in the operating fund. Proceeds from the sale of plant assets, if unrestricted, are transferred to operating net assets, or, if restricted, to temporarily restricted amounts restricted for plant acquisitions. Depreciation of buildings and equipment is provided over the estimated useful lives of the respective assets on a straight-line basis. The depreciation for the current year amounted to \$510,846.

Flemington Academy Charter School

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Promises to Give

Unconditional promises to give are recognized as revenues or gains in the period received and as assets, decrease of liabilities, or expenses depending on the form of the benefits received. Conditional promises to give are recognized when the conditions on which they are dependent are substantially met. The Organization is named as a beneficiary in various wills currently in probate. Unconditional promises to give at September 30, 2011, are as follows:

Receivable in less than one year	\$	15,593
Receivable in one to five years		2,321,359
Total	\$	<u>2,336,952</u>

Note 2 - Inventories

Inventories of \$34,225 consisting of dietary items, supplies, and livestock are carried at the lower of cost or fair market value (as of the date of donation if the item was donated) determined by the first-in, first-out method.

Note 3 - Land, Building and Equipment

At September 30, 2011 the costs and related accumulated depreciation of land, buildings, equipment and livestock consisted of the following:

	<u>9/30/2011</u>	<u>9/30/2010</u>
Land	\$ 176,335	\$ 176,335
Improvements	941,435	937,685
Buildings	12,401,184	12,148,707
Equipment & Vehicles	2,134,583	2,017,616
Construction in Process	<u>-</u>	<u>-</u>
Total	\$ 15,653,537	\$ 15,280,343
Less Accumulated Depreciation	<u>7,835,903</u>	<u>7,340,669</u>
Total	<u>\$ 7,817,634</u>	<u>\$ 7,939,674</u>

Assets are depreciated on a straight line basis over the estimated useful lives of the assets.

Flemington Academy Charter School

Note 4 - Note Payable

The Organization's obligations under notes payable consist of the following:

Note Payable - Rural Economic and Community Development - is collateralized by the Arena Complex and land and is payable in annual installments of \$36,915, including interest at 5.0%. Final payment is due February 28, 2016. \$ 136,415

Note Payable - BB&T - is secured by deed of trust and is payable in monthly installments of \$7,045, including interest at 3.75%. Final payment is due December 2015 and includes a balloon payment of approximately \$424,742. 675,945

Note Payable - John Deere Credit - is collateralized by a mower and is payable in monthly installments of \$307, including interest at 5%. Final payment is due February 2012. 1,467

Note Payable - Kubota Credit Corporation - is collateralized by an RTV and is payable in monthly installments of \$152, including interest at 0%. Final payment is due October 2014. 5,630

Notes Payable - Reserve - is unsecured with interest payable in quarterly payments at the rate of five (5%) percent per annum on the then outstanding balance due lender. The principal will be due when the total amount in the Reserve Fund account has reached the total aggregate amount of twice the total amount of the original total notes comprising the said Reserve Fund.

William H. Teague	\$ 2,000.00	2,000
	Total Notes Payable	\$ 821,457
	Less Current Maturities	91,839
	Total Long Term Debt	\$ 729,618

The future scheduled maturities of long-term debt are as follows:

<u>Year Ending</u> <u>September 30,</u>	<u>Principal</u>	<u>Interest</u>
2012	\$ 91,839	\$ 30,504
2013	94,118	26,740
2014	98,026	22,832
2015	100,430	18,755
2016	437,044	4,067
	\$ 821,457	\$ 102,898

Flemington Academy Charter School

Note 5 - Employee Benefit Plans

Defined Benefit Plan

The Organization has a defined benefit pension plan covering all employees who work 1,000 hours a year or more and who have attained the age of twenty-one. The Organization's payroll for employees covered by the system for the year ended September 30, 2011 was \$2,822,944.

Employees may retire and receive benefits on the following conditions:

- a.) Reach age 65 with five years of creditable service.
- b.) Reach age 60 with 5 years of creditable service (early retirement).
- c.) Reach age 55 with 10 years of creditable service (early retirement).

Employees retiring under the above conditions are entitled to 1% of the final average compensation (five highest out of the last ten years of compensation) multiplied by the participant's years of creditable service and 0.65% of the excess of final average compensation over covered compensation multiplied by years of credited services. Early retirement results in a reduction in benefits of 1/180 for each of the first 60 months and 1/360 for each of the next 60 months by which the benefit commences prior to normal retirement date.

Also, the system provides death and disability benefits to its participants. After five years of creditable service, employees qualify for a vested deferred benefit.

The "pension benefit obligation" is a standardized disclosed measure of the present value of pension benefits, adjusted for the effects of projected salary increases of 4% annually and step-rate benefits, estimated to be payable in the future as a result of employee service to date. Accumulated plan benefits, plan assets and related information are presented below as of September 30, 2011, the date of the latest available actuarial valuation.

Total Actuarial Present Value of Plan Benefits	
Vested	\$ 2,012,215
Non-Vested	56,070
	<u>\$ 2,068,285</u>
Fair Value of Plan Assets	\$ 1,640,666
Percent Accrued Benefits Funded	62.67%
Interest Rate for Funding	7.75%
Current Liability Interest Rate	6.30%
Pension Benefit Obligation	\$ 2,618,113
Unfunded Pension Benefit Obligation	\$ 739,480

Actual Benefits paid during the year amounted to \$142,873 for the fiscal year ending September 30, 2011. The Home pays retirement benefits to some retired employees who were not covered by the above pension plan because of age when the plan was instituted. Retirement cost related to these payments amounted to \$-0-

The Organization made a payment of \$8,125 from retirement payable in September 2010 that was included in the actuarial calculation of Unfunded Pension Benefit Obligation.

Flemington Academy Charter School

Tax-deferred Annuity Plan

The Organization has a tax-deferred annuity plan qualified under Section 403(b) of the Internal Revenue Code. The plan covers full-time employees of the organizations. Employees may make voluntary contributions to the plan up to the maximum amount allowed by the Internal Revenue Code if they wish. The Organization made no contributions on behalf of employees and had no related costs.

Note 6 - Post - Employment Health Care Benefits

At retirement, all employees have the option to purchase basic medical insurance at the Home's group rate. The entire cost of this insurance is borne by the employees.

