



FORT.BRAGG
Regional High School

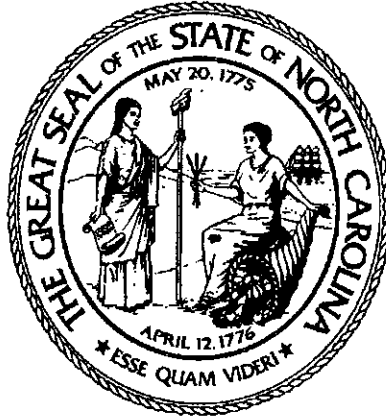
Equip.Empower.Engage.Energize

This application is hereby submitted to the following:

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

**Respectfully,
The Founding Team
Fort Bragg Regional High School**

Colonel Stephen J. Sicinski, Garrison Commander, Fort Bragg
Mr. Doug Earle, Deputy Garrison Commander
Glenda D. Mack
Emily C. Grimes
Shevelle Godwin
Gerhard Guevarra
Gina Glenn
Melissa Huggins
Angela Romanowski
Katherine Dorband
Paul Romine



CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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

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

TABLE OF CONTENTS

<u>TIMELINE</u>	3
<u>I. APPLICATION COVER PAGES</u>	3
<u>II. TABLE OF CONTENTS FOR THE APPLICATION</u>	5
<u>MISSION, PURPOSES and EDUCATIONAL FOCUS</u>	6
<u>III. GOVERNANCE</u>	8
<u>PRIVATE NONPROFIT CORPORTATION</u>	8
<u>TAX-EXEMPT STATUS (501 (c)(3))</u>	8
<u>PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)</u>	8
<u>ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:</u>	10
<u>ADMISSIONS POLICY</u>	13
<u>EDUCATION PLAN</u>	13
<u>INSTRUCTIONAL PROGRAM</u>	13
<u>SPECIAL EDUCATION</u>	19
<u>STUDENT CONDUCT AND DISCIPLINE</u>	20
<u>TIMELINES</u>	21
<u>PRIVATE SCHOOL CONVERSIONS:</u>	21
<u>IV. BUSINESS PLAN</u>	23
<u>PROJECTED STAFF:</u>	23
<u>QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:</u>	24
<u>ENROLLMENT and BUSINESS PLAN</u>	24
<u>PROJECTED ENROLLMENT</u>	28
2013-14 through 2017-2018.....	28
<u>Budget: Revenue Projections 2013-14 through 2017-2018</u>	29
<u>Budget (continued): Expenditure Projections 2013-14 through 2017-2018</u>	31
<u>BUDGET NARRATIVE:</u>	32
<u>WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION</u>	34
<u>SCHOOL AUDITS:</u>	34
<u>CIVIL LIABILITY AND INSURANCE</u>	35
<u>TRANSPORTATION</u>	36
<u>FACILITY</u>	36
<u>HEALTH AND SAFETY REQUIREMENTS</u>	37
<u>V. LEA IMPACT STATEMENT</u>	43
<u>VI. APPENDICES (OPTIONAL)</u>	44
<u>VII. SIGNATURE PAGE</u>	44

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

TIMELINE

APPLICATION DUE DATE/TIME

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

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

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Fort Bragg Regional High School
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Fort Bragg Regional High School
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No X

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

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

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

Conversion:

No: X

Yes: If so, Public or Private:___

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

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

Description of Targeted Population:

Fort Bragg Regional High School seeks to service the military connected families living on and off the installation. The students would represent a diverse community, mirroring the population of Fort Bragg and the surrounding area in ethnicity, socio-economic background, intellectual abilities, and academic level. FBR would be open to all students in grades 9-12.

Proposed Grades Served: 09,10,11,12
 Proposed Total Enrollment: 1,520

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	09,10,11,12	1,050	N
Second	09,10,11,12	1,280	N
Third	09,10,11,12	1,460	N
Fourth	09,10,11,12	1,520	N
Fifth	09,10,11,12	1,520	N

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

Signature

Title

Printed Name

Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

See Above

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of Fort Bragg Regional High School is to provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership. FBR seeks to train all students in 21st Century Skills, enabling them to meet the challenges and opportunities of today's world and strengthening them to become individuals who are:

- : Equipped with knowledge
- : Empowered through personal responsibility
- : Engaged in critical thinking
- : Energized to make positive contributions to society

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

See Attachment, {FBR Evidence for Need}
See Attachment, {Community Survey Raw Data}

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

See Attachment, {FBR Goals for the Proposed Charter School}

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

See State the relationship between the six legislated purposes Download

EDUCATIONAL FOCUS:

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

Fort Bragg Regional High School (FBR) will provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership. FBR will inspire and train students from a wide range of personal and educational environments for success in diverse post-secondary opportunities through high expectations united with high levels of support. The goal for the educational program at FBR is clear: every student should graduate from high school ready for college or a career and every student should have meaningful opportunities to choose from upon graduation from high school. The development team is dedicated to expanding educational choice for the Fort Bragg community, thereby giving all students the opportunity to fulfill their potential.

Fort Bragg Regional High School will provide substantial and direct community and parental participation in school administration, a pooling of resources amongst stakeholders, a comprehensive system to hold teachers, parents, students, and the school responsible for student achievement, and increased options for parents and students when choosing a school in the Fort Bragg area. The school will offer a full array of co-curricular activities to enhance the academic program and to encourage the qualities of initiative, productivity, leadership, and responsibility. School-wide rigor, relevance and relationships will serve as the catalyst, enabling all students to rise to the level of college and workforce readiness.

IV.GOVERNANCE

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

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

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

Name of Private Nonprofit: Fort Bragg Regional High School
Mailing Address: 1908 Partridge Dr.
City/State/Zip: Fayetteville NC 28304
Street Address: 1908 Partridge Dr.
Phone: 910-907-5045
Fax: 866-899-2795

Name of registered agent and address:
Emily Chapman Grimes
1908 Partridge Dr.
Fayetteville, NC 28304

FEDERAL TAX ID:

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

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

Yes (copy of letter from federal government attached) :

X No

See Tax Exempt Status Letter Download

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

The Romine Group
7877 Stead STE. 100Utica MI 48317
586-731-5300
910-907-5046
Paul Romine
paul@therominegroup.com
www.therominegroup.com

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

See Proposed EMO management agreement Download

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

In a meeting between the ESP and the community regarding another project, the military-connected families expressed a desire to start a high school specifically designed to meet the needs of their students. Other avenues had been explored with unsuccessful results. The answers to their concerns could be achieved through a charter school option and TRG has been a part of helping the founding team to develop a plan to make their dreams a reality. The greatest obstacles included, but were not limited to:

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

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

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

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

The Romine Group successfully completed the North Central Associations Corporate Accreditation process as of January 25th, 2012. TRG demonstrated evidence of encompassing the Seven Standards of NCA as evidenced by artifacts, interviews, and building observations. As a corporate entity, TRG can extend this status to its schools. Any school that is managed by The Romine Group is also afforded NCA Accreditation status after submitting an application and remitting dues. This allows new schools the opportunity to take part in NCA benefits right from start up, and gives new schools access to the support network within NCA.

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

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

See Attachment, {TRG Financials}

See Attachment, {TRG State Testing Data}

See Attachment, {TRG National Testing Data}

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

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

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

In addition to our mission specific goals or program goals, performance goals have been set forth to evaluate the Educational Service Provider (EMO or ESP).

See Attachment, {Measurable Objectives for EMO}

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

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

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

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

so must show that it has been applied for prior to submission of application.

See Articles of Incorporation Download

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

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

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

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

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

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

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

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

FBR will develop a "School Family Alliance" (SFA). The goal of the SFA is to develop a core of parents to lead an effort in increasing parent involvement in the education of their children. The concept of the SFA is to enhance relationships between teachers and parents by building strong family school partnerships. Monthly meetings will highlight parental engagement strategies. One or more representatives from the SFA will attend the board meeting each month.

Every parent/guardian with a child at FBR will have a voice in the SFA. The primary goal of this organization is to encourage, engage, and energize our students to reach and surpass their goals. Research supports the notion that children do best when their families are actively involved in their education; playing a variety of roles both at home and in the school. Parents will be encouraged (not required) to volunteer within the school according to their schedule and areas of expertise/preference.

The founding team believes that school partnerships are most effective when the following occur:

- : Communication between home and school is regular, two-way and meaningful

- : Responsible parenting is promoted and supported
- : Parents play an integral role in assisting student learning
- : Parents are welcome in school and their support and assistance are sought
- : Parents are partners in the decisions that affect children and families
- : Community resources are utilized to strengthen school programs, family practices and student learning.

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

Fort Bragg Regional High School utilizes its mission, vision, and beliefs to fulfill its educational program through a focus on goal planning and attainment. In order to attain our mission and vision, FBR has mission specific goals, which are often referred to as pillars because they act as the foundation for our entire program.

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

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

In addition to our mission specific goals or program goals, performance goals have been set forth to evaluate the Educational Service Provider (EMO or ESP). These goals while aligned with the mission specific program goals, also include additional organizational goals. The two evaluative summaries provide detail on the FBR organizational goals and measurable objectives.

See Attachment, {FBR Goal Summary}

See Attachment, {TRG Performance-Based Goals}

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

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

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

A conflict of interest is defined as an instance in which a public official's decisions are influenced by his/her personal interests. Members of government boards must at all times be scrupulously cognizant of their public trust in relation to their private business dealings. If a board applicant has a conflict of interest or the appearance thereof, they must resolve the conflict or forgo the opportunity to serve on

the board. Additionally, if a conflict of interest arises with an existing board member, they must resolve the conflict or step down from the board.

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

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

See Attachment, {FBR Admission Policy}

V. EDUCATION PLAN

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

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

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

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

See Attachment, {FBR Educational Theory}

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

See Attachment, {FBR Instructional Program Section 2}

See Attachment, {FBR CC Pacing Guides}

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

See Attachment, {FBR Goal Summary}

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

As a charter school in the state of North Carolina, Fort Bragg Regional High School will be open to all pupils in grades 9-12 who are qualified for admission to a public school under the laws of the State of North Carolina and who reside within the state of North Carolina. In accordance with the law in the state of North Carolina, FBR may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired (G.S. 115C-391).

Fort Bragg Regional High School students must have a minimum cumulative grade point average

(GPA) of 2.0 to graduate. Additionally, FBR will ensure all graduates meet the following North Carolina Exit Standards:

In order to graduate and receive a high school diploma, students entering grade nine for the first time in 2009-2010 and 2010-2011 or 2011-2012 shall pass as defined in State Board of Education Policy GCS-L-004 (High School Transcript) the Future-Ready Core course of study, meet proficiency standards defined in State Board of Education Policy GCS-N-003.

In order to graduate and receive a high school diploma, students entering grade nine for the first time in 2012-2013 and beyond shall pass as defined in State Board of Education Policy GCS-L-004 (High School Transcript) the Future-Ready Core course of study, meet proficiency standards defined in State Board of Education Policy GCS-N-003.

See Attachment, {FBR Graduation Requirements}

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

The school calendar provides for 185 instructional days. It is specifically aligned with the DoDEA school calendar as well as the Fort Bragg schedule of training holidays. Military families face frequent separations making it crucial for students to have time off according to the post calendar thereby offering them critical time for bonding and connection. The calendar is compatible with non-military schools.

See Attachment, {FBR Calendar}

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

A culture of continuous improvement is inherent to the design of FBR. The school will utilize data continually to improve school culture, organization, management, curriculum and instruction to advance student learning. The high level of interaction between the teacher and students will allow for one method of ongoing evaluation of student mastery. Additionally, FBR will partner with ACCUPLACER testing by College Board to provide another level of assessment, which will guide instruction. Students begin with ACCUPLACER Diagnostics at the start of each school year. These adaptive, untimed assessments provide a detailed analysis of each student's academic strengths and weaknesses. Based on performance on the diagnostic test, a personalized learning path will be created for each student. Students will test on ACCUPLACER Diagnostics two times during the school year (fall & spring) and students and staff members will be held accountable for meeting specific growth targets.

In addition to the ongoing assessment of student and school performance that is fundamental to the design of FBR, the school will demonstrate student progress through the administration of standardized tests. FBR will utilize the state adopted performance-based accountability system to ensure at least a year's growth in learning for all students as a minimum standard, with the goal to advance most students five or more years over their four years at FBR. The school will continue to monitor the progress of the changing standards of measurement through the NC Accountability and Reform Effort (ACRE) in order to accurately demonstrate student mastery of content and growth.

In accordance with the state's new accountability model, FBR will administer Explore, PLAN, ACT and WorkKeys to the appropriate grade levels for the purpose of provide additional diagnostic tools for students and teachers. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

FBR will offer Advanced Placement (AP) instruction and those scores will be considered as indicators of college-preparation success. All students will be prepared for a college experience on the spectrum from local community colleges to highly selective universities.

In summary, FBR will monitor progress according to an absolute performance index including the school performance composite, college-readiness benchmarks as defined by the EPAS system of testing and ACCUPLACER scores, future-ready core participation, and the 5-year cohort graduation rate. Additionally, FBR will utilize a growth index will examine year-to-year growth on Explore, PLAN, and ACT scores, increases in future-ready core participation and increases in the 5-year graduation rate.

FBR will employ assessment FOR learning, which is a process of assessment in which teachers use student-involved classroom assessments and the continuous flow of information about student learning provided by the assessments to advance student learning. Teachers follow a proven set of strategies that show students what success looks like, how close they are coming to that target as they work, and how to continue to close the gap between their work and the agreed vision of excellence.

In addition to assessment FOR learning, FBR will make use of assessment OF instruction to evaluate the effectiveness of chosen strategies, make revisions for the future, and improve instruction. This type of data will be used in monitoring student achievement and evaluating system-wide progress toward the goals FBR.

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

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

Through our relationship with High Schools that Work, our school will provide intentional training and development programs focused on improving teaching and learning through research-based best practices. Professional development for teachers will be an integrated element of the school's culture, beginning with intensive orientation and training before the first school year and continuing throughout the year.

Professional development opportunities will include weekly observation and feedback, web-based resources, online courses, book studies, seminars, conferences, materials developed by Project CRISS, and access to both internal and external consultants. The school will be supported by a High Schools that Work consultant who will provide on-site assistance and professional development around instructional practices, data use, curriculum, and school culture each with the goal of promoting excellent teaching and learning throughout the school.

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

Congruent with the National High School Center RtI (Response to Intervention) Model, FBR will implement the following process for struggling learners:

- 1.) The first level of intervention begins with evidence-based instruction, progress monitoring and support that is provided to all students. When students begin to falter academically, they receive more specialized prevention or remediation within the general education setting.
- 2.) In the second tier, students who have not been successful in tier one receive targeted interventions, and progress is monitored frequently to determine the interventions effectiveness. If one intervention is not successful, another more intense intervention will be tried. At this stage, general education teachers typically receive support as needed from other educators in implementing interventions and monitoring student progress.
- 3.) In the third tier, with parental consent, a comprehensive evaluation may be conducted by a team to determine eligibility for special education. This multi-tiered approach is designed to deliver research-based instruction informed by data, including individualized instruction with remedial opportunities made available in the general education setting. The regular monitoring of the students response to instruction is particularly important as a means to determine if a student should move from one stage of support to the next. Those students at risk of not meeting end-of-year goals are identified for more frequent progress monitoring and remedial instruction. If students in tier three make significant progress, they can move back to tier two and receive less intensive instructional interventions.

Expected Levels of Performance

: Students in 9th and 10th grade will demonstrate "limited proficiency" or higher in math and English as measured on the ACCUPLACER Diagnostics

: Students in 11th and 12th grade will demonstrate "proficiency" in math and English as measured by the ACCUPLACER Exam

: Students in 9th-12th grade will achieve college readiness benchmarks as defined by ACT on the Explore, PLAN and ACT test

In order to meet both educational goals, students at-risk not to meet performance and growth goals as measured on the ACCUPLACER Diagnostics and classroom formative assessments will be placed into the RTI program, which will be implemented utilizing the following targets.

: 2 focus groups

: 9th and 10th grade students identified as "Needs Improvement" and 11th and 12th grade students identified as "Limited Proficiency" in one or more subject(s) as measured through ACCUPLACER Diagnostics and ACCUPLACER Exams

: Students who test below the 50th percentile on the Explore, PLAN or ACT test in 1 or more subject(s)

Methodology

: Groups of 3 students focused on individual student objectives

: Reading and Math

: 25-30 minutes of structured intervention, 5 days a week

: Benchmark testing every 2-3 weeks

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

The Fort Bragg Regional High School has the advantage of building upon many already outstanding community partnerships. These will be sustained and enhanced with a goal of tailoring our community partnerships in a manner that directly supports the educational plan and goals of the school. The core community partnerships listed below will be pursued and expanded in close consultation with the faculty. Community partnerships will also be regularly reviewed and overseen by the Board of Directors.

1.) **Military Community:** Through military sponsorship programs as well as a broad range of military facilities in close proximity to the school, the military community in Fayetteville can bring many resources and areas of expertise to bear to support the education plan, particularly in the areas of math and science.

2.) **Parental Involvement:** FBR will develop a "School Family Alliance" (SFA). The goal of the SFA is to develop a core of parents to lead an effort in increasing parent involvement in the education of their children. The concept of the SFA is to enhance relationships between teachers and parents by building strong family school partnerships. Monthly meetings will highlight parental engagement strategies.

Every parent/guardian with a child at FBR will have a voice in the SFA. The primary goal of this organization is to encourage, engage, and energize our students to reach and surpass their goals. Research supports the notion that children do best when their families are actively involved in their education; playing a variety of roles both at home and in the school. Parents will be encouraged (not required) to volunteer within the school according to their schedule and areas of expertise/preference.

The founding team believes that school partnerships are most effective when the following occur:

- : Communication between home and school is regular, two-way and meaningful
- : Responsible parenting is promoted and supported
- : Parents play an integral role in assisting student learning
- : Parents are welcome in school and their support and assistance are sought
- : Parents are partners in the decisions that affect children and families
- : Community resources are utilized to strengthen school programs, family practices and student learning.

3.) **General Community:** It is a priority for Fort Bragg Regional High School to have students experience community-based learning, bringing local businesses, organizations, and experts from the community into the school as well as sending students out into the community for internships and other hands-on experiences.

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

At the core, FBR believes it is our duty as educators is to meet all students where they are and empower them to grow and move forward. All of our student services are designed to do just that across a wide range of needs. We will provide supports to students across several areas including At-Risk, Special Education, English Language Learners, and Talented and Gifted. The design of the school allows each student to undergo assessment upon entering the school so that teachers and support staff can individualize instruction to meet their needs.

At-Risk: FBR counselors will work closely with teachers, administrators and families to meet student

needs. They will help students problem-solve, work through personal issues, make friends, identify support systems, make positive choices in their relationships, personally and academically.

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

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

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

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

The mission of Fort Bragg Regional High School is to provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership. FBR seeks to train all students in 21st Century Skills, enabling them to meet the challenges and opportunities of today's world and strengthening them to become individuals who are:

- : Equipped with knowledge
- : Empowered through personal responsibility
- : Engaged in critical thinking
- : Energized to make positive contributions to society

The extra-curricular program at FBR is directly aligned with the overall mission of the school. Sports and other activities have a positive impact on students, as demonstrated by their school performance. Based on statistics from the Josephson Institute of Ethics, the students involved in these activities have higher grades, better attendance, lower dropout rates, fewer discipline problems, and less drug use. Sports teach valuable lessons regarding personal responsibility, discipline and leadership.

Through activities that happen outside of the regular curriculum, FBR aims to develop the essential qualities of leadership and character through the constructive use of leisure time, allowing students to utilize the skills of initiative and self-direction, develop pro-social behavior, and to provide a sense of community and belonging to a highly transient population. The clubs and activities that we offer will be focused on the needs, interests, and concerns of our students.

FBR will adhere to an ethical model of sportsmanship, where coaches and sponsors model and teach expected behaviors and hold students accountable, demonstrating that a victory attained by cheating or other forms of unethical conduct is unearned and dishonorable. A true sports person believes that winning without honor is not a true victory. Coaches must remind themselves and their athletes that true competition means pursuing victory with honor. This is described clearly in The Olympic Creed: "The most important thing in the Olympic Games is not to win but to take part, just at the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

In compliance with Title IX and in alignment with the mission of the school, FBR commits to provide girls with equal opportunity to compete in sports. Research suggests that girls who participate in sports are more likely to experience academic success and graduate from high school than those that do not play sports. Furthermore, the female student athletes that enroll in college have a higher graduation rate than their non-athlete female counterparts (www.titlenine.com).

FBR plans to offer a full array of sports including (but not limited to) the following: swimming, wrestling, lacrosse, volleyball, basketball, softball, baseball, track, soccer, football, cheerleading, and cross-country. Additionally, FBR will seek to establish Army JROTC for interested students as well as an array of student clubs based on interest and availability of resources including activities related to fine and performing arts.

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

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

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

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

Special Education and Section 504 Compliance Plan

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

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

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the

charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

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

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

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

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

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

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

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

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

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

resolution according to the following guidelines:

- 1.) The request shall detail the basis for the grievance, name the specific policy, rule, or law believed to have been violated, and specify the relief being sought.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty calendar days after the act or condition giving rise to the grievance.
- 3.) The principal shall grant the conference within five school days following receipt of the request. The principal will state in writing his/her position on the question to the student or parent within five school days following the conference.
- 4.) Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

Step II: Appeal to the Superintendent If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principal's decision in writing to the superintendent. The appeal must be made within five school days following receipt of the principal's written response in Step I. The superintendent or his/her designee shall review the grievance within five days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen additional days (or longer if by mutual agreement) to allow time for investigation. A written response shall be made to the student, parent, guardian, and principal from the superintendent or his/her designee within ten school days following the review.

Step III: Appeal to the School Board If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the Board to consider. The Board's consideration of these appeals will take place in closed session and will be limited to the written record unless the board determines that additional information is necessary. The board may affirm, reverse, or modify the decision of the superintendent. The Step II decision will be reversed if the board determines that there has been a material violation of board policy or state or federal law or regulation, or that the decision is unsupported by substantial evidence in view of the entire record as submitted. The board shall offer a final written decision within thirty days.

See Attachment, {FBR Handbook}

See Student handbooks and other policies governing student conduct and discipline [Download](#)

TIMELINES

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

See Time Line [Download](#)

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Position Name	Job Description
--Administrator(S)	See Attachment, {FBR Job Descriptions}
--Clerical	See Attachment, {FBR Job Descriptions}
--Teachers	See Attachment, {FBR Job Descriptions}
--Librarians	None
--Guidance	See Attachment, {FBR Job Descriptions}
--Teacher Assistants	See Attachment, {FBR Job Descriptions}
--Custodian	See Attachment, {FBR Job Descriptions}
--Maintenance	See Attachment, {FBR Job Descriptions}
--Food Service	Contracted
--Bus Driver	Contracted
--Other	

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

Attracting, developing, focusing and retaining high performing employees will be essential to the success of the school and the completion of its mission, "to provide a globally competitive education." In conjunction with the principal of the school, TRG will work to recruit high caliber individuals who are selected and developed for all positions. Moreover, TRG and the board will ensure that each selected employee continues to meet the ongoing needs of students and parents and that appropriate intervention steps are taken to maintain a quality workforce. Staff members will be required to participate in mentoring relationships with veteran employees according to designated hours and criteria to ensure that new staff members receive the support and guidance they need to be successful at their jobs. When possible, FBR will use pay for performance, with performance being measured by student achievement.

Also include the following information for the proposed charter school:

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

The recruitment of faculty and staff will be a critical responsibility of TRG. FBR will benefit from a customized recruitment strategy that evaluates the availability of teachers, paraprofessionals, and other support professionals in the geographic vicinity and will attract candidates that are demographically diverse and representative of the area in which the school resides. Based on this analysis, advertising and candidate sourcing strategies will be developed to attract educators with the skills, experience and personal attributes required for success in our school. Additionally, the school will develop partnerships with colleges and universities, Troops-to-Teachers and Teach for America, first seeking to recruit locally, then statewide and nationally. The leadership of FBR will determine staff structuring and restructuring based on skill and performance to best serve the needs of students.

- *Procedures for grievance and/or termination*

See Attachment, {FBR Grieve and Term}

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

See Attachment, {Fort Bragg Staff Handbook}

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

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

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

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

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

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

See Qualification Required for Individual Positions Download

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

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

The proposed school will abide by the charter school legislation, G.S. 1 15C-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.

Fort Bragg was a census-designated place in the 2010 census and had a population of 39,457. According to recent data, the racial makeup of the base is 58.1% Caucasian, 25.3% African-American, 1.2% Native American, 1.8% Asian, 0.9% Pacific Islander, 8.3% from other races, and 4.6% from two or more races. 15.8% of the population are Hispanic or Latino of any race.

In order to attract a student population that reasonably reflects the demographic composition outlined above, the following outreach strategies will be utilized in addition to the Comprehensive Marketing Plan:

- : Release advertising and have applications available in English and Spanish with translated materials available as needed
- : Place an open enrollment notice and invitation to parent meetings in publications in languages other than English, indicating that all students who have English as a second language will be served
- : Hold an information meeting for families who have children with special needs to discuss the Special Education program at the school, as well as answer parents' individual questions

The marketing plan to recruit students to the school will be community-specific, beginning in the communities immediately surrounding the location of the school and expanding further into Harnett and Cumberland counties. The administrative team at FBR will examine student demographic data each year and present data along with recommendations to the Board of Directors. The Board of Directors will make adjustments to the enrollment plan as necessary to ensure that the school reasonably reflects the demographic composition of the population the school seeks to serve.

See Attachment, {FBR Marketing Plan}

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

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

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

See Attachment, {FBR Marketing Plan}

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

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

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

The number of high school students living on Fort Bragg is nearly 1400, however, the number of military-connected high school students living off and around Fort Bragg is around 3000. Over the next 3 years, hundreds of homes will be added to the post in both Harnett County and Cumberland County, thereby increasing the number of high school students on post to over 1600. The projected enrollment level of Fort Bragg Regional High School is based on the belief that a relatively large student population is necessary to provide families with the benefits of economies of scale, which will allow the school to provide its students more programs and specialty courses. Additionally, there are three "tensions" in the community that we think will attract students to FBR at its Vass Road site. First, there is the desire by on-post families to have a Fort Bragg school. Second, there is a desire by the Town of Spring Lake to establish a more positive community identity and a new and nearby HS strongly aligns with that desire. Third, there is serious overcrowding of schools in western Harnett County, which is the fastest growing part of the region around Fort Bragg.

Should actual enrollment numbers be lower than projected, the first financial move would be to adjust the number of staff. FBR will continue to maintain the same small class sizes but consolidating classes and removing teaching positions as dictated by student counts could alleviate budgetary pressures. A reduction in staff would also provide the opportunity to reduce expenses that accompany staff. These reductions would include benefits, staff development, supplies, and equipment.

Certain expenses directly related to students including lunch, support services and business services are based on student count and these numbers will automatically fluctuate with enrollment.

Enrollment could drop by as much as 25% and the school could maintain positive cash balance. Additionally, it is important to note that the school expects to receive supplemental federal funds that will reduce some of the pressure should enrollment drop below anticipated enrollment. These funds include IDEA, Title funds and School Lunch reimbursements.

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

FBR aims to provide a globally competitive education, equipping students with knowledge as well as essential 21st Century Skills, strengthening them to meet the challenges and opportunities of the future. To that end, the spending priorities outlined in the budget reflect the belief that funding decisions must be made through the prism of student learning and achievement. Furthermore, strategic fiscal practices allow for effective alignment of finite resources with desired goals. All spending will be evaluated on a regular basis for efficiency and effectiveness.

The following budgetary priorities align with the mission-specific goals of the school:

- : Teacher compensation to attract and retain excellent educators
- : Support services to fully meet the needs of the military-connected population, including counselors and social workers
- : Professional development and staff development including services from High Schools that Work
- : Meaningful elective choices to enhance the development of 21st Century Skills
- : Full array of co-curricular offerings to encourage the development of character and leadership

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

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

See Attachment, {FBR Budget Chart}

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 - 260

List LEA #2 - 430

List LEA #3 - 000

Grade	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	190	190	0	190	190	0	190	190	0	190	190	0	190	190	0
Grade 10	160	160	0	190	190	0	190	190	0	190	190	0	190	190	0
Grade 11	100	100	0	160	160	0	190	190	0	190	190	0	190	190	0
Grade 12	100	100	0	100	100	0	160	160	0	190	190	0	190	190	0
LEA Totals	550	550	0	640	640	0	730	730	0	760	760	0	760	760	0
Overall Total Enrollment	1,100			1,280			1,460			1,520			1,520		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$4,850,995	\$5,913,594	\$6,754,193	\$7,022,392	\$7,022,392
--Local Per Pupil Funds	\$1,769,509	\$2,157,115	\$2,460,460	\$2,561,574	\$2,561,574
--Federal Funds	\$1,650,000	\$1,920,000	\$2,190,000	\$2,280,000	\$2,280,000
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$8,270,504	\$9,990,709	\$11,404,653	\$11,863,966	\$11,863,966

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

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

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

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

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

ADM is calculated using the number of students times the state allocation specified in the resource guide.

Cumberland County is \$4,519 per student

Harnett County is \$4,721 per student

The local allocation per student was found in the resource guide.

Cumberland County is \$1,440 per student

Harnett County is \$1,001 per student.

The school is assuming that 13% of it's students will qualify for special education supplement and used the following student counts to calculate for each county. FY14 = 71 students, FY15=83, FY16=95, FY17=99 and FY18=99. Based on these student numbers we multiplied the count times the local allocation per the resource guide, which are:

Cumberland County \$3,496

Harnett County \$3,649

The total number was then combined with the local supplement to determine the total "Local Per Pupil Funds."

The Federal Funds were determined by taking the 5 year average funds allocated under the Impact Aid Program Section 8003, granted by the US Department of Education. The purpose of these funds are too compensate schools for increased expenditures for federally connected children. Military children are considered "federally connected."

The allocation for Impact Aid varies depending on whether the student resides on the base or off the base. Preliminary studies indicate that approximately 60% of the students who attend FBR will reside on base while the remaining 40% will reside off base. The allocations per student are as follows:

Base Residence \$2,200 per student

Non-base Residence \$450 per student

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Personnel Total # Of Staff	89	102	116	124	125
And Projected Costs	\$3,064,000	\$3,657,900	\$4,306,914	\$4,769,409	\$5,012,744
-Administrator(S)	5	5	6	6	7
	\$290,000	\$301,800	\$362,300	\$376,800	\$444,400
-Clerical	5	5	6	7	7
	\$116,000	\$120,660	\$149,270	\$177,734	\$184,864
-Teachers	72	84	95	102	102
	\$2,448,000	\$2,970,240	\$3,493,568	\$3,901,028	\$4,057,069
-Librarians	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
-Guidance	2	3	3	3	3
	\$90,000	\$140,400	\$146,016	\$151,857	\$157,931
-Teacher Assistants	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
-Custodian	2	2	3	3	3
	\$48,000	\$49,920	\$77,875	\$80,990	\$84,230
-Maintenance	1	1	1	1	1
	\$28,000	\$29,120	\$30,285	\$31,500	\$32,750
-Food Service	2	2	2	2	2
	\$44,000	\$45,760	\$47,600	\$49,500	\$51,500
Employee Benefits	0	0	0	0	0
	\$938,100	\$1,117,026	\$1,327,115	\$1,467,266	\$1,557,514
Staff Development	0	0	0	0	0
	\$39,000	\$35,000	\$35,000	\$35,000	\$35,000
Materials And Supplies	0	0	0	0	0
	\$130,000	\$110,000	\$110,000	\$110,000	\$110,000
Office Supplies	0	0	0	0	0
	\$24,000	\$22,000	\$22,000	\$22,000	\$22,000
Instructional Equipment	0	0	0	0	0
	\$200,000	\$50,000	\$85,000	\$50,000	\$25,000
Office Equipment	0	0	0	0	0
	\$40,000	\$20,000	\$10,000	\$10,000	\$10,000
Testing Materials	0	0	0	0	0
	\$18,000	\$20,000	\$22,000	\$24,000	\$26,000
Insurance	0	0	0	0	0
	\$81,000	\$83,000	\$85,000	\$87,000	\$90,000
Utilities	0	0	0	0	0
	\$120,000	\$125,000	\$155,000	\$160,000	\$165,000
Transportation	0	0	0	0	0
	\$0	\$0	\$0	\$0	\$0
Marketing	0	0	0	0	0
	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
Food/Cafeteria Supplies	0	0	0	0	0
	\$418,000	\$526,000	\$585,200	\$635,360	\$635,360
Professional Development	0	0	0	0	0
	\$45,000	\$55,000	\$65,000	\$70,000	\$75,000
Rent	0	0	0	0	0
	\$1,245,000	\$1,245,000	\$1,625,000	\$1,625,000	\$1,625,000
Software	0	0	0	0	0
	\$60,000	\$30,000	\$35,000	\$40,000	\$45,000
Business Services	0	0	0	0	0
	\$994,434	\$1,098,978	\$1,253,522	\$1,305,036	\$1,305,036
Athletics	0	0	0	0	0
	\$450,000	\$240,000	\$262,000	\$270,000	\$285,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Maintenance & Repair	1 \$175,000	0 \$175,000	0 \$210,000	0 \$210,000	0 \$210,000
Audits & Legal	0 \$40,000	0 \$50,000	0 \$50,000	0 \$50,000	0 \$50,000
-Other	0 \$0	0 \$0	0 \$0	0 \$0	0 \$0
TOTALS	90.00 \$8,106,534	102.00 \$8,674,904	116.00 \$10,258,751	124.00 \$10,955,071	125.00 \$11,298,654

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

BUDGET NARRATIVE:

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

Fort Bragg Regional High School intends on adding staff members for years 2-5 in order to accommodate the additional students and also maintain the same student/teacher ratio it developed in year one. In addition to this, additional high school electives will be offered so at least one teacher per year is entered into the calculations to accommodate the school's philosophy. For all 5 years of the forecast, the school operates with one Principal and two Vice Principals. The final admin position is the Dean of Students. The school will have two deans for years 1 and 2; 3 deans for years 3 and 4; 4 deans beginning in year 5.

The school also intends to add positions at every level of service to ensure that there is never a decrease in service for the students. This includes, academic counselors, social workers, administration, teachers and other support personnel.

The assumption regarding salaries is that all staff receives a 4% increase in base pay for years 2-5. The calculations for employee benefits are 30% of wages. This includes all taxes, benefits and health insurance.

The facility will be developed in 2 phases. The initial project will provide all programming services and the second phase will be classrooms only for the additional students. Therefore, specialty spaces such as gyms, an auditorium, cafeteria etc., will all be provided from the startup. Phase two will take place between years 2 and 3. As a result, rent, utilities, maintenance all increase significantly from year 2 to 3. Utilities and maintenance are based on square foot estimates.

Equipment is higher in year one to accommodate the initial outlay and then becomes steady in 2-5. A conservative amount of funds have been allocated in all 5 years for office and instructional supplies.

The school intends on running a full athletic program including all major sports. Year one expenses are higher due to the capital outlay required for equipment. The funds allocated for years 2-5 cover all upgrades and replacement of uniforms and equipment, coaching stipends, athletic director stipend. All fees associated with athletics are included.

Fort Bragg Regional High School will contract with a food service provider to provide hot lunch to all students on a daily basis. The funds included in all years of the forecast are based on enrollment times the number of days times the anticipated cost of each lunch, which is \$2.20. We also anticipate that there will be reimbursement from the federal government for a portion of the lunch cost but did not include this in the income section of the budget.

Audit and legal are estimates. These estimates are based on the CMO's 16 years of experience with average legal costs on an annual basis. The forecast has been increased in order to maintain a conservative approach to budgeting. It is anticipated that the school will enter into a 3 year agreement to complete its annual financial audit not exceeding the annual cost of \$10,000.

Business services are a fee based on income and these funds are set aside to pay for the CMO services and any other business functions not included in other portions of the budget. All compliance, financial, facility oversight, human resources, lunch oversight, IT oversight, and certain education programming are accounted for in this dollar figure.

A generous amount of funding is set aside, in similar amounts for all years, for professional development and staff development. Every year the school will ensure that it's teachers and staff are up to date with the latest educational developments as well as targeting specific needs of each individual staff member.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

None.

See Financial Statements Download

SCHOOL AUDITS:

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

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

The overall effectiveness of the school program will be evaluated on an annual basis against the mission specific program goals. See Attachment, {FBR Goal Summary}.

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

See Program Audit Download

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

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

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

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

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

See Letter from Auditor Download

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

State the proposed coverage for:

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

Other See Attachment, {FBR Insurance} for specific definitions
of above dollar amounts.

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

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

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

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

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

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

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

The proposed site for Fort Bragg Regional High School will be located in Spring Lake, North Carolina. This site consists of over 70 sprawling acres just off McCloskey Road, northeast of highway 210. Along with the actual school building, the site would house a complete sports complex and multiple athletic fields including, but not limited to: baseball, softball, football, soccer, and track.

The proposed school building would be LEED (Leadership in Energy and Environmental Design) certified, new construction. This state-of-the-art school will also have the goal of being a net-zero facility, meaning it actually produces more energy than it uses.

The total square footage of this project would be approximately 180,000 square feet with the ability to educate up to 1400 students. Included in this facility would be a minimum of the following: over 70 classrooms, 4- Science rooms/labs, Auditorium, 2-Gymnasiums, Cafeteria, Kitchen, Media Center, Offices, multiple student support rooms, and much more. The average classroom will be approximately 800 square feet. Couple the size of the classrooms with a maximum of 20 students per class and it quickly becomes evident how spacious the learning areas are.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): Fort Bragg Regional High School

Address: Not Applicable

City/State/Zip: Spring Lake NC 28390

Description of the Facility:

Total square feet: 180,000

Number of Classrooms: 75

Number of Restrooms: 20

Other Rooms: 4-Science rooms/labs, Media Center, Auditorium.

multiple Student Support rooms, 2-Gymnasiums, Cafeteria, Kitchen, Conference, Teacher Conference, Main Office, Reception, multiple Offices, Lavatories

Auditorium: Full auditorium with seating for over 300

Gymnasium: 2 gymnasiums. 1 main gym that can be separated into 2 full physical education class or two practice gyms. 1 auxiliary gym that can be used for physical education, practice, or to host junior varsity athletic events.

Music Room: 2 independent Music rooms

Art Room: 2 independent Art rooms

Laboratory: 4 Science rooms/labs with complete student work stations in each room.

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: 5 years with additional 5 year lease renewal options

(b) Type of Lease: Triple Net

(c) Rent: \$ 103750 per month

Name of Landlord: Delta Holdings LLC

Address: 53737 Rowland

City/State/Zip: Chesterfield NC 48051

Phone: 586-799-3040

Fax: 866-581-3075

Document inspections for the following:

(a) Fire: See Fire Inspection Download

(b) Safety: See Safety Inspection Download

(c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

Regular, daily maintenance that is needed throughout each school day will be handled by the janitorial/maintenance staff that is employed directly through the school. These will be salaried positions.

Building and site maintenance that consists of larger items of scope, such as nightly cleaning, mechanical issues, floor resurfacing, etc. will be contracted through local entities that specialize in each area.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Not Applicable

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

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

- Safety

The health and safety of students, staff and visitors is an essential component of the school. Fort Bragg Regional High School will abide by all applicable health and safety laws and regulations. FBR

will set policies to ensure that the school is a safe and healthy place for all. FBR will prepare and follow a building safety plan for emergency situations. In addition, all employees will be provided an FBR procedural handbook that outlines rules of conduct and health and safety issues.

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

The FBR facility will comply with all applicable federal, state and local laws for fire safety including the Americans with Disabilities Act. FBR will be accessible and accommodate all students so they can fully engage in the life of the school. FBR shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3.

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

To ensure the safe, secure and proper administration of medication to students, school staff will administer medications according to state requirements including obtaining proper permission, administration, record keeping, storage, and training practices. Only those medications which are necessary to maintain the student in school and which must be given during regular school hours will be administered. All medications will require written permission, instructions and signature from the student's parent/guardian and must include either a copy of the prescription or have a prescription on the labeled container in order to be administered to the student at the school.

Fort Bragg Regional High School shall meet the same health and safety requirements required of a local school administrative unit.

- *Immunization of Students*

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

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

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

The CDC also recommends children be vaccinated against the following diseases, although

immunization against these diseases is not required for children in North Carolina: Hepatitis A, HPV, Influenza, Meningococcal Disease, Pneumococcal Disease.

- *Fire and Safety Regulations*

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

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

- *Food Inspections*

Fort Bragg Regional High School will not have a cafeteria that conducts food preparation at the school. Students will bring lunch boxes or will participate in a catered hot lunch option. FBR will provide free and reduced lunches to families who qualify.

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

Catered meals will be provided with limited on-site food preparation. No potentially hazardous foods will be cooked on-site. Also, all meals prepared off-site shall come from a foodservice operator who is permitted by the State of North Carolina. Fort Bragg Regional High school will have a Hazard Analysis Critical Control Point (HACCP) plan.

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

: Food received at proper temperature

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

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

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

- *Hazardous Chemicals*

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

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

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

- *Bloodborne Pathogens*

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

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

minimize contact with potentially infectious bodily fluids.

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

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

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

- *Diabetes care plans*

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

The following protocol will be established at FBR:

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

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

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

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

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

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

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

: A law enforcement officer who is on duty or at a police station or sheriff's department

: A social services worker who is on duty or at a local department of social services

: A certified emergency medical service worker who is on duty or at a fire or emergency medical services station

: Any adult

Gen. Stat. 7B-500

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

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

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

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

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

The following information will be included in the student-parent handbook:

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria are spread from person to person by direct contact with an infected person's nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability. There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease. Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

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

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

The following information will be included in the student-parent handbook:

Human Papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called "high-risk" types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year-old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year-old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

VII.

VII. LEA IMPACT STATEMENT

**See attached return receipt for
submission to LEA**

VIII. APPENDICES

See attached appendices: in the order they appear in the application

Fort Bragg Regional High School
Evidence for Need for the Proposed Charter School

"I want every service member who's deployed to know that when you're over there taking care of the country that you love, your country is back here taking care of the families that you love...I want every military kid to know that we're going to be there for you, too, to help you grow and to live your dreams."

— President Barack Obama, January 24, 2011 White House announcement,
"Strengthening Our Military Families" Commitment

President Obama has declared his overwhelming support for the military and their dependents, launching initiatives with a distinct focus on the quality of life for military families, the education and development of military children, and efforts to help military spouses pursue their educations and careers. A charter high school on Fort Bragg designed to meet the unique needs of military-connected students gives life to these ambitions.