Note 7 - Vacation and Sick Pay

Vacation time does not accumulate beyond anniversary date. Accumulated vacation pay in the amount of \$45,372 has been accrued and included in the financial statements.

The Home's policy for sick pay provides for up to 1,000 hours of earned sick pay. Accumulated sick pay at September 30, 2011 amounted to \$222,208. The Home is not required to pay this amount if an employee leaves.

Note 8 - Beneficial Interest Trust

(Charitable Remainder Trusts)

The Organization administers various charitable remainder trusts as well as being the beneficiaries of charitable remainder trusts administered by others. A charitable remainder trust provides for the payment of distributions to the grantor or other designated beneficiaries over the trust's term (usually the designated beneficiary's lifetime). At the end of the trust's term, the remaining assets are available for the Organization's use. The portion of the trusts attributable to the future interest of the Organization is recorded in the statement of activities as temporarily restricted contributions in the period the trusts are established. Assets held in the charitable remainder trusts are recorded at fair market value in the Organization's statement of financial position. On an annual basis, the Organization revalues the liability to make distributions to the designated beneficiaries based on actuarial assumptions. The present value of the estimated future payments is calculated using a discount rate of 6% and applicable mortality tables.

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(Testamentary Trusts)

The Organization administers various testamentary remainder trusts as well as being the beneficiaries of testamentary trusts administered by others. A testamentary trust is established by a will and provides for the payment of distributions to the beneficiaries over the trust's term (usually the designated beneficiaries lifetime). A testamentary trust normally allows the beneficiaries to invade the principal of the trust if necessary. At the end of the trust's term, the remainder assets (or designated percentage) are available for the Organization's use. The portion of the trusts attributable to the future interest of the Organization is recorded in the statement of activities as temporarily restricted contributions in the period the trusts are established. Assets held in the testamentary trusts are recorded at fair market value in the Organization's statement of financial position. On an annual basis, the Organization revalues the liability to make distributions to the designated beneficiaries based on actuarial assumptions. The present value of the estimated future payments is calculated using a discount rate of 6% and applicable mortality tables.

Change in Accounting Policies

(Retroactive Restatement of SFAS No. 116)

The Organization elected to adopt Statement of Financial Accounting Standards (SFAS) No.116, Accounting for Contributions Received and Contributions Made, in 1999. In accordance with SFAS No. 116, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. As permitted by SFAS No. 116, the Organization has retroactively applied the provisions of the new statement by restating net assets as of September 30, 1996.

(Adoption of SFAS No. 117)

In 1996, the Organization elected to adopt Statement of Financial Accounting Standards (SFAS) No. 117, Financial Statements of Not-For-Profit Organizations. Under SFAS No. 117, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the Organization is required to present a Statement of Cash Flows. As permitted by this new Statement, the Organization has decided to continue to use fund accounting, but have reclassified their financial statements to present the three classes of net assets required.

(Adoption of SFAS No. 124)

The Boys and Girls Homes of North Carolina, Inc. changed its policy of accounting for investments from lower of cost or market to fair value in accordance with Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations. The Boys and Girls Homes of North Carolina, Inc. adopted the provisions of Statement No. 124 by restating the net assets as of September 30, 1996.

Flemington Academy Charter School

Note 9 – Employee Assistance Plan/Related Party Transactions

From Boys and Girls Homes of North Carolina, Inc.

Various members of the Home’s staff live in housing provided by the Home and pay rent to the Home. The staff members live on campus for the convenience and benefit of the Home.

Federal Awards Programs

The Home has received proceeds from several federal awards programs. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenses under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

Note 10 – Inter-fund Borrowing

Occasionally operating funds must borrow funds from restricted funds. The principal amount is repaid with no interest as soon as economically possible.

Note 11 – Investments

The Organization has adopted SFAS No. 124, “Accounting for Certain Investments Held by Not-for-Profit Organizations.” Under SFAS No. 124, investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets. Investment income and gains restricted by a donor are reported as increases in unrestricted net assets if the restrictions are met (either by passage of time or buy use) in the reporting period in which the income and gains are recognized.

<u>Fund</u>	<u>Cost</u>	<u>Market</u>
Endowment	\$ 6,034,382	\$ 5,533,179
Annuity	187,863	174,966
Total	<u>\$ 6,222,245</u>	<u>\$ 5,708,145</u>

The following tabulation summarizes the relationship between carrying value and market values of investment assets.

	<u>Cost</u>	<u>Market Value</u>	<u>Market Over / (Under) Cost</u>
Balance at end of year	\$ 6,222,245	\$ 5,708,145	\$ (514,100)
Balance at beginning of year	\$ 6,123,592	\$ 5,943,239	(180,353)
Increase (Decrease) in unrealized appreciation for the year			<u>\$ (333,747)</u>

Flemington Academy Charter School

Investments are composed of the following:

	<u>Cost</u>	<u>Market</u>
Cash/Money Market (Held as Investments)	\$ 35,698	\$ 35,698
Land, Stocks & Bonds & Mortgages Receivable	6,186,547	5,672,447
Total	<u>\$ 6,222,245</u>	<u>\$ 5,708,145</u>

Note 12 – Off Balance Sheet Risk

At September 30, 2011, the Organization's deposits had a carrying amount of \$1,412,161 and a bank balance of \$1,414,505. Of the bank balances, \$250,000 was covered by federal depository insurance. At September 30, 2011, the Organization's petty cash fund totaled \$600.