Almost two million American children have a parent serving in the military and nearly 220,000 of these children have a parent currently deployed.

While the families connected to Fort Bragg frequently describe their community as "resilient", the cumulative effects of multiple moves and significant parental absences can erode this resilience. According to the National Math and Science Initiative, the following describes the reality for many military children today:

- Their parents often are deployed for longer periods of time, often a year to 15 months
- In some military families, both parents are serving in the military
- There are 153,669 single parents on active duty
- Repeated combat tours have resulted in an increased divorce rate in military families as well as more post-traumatic stress problems and more injuries that require hospitalization of active duty personnel. This often forces military children to grow up without one or both parents for significant portions of their childhood.
- Children often attend a series of schools in different districts and states as their parents are transferred from base to base. As a result, the quality of their schooling and access to rigorous college-level courses varies widely.
- Between frequent moves and service member time away from home, many parents worry about their children getting a good education. A recent survey found 34 percent are "less or not confident" that their children's school is responsive to the unique aspects of military family life.

The Department of Defense reports that U.S. military personnel across the globe struggle to provide excellence and continuity in the education of their children while committing to a highly mobile profession. Base Realignment and Closures (BRAC) and extensive mobilizations for combat intensify this problem. At the same time, local public schools have difficulties addressing the unique needs of military-connected families while facing budget cuts and restructuring due to economic changes.

Fort Bragg Regional High School
Evidence for Need for the Proposed Charter School

Fort Bragg is a major United States Army installation, covering Cumberland, Hoke, Harnett and Moore counties in North Carolina. It is mostly in Fayetteville but also partly in the town of Spring Lake. The nearly 1400 high school age students on Fort Bragg attend two main public schools in Harnett and Cumberland Counties. Students who live in the area of Fort Bragg designated as Harnett County attend Overhills High School and the students in Cumberland County attend E.E. Smith High School. In contrast to many other bases across the United States, the population on Fort Bragg is growing due to BRAC and the housing on post is expanding to accommodate the population. Most of the new housing is being added in the area of Fort Bragg assigned to Overhills High School. The expected high school population on post is expected to grow to over 1600 students.

There has been momentous growth, development, and enhancement tied to Fort Bragg and the surrounding communities, but the educational realm continues to display marked challenges. In spite of significant improvements, Cumberland County Schools and Harnett County Schools struggle to fully meet AYP targets. In 2011, only 19 out of 86 Cumberland County Schools made AYP. While the founding team of FBR realizes the scores for achieving AYP on an academic level have been increasing, neither Overhills High School nor E.E. Smith High School has met AYP in the past 5 years. E.E. Smith High School made AYP once (2005-2006) in the past 10 years and looking at data dated back to 2004, Overhills High School has never met AYP. While the achievement gap is not the most prominent reason for this charter proposal, it does play a role in community concerns.

According to a report released by the BRAC Regional Task Force in 2008, between the 2008-2009 and 2013-2014 school years, Harnett County Schools will experience an estimated military-related growth of 1,325 students. The expected impact will be heaviest in the Overhills and Western Harnett areas and new high school will be needed in 2012. To date, Harnett County has been unable to pass a bond allowing them to open a new high school. The unique challenge in Harnett County lies in funding building and renovation projects based not only on normal population growth but also on the expected growth that will occur as a result of the military expansion at Fort Bragg. Furthermore, the same BRAC task force estimated that the High School population in Cumberland County would grow by approximately 600 military-related students between 2008-2009 and 2013-2014.

Currently, Overhills High School in Harnett County is functioning hundreds of students above capacity and there is expected to be an increase in overcrowding as the Linden Oaks population grows on post. To alleviate overcrowding and provide choices for families on post, Fort Bragg officials have been working for several years to explore the possibility of a High School on post operated by one of the local school districts, but lack of funding has been a major barrier. According to a news article published in Fayetteville in 2010, a study of needs created by military growth identified the necessity for more high schools, however, according to Tim Kinlaw,

Fort Bragg Regional High School
Evidence for Need for the Proposed Charter School

Cumberland County associate superintendent, "At this point, the issue is moot. There's no funding for a new high school."

An electronic community survey was released in February to the Fort Bragg community to assess the needs related to the development of a charter school on Fort Bragg and for the purpose of developing a mission statement, see attachment {Community Survey Raw Data}. Nearly 150 families responded to the survey with answers that laid the foundation for the mission, goals, and purpose of the proposed charter school. Additionally, community meetings were held with stakeholders on 02/9, 02/21, 02/24, 03/09, and 03/24 to ascertain additional information and answer questions from the public. The overwhelming consensus from the community is that a High School on post would unite a military-connected community across county lines and provide expanded educational choices in the area. Furthermore, the neighboring town of Spring Lake has expressed a desire to establish a more positive community identity and a new high school nearby strongly aligns with that desire.

The realities of life in the armed forces present the military child and the military family with a host of challenges. While some of these challenges are also found outside of military life, the military child faces all of them, often simultaneously. A high school designed to meet these unique needs provides a service to the community and to our country. "With millions of military spouses, parents and children sacrificing as well, the readiness of our armed forces depends on the readiness of our military families." (President Obama, 01/24/2011)

Zoomerang Survey Results	
Development Survey: for potential high school on Fort Bragg	
Response Status: Completes	
Filter: No filter applied	
Apr 02, 2012 10:10 AM PST	
1. Please write 5 independent words that come to mind when you think of your community.	
Respondent #	Response
1	Family. Service. Volunteering. Leadership. Commitment.
2	military boring supportive safe crowded
3	Deployments, harms way, transitions, young families, service to the nation.
4	military transient southern diverse caring
5	crime, poverty, dirty, uneducated voters
6	Clean Helpful Organized Beautiful Friendly
7	diverse, independent, hard-working, cohesive, ever-changing
8	safe, involved, close-knit, pride, spirited
9	useless problems unneeded wasteful trouble
10	Together, team,
11	Unaware- of outside resources and activities, Selfish, Uninteresting, Unfostering, and not green enough.
12	safe, accessible, informative, fun
13	Growing Safe Modern Family friendly
14	large families dedicated interactive resilient
15	Virtuous, Diverse, Honor, Values, Fortitude
16	Resilient, visionary, supportive, accommodating, caring.
17	Strong Resilient Growing Big Multicultural
18	Friendly-Involved
19	Close knit, all the same, high deployment, children without parents
20	crime drugs murder robbery assault
21	Resilient, Strong, Friendly, Safe, Fun
22	Military, safe, quiet, close, new
23	Home, safety, convient, family, comfort.
24	Strength, Support, Resources, Home and Family
25	diverse
26	Safe Friendly Understanding Family oriented Army
27	Child care Schools Health Youth Programs
28	strong brave proud hard working loved
29	the military community: supportive, friendly the civilian community: disappointing, somewhat-scary
30	close, patriotic, unique, growing, busy
31	school sports support local together
32	Caring, Polite, Responsible, Trustworthy, Adaptive
33	High school for fort Bragg but good with good futboll, and another sport for teen
34	Overrun, dirty, busy, military, caring

35	Safe small understanding pride convenient
36	restrictive, confining, unbearable, lacking, delayed
37	Growing crowded supersized cutbacks invested
38	Strong flexible determined passionate compassionate
39	safe, friends and family, togetherness, a helping hand.
40	military friendly, crime, restraunts, crowded roads, melting pot
41	friends safe neighbors caring concerned
42	Safety, Location, Middle Class, Friendly, Private
43	unmotivated, close knit, overcrowded, uncommunitive, unaccessable
44	Nice unique orderly clean relaxing
45	Strength History Family Pride Respect
46	military diversity strong active transitioning
47	Small, populated, business, rushed
48	diverse, large, family, unique, patriotic
49	controlled, under populated, positive,
50	secure close-knit neighbors kids military
51	Dirty Old crowded gross conveyent
52	Safe, unity, neighborly
53	families sharing picnic kids teachers
54	helpful, strong, friendly,
55	strong informed volunteerism adaptable responsible
56	Family, Patriotic, Safe, Caring, Supportive
57	close, amazing, striving, strong, together
58	military,
59	military, independent, growing, quiet, caring
60	Safe, clean, wholesome, loving, supportive
61	Friendly unmanaged changing
62	close, convenient, friends, safe, family friendly
63	Strong, Growing, Veratile, Vibrant, Change
64	military isolated rural FRG family
65	Family, Friendly, Trustworthy, Quiet, Fun
66	Military, challenges, needs, deployments, resources
67	run-down, claustrophobic, sometimes convenient, family, ARMY
68	Diverse. Unsafe. Kept. Convenient. Potential.
69	rural, military, growing, unprepared, under-funded
70	loyal, brave, supportive, close knit, and patriotic
71	Loyal, Strong, Dedicated, Committed, Patriotic
72	Strong, family, large, growing, amazing
73	Respect. Loyalty. Growth. Environment and values.
74	TRANSIENT SUPPORT ECLECTIC FAMILY BONDING
75	Clean. Calm. Organized. Respectable. Priviledged.
76	close knit strong resilience constantly changing adaptable
77	Close, unique, challenging, stressful, rewarding
78	small military kids unsafe friendly
79	Positive Integrated Respectful Resourceful Proactive
80	safe convenient
81	Safety families teenagers convenience space
82	Diverse Athletic Unique Adaptable Cohesive
83	Safe Clean Hospitable Private Peaceful

84	Proud, protected, unified,
85	Bonded Strong Family United Personal
86	Close Friendly Understanding
87	Strong, diverse, transient, independent, lacking.
88	Impoverished area with poor schools.
	I live off post, but my community is close knit, family orientated.
89	military friendly, and supportive.
90	Close knit Capable Dedicated Vigilant Committed
91	Airborne, friendly, soldiers, big, army
92	patriotic service fitness focused mission
93	Big, military, overpopulated, traffic
94	proud friendly happy strong resilient
95	under-developed, behind-the-times, lacking, disjointed, unprepared
96	diverse, transient, supportive, dedicated, resilient
97	Crowded Lazy Antisocial Undereducated Immature
	Poor academic standards in the schools. High-cost of private schools.
98	High crime. Entitlement mentality.
99	commiserable, insecure, aloof, oppressive, and inerudite
100	heroes neighbors family history legacy
101	fast paced, diverse, talented, underachieving, sometimes violent
102	close-knit self-supporting different special unique
103	Unique, Strong, Independent, Structured, Dependable
104	convenient military transient sidewalks historic
105	Better resources, largest installation, pride, home, security
106	Divided, strong, potential, torn, splintered
107	supportive, friendly, safe, military, survivors
108	tight knit always moving never resting up all night
109	close, convenient, family friendly,
110	Large, independent, committed, loyal, giving
111	Safe, fun, nice, friendly, involved
112	Patriotic, close-knit, anxious, strong, resilient
113	Safe friendly home helpful camaraderie
114	SAFE, UNITY, FAMILY, PATRIOTISM, COMFORTABLE
115	Safe, friendly, clean, productive, successful
116	1. Military 2. Rural 3. Overcrowded 4. Undisciplined 5. Crime
117	Military, Spread out, crime, rough, unclassy
118	loyal, motivated, enthusiastic, aggressive, supportive
119	close-knit, diverse, military, patriotic, transient
120	Hugh, accidents, youth, military, family.
	Involved, connected, Independent, technologically advanced,
121	academically proficient.

2. What are the unique needs of high school students connected to Fort Bragg?

Respondent #	Response
1	Currently, our high school students attend various public and private high schools throughout the county. Most high school students do not know each other for this reason. By having a high school on post, it will help our students and community come together as one.

2	Change of station transitions, new school environments, and deployed parents
3	They move a lot and will probably attend more than one high school, making transfer of credits a concern. With multiple parent deployments, their home lives are often unstable or extremely dynamic.
4	the ability to transfer without issues of credits.
5	I would like to see a high school on fort Bragg, I have 3 children 2 of which are going to need a facility in the up coming years . They will be safer and it would be more convenient for military families whose spouses are deployed and abroad .
6	Constant changes of academic schools for military children cause continued undue stress. Parent/parents deploy, pcs, tdy several times throuout the school year causes unique pressure for the children of soldiers to remain focused on their studies. Remaining in a continual educational stream would project the students in a more positive and secure foundation.
7	the impact of deployments, the student's ability to support one another, sense of pride for our community
8	deployment long hours stressful situations
9	The off post schools are not up to the high standard that an on post school is, both my children I would put in an on post school.
10	When military children transfer from state to or country to country when in high school often times the criteria for graduating with a high school diploma are different and some fall short as they move and transition into new settings causing some to get left back and therefore not graduating on time. Students connected to Fort Bragg need the flexibility and core curriculum to enable to transition to another school and be on target with curriculum as well as those transitioning into Fort Bragg schools need the flexibility to transition without the fear of getting left back due to different standards from other schools.
11	having a high school on post that is close in location, staying in the DODEA curriculum, having a safe environment to learn in
12	Military families need a safe environment to send their children to school. They also need quality schools. North Carolina schools are constantly ranked among the lowest in the United States.
13	Location, community environment,
14	Common family experience, a sense of familiar social environmental relations for teens in a military family, peers who can relate to lifestyle. Location proximity from home. DODEA involvement with curriculum, especially for students who are interested in joining the Armed Forces.
15	Flexibility, innovative, quality learning.
16	Going to a school off base, they (the school or school kids) aren't familiar with the unique challenges of military kids. The constant coming and going.
17	Surrounding students with other students in the same situation as them (ie: military families).
18	Counseling for deployment issues, better credit transfers, special need coordination with more teachers

19	High school students need to be rescued from the government indoctrination centers known as public schools. They need to be taught the truth about their country's history. They need to have educations chosen by their parents and not by the state. They need to have godly principles taught to them from the Bible--principles foundational to this country origin. They need to be set free from the UNCONSTITUTIONAL Department of Education! They need to be free to chose what they want for their lives and for their education and free from government tyranny!
20	Better quality of education than can be offered offpost. Stronger teachers are needed.
21	Fort Bragg high school students have no military affiliated (DoD) school to go to. The local high schools do not offer a great education and, more importantly, can be dangerous. We shouldn't have to worry so much about our kids when they are in school.
22	Safety,convience
23	Better support system for children of deployed parents. Resources to address obstacles concerning separated families and children of deceased/injured soldiers.
24	Safe, flexible, high quality education, and a myriad of non academic options such as extra curricular clubs/teams, maybe even a performing arts option.
25	Safety Curriculum
26	Military children need to be able to move from one state to another and not be behind in school. It is very important that military children get a quality education so they can get into college in any state. Our children shouldn't have to go to the high schools or any school in the poorest areas. They are asked to sacrifice more than the average child and should not have to attend schools where the kids are there because it is the law and as parents we shouldn't have to pay for our children to get a good education and to be with children who want to learn.
27	Fort Bragg is a very large base, and it would make it a whole lot easier if there was a high school on post, all because it its convenient, and parents would be happy that they don't have to drive their kids 30 min away just to get there kid to school. Being a former child of Ft.Bragg, I wish I had these opportunities growing up in a military community. I found it a little harder to go to a public school because I knew that I would move to all these cool places, and try new things but be around other kids that are not as open minded about a lot of things, or let alone culture.
28	high quality education security programs addressed for our needs continue the level of education provided during elementary and middle school special need kids NEED to have their services to strive in the world and Fayetteville does NOT have the resources
29	meet curriculum needs for students coming from many states; quality math and science programs; understanding stress caused by deployments

30	Our students are so transient, and also have very unique needs. They come from such diverse backgrounds, and have had to deal with things that most people could never understand. They need high quality, challenging, nurturing schools, through 12th grade. They have to move so often as it is, but then to make them move off post for high school just adds another move that should not be necessary.
31	High school students connected to Fort Bragg have many different life experiences that make them unique. They have been dealing with a high deployment tempo most of their school life and this brings unique stresses to them. They move a lot and trying to blend in with a group of students that have gone to school together all their lives, is often very stressful. They are often at varying levels due to differences in state curriculums.
32	Flexibility, Community support, Closeness to military resources.
33	Good teaching and good sport
34	A school that represents their family lifestyle.
35	The unstanding of the lifestyle they live. Constant changes and moves
36	to help the students catch up to non military students in academia
37	They need safety, security, a faculty that understands the uniques needs of out military kids. They also need a competitive school that will prepare them for college and beyond. They need a nurturing environment that is structured and has high expectations for success of all students.
38	A safe high quality education that will challenge and prepare all for college and/or the modern work environment.
39	kids with friends can grow together in there communitis and be happier. Plus they understand each other because they go thou the rough times and can be supportive to each others needs. Also, kids with learning disabilities can keep receiving services with higher standers. Easier commute with out worries of your child being off post and what could happen.
40	dealing with a military family is naturally going to have its own uniqueness. Often one or both parents can be called away for long durations of time that could demand their life of them. This in turn, adds a level of stress on the students that are connected to Fort Bragg. While I dont think you need to allow a young person to use this as an excuse for their negative behavior. I do think that there needs to be special training for those working with those students because at times they will need to have more of a listening ear, extend a level of grace that is appropriate, and have a greater understanding of what these young people are going through.
41	There needs to be quality education to be competitive for further education, i.e. college. The school needs to be adaptable to constantly having new kids into the school as well as leaving the school for PCS moves, etc.

42	These children are transitional just like the parents. They are adjusting to all that they have to do to meet the need of their soldier. New subjects are hard to begin with in a school that the students are considered permanent. They need the environment that they can relate to as an ever adjusting teen in a non permanent situation.
43	safety, closer to home, less of a commute, better education, smaller class sizes
44	Need for the kids to have friends community united by a common bond staff sensitive to army brat needs
45	Fort Bragg is a very populated post and has several schools on base now and a High School is needed. We live on post and my daughter attends the school for her zone. In my opinion its not a safe school. Since shes been there, there has been several fights. A student hit a teacher just recently and had to be tazered. Her geometry teacher wasnt very helpful when my daughter needed extra help. The community around the school is less than desirable. I would feel so uncomfortable driving to her school at night.
46	They need to feel supported in the unstable lifestyle they live. Extra tutoring and educational supports in the event an academic area is missed with frequent moves. On site MFLC to assist if needed.
47	Structure, discipline, rules, basically no bad influences.
48	varied levels of education because of the PCSing.
49	transportation, class size
50	Students who are dealing with the pressures of being typical teenagers, but with the added stress of deployed parents, old friends moving, new kids coming, they themselves possibly moving, transferring classes and credits, and trying to find acceptance in extra-curricular activities.
51	To be close to their home and not have to deal with being bused off base and to be in a school with others that can relate to the hardships of being an army bratt.
52	A safe school with a good education program
53	military challenges, high school zoned for ft bragg rated LOW!
54	Fort Bragg has a lot of special needs kids and the school needs to be accommodating to this population
55	The students need to have a sense of belonging, in this case having a High School on post would greatly benefit them since they live on post, we move constantly and DODEA schools deal with these issues better than off post schools.
56	Support through times of deployment. Exceptional academics.
57	spanish program, after school activities, good career counsilers, strong academic programs.
58	Well my son has to go to the bus stop an hour early to get to his school by 8:30. It's a long drive, he doesn't live around his friends as they are mostly offbase so it doesn't leave much opportunity for friendships/visiting kids from school.
59	Deployments, transitions, lack of extended family in the immediate area
60	People who understand the stresses of deployments on families, but mostly our beloved children.

61	Building a community to understand the uniqueness of having parents with multiple deployments and high mobility
62	I think the unique needs are relocation and having a school that is understanding of the military lifestyle. My children prefer to go on post with kids who are generally more accepting of them being "new" since they have all moved around. They also would have a higher likelihood to obtain positions on sports teams or in extra curricular since they are all on even playing field so to speak.
63	Military Dependents need teachers and staff that can adapt to the needs of the military. Deployments, PCS, Block leave when school is in session....
64	They need to be in a school with peers that know and understand the challenges of being a military family
65	military curriculum and understanding, Gifted Program and Remedial help, college prep., safety, ease, counseling (particularly during deployments, etc.), building a stronger community
66	Deployments Stability A Voice to be heard Safe Place
67	Our children have the stress of relocating, deployments, long trips to school.
68	I'm sure it's quite frustrating to live on post when you're in high school. The students probably have to get up insanely early.
69	Lots of guidance and supervision.
70	Fort Bragg connected students need course flexibility to ensure a PCS move is less stressful and programs that ease transitions from previous duty stations.
71	Due to frequency of moves, military children need a High School that is flexible to their various curriculums. For example, if a child takes Algebra in PA it should be acceptable in NC. Students should not have to repeat classes 2 years in a row. Graduation requirements should also be flexible. If a child has only 2 years of gym they should not be required to take gym in summer school to fulfill a graduation requirement for that state. Also, athletics should be competitive. Many kids moving to Fort Bragg have been in highly competitive high school w/ a wide variety of sports. This is crucial for stability, socialization as well as college placement. The FB HS should also offer AP and college preparatory academics. Kids w/ military backgrounds have interest in West Point and other military academies. Also, they have been exposed to locations all over the world so they need to be competitive academically for acceptance into all selective universities.
72	Dealing with issues around military, deployments, pcsing, understanding that there is limited family time at times and block leaves don't fall on school breaks, understanding about what it means to be a member of a military family.
73	True understanding of family members needs. They all have gone through or are presently going through similar situations.
74	Better school. Close to home. Individual attention to the students. Safety is a priority.s

75	Our high school students need the ability to transfer in and out of schools where they left off. They need extra support from parents and teachers and a wide variety of education experiences. Also the children with IEP's and or accomidations need to have better support from the staff than what they get on the outside.
76	In middle schools and elementary schools, they are aware of the lifestyle of military kids and have special topic discussions about deployment, pcs's and what it feels like to be a kid with a military parent. I think the same concerns should be for high school students. A lot of young men and women want to follow the footsteps of their military parent. It definitely will be more convenient for students and parents to have an on post high school. The main concern is being a kid in the military. We are in a time of war. War means job security. Children will be raised with a parent who will be deployed half their lives. I think our kids deserve as much as we can give them. My 17 mth old son was born during a deployment. His dad came home when he was 9 months. His dad left again and wont be back until after his 2nd bday. My son will he raised with the military in his life. That is what i would want for him. There are different schools that cater to different needs of children. Religious schools, gifted schools, private schools and even military schools.
77	The ability to accept new students ANY time and have the classes transfer no matter what time of year. Currently we cannot move at semester so we must stay while our spouse moves without us.
78	Going to a school of their own peers in their own community. Also having to worry about registering late, not getting in because of deadlines, like the current Cumberland County schools of choice
79	I believe with any military installation, especially as kids get older, they have unique needs that can only be met by its own school system.
80	As a military high school, it would need to reflect the needs and values of military families. Students need programming that understands the transient nature of military life, but that students can quickly fit in to. There should be a highly developed military mentoring presence, to help students as they deal with the absence of a parent.
81	Continuity. Moving from place to place and coming to NC with their 4 block days put my high school daughter WAY behind! They had no idea what to do with her since we moved in December - so they made her audit classes and put her further behind!
82	There are many high school kids on Fort Bragg. Having a school on post for them to attend would make things much easier. I'm sure it would also be a much better school than EE Smith. If we are still here in a couple of years when my kids go into high school we will move off post so they don't have to attend EE smith!
83	Ft. Bragg High School students need a high school that reflects the values of the majority of military parents. I think that military members desire a higher level of discipline and standards of conduct from their children which local schools do not provide.

84	Academic honors and remediation classes; Athletics: football, basketball, baseball, volleyball, lacrosse, soccer, tennis, softball, tennis, golf, swimming student and counselor led support/groups for transitioning students; ROTC, band, choir, orchestra, cheer, other clubs science, math, chess, pep, dance, computer, technology, school news, web, PTA, Boosters
85	It would be easier and more safe for my children
86	A base high school would be valuable and important especially because it would know how to handle the needs of kids who deal with moving and reintegrating into a new community, as well as knowing the needs of kids who have had special challenges of parents being deployed, injured or have passed away. These are things that are difficult to understand by people who do not deal with these situations.
87	Students who have military parents need to feel that their fellow students and the staff around them can truly understand their lives as military children.
88	Fort Bragg schools tend to be more advanced then the Cumberland county schools. So when we take our children out there they do not get pushed to thier abilities. It is good for the students who stay for along period to not get seperated from what they have known and the style of learning.
89	Consistence, families are moving in and out here it is especially hard on the High School Student
90	I used to teach at Hoke County High School, and I observed that most of the students who were in DOD schools prior to high school were in the honors classes. However, the students were still not being challenged with the honors classes. The students either need a charter school or should go to a private school to reach their full potential.
91	Military kids have been through more moves than most civilian kids. If you are a kid at Fort Bragg, you have been through more deployments than at most other bases. Military kids have seen some of their friends parents lose their limbs and lives
92	Transition services into and out of a school; teachers with clear understanding of demands that are part of being an adolescent whose parent(s) are in the Army; ease of transfer of credits earned during school; possibility of credit earned translating to collegiate credit
93	I believe military children do better on post. They are all connected in some small way. I would feel safer with my child on post. We all know that the high schools around us are "lacking". My daughter is only in 7th grade now, I am hoping that we get the school on post, or I wish push more towards a PCS.
94	frequent moves stress of deployed family members college prep courses and meeting varying graduation requirements across different schools
95	I think frequent moves and disruptions in curriculum and extra-curricular activities are very unique needs for the students at Ft. Bragg. Also, deployment, injury, and loss of a parent are very real problems that students face and it is wonderful to have direct access to programs and professionals to help students deal with all of these issues.

96	Flexibility in scheduling. International experiences that warrant a wider range of courses. Flexible attendance policy, perhaps through independent work/study options or online options tied with classroom sessions.
97	Military students in general and specifically H.S. students come from a wide range of academic settings. A school which can recognize this and create an academic setting which tries to utilize this diversity, accommodate as much as possible difficult situations with transferring credits and a welcoming and understanding social environment would provide a significant improvement to quality of life for students.
98	The unique needs are schools with good counselors who do not waste time playing games with kids. Especially at the high school level these kids need realism and adult conversations, not antics like practicing how to juggle. (actual example)They also need teachers who are progressive and on their game. Too many teachers on post come to work late and leave at the bell with the students. Also, stop talking political favorites with the students! There is no room for a teacher's personal political views in the classroom!
99	School needs to be close to home. Only one parent is usually home. Most families have 3 or more kids to care for. On post athletic activities for high schoolers. Move every 2-3 years.
100	continuity of requirements, safety, "good" education,
101	the need is great to have a high school on post. a unique attention to the students as a whole. better choices for soldier's and loved ones children. better opportunities that don't exist anywhere else. not many great high schools as it stands.
102	Rigorous work with a support system for those who come in behind and those that are ahead. Flexible sports programs that allow students to work hard and take pride in what they do, recognize time off for the unique circumstances of deployment, R and R and PDPS. Students need to feel safe, secure, and part of a family environment
103	i think their needs are the same as everyone else to have a 'home school' to go to with kids like themselves, from the same neighborhood, etc... My child has been going to onpost schools for 7 years and when my son hits high school in 2013 he will have to go off post. High school is hard enough and the transition is difficult enough for our students. I think that is a downfall of Fort Bragg Schools.
104	Being able to attend school with others who experience the same things that being a military child means.
105	Students come from all over the U.S. They are transient and have attended multiple schools with multiple curriculums and courses of study. Some are more prepared then others; the level of parental support is varied. The only commonality is that one or both parents are in the military; which distinguishes this population from the civilian population.

106	Better transition for these students that attend schools on base and then have to go to CCS. As a social worker at a Cumberland County High School, many needs of military students aren't understood. Student services has limited knowledge of resources available to military students. Many also lose credits when transferring from military bases.
107	They need community, solidarity, purpose, belonging.
108	They are transient. But not all are well-adapted to fit into the local schools where kids have been together since kindergarten. We need a place for them to belong. Classes need to be able to transfer from school to school. It would be great to have curriculums similar from state to state.
109	to be in a highschool where there are other military kids
110	Parents who are away, in harms way, frequently; frequent moves all over the country; transient friendships; fears and problems that go well beyond teenage angst and peer pressure
111	Because military families move so often and are such a tight group, I believe it is important for them to have a high school that is near their home and community. It's important to be able to attend a school where most of the kids on your last grade will be attending also.
112	Safety community feeling of belonging good curriculum good teachers
113	TRANSPORTATION, FRIENDSHIPS, FITTING IN, COLLEGE PREP
114	A Ft Bragg school will need to ensure the highest educational standards are maintained which requires an experienced and highly professional cadre. A Ft Bragg school should be founded on the values espoused by the armed forces.
115	Better Quality Education Safer more caring environment Closer to base Military Children that move during the school year.
116	Flexibility to adapt to students whose parents are deploying, moving, and dealing with other military ordeals
117	being close to home, needing to be surrounded by other students with deployment issues and not being so far away from home. Also I hear that students have to pay for their bus ride
118	transfer students, not being able to finish 4 years at one school
119	The children on Fort Bragg are transient. They need programs that they can easily move into and out of without suffering a detriment to their graduation potential or college competitiveness.
school program on Fort Bragg (college prep, leadership, character, athletics, etc...)? Please use as much detail as possible.	
Respondent #	Response
1	All Of the things you have mentioned, in addition to community service/volunteering. Offering a diverse curriculum. Flexibility for our students who may arrive/depart during the school year or show up only for their Senior year.
2	college prep, leadership, AP classes, small class size, fine arts, athletics, QUALIFIED teachers
3	College prep, workforce prep, athletics, values, character, and community service
4	college prep, leadership, character, diversity, flexible learning outcomes

	College Prep, whether or not the school made AYP, location, location, location
6	College prep ,athletics and and definitely leadership skills.
7	I believe college prep is obviously the most critical component. Leadership and character development, should at this point, be strengthened through various elective programs such as athletics, JROTC, Pre-College Programs (Technology, Health Sciences, Business Admin., Theatre & Arts, etc.), mentoring groups, after-school clubs, specialty clubs during school, Special Education Dept. on campus.
8	a high school would have to be able to compete academically and athletically with off-post high schools. A high school would have to offer more than basic core subjects-be able to prepare kids for college-offer excel subjects and a well rounded sports program,as well as the fine arts.
9	college prep qualified teachers poor pay student to teacher ratio
10	perparing them for the next level College and higher education.
11	an excellent high school would offer apprenticeships so students can have a general idea of which field they are the most interested in, in addition to athletics there hould be clubs that studenbts can get involved with to make a difference such as 4H, Students against drunk driving, photography club, drama clubs, and other activities that promote inner charasterisitcs and foster learning outside of the classroom.
12	Definitely college prep courses, great participation in arts and music programs, good participation in athletics among other schools, and opportunities for advanced students to take college courses to earn early credits.
13	College Prep and achieving excellence.
14	College prep- children who have transfered from school to school need a solid college prep school so that they may be competitive for college.

15	<p>Some kind of stability or consistency created by having a high school on post, would make it a little easier for the whole family and getting schools and the changing lifestyles of military life. Programs should have an incentive for strong mathematic operations and applications of, therefore the wonder of application experience is challenged. Literature, reading comprehension, History alive, bringing it to life with plays at one of the few theaters on post or reenactments. Also our son is very interested in joining the Armed Forces. We see there an opportunity for a military prep-course to be offered through a highschool on post. College prep for institutions i.e., West Point, Citadel, AMCSUS, SMU, etc... We believe that having an on post highschool could help to guide our's and other military families with teens, in the right directions. Mantaining intrrest to seek excellence, with leadership, character, studies, athletics, etc... Achievemnts would have the support of the military community as a whole, environmental, social, command, studies, peers and post activities. I can say it seems to fragment our sons motivation, knowing that his first year of highschool will be off post, in a civilian school environment. I also notice that with a 13yr old son, the presence of military soliders in his close environment does seem to have a greater impact on discipline both intrinsic and extrinsic. Being on post helps to support the Army Core Values with-in our military family.</p>
16	College prep and character.
17	<p>College prep, to fill in the gaps that might have been missed. Give info on all scholarships available to them Character..cant chose circumstances but can chose how you react to the circumstances. Athletics.. all components of a public high school but more aware of th challenges faced by military kids. moving..credits changing.. graduation requirements</p>
18	Preparing children for their future whether that be to continue with a military lifestyle, go to college, etc.
19	Col prep, leadership education, deployment suppprt
20	Outstanding Eduction/College Prep Cultural and performing arts competative sports programs
21	<p>First of all, we need to get rid of the UNCONSTITUTIONAL Department of Education and at the very least allow states to oversee the education of their people. An excellent high school program is a program run BY the parents FOR their children independent of any government regulations or intrusions. Students should be allowed to decide for themselves what courses they need in order to fulfill THEIR desires. They should be free to pursue apprenticeships or work-study programs and to be independent from big government telling them what to study, when to study, and how to study! The best thing for high school students is for Ft. Bragg and every other government agency to simply leave them alone!</p>

22	Real life and proper study skills, students have no motivation for college anymore and end up struggling in the first year of college. In addition, budgeting and financial challenges also become present because they are not taught. Character and leadership roles can be enhanced by the school system teaching the students to be independent.
23	College prep and advance placement classes would be great. Kids need to be encouraged to work hard. Extracurricular activities are also a huge added benefit. I would personally like to see more emphasis put on personal responsibility and leadership in today's youth.
24	College prep is very important to us !
25	Leadership because children that are missing a key element in family dynamic need to have that support from somewhere in the community to excel.
26	college prep, athletics, high quality performing arts, field trips (wish all schools on base would implement more of this),
27	College prep Athletics Leadership Safety
28	college prep so our kids can attend the colleges of their choice, curriculum is not the same from state to state I saw this first hand as I moved a child from freshmen year to sophomore and then again as a senior. Leadership skills because whether they are the child of a private or a general they too represent this country they are the offspring of the very best this country has to offer. They deserve quality teachers who have the character and the leadership skills to develop future leaders. Athletics and the arts are important to the overall development of our children. If the school was set up to excel in all areas of academics and open to people who are in the military but live off post I feel that some of the star athletes of our service men and women would attend .
29	The JROTC program would be perfect for students who want a taste of what a military life can be like. College prep classes are also a great choice, and career path classes to give the teen a path to get on after high school. A Fort Bragg High School Football/etc.. would be perfect because it brings and promotes better scholarship opportunities and keeps your teen in shape.
30	college prep(alternatives, resources,etc...) high standard academics clubs that develop their uniqueness athletics(teams that allow them to feel part of the community instead of an outsider) importance of values follow the army values services for the special needs community
31	college prep - high quality teachers and curriculum; high expectations for conduct (character; leadership opportunities; dual enrollment opportunities
32	College Prep and AP classes, opportunities to take college classes, leadership opportunities, activities, such as music, sports, debate, drama, etc. Accreditation

33	Any high school must provide leadership building, college prep and non-college prep courses, character building opportunities including sports and service clubs. However a high school on Fort Bragg would also need to incorporate strategies to deal with constantly moving students and provide ways for students to join in at different points during the year. Also strategies for dealing with the unique lives of military children should be built into the curriculum.
34	College prep because it allows us to know what to expect in college and so we are prepared for college.
35	College, athletics, character, respect, high education,
36	Character, leadership, and academics. Because a large population will not be going on to college from there do they need those taught well at that level.
37	Leadership life skills athletics jr ROTC
38	college prep
39	Character, leadership and prep for college. Small class sizes. Individual attention. Supportive staff. Strict behavior policy. Let it be a school that demands excellence in all areas and let the kids know it is a privilege to attend
40	College prep, leadership, availability of athletic and arts programs. Technologically advanced!
41	College Prep and Leadership, Art Programs, ECO EARTH FRIENDLY PROGRAMS. VOCATIONAL PROGRAMS
42	This is going to differ greatly dependent on each individuals core values. I strongly believe that all the areas that you mentioned are of importance to the young people. College prep is a given. Education is important in our society but we also MUST realize that education from a box will never work with every child. You have to be willing to move out of the box if you are wanting all your students to succeed and not just those who "get it" easily. Leadership and character go hand in hand. Without those attributes, you have a deficit in the next generation, which is a scary thought being that they are the ones that will be making the decisions for you and I. Athletics and extra curricular activities are important to young people. Idol hands get into idol trouble. While I think it is up to a parent and the young person to make the choices as to how busy they should or shouldnt be, I do think it is important to have these things available to keep their minds and bodies occupied with other things as to deter them from potential problems that our youth face (especially those who have parents who are unable to be involved because of a deployment).
43	College prep curriculum as well as being able to compete in athletics are two of the more important aspects of a high school program.
44	The military is as structured as it comes. There is no partial point, its all the way. The modern teen needs this as much as the soldier. The need the basic skills in life to become outstanding adults. The military teaches this core values as well as education that are ever so lacking in the civilian world. The more these teens are in a structured environment the better. The school my children attend is not for them. I care about my children their leaders in their school should too.

45	College prep first and foremost. College is becoming a necessity in today's society and too many kids think high school should be the end of their education as if that is enough when in reality it is not. We need more kids to be focused on a higher education beyond high school.
46	All of what was mentioned above
47	Extracurricular activities similar to the activities already offered on base. Sports, tutors and great teachers.
48	Flexibility. I think the best a high school can offer to military students would be flexibility to accommodate individual needs. With students from so many different backgrounds and cultures some may want college prep classes while some want more of a vocational training.
49	Curricular and athletics. Make sure the students have enough time to learn what they need to.
50	College Prep/Career Prep. Realization that all kids do not want nor have to attend a 4 year university to achieve their career goals. Or some kids are not ready for college yet but want to be job ready immediately.
51	set the standard high, a programs that transfer to any base with out the loss of credits
52	college prep classes and developing the overall person. Strong academics without question. Developing the person: leadership, music and athletics.
53	College prep and leadership. Athletics second and character I want to mold that for my own child donot want the school to.
54	Safer school for kids to go to. My son goes to ee smith in fayetteville. One of the worst schools in the area,if not all of north carolina. The army should be ashamed to send kids to this school. I would never have chose this school for my son. Poor educaiton,drug infested unsafe environment
55	Leadership, confidence building, STRONG male teachers! Athletics for students to have something POSITIVE to do.
56	Again, special needs population here is HUGE
57	Leadership and college prep, we need good counselors to guide the students with college process, offer test prep skills, assessments, and also offer community service programs so they can learn the value of volunteerism. It is important to offer a good athletic/ arts program that would help the students to maximize their potential in these areas.
58	Continuing with the high DoDEA standards. In a sense, I think the most important components are: college preparation, citizenship, athletics, and I feel it our duty to serve the children of soldiers as best as possible.
59	well all that you listed. college prep most important, teenagers need to be thinking about their future and how to be amazing leaders, they need character building classes and of course the option to be able to hone their athletics side as much as their artistic side.
60	the same as local high schools -- just not so far away. College Prep, leaderships, athletics, non-athletic programs (Drama, choir etc). JRROTC.

61	I think there needs to be a transition period and department. As a mother of 3 special needs students, all with IEPs this is a concern for our family. College prep is extremely important, as well as career strategies.
62	Great academics that DoDDS schools are known for, College prep, leadership, character.
63	College prep, ap classes, athletics, and arts to encourage expression
64	I think the most critical elements of a successful high school is a top notch education and classes. Offering oppurtunities for clubs. Atheletics are very important because they promote a team unity and also allow for school pride and spirit. It would also allow students to at the high school level in order to be eligible for scholarhsips. There would not be discrimination based on them not "growing" up in the school district their entire lives.
65	College prep and leadership woould be the most critical.
66	College prep and teachers that would focus on actual education versus passing test and grade. Arts, languages, and Music should be offered in a better variety.
67	academics, college prep, military curriculum/understanding (in the classroom and on the athletic fields; ie not championing some kids simply because they will live in the area longer)
68	Multiple organizations the students could participate in. Teachers that are willing to teach as well as parent getting involved. Make sure the schools academic standards are where they need to be so that the students leaving this school are prepared for their next step in the future.
69	We need to create well rounded individuals ready to take on the world (technology wise, resilient, leaders, individuals who are ready to meet the requirements of a good university. We need to help students understand the importance of volunteering while preparing to decide their future). Have any of you thought about an online community which could be expanded to the whole Army?
70	Athletics and extra-curricular activities are VERY important. It's inevitable that putting a high school on Fort Bragg would cause an increase in crime. One of the best ways to combat this problem is by keeping the students as busy as possible and letting the do something they really enjoy. Students who have something to lose that is important to them are less likely to go down the wrong path.
71	These kids need extra-curricular activities. Athletics is a must, it's Fort Bragg! Music program, arts, college prep classes including interndhip programs on base, student government,
72	College prep (AP) classes, strong athletic program and clubs that allows students easy integration into new school community, and strong leadership and volunteer opportunities within the Ft. Bragg community.
73	Academics, college prep, atheletics as well civic involvement in the community.

74	<p>Opportunities is the most important component of a High School grade. If a school can not provide a well rounded education with the opportunity to explore college prep, vocational tech, or general education then it's not giving every student an opportunity to explore where they fit in. College is not for everyone but I believe in it. Being able to participate in sports/athletics as well as music and the arts is important too. So having an opportunity to do whatever may be of interest to find out where there potential lies is critical to teens I feel athletics would be hard as people PCS at all times and team member could come and go at anytime so it should always allow kids to try out whenever they PCS to Bragg.</p>
75	All of the above.
76	We need jrotc in ft Bragg . And focus on their education adobe high school level.
77	I think a on post high school should offer a wide aray of programs. Our children come from ALL walks of life and need to have that incorporated into their school life.
78	Schools need to include life skills into their curriculum. It is important to teach a child how to deal with lifes situations. Some kids may not get that from home. Kids have become a statistic to schools. Schools need to meet criteria and get those numbers. Thats what they have reduced our children to. "no child left behind" has become distorted. School sports teach leadership, instill character and strengthen the positive thinking we need our next generation to have. College prep is important also. In spite of this recession, higher education should still be number one. Brainwashing our children to become healthy,goal oriented, motivated adults is what these programs should do.
79	quality education in safe environment. Our children often attend 2-3 high schools before they graduate so a strong foundation with college prep is necessary.
80	All of the above...a good all around school that any child, whatever strengths and weaknesses, can excell in. College prep is a must, athletics too.
81	A good athletic department and college prep. An excellent counseling system and opportunity to be with other kids whose going through similar experiences. Groups and classes for shildren of deployed parents.
82	Direction and attention to detail with regards to student mind sets. Expectations should be high, character development integrated into all classes. College prep is important as well.
83	Continuity with other DoDs high schools. Moving is hard enough on these kids. Moving and not having the same classes, extra curricular etc makes things that much worse.
84	I think college prep & academics is the most important for any school. Parents need the piece of mind know their kids are attending a great academic performing school. Athletics is also important-keeping kids busy keeps them out of trouble.
85	Character, discipline and accountability for ones individual actions.