Note 13 – Endowments

The Organization maintains an Endowment Fund, comprised of contributions subject to donor restrictions, which are permanently restricted, and function as an endowment to support a variety of purposes. As required by GAAP, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of State Law

The Board of Trustees of the Boys and Girls Homes of NC, Inc. has interpreted the State of North Carolina's Prudent Management of Institutional Funds Act (SPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Home classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in the permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard for prudence prescribed by SPMIFA. In accordance with SPMIFA, the organization considers the following factors in making a determination to appropriate donor-restricted funds:

- (1) The duration and preservation of the fund
- (2) The purposes of the Home and the donor-restricted endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation and deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources of the Home
- (7) The investment policies of the organization

Flemington Academy Charter School

The composition of net assets by type of endowment fund at September 30, 2011 was:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted endowment funds	\$ (303,670)	\$ -	\$ 10,195,408	\$ 9,891,738

Changes in endowment net assets for the year ended September 30, 2011 was:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	\$ 20,802	\$ -	\$ 10,178,150	\$ 10,198,952
Investment Return:				
Investment Income	122,931	66,607	-	189,538
Net Depreciation (realized and unrealized)	(326,129)	(289)	-	(326,418)
Total Investment Return	(203,198)	66,318	-	(136,880)
Contributions	-	-	17,258	17,258
Appropriation of endowment assets for expenditure	(121,274)	(66,318)	-	(187,592)
Other Changes: Transfers	-	-	-	-
Endowment net assets, end of year	\$ (303,670)	\$ -	\$ 10,195,408	\$ 9,891,738

Amounts of donor-restricted endowment funds classified as permanently and temporarily restricted net assets as of September 30, 2011, consisted of:

Permanently restricted net assets - portion of perpetual endowment funds that is required to be retained permanently either by explicit donor stipulation or by SPMIFA	\$ 10,195,408
Temporarily restricted net assets - portion of perpetual endowment funds subject to a time restriction under SPMIFA with purpose restrictions	\$ -

Flemington Academy Charter School

Investment Policy

Endowment assets include those assets of donor-restricted funds that the Home must hold in perpetuity or for donor-specified periods. Under the Home's investment policy, endowment assets are invested in a manner that is intended to preserve endowment asset values and provide annual budgetary support that is both stable and growing. The Home expects its endowment funds, over time, to provide an average income rate of approximately 2.68% annually excluding capital gains and capital appreciation. Actual returns in any given year may vary from this amount.

To satisfy its long-term rate of return objectives, the Home relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Home targets a diversified asset allocation, including, but not limited to, equity and fixed income instruments.

Spending Policy

The Home has a policy of appropriating for distribution an amount that is equal to the projected annual income rate of the endowment less any fees. Distributions are made monthly from the endowment based upon an income smoothing technique designed to allow preservation of the fund's assets and a predictable stream of distributions to the Home. The projected annual income rate is evaluated each fiscal year.

Note 14 – Subsequent Events

No events or occurrences have taken place between the end of the fiscal year and the statement issuance date that would have a significant impact on the Home or its financial statements for the fiscal year ended September 30, 2011.

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Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Lake Waccamaw, North Carolina
 Comparative Balance Sheets
 September 30, 2011 and 2010

Statement A-1

	<u>2011</u>	<u>2010</u>
ASSETS:		
Current Assets		
Cash	\$ 1,412,161	\$ 1,586,576
Accounts Receivable	30,518	33,103
Prepaid Expense	90	3,595
Inventory	34,225	32,707
Due To/From Funds	<u>4,476,396</u>	<u>4,571,208</u>
Total Current Assets	\$ <u>5,953,390</u>	\$ <u>6,227,189</u>
Fixed Assets-Net of Depreciation	7,817,634	7,939,674
Other Assets		
Investments	<u>6,222,245</u>	<u>6,123,592</u>
Total Assets	\$ <u><u>19,993,269</u></u>	\$ <u><u>20,290,455</u></u>
Liabilities and Fund Balances		
Current Liabilities		
Annuity Liability	\$ 88,075	\$ 96,019
Accounts Payable	140,065	134,690
Retirement Payable	237,967	135,582
Accrued Vacation Payable	45,372	41,281
Other Payroll Liabilities	6,230	5,505
Employee Deposits	250	500
Deferred Revenue	531,218	563,140
Notes Payable	91,839	121,106
Due To/From Funds	<u>4,476,396</u>	<u>4,571,208</u>
Total Current Liabilities	\$ <u>5,617,412</u>	\$ <u>5,669,031</u>
Long-Term Liabilities		
Notes Payable	<u>729,618</u>	<u>825,398</u>
Total Liabilities	\$ <u>6,347,030</u>	\$ <u>6,494,429</u>
Fund Balances		
Unrestricted	\$ 11,436,944	\$ 11,566,754
Restricted	<u>2,209,295</u>	<u>2,229,272</u>
Total Fund Balances	\$ <u>13,646,239</u>	\$ <u>13,796,026</u>
 Total Liabilities and Fund Balances	 \$ <u><u>19,993,269</u></u>	 \$ <u><u>20,290,455</u></u>

Flemington Academy Charter School

Statement A-2

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Balance Sheet
September 30, 2011

	Operating Funds		Total	Endowment Funds	Annuity Fund	Total All Funds
	Unrestricted	Restricted				
ASSETS:						
Current Assets						
Cash	997,411 \$	414,750 \$	1,412,161 \$	-	-	1,412,161
Accounts Receivable	30,518	-	30,518	-	-	30,518
Prepaid Expenses	90	-	90	-	-	90
Inventory	30,989	3,236	34,225	-	-	34,225
Due From Other Funds	-	117,837	117,837	4,358,559	-	4,476,396
Total Current Assets	1,059,008 \$	535,823 \$	1,594,831 \$	4,358,559 \$	- \$	5,953,390
Fixed Assets-Net of Depreciation	7,817,634	-	7,817,634	-	-	7,817,634
Other Assets	-	-	-	6,034,382	187,863	6,222,245
Total Assets	8,876,642 \$	535,823 \$	9,412,465 \$	10,392,941 \$	187,863 \$	19,993,269
LIABILITIES AND FUND BALANCES						
Current Liabilities						
Accounts Payable	128,605	11,460	140,065	-	88,075	88,075
Retirement Payable	237,967	-	237,967	-	-	140,065
Accrued Vacation Payable	45,372	-	45,372	-	-	237,967
Other Payroll Liabilities	6,230	-	6,230	-	-	45,372
Employee Deposits	250	-	250	-	-	6,230
Deferred Revenue	531,218	-	531,218	-	-	250
Due to Other Funds	4,476,396	-	4,476,396	-	-	531,218
Notes Payable	90,013	1,826	91,839	-	-	4,476,396
Total Current Liabilities	4,984,833 \$	544,504 \$	5,529,337 \$	- \$	88,075 \$	5,617,412
Long Term Liabilities	725,814 \$	3,804 \$	729,618 \$	- \$	- \$	729,618
Total Liabilities	5,710,647 \$	548,308 \$	6,258,955 \$	- \$	88,075 \$	6,347,030
Fund Balances						
Unrestricted	3,165,995 \$	-	3,165,995 \$	8,270,949 \$	-	11,436,944
Restricted	-	(12,485)	(12,485)	2,121,992	99,788	2,209,295
Total Fund Balances	3,165,995 \$	(12,485) \$	3,153,510 \$	10,392,941 \$	99,788 \$	13,646,239
TOTAL LIABILITIES AND FUND BALANCES	8,876,642 \$	535,823 \$	9,412,465 \$	10,392,941 \$	187,863 \$	19,993,269