86	College Prep, Vo-tech and/or college arrangements for military credit ready, pre courses for struggling students, learning, online learning system, technology used to enhance education
87	An music program , college prep and athletics program are very needed in a excellent high school
88	Above average college prep, ap course, ibs, JROTC, AFJROTC, etc... Making our military kids stronger and smarter than any other!
89	I feel that college preparation, AP courses, and honor society is most important but allowing these children to experience the full high school picture that includes sports, clubs and similar events is necessary to raise well rounded young adults.
90	College prep, teachers who care, athletics, Options, Leadership, Understanding, ROTC programs, Music, Art, being able to express and make the best of everything.
91	College prep to have better prep for college, from classes to councilors
92	Challenging courses with caring teachers; some athletic programs; access to resources (labs, library, etc.).
93	All of the above. I think it would be nice for kids to have a high school with all military kids. My kids are in a Cumberland County Elementary School, which is good, but being military and dealing with deployments, we sometimes have absences that the civillian community doesn't understand. They try, but unless you live it, you don't understand.
94	Focus on academic excellence with emphasis on character and leadership. Full spectrum of college preparatory as well as vocational preparation for students.
95	deployment support groups, college prep, safety.
96	academics-college prep, advanced placement, physical fitness, band, foreign languages, character development, civic education, community engagement
97	I think using a DoDEA curriculum to avoid huge interruptions and gaps in students' education is huge. Each state (and sometimes district) has it's own set of standards which may teach American Lit, for example, in different grade levels or at different times of the school year. I think college prep courses will be very important as well, in establishing a successful high school program on Ft. Bragg. Without college prep courses and guidance, I foresee many parents will choose to enroll their students elsewhere. Athletics and extracurricular activities will also play a key role in developing a successful high school here. If sports, academics, and fine arts activities are not offered, students will not have the opportunity to participate in different programs and include them on college applications. Extra-curriculars are also a powerful tool in teaching students character, compassion, confidence, time-
98	college prep, athletics

99	I would suggest a "military school" that allows for more family time throughout the year. AP classes are a must and an honor code that is encouraged as well as lived up to by the staff. Teachers who are former soldiers or army brats who may relate better to the student body. More course options including languages that would allow classroom help tied in with online classes for improved flexibility. Athletics would also allow for building of school spirit and pride. How about single-sex classes? Studies have shown that scores are higher when the kids are separated out. Partnerships with businesses that allow a course of study in areas that are not traditionally taught in school. Maybe allowing an internship for a semester at a business for a grade.
100	College prep and athletics
101	This school will need to do better than the off post school to attract top notch students. College Prep work and extracurricular activities are the most important things to keep post students competitive. Teachers will have to be more professional; no more getting to school and leaving school at the bell!! And dress like teachers- set a good example.
102	Superb academics! Too many public schools in the Fayetteville area have poor academics. High standards of conduct. Start strong on dress code and conduct code.
103	We need a school that has of the options for graduation. The school my kids go to now have no funding so they have no library to speak of, crowded classes with local kids that bring drugs into school, and not enough required classes needed for all kids to attend to meet even the most basic requirements for graduation, not to mention the total lack of available accelerated classes.
104	college preparation courses, definitely athletics such as basketball, soccer, football.
105	The most critical components would be: rigorous college prep balanced by vocational opportunities as well. Leadership and athletics would need to be balanced with an arts program as many of our students get short changed on this aspect with frequent moves. The facilities at Bragg will enable almost any activity BUT the success of those activities as well as the aforementioned items will be in the hiring of a QUALITY, CARING STAFF that understand military dependents and the life that goes with it!
106	Definitely college prep and athletics. Those are two areas that Fort Bragg schools are lacking. We want our students to have at least the same opportunities as other schools if not more! Our students deserve that!!!
107	Definitely college prep and leadership as these things are key to continued success in life.
108	As an employee of Dept. of Defense schools I see a complete lack of parental accountability. I would like to see parents held accountable. Education cannot occur in a vacuum. It begins and ends at home. The command no longer gets involved and it shows. The grading structure is also a huge concern. I've seen kids in the "gifted" programs that are not gifted/don't meet criteria. Students recognized for honors when their requirements are far less and the data doesn't support the grade.

109	Athletics help students transition between schools because they feel a part of a group. Athletics will help school kids along with it. I think college prep is DEFINITELY needed to because many student services in CCS have limited knowledge of needs of military students.
110	College prep should be in all high schools. Why limit potential? Various activities should be encouraged, from the Arts to sports. They should NOT only concentrate in one area. Strong leadership and moral grounding. Duty and Service. Give the kids a memory of a lifetime while encouraging real growth.
111	College prep for sure! Various languages offered, as so many of our children are already exposed to the world's cultures, let's have them learn the languages, too (ex: not just Spanish and French, but Italian, too)
112	It needs to be great for children with special needs. Inclusive better opportunities for children with special needs, and NOT just having them earn a certificate of attendance an ACTUAL HIGH SCHOOL DIPLOMA
113	college prep programs, the option to have a language program that extends to other subjects so students are able to become fluent in another language. I believe an option to have more than just spanish as a class. Athletics are also important so if fort bragg did have a high school these students should be able to compete against other county schools. Football, soccer, cheer, swim, basketball, and fencing i believe would be great options for students to participate in.
114	Many students in the military education system tend to fall through the cracks academically due to the frequency with which they change schools. A high school on Ft Bragg would have a special task in ensuring every student was college ready and that any gaps in education were filled prior to graduation.
115	College prep will be very important as the world will be demanding more and more from our future generations. Also, for those kids who will need an athletic scholarship, I think it is important we gave an excellent athletic department.
116	College prep, leadership development, strong core curriculum
117	Leadership of great teachers, college prep classes and counselors, good athletic coaches and have our own school board
118	Without question character has to be the basis of any educational enterprise. When my children complete school I want them to be prepared to succeed at the next level of education and in the world. This can only happen if they have been trained to be morally strong and disciplined throughout high school. This will also entail having a system where parents are fully integrated into the activities
119	College Prep Band Advanced Classes Foreign Languages Advanced Math and Science
120	College prep; focus on academics; unique learning experiences for advanced learners; technology used to help students connect; extra curricular activities that are non-athletic

121	I think all of those issues, mainly academics and leadership are very important with young adults. It is our duty to supply our children with the right tools for success and leadership, mainly in these hard financial times
122	Not just college prep, but future prep. An honors/AP program would be necessary, but also have strong classes for students who are in "regular" classes. Army JROTC
123	College Prep, Jr. ROTC, Basic Academics, Some Athletic and other extracurricular programs. The Fort Bragg school needs to be able to compete, not just with local public schools, but with the off post Private schools as well.
4. What non-academic goals would you like to see a high school on Fort Bragg accomplish?	
Respondent #	Response
1	To help build/bond the Fort Bragg community... Friday night football games would be an example. community Service/Volunteering opportunities.
2	volunteering, assortment of clubs, mission/volunteer trip
3	Fitness and athletics. However, I don't see how either is incompatible with academics and college/workforce prep.
4	volunteer work, understanding of community functions and diversity
5	bonding, absolutely NO NATIONALITY segregation.
6	I would just like to see a high school on post for our kids.
7	Band and orchestra are highly valuable to students. Studies have shown that students who play an instrument of one kind or another, have higher grade averages than those that do not. Art, drama, community service, hands on goal achievements included throughout the community.
8	compete in sports, fine arts and leadership clubs.
9	none because I do not feel that a high school is needed on post especially one that will be run by Cumberland county schools
10	Open the school now!
11	I would like to see the high school foster learning through community based programs, such as getting students involved in local food banks to volunteer their time helping those in need, and in shelters and city clean up efforts to make Fayetteville more enjoyable for all to live. In other words I think it's important to take care of the surrounding Fort Bragg community as well as on post and get our students situationally aware of their environment.
12	A lot of opportunities for the students to participate in after school activities such as academic clubs, arts programs and sports.
13	Athletic excellence.
14	Athletics and arts programs for community involvement.

	Increased health and wellness programs for teens, and more after school area for them to be active with (they could earn credits to get passes) ie: more info about CAP, bmx/ bike tracks, nature trails with out being in training areas, photography/video groups, sports complex for teens only, with gamerooms, gyms, martial arts, boxing, (for girls, clubs they can join) and maybe some kind of tours for military intrest around Ft Bragg i.e., museums. Student to Student mentorship programs, and
15	Crime and drug/alcohol prevention awareness classes?
16	Community involvement and outreach.
17	Offer a chance for non traditional sports or activities. Such as, Ultimate Frisbee Long boarding, BMX
18	Jrotc drill and raiders trophys, football bb and cheer teams to be strong
19	Character Development Leadership Development
20	First of all, there should be NO high school on Ft. Bragg that are operated by stolen money from taxpayers! The only non-academic goals should be those agreed upon by parents and their children. The government has no right to take MY money and give it to meet the "needs" or other people's children. There is absolutely NO authorization for government-run high schools. Period. Sell them all to private organizations!
21	Solid sports teams. Give the children a sense of community.
22	A safe school environment and plenty of enrichment activities.
23	Extra curricular activities
24	A stronger community and support system for teenagers and a safer environment than the streets for kids when parents are deployed.
25	The biggest goal would be a safe environment where the children feel excepted by each other and not different because they had to move in the middle of their high school years.
26	less stress for the parents, and teens as far as if a parent is deployed they don't have to individualize themselves in front of other non-military kids, because then they feel like they have to feel sorry for you, and that's not cool at all being picked out like that. i guess what i'm saying is the non- academic goal in my opinion would be a support chain for the students other that a counselor, but also from other military teens.
27	bring the community together instead of feelings like outcast understanding the particular situations an army teenager deals on a day to day basis
28	good music program; work/study program for those non-college bound
29	Leadership opportunities, activities, etc. (See #3)
30	Social skills, Leadership skills, Coping strategies for the stresses of moving and deployments, coping skills for dealing with separation and reintergration.
31	provide a safe and encouraging environment for our students to learn
32	No have good education, no good program athletics for teen
33	Athletics, to keep them busy and learn team building. Also to work in the community on post for community service hours.
34	leadership skills

35	I would like it to encourage kids. To meet the untold emotional demands that are placed on our military kids. To do things to foster excellence. To mentor those who need it. So many kids are taking their emotions and focusing them towards destructive things. Focus that energy on succeeding and helping others succeed as well.
36	A point of pride and a common bond that ties all organizations together. Much like the high school in a small town.
37	UNKNOWN AT THIS TIME
38	Seeing a youth succeed goes beyond academics. You can have the greatest individuals with all the accolades and credentials behind their names but until they show the young people that they really care, all of their titles and accolades are nothing but words on paper. Our young people will perform at a level at which we expect for them. Set the bar low, they will perform low. Set the bar high and be the ear, voice, support, and resources that they need to achieve those goals, then our youth will far surpass our expectations. We have to realize that there isn't a one size fits all approach though when dealing with youth. We are all individuals and we all need individualized attention to some degree or another to become all that we have the potential to be. If you can find a way to implement this into a school, then you have a winning aspect in your school.
39	Aside from the competitive sports an emphasis should be placed on community service, giving back to a community, a being a productive part of something bigger than an individual.
40	I would like my children to look at non-academic goals in a more positive note. Not as if its too competitive for them to try. I would like them to be given the skills that they need to try and put forth effort where there is none.
41	Good athletics program, community our reach within our military families
42	Friends for life
43	Community, military and school pride. Lots of parent involvement.
44	A good athletic department. Providing jobs to military spouses.
45	Have decent students become mature, well mannered adults.
46	Volunteerism mandatory. Give back to the community in which we will. It will create a sense of pride and empathy for others.
47	sports, community events
48	extra-curricular activities which focus on the total person: music (band, chorus), art, chess club, debate, leadership
49	A recreation area with sports fields. Ample parking. Every time they build something on Ft. Bragg it seems like they forget people drive cars.
50	Just put a high school on fort bragg. I think we have enough middle schools. Two within a block of each other does not make sense. Especially when there is not even one high school
51	Happy students who WANT to go to school and not have to worry about drugs & guns at school- SAFETY!
52	High schools students involvement in the community. More extra-curricular activities.

53	Competitive athletics, citizenship, community service programs, counseling.
54	strict conduct policies, many enrichment classes, language, ect.
55	More after school activities that aren't sports related.
56	Safety.
57	A counseling dept that will allow students to process mixed emotions of being a military child
58	I would like to see them teach unity, help in the community and provide support on post. To teach volunteerism, understanding and compassion.
59	Be adaptive to the military deployment and block leave schedule.
60	military-child community more vibrant athletic contest
61	A safe environment for the students.
62	Create a sense of belonging and resiliency. Also, perhaps internships in the military community.
63	See above comment.
64	Support for the unique situation most of our kids are in.
65	The biggest non-academic goal I would like to see a Ft. Bragg high school accomplish would be giving students a sense of belonging and aiding students in the building of long term friendships/relationships that many "Army Brats" find difficult in high school.
66	Volunteerism, counselors that can fulfill the needs of deployed parents, wounded parents, parents w/ ptsd. Also, staff who can realize the challenges when a child is transitionin into a new high school. Also, the atheletic program should be competitive.
67	Community and committment to excellence. Help children to learn to give back to their community and countries.
68	Definitely sports. The college prep choice now, doesn't offer sports at the school
69	A better afther school program. Full or leadership and more focus on the kids future.
70	I would like to see a good music and arts program.
71	A drug, alcohol and teen pregnancy class. Parents often times object to that idea claiming they can educate their children about those issues. Often times, parents take that as a jab to their competency as a parent. Its not about how the parent feels towards these programs. Its about educating the kids on these life changing situations. My 13 yr old daughter was enrolled in a extra program offered by smith middle school just for the girls. They met once a week and discussed issues that a young lady might gave about boys, puberty, sex and dating. They also covered life skills. I noticed a big difference in my child after a few months of this program. She was more open with me about certain topics.
72	More sports offerings
73	Have a safe, high academic, tolerating community, where the kids feel safe enough to learn. Dress code uniforms a must (think Massey Hill)
74	A closeness for the community. As opposed to kids being bussed or driven to various highscool through out the area.

75	I would like to see a high school that is the center of the community, where activities, whether academic or athletic, involve the entire military community.
76	Competitive sports with schools in Cumberland County.
77	Community outreach among the students. Student led anti-bullying initiatives.
78	Counselor and/or student mentor led support groups for students that feel saddened or unsure by moving here/or affected by constant deployments, great athletics program, strong administration to support teachers and students, Positive behavior supports in place to prevent negative issues,
79	Social clubs
80	Community involvement
81	I would like to see a strong support for sports and club activities.
82	To keep the community as close as you can with the changing and the growing of things and the students who have parents gone all the time it is nice for them to be able to be with others that understand and not with ones who dont. Being able to have the Military One Source in the schools have beat having just a counsler. To me a counsler can work on the acadimics part and the Military one source on the mental.
83	Athletics
84	Athletics--cheerleading, wrestling, cross country, football, basketball, and baseball.
85	Sense of community, helping kids decide where to go to college, when parents might pcs.
86	A renaissance of enthusiasm for the high school experience, and a parental focus on the importance of being a part of a cohesive community
87	physical health and well-being opportunity to participate in broad array of activities, i.e. band and athletics--currently at Harnett County students who participate in Fall sports can not
88	I think a high school on Ft. Bragg will give the residents a sense of community, especially at sporting and other school events. Being able to root for a team or a group from "your" high school is a big thing for many people, and I think sometimes service members and their spouses that are from smaller towns and close-knit communities miss that home-town feeling that comes with having your own schools, your own teams, and seeing neighbors in the stands.
89	I'd love to see a dress code to decrease any distractions in the classroom. A community service project that is tied to the school; recycling or green ways of getting to school.
90	Providing a sense of community for teens. They don't have a neighborhood school like most locations and teens sometimes don't get to know other teens from their neighborhood. It would also allow for increased parent involvement because their child's school would not be as far away as many are now.
91	I would like to see a safe, high quality education during my child's high school years on post. I would want my child to be safe and to become a well rounded student.

92	Great sports programs. Leadership opportunities. Work programs.
93	SAFETY!!! My daughter has been subjected to violence from other military kids during her first semester at her current school that resulted in the arrest of that student for assault.
94	Community service and establishing programs that really develop the wide ranging talents of our military teens. Most military teens spend their school years trying to fit in and get established. The school could focus on easing that transition and establishment time but offering a variety of programs that are already in place!
95	to have a competitive athletic program
96	Having interest clubs after-school.
97	Fort Bragg is a large enough military post to offer a high school. We are larger then Ft. Campbell which has it's own H.S. Camp LeJeune has a H.S. We need a post H.S. to serve the military students on Fort Bragg. Non-academic goals? Convenience perhaps. A homogenous group of students (all military). I will not send my child to EE Smith. I am curious about the number of field grade officers in Normandy that send their children to EE Smith? What % send their children to private schools because they are unhappy with what F'ville/Cumberland Co. offers?
98	Help students transition and not lose credits when they transfer between military bases.
99	Various activities from the Arts to Sports. Don't neglect the Arts! Clubs should be character building but FUN. These kids need community, belonging. They feel abandoned and lost at this point.
100	Sports, music, community service outreach clubs, photography, Future Farmers of America club
101	anti bullying UNIFORMS inclusion of special education children in ALL classes
102	A non-academic goal I would like to see a high school on fort bragg accomplish would to be an A school. Also to have a hg graduation rate.
103	A community of students committed to supporting the greater Ft. Bragg community and the persons in it that need extra support via community service and volunteer programs.
104	Teach leadership skills. Also for those kids who may not go to college the high school should teach some sort of trade skills.
105	A competitive athletic program and a strong fine arts program
106	Giving teens a stronger sense of belonging and safety
107	I am a strong supporter of team sports. These kind of activities are valuable in a child's development.
108	Marching Band Safety Standards
109	Use of current technology; preparation for real-world experiences (financial responsibility, health wellness, safety, emotional wellness, etc)
110	I hope the opportunities for music and athletics are available. both my daughters go off post for sport related functions because they are so much more enthusiastic than on post classes and sports
111	High quality after school programs. Don't start with a thousand different ones, pick a few and do them well.

112 Art, Music, Gym, some team sports; track and field, basket ball, soccer ball, volleyball, baseball, mays, soft ball, tennis, golf.

5. What needs are not being met by the public schools currently servicing Fort Bragg?

Respondent #	Response
1	Low academic scores. Low SAT/ACT scores.
2	strong math & science, consistant & qualified staff, safety
3	College prep, transitions.
4	local high schools are over crowded and often it is difficult to transfer credits from one state to another.
5	safety, integrity,
6	None
7	Band and orchestra. Otherwise I believe the school system is doing a wonderful job. I have had students in elementary through middle school. I am very pleased with the education provided at Fort Bragg.
8	poor communication with staff and administration, student discipline issues, overall behind academically as compared to other public schools
9	poor education standards - cumberland county and NC are not a good school system and adding another school to the mix will only make them worse - they cannot support and maintain what they have so why would you add another school for them not meet the standards with
10	1. There schools are run down and are in need of alot of repair. 2. There staff doesn't care about giving our children a good education. 3. The Town takes our kids to far away from the installation. 14 miles for a kid to travel is to far!
11	Not sure my student is not yet in high school
12	Safety, transportation, and keeping the students on the same curriculum they have been using since grade school
13	High School students are now being sent to low quality publis schools.
14	Distance to schools, over-crowding, post population divided among many schools. Safe environment.
15	An environment with a more focused drive for character, values, standards. Understanding of what these teens face being apart of a military family. Support over all.
16	n/a
17	Honestly EE Smith is very disoraganized... Not having school set and ready to go at the beginning of the school year is odd to me. Have things finalized the previous school year for schedules etc for returning students.
18	none
19	Not enough teachers that care, crowded schools, neglact of kids with special needs
20	Many kids in schools are not focused on school due to lack of example and support from home. -Crime/violence

21	These needs are not being met: freedom from government regulations which tell every student he must take his required courses, freedom to pursue one's own interests and one's own career path, fairness to those who do NOT have children in those schools in NOT stealing their money to support them, freedom to live out one's Christian faith without retaliation or repercussions, freedom to pray, the ability to learn the TRUTHS about our heritage as Americans, freedom to think for one's self, freedom to express one's belief in the Creator, etc., etc., etc.,
22	The students have to go off post instead of being in a "community" school where they live. They can try to get into the "choice" schools, but can be told that the paperwork didn't get filed so they have to go to a lesser priority school where the learning is far less.
23	The are unsafe. They do not have good programs for students that overachieve.
24	Not safe ,to far from base ,don't feel comfortable with it at all !
25	Mainly the curriculum is not the standard that children enrolled in DODDES are accustomed to and the students are not getting the quality education that is given in elementary and middle school settings.
26	High quality education.
27	Safety Convenience Leadership College prep
28	4x4's are great for dealing with a large population of kids but if the parent doesn't watch what is needed to graduate in each state the kids can land up short and have to attend summer school just to get credits. Being able to get your child into honors classes , in some states this means that the children in the classes are there to learn not necessarily smarter.
29	everything, they say that Westover High won't even be able to color in the lines of a coloring book. the teachers are slacking in pretty much everything, and more violence is occurring on the public schools due to the economy sucking, and teens have parent's that are homeless, or jobless. not the kind of environment for a teen who's parents have a steady career and pay check.
30	academic standards resources(teachers, computer labs,library) SECURITY extracurricular activities
31	I currently reside in GA due to the public school system around Ft Bragg. The curriculum and standardized test scores do not measure up to those at my son's school. I am one of many spouses remaining in metro Atlanta to allow children to complete high school.
32	The schools are not safe. There are not enough opportunities for challenge. They aren't equipped to handle the unique make-up and needs of our population.
33	The public school system in NC is seriously broken. They are not teaching the academic skills necessary for any children. I am a teacher and have taught in NC public schools. Military children also require unique situations to meet the challenges that they face with their military life styles such as moving and deployments. Public schools do not address these stresses at all.
34	A safe environment that is encouraging our students to learn