Flemington Academy Charter School

Statement A-3

Boys & Girls Homes of North Carolina, Inc.
Lake Waccamaw, North Carolina
Statement of Support, Revenue, Expenses
And Changes in Fund Balance
Year Ended September 30, 2011

	Operating Funds		Endowment Funds	Amnity Fund	Total All Funds
	Unrestricted	Restricted			
Support and Revenue					
Public Contributions	\$ 439,509	\$ 514,346	\$ 11,363	\$ 7,943	\$ 973,161
Special Events	73,927	73,927	-	-	73,927
Civic Clubs	238,176	2,845	7,025	-	248,046
Foundations	81,435	46,928	-	-	128,363
Corporations	82,166	-	-	-	82,166
Planned Giving	430,189	-	-	-	430,189
Government - County	4,577,450	51,244	-	-	4,628,694
Earnings Income and Others	409,222	7,101	-	5,422	421,745
Parents and Relatives	6,370	-	-	-	6,370
Total Support and Revenue	\$ 6,338,444	\$ 622,464	\$ 18,388	\$ 13,365	\$ 6,992,661
Expenses					
Program Services	\$ 5,754,593	\$ 234,586	\$ -	\$ -	\$ 5,989,179
Supporting Services	1,101,229	28,627	-	23,413	1,153,269
Total Expenses	\$ 6,855,822	\$ 263,213	\$ -	\$ 23,413	\$ 7,142,448
Excess (Deficiency) of Support and Revenue Over Expenses	\$ (517,378)	\$ 359,251	\$ 18,388	\$ (10,048)	\$ (149,787)
Fund Balances at Beginning of Year Transfers	\$ 3,304,748	\$ 8,909	\$ 10,374,553	\$ 107,816	\$ 13,796,026
	378,625	(380,645)	-	2,020	-
Fund Balances at End of Year	\$ 3,165,995	\$ (12,485)	\$ 10,392,941	\$ 99,788	\$ 13,646,239

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Statement of Cash Flows
Year Ended September 30, 2011
Increase (Decrease) in Cash

Statement A-4

CASH FLOWS FROM OPERATING ACTIVITIES:		
Cash Received From Contributors, Program Services, Etc.	\$	7,051,617
Cash Paid To Suppliers and Employees		<u>(6,613,526)</u>
Net Cash Provided By (Used In) Operating Activities	\$	438,091
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of Property and Equipment	\$	(388,806)
Sale of Property and Equipment		-
Net (Increase) Decrease in Investments		<u>(98,653)</u>
Net Cash Provided By (Used In) Investing Activities		(487,459)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Loan Proceeds	\$	7,304
Debt Payments		<u>(132,351)</u>
Net Cash Provided By (Used In) Financing Activities		<u>(125,047)</u>
Net Increase (Decrease) in Cash	\$	(174,415)
Cash at Beginning of Year		<u>1,586,576</u>
Cash at End of Year	\$	<u><u>1,412,161</u></u>
RECONCILIATION OF NET INCOME TO NET CASH PROVIDED BY OPERATING ACTIVITIES:		
Net Income (Loss)	\$	(149,787)
Adjustments To Reconcile Net Income to Net Cash Provided:		
Depreciation	\$	510,846
Changes In Assets And Liabilities:		
(Increase) Decrease in Accounts Receivable		98,822
(Increase) Decrease in Prepaid Expenses		3,505
(Increase) Decrease in Inventory		(1,518)
(Decrease) Increase in Accounts Payable		5,375
(Decrease) Increase in Retirement Payable		102,385
(Decrease) Increase in Accrued Vacation		4,091
(Decrease) Increase in Payroll Liabilities		725
(Decrease) Increase in Employee Deposits		(250)
(Decrease) Increase in Deferred Revenue		(31,922)
(Decrease) Increase in Annuity Liability		(7,944)
(Decrease) Increase in Due To/From Other Funds, (Net)		<u>(96,237)</u>
Total Adjustments		<u>587,878</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$	<u><u>438,091</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Unrestricted Operating Fund
Balance Sheet
September 30, 2011

Statement B-1

ASSETS:

Current Assets

Cash	\$	997,411
Accounts Receivable		30,518
Prepaid Expenses		90
Inventory		<u>30,989</u>

Total Current Assets \$ 1,059,008

Other Assets

Fixed Assets (Net of Depreciation) 7,817,634

TOTAL ASSETS \$ 8,876,642

LIABILITIES AND FUND BALANCE

Current Liabilities

Accounts Payable	\$	128,605
Retirement Payable		237,967
Accrued Vacation Payable		45,372
Other Payroll Liabilities		6,230
Employee Deposits		250
Note Payable		90,013
Due To Other Funds		<u>4,476,396</u>

Total Current Liabilities \$ 4,984,833

Long Term Liabilities

Notes Payable 725,814

Total Liabilities \$ 5,710,647

Fund Balance 3,165,995

TOTAL LIABILITIES AND FUND BALANCE \$ 8,876,642

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Lake Waccamaw, North Carolina
 Unrestricted Operating Fund
 Statement of Support, Revenue, Expenses
 And Changes in Fund Balance
 Year Ended September 30, 2011

Statement B-2

SUPPORT AND REVENUE	
Public Contributions	\$ 439,509
Special Events	73,927
Civic Club	238,176
Foundations	81,435
Corporations	82,166
Planned Giving	430,189
Government	4,577,450
Earnings Income and Other	409,222
Parents and Relatives	<u>6,370</u>
Total Support and Revenue	<u>\$ 6,338,444</u>
EXPENSES (Including Depreciation)	
Program Service	
Household	\$ 1,950,398
Dietary	198,079
Plant Operations	416,492
Vocational Services	130,082
Recreation	84,226
Education	122,904
Higher Education	24,978
Farm/Arena	268,350
Country Store	148,386
Grounds	135,103
Foster Care	1,272,723
Chapel	127,411
Solomon Center	410,751
Therapeutic Foster Care	237,742
Communications	<u>226,968</u>
Total Program Service	<u>\$ 5,754,593</u>
Supporting Services	
Administrative and General	\$ 795,096
Financial Development	306,133
Total Supporting Service	<u>\$ 1,101,229</u>
Total Expenses	<u>\$ 6,855,822</u>
EXCESS (DEFICIENCY) OF SUPPORT OVER EXPENSES	<u>\$ (517,378)</u>
Fund Balance at Beginning of Year	<u>\$ 3,304,748</u>
Transfer (To) From Other Funds	<u>378,625</u>
Fund Balance at End of Year	<u><u>\$ 3,165,995</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Unrestricted Operating Fund
 Statement of Cash Flows
 Year Ended September 30, 2011
 Increase (Decrease) in Cash

Statement B-3

CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash Received From Contributors, Program Services, Etc.	\$ 6,341,029
Cash Paid to Suppliers and Employees	<u>(5,940,936)</u>
Net Cash Provided By (Used in) Operating Activities	\$ <u>400,093</u>
CASH FLOWS FROM INVESTING ACTIVITIES:	
Purchase of Property and Equipment	\$ (388,806)
Sale of Property and Equipment	<u>-</u>
Net Cash Provided By (Used in) Investing Activities	\$ (388,806)
CASH FLOWS FROM FINANCING ACTIVITIES:	
Debt Payments	\$ <u>(130,677)</u>
Net Cash Provided By (Used in) Financing Activities	\$ <u>(130,677)</u>
Net Increase (Decrease) in Cash	\$ (119,390)
Cash at Beginning of Year	<u>1,116,801</u>
Cash at End of Year	\$ <u><u>997,411</u></u>
RECONCILIATION OF NET INCOME TO NET CASH PROVIDED BY OPERATING ACTIVITIES:	
Net Income (Loss)	\$ (517,378)
Adjustments to Reconcile Net Income to Net Cash Provided:	
Transfers	\$ 378,625
Depreciation	510,846
Changes In Assets And Liabilities:	
Decrease (Increase) in Receivables	2,585
Decrease (Increase) in Prepaid Expenses	3,505
Decrease (Increase) in Inventory	1,718
(Decrease) Increase in Accounts Payable	8,053
(Decrease) Increase in Retirement Payable	102,385
(Decrease) Increase in Accrued Vacation	4,091
(Decrease) Increase in Payroll Liabilities	725
(Decrease) Increase in Employee Deposits	(250)
Increase (Decrease) in Due To/From Other Funds (Net)	<u>(94,812)</u>
Total Adjustments	\$ <u>917,471</u>
Net Cash Provided By Operating Activities	\$ <u><u>400,093</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Restricted Operating Fund
Balance Sheet
September 30, 2011

Statement C-1

ASSETS	
Current Assets	
Cash	\$ 414,750
Inventory	3,236
Due From Other Funds	<u>117,837</u>
Total Current Assets	\$ 535,823
Other Assets	
Investments	\$ <u>-</u>
TOTAL ASSETS	\$ <u><u>535,823</u></u>
LIABILITIES AND FUND BALANCE	
Current Liabilities	
Accounts Payable	\$ 11,460
Deferred Revenue	531,218
Notes Payable	<u>1,826</u>
Total Current Liabilities	\$ 544,504
Long-term Liabilities	
Notes Payable	\$ <u>3,804</u>
Total Liabilities	\$ <u>548,308</u>
Fund Balance - Restricted	\$ <u>(12,485)</u>
Total Fund Balance	\$ <u>(12,485)</u>
TOTAL LIABILITIES AND FUND BALANCE	\$ <u><u>535,823</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Restricted Operating Fund
 Statement of Support, Revenue, Expenses and
 Changes in Fund Balance
 Year Ended September 30, 2011

Statement C-2

Support and Revenue		
Public Contributions	\$	514,346
Civic Clubs		2,845
Foundations		46,928
Corporations		-
Government		51,244
Earnings and Other Miscellaneous Income		<u>7,101</u>
 Total Support and Revenue	 \$	 <u>622,464</u>
 Expenses		
Program Services		
Household	\$	61,621
Plant Operations		619
Vocational Services		22,866
Grounds		-
Recreation		2,181
Education		18,478
Higher Education		5,876
Chapel		8,937
Arena		59,581
Country Store		-
Foster Care		32,617
Dietary		7,567
Solomon Center		8,061
Therapeutic Foster Care		2,633
Communications		<u>3,549</u>
 Total Program Services	 \$	 <u>234,586</u>
Supporting Services		
Administrative & General	\$	23,127
Financial Development		<u>5,500</u>
 Total Supporting Services		 <u>28,627</u>
 Total Expenses	 \$	 263,213
 Excess (Deficiency) of Support and Revenue Over Expenses	 \$	 359,251
 Fund Balance at Beginning of Year		8,909
Transfer to Other Funds		<u>(380,645)</u>
 Fund Balance at End of Year	 \$	 <u>(12,485)</u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Restricted Operating Fund
 Statement of Cash Flows
 Year Ended September 30, 2011
 Increase (Decrease) in Cash

Statement C-3

CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash Received From Contributors, Programs Services, Etc.	\$ 590,542
Cash Paid To Suppliers and Employees	<u>(651,197)</u>
Net Cash Provided By (Used in) Operating Activities	\$ <u>(60,655)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:	
Net Increase in Investments	\$ <u>-</u>
Net Cash Provided By (Used in) Investing Activities	\$ <u>-</u>
CASH FLOWS FROM FINANCING ACTIVITIES:	
Loan Proceeds	\$ 7,304
Debt Payments	<u>(1,674)</u>
Net Cash Provided By (Used in) Financing Activities	\$ <u>5,630</u>
Net Increase (Decrease) in Cash	\$ (55,025)
Cash at Beginning of Year	<u>469,775</u>
Cash at End of Year	<u><u>\$ 414,750</u></u>