35	No Provide good school for student
36	Keeping the same calendar as the soldiers on post for more family time.
37	None that I am aware of
38	they arent setting up the kids for success
39	Not sure.
40	Not challenging. Not safe. Fall short of national averages and goals.
41	Not enough teachers, staff is short hand.
42	For one there isn't a high school. My scope is limited being that I dont actually live on FB and I dont have students in that school system.
43	Our public high school is too crowded. There is a lack of personal attention to the student's curriculum and future plans. My son does not even know his "counselor" and as a parent of a new high-schooler, there is a lot of having to figure things out on your own or by word of mouth.
44	There is no care for the individual child. Its all about test scores of students that for the most part wouldn't even be in their school had it not been for the military. They seem to focus on dicipline as an entireity not as needed. There have been several issues in the two years we have been here. You can not blame only their school. This is a very proud "All American City". It shouldn't make a diffenence where the children come from or how long the will be here.
45	They do not understand the stresses and needs of military families (those off post), do not offer enough services and help for military children (part of military life is moving around quite a bit and each states learning curve per grade differs)
46	Everyone goes to school at different places so the kids don't live near friends and don't know their neighbors
47	Safety, educational, and just an overall great High School experience.
48	The public schools are behind dodea standards academically and they do not support IEP's as they should looking for any excuse to drop them.
49	Discipline
50	Challenging rigorous academics, selections of higher learning is limited for students.
51	having to commute is sometime trouble some
52	Each school in the area seems to have only ONE strength. One school may have a strong math program, but really weak in all other areas. Another school may have a strong athletic program, but lacks needed college prep classes. There isn't one school that is strong across the board for the well-rounded athletic, college-bound student.
53	Special knowledge and training in dealing with children whos parents are in and out of their life because of work. A safe place to learn. Their are shootings in Fayetteville all the time.
54	Ee smith school is a joke. Drug infested,poor education, unsafe for kids to attend.football
55	Safety, low test score, low school ratings, teachers do not understand the everyday STRESS of a military dependent

56	Many IEP kids are being bused farther away, or not schooled bc Cumberland County is not equipped to handle these kids.
57	Sports program, college preparation, arts and technology programs.
58	It is my understanding we are currently zoned for one of the poorest schools in the state. Yes, kids can participate in the School of Choice program, but then they can't participate in athletics at those schools.
59	Well i just had to build a house in Spring lake (overhills school district)which i would have rathered Fort bragg have a high school on post where i feel more comfortable and happier. but i did not want my 15 year old daughter bused out to the other schools that were available did not meet my standards.
60	The biggest one for our family is the lack of social activities. Being that we are so far away, it's rare my child attends them. Plus being so far away from the neighborhood that the majority of the children are living in, it means less opportunities to socialize with peers outside of school.
61	Transportation is difficult, despite having an IEP there are still days that it is difficult for my son's bus to get on post and there are days that it is difficult for them to get him to school on time.
62	They try hard, but they're behind academically, the schools can be dangerous, e.g., shootings, etc.
63	Too many classes are spending time dealing with undue disturbances and not on academics
64	I think the schools in the surrounding areas tend to be overcrowded, not up to par accedemicaly and there can be an "old boy" system which military kids are not accepted into because they have to relocate so much.
65	E.E. Smith is a sub standard school. Look at the test scores. The crime rate is unacceptable. Military families that can afford private school dont send thier childrene to EE Smith.
66	Quality education and teachers that actually WANT to teach their students. More time is focused on getting a handful of students to mind than is put forth in a lot of the lessons.
67	Unsure because I do not have children in high school. BUT a DoD high school would also provide more teaching jobs, particularly to military spouses!
68	Consistency throughout the schools.
69	Military communities have different needs (separation, deployments, anxiety of not knowing what will happen, meeting kids with their same backgrounds, prep for college, good test scores.
70	I'm really not sure.
71	None of them. Parents giving a lifetime commitment to the country and the kids get the subpar education as a result.

72	The high school my child attends is Harriet Dr. It is very successful when my child transferred from our previous school. But these departments need to be better equipped and trained to meet the needs of military connected students. Administrators and teachers need to be more informed of the strains deployment and PCS moves place on high school kids. Some schools are doing a good job with this but as Ft. Bragg grows, several schools are seeing their military connected population grow but do not have services in place to aid these kids.
73	The assigned school is not desirable. Safety and academics is not suitable. The proximity of the school is not ideal. Since 60% of the community has chosen NOT to send their children there, the bonding of children on post does not occur. Therefore, the HS age kids do not have much social interaction w/ one another.
74	Sensitivity to deployment cycle.
75	The understanding of what the child goes through with a deployed parent. The flexibility if a parent comes home& the family wants to take time together.
76	Wow. The kids spend more time transporting on and off base that they do enjoying any after school activities. And that's the main problem. Most of the students don't enjoy what the school can offer because their parents work hour are very tight for them to run off post to pick up the kids.
77	To many of our children are PCSing in and have enough credits to graduate early, this to me shows how far behind the school systems are in our community
78	Military kids have different lifestyles, concerns and experiences. Kids seek support and commonalities in each other. A civilian child would not know what a military child feels during a deployment. Support programs are a must. Lifeskills are a must. Preparation for the real world is crucial.
79	The current district Bragg is assigned to is in a location that our soldiers are not even allowed to be in yet we bus our children there, WHY. The school is not safe.
80	Too far away, not a place they feel safe, not in a school with their peers
81	Over population is a major issue. My daughter attended Overhills highschool and was very concerned with the security for one. Kids could basically go and come as they pleased and there was a drug problem. I know drugs can be a problem in any school, but the better the security the less chances of that.
82	I think that an effort is made, however, public schools have to serve a dual role to community civilian populations and military populations and their focus cannot truly satisfy the needs of military students. There is also an absence of uniform education platforms. Military students often come up short when they are forced to move from school to school.

83	Continuity again! Also they lack the understanding of the Military Family. Block leave, odd vacation dates, Training Holidays etc. My daughter was heavily penalized because we took vacation during block leave rather than waiting for Christmas vacation. Even though we asked for her work over a month in advance. They just do not want to work with these kids and their families it appears.
84	Enforcement of school policies. When I read the school handbook the rules seem great. But, when I go to school I see and hear kids using cellphones in class, cursing and talking during class, public displays of affection, smoking and many other rule violations. All of these are taking place in front of administrators and no one is enforcing the rules.
85	Lack of cohesiveness and support of our military children(all over city in many schools, homeschools, and private schools) Fragmented and limited sports programs Limited honors-AP classes Imbalanced public classroom population Credit transfer issues
86	All needs are meet
87	Great academic programs and understanding the needs of students transferring in, classes often don't convey!
88	I feel the lack of safety in the given designated school is a large concern.
89	The students do not get what they truly need to go to college. They are not getting pushed to the acadimically. When oldest went off base her grades tend to drop due to lack of teachers caring and not paying attention. Buses are over crowded. School is pack to over compasity.
90	College prep classes, highly certified teachers the high schools here are very overcrowded and so many needs are not being met.
91	I'm not familiar with the DOD curriculum, but I can say from teaching at Hoke County High School that the students in public schools around the Fort Bragg region are not being taught or held to standards.
92	I don't have a high schooler yet, but I do know that military llife vs civillian life are very different and effect kids differently.
93	I cannot speak to that; my child attends an elementary school on the installation.
94	I am happy with the schools my kids go to right now. I am extremely satisfied with Devers, the teachers are very knowledgeable and I have great contact with them. My oldest goes to Albritton, and I dont get alot of teacher contact as she is in middle school. I wish I was a little more involved, or up to date on projets and things that are due. I know my daughter is not the best at getting this information to me.
95	band college prep curriculum foreign language

96	My school age child (I also have two not yet in school) is a first-grader and she does attend a Ft. Bragg school, so I can't say I know what public schools in this area are like. We were an Army National Guard family prior to this school year, though, and her previous school was a public school no where near a military installation. And, although the school she attended was wonderful, I can see that it would have been difficult for new children/families to get integrated into the community quickly because most of the children that attended that district were grandchildren of alumni. I could see that being a possible issue anywhere.
97	Low academic standards even in the AP classes. The counselors at our high school do not counsel the students individually unless requested. There is very little support for swimming due to few available facilities in the county. Additional sports options, especially for girls would be nice. Field hockey, lacrosse for boys and girls. The level of coaches at the high school level are extremely low offering few to no opportunities for scholarship athletes who come in with abilities then are left hanging to finish out their high school sports.
98	Military children have unique problems and experiences which are sometimes difficult for schools to deal with. A school populated by other military children and a staff either trained or with personal military experience can better serve these students.
99	The teachers are lazy! Except for a handful my children have had they are late to get to school, early to leave school air their personal issues in class and teach poorly.
100	No High Character standards. No High Academic standards. Local school goals are for the low 50% to be brought up to passing.
101	All of the above. Availability of classes safety class size
102	Music and arts are a big component that is left out. traveling to Fayetteville or even Raleigh is what some families are faced with. Additionally, the rigor of some NC schools falls below that of schools in other states. The high schools are too far from Bragg and it hinders the amount of things the kids can do with their schools.
103	I think it is about the level of understanding our military children/families.
104	I would not feel comfortable sending my children to the high school they are meant to attend.
105	They are not on Fort Bragg! Our students have to travel further then other students if they choose and are accepted to a "school of choice", or even if they go to EE Smith. There is such disparity between the H.S.'s in Cumberland Co. I question the rigor, the number of students accepted in to higher education; we want our children to attend a school that they would attend if we were to buy a house. Would I buy a house in EE Smith district? No. It's a lifestyle choice. We went to college and earned degrees so we would have choices. I think our students out in the county are "odd man out". They attend, but are they part of the school?
106	Students lose credits switching schools, knowledge of programs/scholarships available to military children

107	No community. No sense of belonging. Kids living on the same street don't know each other. Kids who NEED neighbors to help them succeed because of one parent household or two working parents are LOST here! A strong H. S. would help these kids tremendously from falling through the cracks.
108	Control of discipline issues!
109	EE Smith is a poor highschool!! They wanted to shut it down about 3-5 years ago!
110	na
111	?
112	It seems the schools are not that challenging academically. Not enough after school programs.
113	The district high school that Ft Bragg students currently attend is some distance both geographically and environmentally. There is not a sense of community or pride for the students bused to EE Smith or for students who choose to attend other high schools.
114	Safety, feeling of belonging
115	Safety measures to protect our kids.
116	Academic rigor, college prep, discipline
117	Safety Standards Teacher ratios
118	I do not think the bar is raised high enough.
119	I think they need to offer more tutoring, but overall I'm pleasantly surprised
120	Transportation. Schools of choice require you to provide your own transportation.
121	Safety, gun and weapon control, and anti-drug campaigns and a large concern in the public schools right now. As well as gang related activities. realizing that it's difficult to keep these activities out of any school, it maybe easier in a post school.
6. What sports are most widely played by high school students in the Fort Bragg area?	
Respondent #	Response
1	Football, basketball, soccer, lacrosse, track, cross country, cheer leading, swimming, tennis
2	football, cheerleading, soccer, cross country, basketball, softball, volleyball, baseball, tennis, swimming, golf
3	I would like to see the fullest range of athletics possible. Since few people become professional athletes, I don't see commercial athletics are paramount.
4	football, soccer, softball, baseball, volleyball
5	football, football
6	Football,baseball
7	Football, Track, Volleyball, Softball, Baseball, Soccer
8	boys-football,basketball,wrestling,baseball,soccer,track girls-volleyball,basketball,softball,track,soccer
9	soccer football
10	I don't care of sports, education is more important.
11	N/A
12	football, volleyball, baseball, softball and soccer

13	Football, basketball, baseball, volleyball.
14	basketball, softball, football, soccer, volleyball.
15	Football, Soccer, Lacross, Baseball, Softball, Track and Field, basketball...
16	Football, basketball, and baseball.
17	Football, track, soccer.
18	Football, Soccer, Baseball
19	Football, cheer, wresteling, basket ball
20	Football, Basketball, Volleyball, baseball, track, swimming, Golf, Tennis, Lacrosse, Rugby
21	Who cares?
22	Football, Soccer, Lacrosse, Rugby, Tennis, Swimming, Cross Country/Track, Basketball, Baseball, Softball, Wrestling
23	Football
24	Basketball
25	Soccer, football, volleyball, basketball and track.
26	Basketball Football Soccer
27	Football, basketball, soccer, volleyball, baseball, wrestling (boy and girl)
28	FOOTBALL!!! lol, i see skateboards, and soccer a lot too.
29	basketball football volleyball
30	football, baseball/softball, soccer
31	I am not sure
32	Ice hockey, soccer, baseball, basketball, softball, track, football
33	Basketball, Football, Soccer, Track, Volleyball, and Wrestling
34	ALL SPORTS FUTBOLL, SOCCER, TRACK, ETC
35	Football, basketball, and cheer leading.
36	Football soccer baseball cheer
37	soccer, football, baseball
38	Football soccer basketball wrestling
39	Soccer football track and field cross country wrestling lacrosse swimming
40	Football, basketball
41	Football, Soccer, Volleyball, Track, Wrestling, Swim and some Tennis
42	Football, soccer, baseball, basketball, track and cross country.
43	Basketball, Football, Soccer, Tennis
44	Football, soccer
45	Most all very wide range
46	Basketball, football, karate, and swimming
47	football, baseball & soccer
48	Basket ball
49	Football, basketball, soccer, baseball
50	football, soccer, basketball, boxing, baseball...
51	Football, Baseball, Softball, Soccer, Martial arts
52	Football, baseball, basketball
53	Baseball- Football
54	Not sure
55	Soccer, football, baseball, basketball and volleyball.
56	Softball, Football, Basketball, Baseball, Volleyball, Cheerleading

57	I would like it to be foot ball soft ball base ball cheerleading track soccer and volley ball,wrestling, swimming, basket ball. I am sure I left something out.
58	My child does not participate in sports so I don't know.
59	Soccer, football, and basketball
60	Football, soccar.
61	Cross country and track
62	The sports most widely played are football, basketball, baseball and soccer.
63	Football, Baseball, Soccer, Basketball
64	Practically every sport is played in our local high schools.
65	I don't know.
66	Football, Soccer, Baseball, Track, Volleyball,Swimming, Cross Country, Basketball, wrestling.
67	Soccer, basketball, baseball, football, volleyball
68	Football and basketball and baseball.
69	Football, baseball, softball, basketball, swimming, soccer and volleyball
70	football and soccer however, there is a GREAT need for a lacrosse program
71	Basketball and football.
72	Football, soccer, baseball.
73	Football. Baseball, soccer, softball , volleyball and wrestling.
74	football, basketball, soccer.
75	My 13 yr old likes basketball. She was on the 6th grade bball team in smith middle school in ft hood.
76	Laccrosse, football, golf
77	I have no idea.
78	Football, cheerleading, soccer, softball/baseball, wrestling, etc
79	Football, Baseball, Volleyball, wrestling,
80	Football Baseball Softball Soccer Track Volleyball
81	Football, basketball, baseball, track
82	Football, basketball, soccer, volleyball.
83	Major sports
84	Football,swimming and soccor
85	Football, soccer, basketball, would love to see lacrosse
86	Football Softball Volleyball Basketball Baseball Soccer Track events
87	Soccar,Football,Track,VollyBall,Baseball,softball.
88	Soccer, baseball, track and field, softball, volleyball, basketball, cheerleading.
89	Football, basketball, cheerleading, baseball, cross country, track, and wrestling.
90	football, basketball
91	Football, soccer, volleyball and wrestling
92	cross country football track wrestling cheerleading volleyball swimming tennis golf basketball

93	I'm not sure, but I would imagine for boys, football, basketball, soccer, baseball, and track and field would be good starting points. For girls, I think volleyball, basketball, softball, soccer, track and field, and cheerleading would be popular. Perhaps a swimming/diving team, wrestling, lacrosse, and cross country could also be considered.
94	soccer, basketball, baseball, softball, lacrosse, track
95	Since the sports are very limited here compared to other places that leaves us: basketball, soccer, softball, football, baseball, swimming, track/cross country
96	no personal knowledge
97	Football, soccer, baseball, track.
98	Football. Volleyball. Soccer. Golf. Baseball.
99	football, baseball, basketball, wrestling, track, golf, tennis, and swimming.
100	baseball, basketball, football
101	baseball, soccer, volleyball, track, basketball, cheerleading, football
102	Basketball, baseball, football, soccer, softball, volleyball
103	Soccer is huge.
104	I have no idea.
105	Football, baseball, wrestling
106	I have no idea. Give them sports but don't neglect the Arts! Artistic kids also need to belong. Bullying needs to STOP
107	Soccer, football, volleyball
108	football baseball
109	?
110	Soccer.
111	Soccer, football, basketball, volleyball, baseball, softball, swim team, wrestling,
112	Football, soccer, volleyball, swimming, baseball and softball, wrestling, basketball
113	TRACK & FIELD, FOOTBALL AND BASKETBALL
114	Basketball, football, baseball, tennis, track, soccer
115	Football Track Swimming
116	I do not know
117	Probably softball, dance. I'm not sure because both my girls do competitive cheer and piano off post
118	Football, baseball, possibly soccer
119	Foot ball, basket ball, soccer and la cross.

7. How would a high school on Fort Bragg better the community?

Respondent #	Response
1	It would bring our community together as a "family". It would be more appealing for soldiers and their families to want to be stationed at Fort Bragg. More families would come to Fort Bragg together, as opposed to having just the soldier come due to the schools.
2	Greater identify for Fort Bragg students, better understanding of their transition and deployment needs and challenges.
3	less commute for students, more cohesiveness in peers who understand the nature of military life

4	the high schoolers would not have to be bused into Fayetteville. The families would be able to get involved. Who wants to go into the ghetto??
5	As said above.
6	I would like to say that it would give the children something as a feeling of ownership."We are the ..." Our families are special. Our parents are heroes. They lay down their lives so the rest of the country can be free. Why can't we have a high school to support them until they transition to college level education. I believe it would enhance esprit de corps because the soldiers will know their children will be right here going about their studies even as they are away protecting our great country.
7	I think we have a sense of pride unmatched on the "outside" because of our love for our military and our country. I believe having a high school where we could extend that pride would foster that closeness.
8	i don't think it would
9	Military are special and being special they have needs that an off post school can not provide. An on post high school would help our children and have them surrounded by their peers and not a someone who really doesn't understand their needs.
10	It would prevent overcrowding of surrounding area high schools and better service the unique needs of military students who often times have to relocate mid school year. And also, a high school on Fort Bragg would have the duty to service their surrounding area with the hopes of teaching students to give back and help others in need and the importance of volunteering.
11	I feel that a high school on post would help the students transition to high school better because they would be in the same curriculum, be with the same students they have been with since middle school, and also I think staying on post would help the students have a sense of security.
12	The Fort Bragg community would know that their children are being educated not passed along.
13	Bonding among military children. Continuity in the school system.
14	I believe having an on post high school would develop more teen unity within the community. Give teens more respect for the position they and their parents are in. Making the Fort Bragg area stronger as a whole. I believe it is great to have young teens explore their communities outside of the post, only with a sense of pride and place of strength they would develop from on post schools.
15	It would be a true representative of the Fort Bragg community.
16	More jobs, more volunteer opportunities.
17	The students would be able to relate to other students because they have similar home lifestyles. When new students come/go other students have a better understanding as to why.
18	It would give parents peace of mind knowing their children are being cared for and all their needs are being met

19	It will provide a distinguishing education for the children of FB soldiers. Currently, many higher ranking, more experienced Officer/NCOs choose to live elsewhere due to the underwhelming and unimpressive HS options. Providing an exciting, top-notch education for High Schoolers would attract more senior ranking leaders that would--improve the community, garner greater support for the school, and create a strong dynamic throughout post.
20	It wouldn't! It would be just another UNCONSTITUTIONAL indoctrination center funded by stolen money from taxpayers and where people must check their CHRISTIAN faith at the door so they can "learn" the religions of humanism and socialism. What would really better the community would be for parents to take sole responsibility for the education of THEIR children and pay for it themselves!
21	It would give the children moving up into the high school a chance to feel secure.
22	Absolutely. I think it would benefit our kids to go to school with other military kids. Military kids are, generally, more sensitive to the unique circumstances that their peers are going through and are better behaved.
23	It will keep our students close too post where the parents can keep a better eye on the students and provide safety we are comfort for deploying parents !
24	A better community would be possible because the children would all be children of soldiers.
25	Allow military high school students to have a better education in a safer environment.
26	Safety Convenient Military friendly
27	Our children wouldn't need to sit on a bus for ever. They would get to know each other if you put your kid in one of the many private schools or schools of choice the chance of having someone living in your neighborhood is rare.
28	saves gas and time, and keep the kids together and they get to graduate together instead of one graduating at Seventy-first, one at Westover, and one at Jack Britt. all at least 30 min away to include traffic and stops.
29	bring us together assurance of a better future for our kids less stress more family time
30	I have had positive experiences with DoDDS HS overseas; most parents are like-minded when it comes to educational goals for their kids; with military oversight, it is easier to implement discipline and beneficial policies; A military community high school would make moving to Ft Bragg more attractive for families.)
31	Community based schools help to create more "ownership" in a community. They provide places to serve and build a sense of family.
32	military children have a unique bond and so do their families. These families and students would have a school of their own that met their needs and they could come together as a community to support.
33	The students would not be to far away from home.Parents would not have to worry about our safety.