**RECONCILIATION OF NET INCOME TO NET CASH
 PROVIDED BY (USED IN) OPERATING ACTIVITIES:**

Net Income	\$ 359,251
Adjustments to Reconcile Net Income to Net Cash Provided:	
Transfers	(380,645)
Changes in Assets And Liabilities:	
(Increase) Decrease in Inventory	(3,236)
Increase (Decrease) in Payables	(2,678)
Increase (Decrease) in Deferred Revenues	(31,922)
(Increase) Decrease Due To/From Accounts	<u>(1,425)</u>
Total Adjustments	\$ <u>(419,906)</u>
Net Cash Provided By (Used in) Operating Activities	\$ <u><u>(60,655)</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Endowment Fund
Balance Sheet
September 30, 2011

Statement D-1

ASSETS	
Current Assets	
Due From Other Funds	\$ <u>4,358,559</u>
Total Current Assets	\$ 4,358,559
Other Assets	
Investments	\$ <u>6,034,382</u>
 TOTAL ASSETS	 \$ <u><u>10,392,941</u></u>
 LIABILITIES AND FUND BALANCE	
Due to Other Funds	\$ <u>-</u>
Current Liabilities	\$ <u>-</u>
Fund Balance	
Unrestricted	\$ 8,270,949
Restricted	<u>2,121,992</u>
Total Fund Balance	\$ <u>10,392,941</u>
TOTAL LIABILITIES AND FUND BALANCE	\$ <u><u>10,392,941</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccanaw, North Carolina
Endowment Fund
Statement of Support, Revenue, Expenses and
Changes in Fund Balance
Year Ended September 30, 2011

Statement D-2

Support and Revenue	
Public Contributions	\$ 11,363
Civic Clubs	7,025
Corporations	<u>-</u>
Total Support and Revenue	\$ <u>18,388</u>
Expenses	
Supporting Services	\$ -
Program Services	<u>-</u>
Total Expenses	\$ <u>-</u>
Excess of Support and Revenue Over Expenses	\$ 18,388
Fund Balance at Beginning of Year	\$ 10,374,553
Transfer In (Out)	<u>-</u>
Fund Balance at End of Year	\$ <u><u>10,392,941</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Endowment Fund
 Statement of Cash Flows
 Year Ended September 30, 2011
 Increase (Decrease) in Cash

Statement D-3

CASH FLOWS FROM OPERATING ACTIVITIES:

Cash Received From Contributors, Program Services, Other Funds, Etc.	\$	114,625
Cash Paid To Suppliers, Other Funds and Employees		<u>-</u>
Net Cash Provided By (Used in) Operating Activities	\$	<u>114,625</u>

CASH FLOWS FROM INVESTING ACTIVITIES:

Net (Increase) Decrease in Investment	\$	<u>(114,625)</u>
Net Cash Provided By (Used in) Investing Activities	\$	<u>(114,625)</u>
Net Increased (Decrease) in Cash	\$	-
Cash at Beginning of Year		<u>-</u>
Cash at End of Year	\$	<u><u>-</u></u>

RECONCILIATION OF NET INCOME TO NET CASH
 PROVIDED BY OPERATING ACTIVITIES:

Net Income (Loss)	\$	18,388
Adjustments To Reconcile Net Income to Net Cash Provided: Transfers (Net)		-
Changes in Assets & Liabilities: (Increase) Decrease in Receivables		<u>96,237</u>
Total Adjustments	\$	<u>96,237</u>
Net Cash Provided By (Used in) Operating Activities	\$	<u><u>114,625</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Annuity Fund
Balance Sheet
September 30, 2011

Statement E-1

ASSETS	
Current Assets	
Accounts Receivable	\$ <u> -</u>
Total Current Assets	\$ <u> -</u>
Other Assets	
Investments	<u> 187,863</u>
TOTAL ASSETS	\$ <u><u> 187,863</u></u>
LIABILITIES AND FUND BALANCE	
Current Liabilities	
Annuity Liability	\$ 88,075
Due to Other Funds	<u> -</u>
Total Liabilities	\$ 88,075
Fund Balance	\$ <u> 99,788</u>
TOTAL LIABILITIES AND FUND BALANCE	\$ <u><u> 187,863</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
Lake Waccamaw, North Carolina
Annuity Fund
Statement of Support, Revenues, Expenses and
Changes in Fund Balance
Year Ended September 30, 2011

Statement E-2

Support and Revenue	
Public Contributions	\$ 7,943
Earnings Income	<u>5,422</u>
Total Support and Revenue	\$ <u>13,365</u>
Supporting Services	
General and Administrative	\$ <u>23,413</u>
Total Supporting Services	\$ <u>23,413</u>
Excess (Deficiency) of Support and Revenue Over Expenses	\$ (10,048)
Fund Balance at Beginning of Year	\$ 107,816
Transfer to/from Other Funds	<u>2,020</u>
Fund Balance at End of Year	\$ <u><u>99,788</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Annuity Fund
 Statement of Cash Flows
 Year Ended September 30, 2011
 Increase (Decrease) in Cash

Statement E-3

CASH FLOWS FROM OPERATING ACTIVITIES:

Cash Received From Contributors, Programs Services, Etc.	\$	5,421
Cash Paid to Suppliers, Employers, other Funds		<u>(21,393)</u>
Net Cash Provided by (Used in) Operating Activities	\$	<u>(15,972)</u>

CASH FLOWS FROM INVESTMENT ACTIVITIES:

Net Increase (Decrease) in Investments	\$	<u>15,972</u>
Net Cash Provided by (Used in) Investing Activities	\$	<u>15,972</u>
Net Increase (Decrease) in Cash	\$	-
Cash at Beginning of Year		<u>-</u>
Cash at End of Year	\$	<u><u>-</u></u>

RECONCILIATION OF NET INCOME TO NET
 CASH PROVIDED BY OPERATING:

Net Income (Loss)	\$	(10,048)
Adjustments to Reconcile Net Income to Net Cash Provided:		
Transfer to/from Other Funds	\$	2,020
Changes in Assets and Liabilities: Increase (Decrease) in Annuity Liability		<u>(7,944)</u>
Total Adjustments	\$	<u>(5,924)</u>
Net Cash Provided by (Used in) Operating Activities	\$	<u><u>(15,972)</u></u>

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Schedule of Operating Expenses (Program & Support)
 Boys & Girls Homes of N.C., Inc. (Restricted & Unrestricted Operating Funds)
 Budget vs. Actual
 Year Ended September 30, 2011

Schedule 1

Boys & Girls Homes of N.C., Inc.	Actual	Budget	(Over) /Under Budget
Household	\$ 2,012,019	\$ 2,041,970	\$ 29,951
Dietary	205,646	221,620	15,974
Plant Operations	417,111	230,920	(186,191)
Vocational Services	152,948	113,225	(39,723)
Recreation	86,407	65,850	(20,557)
Education	141,382	79,170	(62,212)
Higher Education	30,854	10,825	(20,029)
Farm/Arena	327,931	170,790	(157,141)
Country Store	148,386	142,695	(5,691)
Grounds	135,103	96,750	(38,353)
Foster Care	1,305,340	1,288,577	(16,763)
Chapel	136,348	81,261	(55,087)
Solomon Center	418,812	134,630	(284,182)
Therapeutic Foster Care	240,375	257,810	17,435
Communications	230,517	356,875	126,358
TOTAL OPERATING EXPENSES (PROGRAM)	\$ 5,989,179	\$ 5,292,968	\$ (696,211)
Administrative & General	\$ 818,223	\$ 796,405	\$ (21,818)
Financial Development	311,633	372,810	61,177
TOTAL OPERATING EXPENSES (SUPPORT)	\$ 1,129,856	\$ 1,169,215	\$ 39,359
TOTAL OPERATING EXPENSES (PROGRAM & SUPPORT)	\$ 7,119,035	\$ 6,462,183	\$ (656,852)

Flemington Academy Charter School

Boys & Girls Homes of N.C., Inc.
 Budget Variance After Eliminating Depreciation
 Year Ended September 30, 2011

Schedule 2

<u>Boys & Girls Homes of N.C., Inc.</u>	<u>Actual</u> <u>(Excluding Depr.)</u>	<u>Budget</u>	<u>(Over) Under</u> <u>Budget Eliminating</u> <u>Depreciation</u>
Household	\$ 1,893,053	\$ 2,041,970	\$ 148,917
Dietary	205,061	221,620	16,559
Plant Operations	271,269	230,920	(40,349)
Vocational Services	150,651	113,225	(37,426)
Recreation	74,848	65,850	(8,998)
Education	135,097	79,170	(55,927)
Higher Education	30,854	10,825	(20,029)
Farm/Arena	277,839	170,790	(107,049)
Country Store	145,920	142,695	(3,225)
Grounds	99,595	96,750	(2,845)
Foster Care	1,287,866	1,288,577	711
Chapel	93,982	81,261	(12,721)
Solomon Center	368,733	134,630	(234,103)
Therapeutic Foster Care	238,400	257,810	19,410
Communications	230,517	356,875	126,358
TOTAL OPERATING EXPENSES (PROGRAM)	\$ 5,503,685	\$ 5,292,968	\$ (210,717)
Administrative & General	\$ 800,105	\$ 796,405	\$ (3,700)
Financial Development	304,399	372,810	68,411
TOTAL OPERATING EXPENSES (SUPPORT)	\$ 1,104,504	\$ 1,169,215	\$ 64,711
TOTAL OPERATING EXPENSES	\$ 6,608,189	\$ 6,462,183	\$ (146,006)

Flemington Academy Charter School



CERTIFIED PUBLIC ACCOUNTANTS

Alan W. Thompson, CPA
R. Bryon Scott, CPA
Gregory S. Adams, CPA

Offices:
Whiteville, NC
Elizabethtown, NC
Wilmington, NC

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Boys and Girls Homes of North Carolina, Inc.
Lake Waccamaw, North Carolina 28450

We have audited the financial statements of Boys & Girls Homes of North Carolina, Inc. (a nonprofit organization) as of and for the year ended September 30, 2011, and have issued our report thereon dated January 18, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the Boys and Girls Homes of North Carolina, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Boys and Girls Homes of North Carolina, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Boys and Girls Homes of North Carolina, Inc.'s internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

P.O. Box 398 • 1626 S. Madison Street • Whiteville, North Carolina 28472 • Telephone (910) 642-2109 • Fax (910) 642-5958

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Flemington Academy Charter School

Report On Internal Control over Financial Reporting
And On Compliance and Other Matters Based On An
Audit of Financial Statements Performed In Accordance With
Government Auditing Standards

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Boys & Girls Homes of North Carolina, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, and others within the entity and is not intended to be and should not be used by anyone other than these specified parties.

Thompson, Price, Scott, Adams & Co., P.A.

Thompson, Price, Scott, Adams & Co., P.A.
January 18, 2012

Flemington Academy Charter School

BOYS AND GIRLS HOMES OF NORTH CAROLINA, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 2011

Section I. Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

* Material weakness(es) identified? Yes X No

* Significant deficiency(ies) identified
that are not considered to be
material weaknesses Yes X None reported

Noncompliance material to financial
statements Yes X No

Section II Financial Statement Findings

NONE NOTED.

Flemington Academy Charter School

BOYS AND GIRLS HOMES OF NORTH CAROLINA, INC.
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

NONE NOTED.