34	Better opportuniys for our ben
35	It would keep the parents from having to drive 30 minutes to go get their children if needing to pick them up or drop off.
36	Comfort in your child being safe. I'm moved on post so my kids would not have to go Fayetteville schools
37	smaller class sizes
38	There is no way to Duplicate the feeling and the level of understanding that knowing every kid in your school is dealing with he same thing. Mom and/or dad is gone defending our country and for most has been for te majority of these kids lives. No other generation still alive has made such a sacrifice.
39	Like any great institution, it will pull the others along. Also, many individuals choose PCS or retirement rather than have their children attend high school off post.
40	It would help make your stay at ft bragg more stable and secure knowing your kids are safe on post getting a good education.
41	A HUGE load would be off the shoulders of the parents who have to have their children bussed to different schools. It would give the children more time as they wouldnt have to be bussed. This would also enable the students to have deployed parents involved on a differnt level as DOD schools tend to understand the needs of military families better than their counterparts.
42	Having a high school on Fort Bragg would better the community in that there would be more closeness between people of the same community. Now service members and their family choose to live off post, away from their peers and military community in order to have access to better schools for thier children.
43	It would be a way of saying despite what you do for the military child its just not enough. So we will cater to that child in the manor deserved. Fort Bragg betters this community just by being here.
44	I believe so. It would cater specifiically to military kids who all have the fact that their parent or parents are military and the stresses and challenges that come with that. The kids would relate to one another better.
45	Kids would bond and feel part of a community
46	Cut down on overcrowding at other schools and maybe more teacher to student attention.
47	I believe a high school on Fort Bragg would provide stability and higher standards for our kids as opposed to the public schools.
48	The students would better relate to each other
49	It can create a new standard in which Cumberland County can measure itself against. And aspire to duplicate.
50	give a chance for kids to be in a close stable environment
51	MOST parents are extremely unhappy with the high school choices off post. One school may be strong in one area, but is weak in another, virtually forcing students to decide early-on what their focus will be: science, art, academics, etc.
52	The children can be taught and molded in a way that fits with the Military community.

53	Give the kids a better education
54	it would keep our children within our own community, not having to bus 45 mins away. DOD school have more structure. we have more deployment resources avail to students. teachers are more understanding and CARING
55	Kids would be closer to home
56	It will have a positive impact in the community, everybody will benefit from it, it's a full circle, service-members will have peace of mind knowing their kids are offered the best education possible, especially when they are deployed. Students will get a sense of pride and belonging to the military community.
57	The parents of the elementary and middle schools are very active and supportive. It is a close community and I know it would prove to be the same with a high school.
58	well for number one it would save on gas on the buses so they would not have to travel as far and for the fact it would show the soldiers that their teens are taken care of the way the younger kids are.
59	Hopefully it would build more socializing opportunities for teens on base. There is no youth center on Pope and there is no shuttle service on Pope. Hopefully living near students you go to school with would increase the opportunities to have friends you can actually do things with.
60	I would feel safer having my children attend a school on post. I feel like a school that is associated with the military would better understand and meet the needs of a military child.
61	Smaller classrooms, needs focused teachers.
62	The proximity would allow parents to be more involved in their students life and school
63	A high school on Fort Bragg would better the community because it would provide unity between the the parents and the children that attend there. As it stands now children in high school can attend various different schools in the area which means they are not able to offer support to one another. It will also allow the children to build postive relationships within the communities where they live instead of having to go off post where the kids are not going to be their neighbors.
64	It would make moral soar!!! Dependents would be safer and better taken care of.
65	When these kids have to PCS with their parents, they are the outsider in the school. If they came from another base, at least most elementary and middle school kids were already in DOD Schools. The High School kids have to "catch up" or dumb down in the public schools, and this causes more problems adapting.
66	jobs community-builiding pride
67	Less traffic, less stress on families
68	You know, I'm not really sure....
69	As a community we can keep our kids best interest first, and have more involvement.

70	A high school on Fort Bragg would alleviate over crowding at some high schools in area communities and give students better opportunities to serve the Ft. Bragg community through service projects.
71	This would establish unity in the community, provide a sense of "family" among the kids, make all parents feel confident that they were sending their children to a safe, academically challenging atmosphere w their neighbors.
72	I do not know if it would benefit. I think it would have to be accessible to all or none.
73	It would united the high school age children. Right now they go to so many different high schools. If your number doesn't get chosen you can't attend one high school. You may have several high school age children, but maybe only one gets chosen. Also, it is continuity. These kids have to move so much, have sonform of consistancy where you can. They find comfort in the familiarity.
74	It will aliviate a lot for the family . No more worrieng about the children being 10 plus miles away from home. And being closer the parent will b able to interact more on their children's education. It will be more one one one communication with the teachers.
75	A high school on Fort Bragg would better our children and open jobs for our community especially our spouses who PCS in that are teachers.
76	Convenience benefits anyone. It would instill a family feeling within the community. A sense of closeness would benefit a base full of constant strangers.
77	Less bus time, more people of ALL ranks willing to live on post if they have high school age children.
78	Less stress PCSing in, finding a school.
79	Tremendously. Less concern over where to send your child. Safety. And structure. Kids attend fort bragg school up until highschool and then they are tossed into regulary public school. If we are here when our next daughter reaches highschool I would rather homeschool her then place her in off post school
80	It would allow civilian schools to focus on community kids and ease overcrowding. There are negative attitudes in the community over the resources that are taken up by Fort Bragg students that could be used to serve local civil students. I think that for for Fort Bragg to have it's own HS would continue the efforts that are made in Fort Bragg Elementary and Middle Schools to have a higher standard of academics through consistent expectations and curriculum.
81	Both students and parents could breathe a small sigh knowing that when they are PCSing they are again entering a community that understands and cares about the transitions Military Children go through. Entering the Public School system here for my daughter was a SHOCK and these schools are a mess educationally and very unprepared for Military Children and their needs.
82	There aren't many military bases that have a high school. I know a lot of people that try to get stationed at Ft. Campbell just for that reason. They have a wonder academic performing high school on post.

83	The kids discipline would not end when they left home to go to school where they are exposed to poor influences over which the parents have little or no control. If my kids were exposed to drugs at the mall or a friends house I wouldn't let them go there. But, since they are exposed at school I have little or no choice but to send them back there.
84	Address needs of the military students Community cohesiveness Able to change to meet our community needs not the other way around.
85	It would be easier for the children, they all ready know the community
86	Giving kids more of a community feel as well as not feeling alienated when they come in. They would be with kids who understand where they are coming from.
87	I feel that the school staff would have a better understanding of these children and the unique issues that arise from being a military family to include deploying parents and changing duty stations.
88	It would keep the students in a known enviroment and hopefully a safer one.
89	Better communication, safer schools.
90	The parents would not have to send their children to private schools when they reach the secondary level.
91	It would give more choice to military kids. Especially the ones who have always lived on post, always been in a military school, and then bam, they are not.
92	Increase a sense of community cohesion and allow parental focus on high academic and leadership standards
93	I know that I would feel ALOT safer with my child going on post. We decided that we would probably drive her to Jack Britt to avoid EE Smith.
94	connect military dependents to school focused on patriotic service to country with college prep curriculum support for needs of military families
95	Again, I think the sense of community it could bring the Ft. Bragg could be huge, and a big unifying force.
96	It would allow the military child the opportunity to go to school with their peers. The teachers (hopefully) would have a better understanding of the unique needs and emotional difficulties of the student.
97	The high school on post would please parents because they would feel that their children were safe during school time. But the academics have to be top notch, or it just becomes another disappointing post school.
98	Close to the family home. Easier for the one parent to get involved. Better soldier involvement. Save families money. Community gathering place.
99	I think it would make a lot more people consider living on base. Most people chose to live away because the assigned school for Bragg is TERRIBLE! I think it is imperative that we have a high school on every post. Military kids move so often, and the higher grade levels need continuity of credits, and if all posts had a high school, they would never lose credits because of a PCS move.

100	the area around bragg would definitely get a boost with home purchases and rentals instead of trying to get further away.
101	I think exposing the community to the structure, patriotism, and AWESOME community spirit found on military bases. It would be great to bring in people to watch games shows and see what life is really like on base!
102	It would help our kids by reducing the transitional issues. it would reduce the problems our families have in trying to get into a 'school of choice' which has been an issue in the past. It would reduce the bussing issues for parents that work fulltime and can not drive their students to a school of choice or those that are required to pay for transportation to Massey Hill. All of this issues would go away if we had our own high school on post.
103	For those of us who still have smaller children in other schools on Fort Bragg and not willing to let our kids ride the bus, we could get all kids to school in a timely manner.
104	There would be continuity from preschool through H.S. H.S. sports would be closer! The potential for unit involvement to support the school is limitless. Ownership. It would probably be smaller then other H.S.'s which wouldn't necessarily be a bad thing.
105	Please see answers above
106	It would join the community together. It would SAVE some of these kids who are suffering! This is no small matter... we are losing some of our military kids. They are NOT BEING CARED FOR!
107	It gives military connected families another option to this dilemma of placing our children in a quality school.
108	keeping all the military kids with the military kids they know what each other goes through
109	It would keep the community tight nit and allow parents to know who their children are spending time with and that their friends would live on base.
110	It would allow students to become more involved in their community and help create a sense of solidarity amongst the young adults living on Ft. Bragg.
111	It would make the families feel like a complete community and not have our young adults spread out going to many different high schools.
112	Highschool activities (both academic and athletic) bring a community together.
113	Military families would not feel forced to live off post to allow their kids to attend a good school
114	It would allow for a curriculum especially tailored for our military families. We have a unique profession and unique family circumstances. A Ft Bragg school is able to establish a curriculum and environment that recognize these unique realities.
115	Allow students to get to a safer school faster that could cater to the military child, and relieve overcrowding on the local schools.
116	Keep families closer; create a safer school; more community;

117	The one thing I hear from women with older children is how nice it would be to have on post high schools. Why should these teens have to leave post when they're already used to our schools? I think it's important to have a school close to home and it would so much make the community more united
118	More families would live on post, or closer to post. On message boards I have seen, everyone wants to live by Jack Britt high school, or in Moore County. There is a "fear" of EE Smith. It is probably unfounded, but they need a better PR campaign.
119	Less concern for the Fort Bragg parents of were there children are and what they are doing during the school day. Also, they are socializing with other children from the installion on weekends.
8. In relation to the greater Fayetteville area, what are the potential negative issues (if any) of having a High School on Fort Bragg?	
Respondent #	Response
1	At this time, I cannot think of any.
2	Same as any charter school, it takes money away from the county schools. But it also takes students away from county schools and right now Harnett is overcrowded.
3	removing our military kids from mainstream schools (although not an issue since many families live off post)
4	the high schools off post would lose federal funding for each military child NOT attending.
5	None
6	I don't see any!!!!!!!!!!
7	at the present time we already have traffic issues and so now you are going to add a bunch of high school kids driving to school at the same time all the soldiers are coming onto post for PT - not a good idea
8	None
9	Maybe some of the area high schools do not foster excellent learning environments and that will further decrease without military students present.
10	No comment
11	None
12	traffic, young drivers
13	6 of one half dozen of the other, travel to and from school for students living off post. Considering that students on post now have to travel off post to schools. Also with a highschool being on post, and without many activities specifically for teens, teenagers may feel at a loss, board, anxious, isolated. Leading to greater teen crimes, drug and/or alcohol, maybe increased teen volience in a smaller area. There has to be more for teens to meet one another within stuctured activities.
14	None.
15	none
16	none
17	None
18	Fewer civilian kids have interaction w/ military kids.
19	Again, it would be just another government indoctrination center NOT authorized by our constitution!

20	I don't feel that this is a concern.
21	Potential issues with those that do not live on post if they are unable to attend the school on post.
22	None
23	Great demand not enough room for ALL students.
24	The only negative I see is that it would likely be restricted to on-post residents only and therefore only some of military high school students would receive this higher standard of education.
25	None
26	Not sure there are any.
27	i'm drawing a blank. we totally need a High School on post.
28	NONE
29	students would be seen as "outsiders" - gap between "townies" and military kids would widen; jealousy among some in the community that their kids could not attend
30	The public schools in the area get additional funding from the federal government for each of the military students. Removing these students would have a huge financial impact for the public schools.
31	it could divert funds from the school the children would other wises attend
32	Hopefully it would be run better than E E smith.
33	Lose funding
34	further isolation of military kids from the general public
35	None
36	On post students no longer on the rolls of local schools. This would reduce matching funds, reduce union positions, and pull great students out of poor performing schools...therefore it would lower testing scores and make those schools look worse.
37	Low test scores and drop outs. Last yr a kid killed another child at the high school. Need i say more. If my child has to go off post to go to school i would move off post to a better area or home school or send her to private school.
38	Competition. Competition in and of itself isn't bad. Its the attitude behind it all. Is a new school going to come in with the attitude that they have it all together and the schools that these youth were coming from were horrible. Or, are they going to go with grace and march forward with confidence and unapologetically (without an attitude). Life is all about choices and attitude. They make us or break us.
39	A possible negative is that the children would ONLY interact then with military children. There would be less diveristy among the school population.
40	The peers as well as some parents I am sure would most likely see it intimidating. That the military looks at themselves as better.
41	None, it would be a closer commute for students and parents and make us feel safer especially in regards to weapons being brought to school as security is much better on post than off.
42	Bussing schools sony acomodate army kids needs. 4 by 4 schedule
43	Loss of money and lack of military influence

44	Since military students come and go all of the time I do not see any negative issues for the fayetteville area.
45	None
46	Only the base kids would be allowed to attend.
47	taking student out from those schools, shifting for some students wont set well and the credit programs for graduation differs
48	Would it be competitive with area schools both academically and athletically?
49	Traffic
50	None,would be a great idea
51	NONE!
52	None
53	I don't see any negative issues, since it will generate more jobs and opportunities in the area. The High Schools off post are saturated and for example, Massey Hill where my daughter attends had lost the music teacher twice and so far they have no replacement.
54	none
55	NONE!
56	It could be detrimental to the public schools to have the students and funding removed from them, but the benefits to the military children I feel is greater than the negatives.
57	NONE
58	I'm not sure if this is open to off-post families. I live off post. The drive onto post.
59	School zones may have to be reworked with the loss of students
60	I do not see a negative in having a school on Ft Bragg.
61	NONE.
62	Depending on "where" the school is built, transportation might be a negative issue.
63	none.
64	I really don't see any negatives at this time.
65	None
66	Increase in crime on Fort Bragg.
67	None
68	Transportation and traffic may become a negative issue if students are driving or being transported on and off post to attend school. Many area schools would lose money as a part of the federally connected aid they receive.
69	NOTHING!!!! we NEED this
70	I don't see any.
71	None. Cumberland co schools are so populated that is hard for the teachers to interact with students in a one on one basis. This will aliviate a lot to the Fayetteville public schools.
72	I do not feel there would be any negative issues.
73	Gang affiliation and violence. Hate crimes towards military kids.
74	People would feel we are segregating ourselves.
75	Having non-post students coming on post everyday is a pain.
76	none

77	I can think of none, so long as standards for academics and behavior are kept high. I think that there should be an obvious positive difference in the behavior of Fort Bragg students as a whole, than that of public schools. They live a much different, and often more difficult life than their civilian counterparts and should be taught to take pride in all that it means to have a parent or parents who serve.
78	Sports teams playing each other. Ft Bragg would have to commission a field off post OR request access to town fields to support the sports teams they would create. This way the post would not have to 'open' for high school sports.
79	I don't know of anything negative that would come from a high school being built on post.
80	Not enough students to field sports teams.
81	If the Fort Bragg High School wasn't meeting the expectations, and a possible decline in enrollment would occur.
82	none
83	Not knowing anything other than military life, not being exposed to other aspects of the greater community
84	N/A
85	I think it would benifet and no Negative thing could be an Issue.
86	There are no negative issues for having a High School on Fort Bragg
87	The schools in the Fayetteville area will have even lower test scores because the higher scoring students are the ones who will be in school on Fort Bragg.
88	EE Smith might have less kids, because that is where Fort Bragg goes.
89	The greater area may believe that the Bragg community is being exclusive; the fallout there will be a blame on "officers' families" when it appears that many families of high school age children, regardless of the Soldier rank, are concerned for their childrens' best academic interest
90	loss of funding to local school districts that would be directed to new school
91	I'm not sure how school districts receive state funds in North Carolina, but public schools may lose some funding if fewer students are attending them. Private and parochial schools may also have fewer students enrolled. However, some families would still be living off-post and others may decide for religious reasons or vocational reasons, to send their child to a private or parochial school anyway. I don't see there being much negative to having a high school on Ft. Bragg.
92	a perception of "segregation" of the military from the community. Possibility of a lost work force at the schools-military families have a high rate of volunteering which may impact the schools and PTA.
93	There should not be any, but I suppose some school may not like losing a substantial amount of federal impact aid or some academically gifted students.
94	None
95	Who gets to go to the school on post? Big fight for on-post housing.
96	None that I can see.

97	The security issues of bringing non ID card holders on post, other than that NONE! Our kids deserve more than what is offered now!
98	For Cumberland county it is a money issue. If they loose our students they loose federal funding. It is not mutually beneficial we don't get anything out of the relationship as it is now. We are simply a victim of circumstance.
99	I don't see any negative issues at all. It only makes sense for there to be a high school on post and I'm surprised it hasn't happened already.
100	Continued ignorant comments from Ex-board member Sutton and the like.
101	I truly don't see any and that's because I work in the CCS school system as a social worker at a high school!
102	None. None at all. Kids are now either forced to go where they don't thrive or splintered all across Fayetteville. These kids need community badly. It should not even be an issue. Same with many other large posts, such as Fort Bliss in El Paso TX. Something needs to be done NOW for our TEENS!
103	The concern of exclusion where the community at large won't have an equal chance of getting in. Certainly the money that will be taken from the public school when their military families leave. And the good, quality families leaving the public schools will be hard on the public school.
104	i dont see any?
105	none
106	Isolation from the civilian world.
107	Challenge of finding quality staff, cost
108	None
109	It pulls quality athletes from other area school.
110	None
111	NONE
112	Honestly, I don't see negative issues. My older daughter will be starting Albritton next year and she has already started expressing negative thoughts about having to go off post to high school. She's also worried that the kids will be worse because there won't be the same consequences for students like on post and not putting up with bad conduct
113	It would take the strongest and smartest students out of the Cumberland County schools system. It would also take out federal dollars through impact aid. It may promote an "us vs. them" mentality. I think it would put Massey Hill Classical out of business so to speak. I don't know the % of military connected students, but I am sure it is over 25%.
114	Resourcing requirements. The need for a building, parking, and busses, as well as teachers.
9. What unique strengths does the Fort Bragg community possess?	
Respondent #	Response
1	Parent volunteers. Parent involvement with the students studies.
2	supportive

3	Identity, Army values.
4	diverse population, access to successful leaders, sense of community
5	there is a camaraderie that civilians do not
6	As said above.
7	Family values, morals, esprit de corps, neighborhood awareness.
8	As mentioned above, we have a strong sense of pride and we are very close and have a bond others can't imagine.
9	i can't think of any
10	We are all military and having a school on the installation would be beneficial to our community. Our children are special and have special needs that only a staff that understands their needs can give them.
11	The Fort Bragg community possesses togetherness, comradre, and the ability to weather the storm with grace.
12	The main strength I feel is the sense of security and family. We are unique in the sense that we are all going through the same lifestyle and the children can relate with that.
13	Character.
14	Unity, location, ethics.
15	It's large. There is diversity, Fort Bragg has resources, communities, and many interested families willing to help improve life for military teens. A highschool is an amazing way to help us pull it all together!
16	They are a giving, caring, community that strengthens their surroundings.
17	Strenght in numbers close knit community makes difference
18	Security and great commissaries!
19	Fort Bragg shows strength and community. The soldiers act as good role models for our children.
20	Community , family , safety !!
21	People have come from all over the world to Fort Bragg. Being that this is a high deployed base, families look forward to taking care of soldiers and their families.
22	Discipline
23	Leadership, parental involvement and possibly using the soldiers as mentors and coaches.
24	you have the opportunity to grow up with the people you know, and be safe at the same time.
25	we serve our country! we are a strong and brave community that fights everyday for a better future
26	sense of family; take care of our own - supportive
27	We are a diverse, unique, tough group of people.
28	Fort Bragg community has a great sense of community support. Our soldiers have deployed at such a high rate, that we have some of the best support services in the Army in place at Fort Bragg. Having a school to focus that support on would be great for the community and the children.
29	strong bonds
30	The multiple other units that are on fort bragg, like forscorn, Jsoc, etc.
31	They understand of what families are going through no matter the rank
32	its a military community

33	Interest in making their community be best it can be.
34	Already listed
35	Togetherness/friends and safety and high standers.
36	I want to almost giggle at this question. I mean you're talking about a community that knows how to keep on when the going gets tough. They know how to roll with the punches when life isn't fair. Take those strengths, accentuate those and you will watch even some of the weaknesses become stronger. The military is based on giving yourself up on behalf of someone else.
37	Versitility, Comradary, Understanding
38	A sense of community, uniformity, pride in service and leadership.
39	Great parents goof values and volunteers
40	Pride, respect, patriotism and duty.
41	strength, resiliency, and discipline
42	Structure and rules that make everyone get along better
43	High parent involvement.
44	limit soldier moving... offer at least 2-4 year stability
45	Parental support/involvement for the school.
46	Tight nit
47	Army values, strength
48	we take care of our own!
49	Resiliency, leadership, teamwork. We know how to adapt. We have a sense of selfless service, duty and honor. We go by a set of character and values that the military community instills.
50	A strong sense of community and service!
51	and understanding and closeness with one another we all go threw the same things we all experience the same things with being a family of a soldier. we should stick together.
52	Being able to understand the challenges that our kids deal with on a day to day basis that result from moving several times, deployments, one parent being gone for long periods of time on TDYs and for schooling. The ability to support the families that are left behind while a soldier is gone.
53	Strength of character, patriotism, leadership, goal-oriented, family-oriented.
54	Volunteerism
55	They live a unique lifestyle with deployments and unit pride which allows them to come together in support of one another.
56	Fort Bragg is the center of the universe.
57	Pride in community and kids that are surrounded by those that give of themselves every day. We have been at war all these childrens lives, and deployment is an every day thing here at Fort Bragg. These kids are resiliant in ways that most people will never know in their entire life time.
58	diversity of students and teachers (academic and non-academic) nationalism
59	The students all have one common thread, They have a parent in the military.