Flemington Academy Charter School

FRANCES BONEY BESSELLIEU

174 Sound View Drive
Wilmington, NC 28409
www.k12sidebyside.com

EDUCATION

- M.Ed.** Curriculum/Instruction Supervision, University of North Carolina at
Wilmington (UNCW)
- 1991 B.A.** Special Education, K-12 Licensure in Mental Retardation,
Behavioral /Emotional Disorders, UNCW
- 1982 B.A.** Speech Communications, UNCW

POSITIONS

- 2007-Present Owner and National Consultant, Side-by-Side K-12 Consulting, Inc
- 2004-2007 National Consultant for Literacy, SRA/McGraw-Hill Companies
- 2003-2004 Reading Consultant and Program Specialist with Reading Excellence
Act and Reading First, US Department of Education
- 2001-2003 Reading First Review Panelist- US Department of Education
- 2001-2003 Pre-K–12 Director of Reading, Charlotte-Mecklenburg Schools
- 1999-2001 District Coordinator for Direct Instruction and Behavior Management,
New Hanover County Schools (NHCS), Wilmington, NC
- 1997-1999 Research Graduate Assistant with Dr. Martin A. Kozloff, UNCW
- 1992-1997 Exceptional Children's Teacher, MCS Noble Middle School, Pilot
Program for Students with Emotional/Behavioral Disorders, NHCS
- 1990-92 Exceptional Children's Teacher, Lakeside Alternative High School,
Grades 6-12, NHCS, Wilmington, NC
- 1985-89 Educational Interpreter for the Deaf, Grades K-3, Ocracoke, NC
- 1983-85 Lead Teacher, Early Intervention Preschool Program, Ocracoke, NC

RELEVANT EXPERIENCE

- National professional development provider for states, districts and schools (Early Reading
- First, Reading First, School Improvement Grants, Striving Readers
- Development, implementation, and support of a
 - Response to Intervention Model
 - Comprehensive K-12 3-Tiered Instructional Model
 - Positive Behavior Support Model
- Scientifically Based Reading training based on findings of the National Reading Panel Report
- Instructional leadership for administrators and instructional coaches
- Implementation and project management oversight
- District, school and classroom-based technical assistance for instructional improvement
- Curriculum analysis and standards alignment
- Grant Writing and Awards: Total award amount- \$17.9 million
- Data Analysis for ongoing student support and professional development
- Specific literacy, intervention, behavior and crisis intervention programs

PUBLICATIONS AND CONTRIBUTIONS

- Bessellieu, F., & Hunsaker, D. (2011). Effective routine for using whiteboards. *Direct Instruction News*, Spring, 2011, v. 11, no. 2, 9-10.
- Bessellieu, F. & Kozloff, M. (2006). Teacher perceptions of direct instruction teaching. *The Utah Special Educator*, May 2006, v. 25, no.5, 28-31.
- Kozloff, M., LaNunziata, Cowardin, J., Bessellieu, F. (2001). Direct Instruction: It's contributions to high school achievement. *The High School Journal*, v.84, no 2, 54-71.

Flemington Academy Charter School

Matilda “Tilly” Gurley
3321 Kirby Smith Drive Wilmington, NC 28409
Phone: (910) 471-2865 Email: tillygurley@gmail.com

Overview:

Ms. Gurley served as a **Classroom Teacher** at the Middle School and High School levels, **Technology Facilitator** at a Middle School, **Assistant Principal** for a traditional High School, and **High School Principal** of an Early College. After twenty-nine years of service in the field of education she retired and is currently employed as **Project Manager** for Side-by-Side K-12 Educational Consulting.

Education:

University of North Carolina – Wilmington, NC

Masters School Administration – 2003

University of North Carolina –Wilmington, NC

Instructional Technology Certification – 2002

University of North Carolina – Pembroke, NC

Intermediate Science Certification - 1984

St. Andrews Presbyterian College – Laurinburg, NC

Bachelors of Arts Intermediate Education and Mathematics – 1982

Experience:

High School Principal (9-12) Isaac Bear Early College High School (Wilmington, NC) 2007- 2011 Responsibilities - Establishment of a new innovative high school; developing and maintaining positive relationships with University of North Carolina Wilmington as well as the New Hanover County Schools; establishing public relations in the community and recruiting students to attend the early college; developing systems for students to earn their high school core academic requirements in two years and also have the opportunity to earn up to sixty UNCW credit hours upon high school graduation; hiring and evaluation of teachers and staff; managing the budget that includes not only local and state money but also grant funding; securing and providing professional development for teachers and staff that includes the development of a professional learning community, delivering instruction through a compressed curriculum and the implementation of standards based assessment; establishing systems to ensure that all students have the same enrichment opportunities without regard to SES status; general day to day operations of a high school.

High School Assistant Principal (9-12) New Hanover High School (Wilmington, NC) 2003-2007 Responsibilities - Managed and monitored the exceptional children’s department and mathematics department for NHHS; developed and implemented a school based safety program as well as serving on the safety board at the county level: hired and evaluated teachers and staff; organized and implemented the state and local testing program; tenth grade administrator for discipline; assisted with the monitoring of athletics at home and away; assisted with orientation of ninth grade students;

Flemington Academy Charter School

administrator in charge of creating the master schedule for teachers as well as scheduling the sixteen hundred member student body; assisted with all aspects of running a large traditional high school.

Computer Resource Teacher D.C. Virgo Middle School (Laurinburg, NC)

1999 -2003 Responsibilities – Provide technology staff development for teachers and staff; prepare students for the state mandated computer test as well as assist teachers with integration of technology into their curriculum; maintain the operation of all technology within the school; maintain inventory and purchase technology equipment as needed; act as liaison to New Hanover County Schools technology department.

Classroom Teacher D.C. Virgo Middle School (Wilmington, NC)

1988-2003 Responsibilities – Develop and implement lessons to meet the North Carolina Standard Course of Study in the area of Math, Science, History and Reading; worked with students and parents in developing a positive learning environment for students; served as grade level chairperson; scheduled students for administration as well as serving as chairperson for the outreach to faculty and staff; fulfilled all responsibilities of a classroom teacher.

Classroom Teacher Delco High School (Delco, NC)

1987-1988 Responsibilities – Taught Algebra I to high school students (grades 9-12); performed all responsibilities of a classroom teacher.

Classroom Teacher Sycamore Lane Middle School (Laurinburg, NC)

1985-1987 Responsibilities – Taught Mathematics, Science and Health to eighth grade students; performed all responsibilities of a classroom teacher; served as girls' basketball coach.

Classroom Teacher I.E. Johnson Middle School (Laurinburg, NC)

1982-1985 Responsibilities: Taught Mathematics, Science and Health to eighth grade students; performed all responsibilities of a classroom teacher.

References:

Dr. Rick Holiday – Assistant Superintendent New Hanover County Schools
(910- 254-4207)

Lisa Morris – Director of Student Support Services, New Hanover County Schools
(910-254-4292)

Chris Furr – High School Principal (Retired), New Hanover County Schools
(910-392-0593)