60	Great resources for our ways of life and our families' needs. It is very organized and you can tell they care to provide good service.
61	We can be a tight knit group when some one is in need.
62	Its large, diverse, and the kids have life experiences most American kids can't identify with.
63	The Fort Bragg community is diverse and seems to be focused being a real part of the area Fort Bragg inhabits.
64	There is NO greater community than a military community. We are strong, resilient, patriotic, loyal, honest. Our kids deserve the BEST our country has to offer.
65	We are the 1% that fight for or support our family that fight for this countires freedoms.
66	We live on a post that bans together.
67	We are a family oriented post. Looking at doing a high school tells all of us that is a fact. This change will help all of us to continue supporting not only our soldiers but our children wish is the future of all of us.
68	We understand each other and try our best to take care of our own.
69	Excellent support services. Being in a airborne division is demanding. The soldier is away a lot. I sense a feeling of comradery between the soldiers and families. Spouses are supportive of each other. Support services reach out to spouses, rather than waiting for the spouse to initiate contact.
70	Resiliency, community.
71	A strong military connection for spouses and children with service members in the family. We reside in Linden Oaks, and it has been extremely beneficial for our children to interact with children that are going through similar experiences as they.
72	Fort Bragg is unique in all the nation for the skills that are represented among the soldiers here. Within this community of unique soldiers are potential resources for helping our young men and women strive for excellence. No one understands a military student like a military community. Our strength lies in our common experiences.
73	Proximity to youth services, the library and MWR services.
74	Volunteerism Resiliency Action Oriented Rich backgrounds Seeks excellence
75	Unity
76	Unique understanding of the importance of the roles we are in militarily and around the world
77	Fort Bragg is such a close community. I have lived on other bases and very few gave the sense of support that Fort Bragg has. I feel that through the many deployments that our community has learned to provide for each other as an extended family.
78	Structure, Strength,Leadership
79	We are very much community based and have a strong,positive community.
80	Most of the teachers in secondary public schools would greatly enjoy teaching high school for a DOD school, but that is not an option right now. I don't think there would be a problem retaining certified 9-12 teachers.

81	The ability to stand strong through hardships.
82	Diversity--the varying backgrounds and the coming together of a variety of regions offers us tremendous diversity.
83	Sense of community, Easy to get around, everything is on one post.
84	community focused on service to country, volunteerism, and civic engagement
85	Resiliency, strength, pride and patriotism are a few strengths of the Ft. Bragg community. I think a high school will only enhance these qualities.
86	Resiliency, the ability to accept and move through change. Strong families and volunteers. Amazing students and families.
87	Strength during adversity (some citizens, not all) Adaptability
88	Leadership. Pride. Community.
89	none that I can see. So far, we have only lived here for one year, but I have found that it is is one of the worst places we have lived in our 22 years of military life.
90	Strong sense of community, TONS of resources, practice facilities, supportive families!
91	We come together for a common goal. We take care of our own.
92	Many different levels of students and people who all work, learn, play for a common goal.
93	There are a lot of children! The diversity of students and families who have lived all over the world.
94	A link for those students to gain knowledge and understanding to their unique circumstance
95	The parents here DO CARE and would be MUCH better at raising our kids if they KNEW each other. We are having to support TOO MANY High Schools... we need community for these older kids BADLY.
96	A very involved community on post, off post, and large percentage of retired military choose to stay in the area. Fayetteville would not survive without the military community.
97	we share a bond. our families move more than others. only dodds and dodea teachers know this. military families only know what it is like
98	A sence of belonging. The feeling that we know how the other person may feel and that we are willing and able to help each other. A real sence of community.
99	Commaraderie
100	We are a very united community on Fort Bragg. We protect each other and are very proud of our community.
101	The military family is strong and has a shared value system: service, honor, integrity, commitment. We understand the value of sacrifice and hard work. Together, we know that the Ft Bragg team can achieve anything.
102	Safety Child Services Caring/Involved Parents Command Involvement Location
103	Diversity, however, an on-post school would still have diversity

104	I think all of us are used to the tough struggles of our husbands deployments and how important it is for little stress as possible. I think we are all strong and dedicated group of individuals who love our families and the best future our children can have
105	Parental support, support of the command.
106	There is and ample supply of qualified teachers looking for work at any point in time. Many of whom are even military parents.
10. What would be your overall vision for a high school on Fort Bragg and what it would accomplish for the students and families it serves?	
Respondent #	Response
1	A school that is strong in Academics, Arts and Athletics. A school with high standards and expectations. A student that is well rounded. An on post high school would provide a safe learning environment for the unique needs of a military child.
2	college prep
3	Serving all Fort Bragg students with quality academics and diverse athletics.
4	prepare students for life after school and train them to be valued members of society
5	without teacher unions (prayerfully) the children would get a quality education, hopefully without revised history.
6	As said above.
7	A united vision where all military families stationed at Fort Bragg can study under one rooftop. This would provide a stable transition and positive mentoring for our children facing hardships with parents gladly placing our country first and foremost.
8	I would like to see a high school that can compete academically and athletically across the state. A state of the art facility that would prepare students for both college and career. A school that offers core classes, as well as advanced placement. A school that could compete with the best of the high schools off post (like a Jack Britt). I would like to see all our schools here aspire to be the best in the state! Offering the fine arts - with a school musical/play -can you imagine the community supporting that? Or watching OUR HS football team play in a state championship! Our base would rally around and embrace this!!Our gifted and talented academic students-winning scholarships to prestigious colleges-we could be the envy of the country!
9	I don't feel it would accomplish anything but again to separate the military community from fayetteville and make them think we are "special" and need to separate ourselves from the real world again.
10	One that can take care of the needs of our children. Military children are special and there parents do things that no other childs parents do and they need there own education system that can be there to teach and mentor our children while there parents are fighting for our freedom

11	A high school on Fort Bragg would give many parents peace of mind that their children are getting an exemplary education in an environment that suits their unique needs with regards to moving, deployments and other hardships, while providing the support that parents of these children will need to help their children do their best.
12	My overall vision would be a high school where my children would be able to learn in a safe and stable environment. I would like for my children to have the same opportunities as they would have in a school off post. I would like for them to be adequately prepared for college and life after school.
13	A safe environment to educate and teach our children to excel.
14	To foster an environment that reflects respect, effort, positive attitude, cooperation and honesty. These combined will help to create children with character.
15	That these kids could have a school to represent them, their struggles, the changing environment they live in. Diverse support of and from the military, which is so much apart of their experience on a daily basis. A chance to be the best they can be, for themselves and their community around them. Strong character, honor and service, to them, from them, for them, for us all. Encouragement with life skills across the board. A place they can look back having an awesome experience saying, "Thank you, Fort Bragg DoDea, for helping us make an awesome life and giving us the tools to achieve our goals". I have an overall vision of team work within the Fort Bragg community, helping our youth bring in the future. Helping them look into the future with courage and confidence.
16	A quality school where students and parents are proud and wanting to attend/send their children for the positive impact on their futures.
17	Good education, safe drug free environment where teachers love to teach open to speak to parents and work as a team
18	Strong education, competitive athletics, outstanding college preparation, service to the community, safe, wholesome atmosphere for kids to attend school. I'd recommend that there be a uniform dress code, like most charter schools!
19	I have no vision for a high school on Ft. Bragg. The government and the military need to get out of the parent's authority to education his own children. NO government school should be built ANYWHERE!
20	A four year school, that focuses on teaching the children the basics of education as well as how to succeed in real life situations. It needs to have higher standards than the outside schools, and stronger teachers that are wanting to teach these skills. No standardized tests to pass onto the next grade, just teach the kids what they should learn. Focus on those that need help and give extra to the ones that are advanced. Build a better school for our children to be able to better serve the community as they learn and grow. Make them better able to succeed in life, instead of hampering them.
21	Safety is what I value most !

22	To give our future generation the same quality of education and chance for success that is provided for younger students. Having a high school would provide a greater sense of community and allow there to be stronger bonds for soldiers and their families.
23	A high school where military families wouldn't have to sacrifice a high standard of education, clubs/extra curricular activities, athletics, and safety simply because of military re-location.
24	It would make it safe for our kids to go to school without the interference of gangs and violence
25	I would like to see a school where the children receive the best education in a safe environment, where the parents can be involved during the day if there job permits
26	well I think everything I have said up to this point answers this question. I just think it's stupid that we haven't had one already, especially when i was growing up.
27	it will provide peace of mind to all the parents facing the challenges that offpost schools present on a daily basis. It will give the families the security that our military kids are getting the best education possible to succeed in life
28	vision: a school similar in performance to "Northern VA schools" accomplish: improve quality of life for Ft Bragg families
29	It would be a great place of learning that would prepare the children of America's heroes for an amazing future.
30	provide a safe environment with the security of being on post while facilitating a closer proximate to military resources and support
31	Is the better idea to put the GOOD HIGH SCHOOL HERE IN FORT BRAGG Because our soldier is in afganistan ...
32	I think there should be talk of two, one for linden oaks and one for main post. It would potentially decrease Stress for the parents that have deployed spouses and also give the kids facilities to use on post.
33	The same curriculum no matter where you are stationed in a few months. I think a lot more people would live on post so their children could attend.
34	adaptability and college prep
35	See above
36	A charter type school that would produce future leaders!
37	A place my child could go to school and feel safe. Also a place that has a great resource of learning not one dimensional. A school that makes leaders of tomorrow.
38	Again, I dont think I should answer this one as my children will not be taking advantage of this school. I do think as a military parent of high school students I have the experience that enables me to share what are my concerns and such in regards to the possible expansion of the school system. However, I dont think I need to weigh in on what my vision would be as its not something I will be utilizing.

39	I have always wanted my children to go to a school on a base. It seems the safest place for them. Its not the threat of the terrorists but the violence and lack of structure in the daily lives. We all know how hard it is to be a teen, but what we don't realize is how hard it is in this day and age. I feel for my children and just hope they will take the knowledge and skills I have given them to do better than the rest. I am only one person and they share their lives with many. More than adverage as the children of a soldier. It is unfortunate the if all this comes to pass it will be to late for my children to reep the many benefits. Best of luck in this journey.
40	My overall vision would be a high school that offers wonderful college prep and leadership classes to strengthen our youth and make the High school open to both military families that live on and off-post. Right now the schools on post only allow families who live on post to attend. I would like to see a change in policy regarding this as I would prefer my kids to go to school on post without us having to live on post (we own a home very close to post).
41	Finally teens and parents would be happy
42	A High School with no drop outs, lots of different activities for all types of teenagers, anti bullying plan, great academics and teachers. A good teacher to student ratio so those that need help can get it
43	I would expect the same that we receive from the middle schools on post except additional services to assist with after high school planning (college, vocational school, ect.)
44	60% or more students going to collage. Others perusing a trade of some sort and becoming successful and mature adults.
45	Getting the kids career and/or college ready with a sense of worth to the community because they have committed to the community through volunteerism.
46	after highschool employment, a push to go to college instead of going to the military 1st
47	A strong school that balances both academics with person-development classes: college prep as well as leadership, debate. Have a faculty who understands the challenges of these particular students (parents deployed, friends leaving, possible moves, etc), and a capable, experienced principal and counselor to start the school off in the right direction.
48	A nice place with plenty of room to grow where the children could learn and grow in academics and athletics close to family and home.
49	Convenient for parents, better education for the kids and safer.
50	it will make ft bragg complete! Right now kids are being bused to schools that have drug problems, fights daily, and teachers with such low pay they dont WANT to teach... FT Bragg is one of the LARGEST bases so it just makes sense to add a high school to better educate our FUTURE!
51	give parents another option, hopefully a better option
52	Better education than the one they are currently getting. We are in desperate need of a High School. DODEA schools are the best. Thank you for your help.

53	Most importantly, it would keep our kids here! In our community. I can only imagine how wonderful the support from the Fort Bragg community would be!
54	I just wish this would have come alot sooner. I wish i could have stayed on post with my military family (friends) where my kids are able to play and enjoy their life enstead i have to move because there is not high school on post. i am super sad regarding this. and i hope you do bring a high school on post so no other families are faced with this decision. i love my comunity and am sad to leave it but my childs education comes first. I would like to see a High school 2 stories high. i would expect them to have an amazing JROTC program. On the Job Training program. I would expect amazing career councilers, I would expect a good disciplined school. Enough space that the teens have a place to park as well when they start to drive and a good drives ed program. It would serve in many ways. keep families close where they can get the help with other families and be around other teens who live a familiar life. I am sad we have to leave. We live in an amazing neighborhood with amazing friends and my kids have to leave. sad. Please bring a high school to Fort Bragg the base and families would benifit in more ways than i can list. Thank Carisa Weiss.
55	Convenience for starters. I have to drive 30mins to my sons school, and another 30mins back. He spends approximately 1.5hrs a day on the bus. Also, not to sound harsh, but also having the population being all military students, to me is a plus.
56	My vision for a high school on Fort Bragg would be a school for all students grades 9-12 that live on Fort Bragg that would enable them to graduate and successfully go on to either their chosen career field or to college, as the case may be.
57	A school that would meet and exceed the unique needs of military high school children; with acedemics, character, sportsmanship, leadership, with a high degree of success (graduation rate).
58	Giving students an oppportunity to continue keeping the community they have coming out of jr high. There are so many transitions that military children have to face. Going to high school will not be such a large transition by continueing on post.
59	My overall vision is to provide more unity for the high school children and parents that attend there. It would allow more parent involvement as it would be more convenient for a parent/soldier of a high school student to be able to drop by the school for lunch or attend events their child are in. It would allow the kids to attend school where they are all living similar lifestyles and have had similar experiences. I think it would be very postitive for Ft Bragg to have a high school.
60	It would be a large campus that would fill the educational needs of all students in grades 9-12 and prepare them for college. It would also be a safe enviorment.
61	one family understanding of and sensitive to military students
62	To send out educated individuals that are functional in society and are willing to jump start change.

63	Serves the unique needs of our military families.fayetteville is a bit dangerous, so parents will feel better to have their teenagers on post.
64	We have "worldly" children. The potential is limitless. Focussing on their future beyond high school. Keeping in mind that these kids sacrificed along with their parents, pcs-ing, deployments, etc, they deserve the best possible opportunity to be educated and prepared for their future.
65	I would like to see a school that promotes leadership, community and strong bonds between kids who have grown up in the Army. I think a school on Fort Bragg would do a lot to calm the fears of parents PCSing to this area. It is daunting to choose a community to live in and a school that will fit the needs of a high schooler. A high school would give the families of Fort Bragg reassurance of the academic success of their children through out their school careers.
66	I would like for this HS to be accomodating to incoming children regarding class scheduling a graduation requirments, AP classes, competitive sports teams. It needs to be on par w/ the other HS these children have attended throughout the world. OUR kids are smart, strong, proud, brave and athletic.
67	I think that this community has been wanting and needing a high school on post for a very ling time. High school shouldn't be competitive like tryin to get into college. It would be easier for the families thy have younger children attending other on postschools. We wouldn't have to drive across town to get our children to attend a county school
68	Service. And great education. Core values and family values.
69	A well rounded, well educated child always benefits everyone. With a Fort Bragg High school we would accomplish that and make an overall better community. The staff would have a better understanding of our childrens unique challenges and be able to guide them in the growing process with less stress than a outside community school. I would vision less stress, less crime, better communication, more options and a proud community to say their child attends Fort Bragg High School.
70	My overall vision for a high school on bragg would be a school that will create an excellent curriculum and educate kids about life skills and what it will be like when its time to move out of mom and dads. Instill the idea of college in every mind of each child. Fond those children that lack motivation and go above and beyond to help them with their issues.
71	A great acadernic school with sports that ALL dependants can use, makes the moving process so much less stressful.
72	A military consistancy. I believe its important for the military children to have consistancy in their lives when there is so much nonconsistnecy with moving, deployments, etc. Plus a sense of security for the parents.

73	A HS on Fort Bragg would have the vision that it is creating the next leaders and visionaries in our country. I feel that great attention should be paid to textbooks and learning materials that are unbiased and factual. I would like to see a school that dared to teach students something other than the regurgitated fairy tales of our nations history. All races and cultures should be embraced, explored, celebrated and the education that our students receive would not only prepare them to be game changers in the world, but would also work break down barriers in areas of social and economic bias. The military community as a whole is inclusive of all races and the experience is different than that of the civilian world. In my neighborhood, I cannot think of a race that is not represented and I appreciate the experience that my children are receiving. I think that the education that military children receive should reflect the many races and cultures that that serve,he each child should find themselves represented in their texts and learning materials.
74	My vision would be that of a similar DoDDs school overseas. Sharing the continuity for students and parents. Allowing students and parents the ease of knowing what they need to do to get their kids in to schools. Parents wouldn't have to worry quite so much about where they lived if they could send their children to a Post high school. Gang influence, drug abuse, teen pregnancy are things we NEVER truly worried about in DoDDs schools.
75	To instill and enforce the higher standards of conduct, discipline and academic achievement that Ft. Bragg families desire.
76	A safe, supportive energetic learning environment that offers a wide range of academic programs, excellent sports programs, and transition supports for all military students. Tawnya Jamison
77	The true value of a military family
78	Giving the students the best tools for their future.
79	My overall vision is to see a safe environment where my children attend school with others in a similar lifestyle that offers them the greatest chance for success academically, hand in hand with a well rounded social aspect through sports, clubs and traditional high school events.
80	It would be to meet all students needs and to let the students breath and know that people that they know understand the military life.
81	A high school that would services the needs of all High School students living on Fort Bragg proper and Linden Oaks. It would accomplish a safer more broad learning experience for the students and a better open communication for the families.
82	A high school that closely resembles Fayetteville Christian School, Fayetteville Academy, or Village Christian Academy. I understand that the Christian component would not be allowed but the curriculum and structure should closely resemble those schools in order to help the students reach their potential.
83	I think it should be open to all military kids. Buses for kids on post, but find your own transportation if off post. Fayetteville is huge, so to allow everyone to get bussed in would not be cost effective.

84	Academic excellence imbued with a sense of commitment to self, family and community. A high school on Bragg would encourage a focus on the development and well being of students and, I would hope, a renewed sense of parental interest in the doings of our high school aged children.
85	I think it would give alot of parents piece of mind knowing that their kids are safer on post. That they are not traveling so far from home, and in turn would mean more time with the family, sports, activitie, ect. I am excited that Bragg is considering this idea.
86	High School with a mission of preparing to students for future educational and vocational goals with emphasis on life long learning and civic engagement
87	Although my children may never attend Ft. Bragg High School, I'd like to see a school that unifies the community as a whole and is something that service and family members can be proud of. I'd like to see good, solid commitment to academic excellence, great support systems for military kids, and a variety of extra-curricular activities such as athletics, instrumental and vocal music, and academic and volunteer clubs. I'd like the high school to help students feel at home and included in a community, and families to feel united and included as well.
88	A unique school offering challenging and flexible courses to prepare our students for the international world that many have been introduced to. A broad range of languages with partnerships with various companies that allow hands-on courses in an area of study that is of interest to the students. This would offer a continuing experience of exploration and hopefully, excitement about learning and academics.
89	A challenging academic environment which provides opportunities for all military students to excel and allows students and their families to have a sense of community at the high school level.
90	I want a school that is safe, top notch academically and nationally competitive. The teachers would have to perform or leave.
91	High academic standards. High moral standards. Great leadership development. Character building. High parental involvement. High community involvement.
92	It would make a huge difference in how I personally view the post, and allow it's families to feel good about the childrens education.
93	I am currently teaching in one of the local high schools If you would like to call me at 713 249 5227 I would LOVE to tell you exactly why I feel Fort Bragg needs a school! :) Kathy Palmer
94	A high school on fort bragg should challenge our students academically, it should offer a competitive athletic program. It should provide it's own transportation. It's staff should understand the students it serves as having unique transisional needs.
95	An environment for kids to bond, learn, excell and peace of mind for parents.
96	A school that would offer excellent education and prepare my children for college and beyond. A school that held itself, parents and students accountable for education. Mandatory parental involvement!

97	I think it can parallel the structure of those in CCS just as the elementary schools on base do. It helps with students transferring. I would like to see it bring a sense of community and pride. High school can be an amazing experience that brings a lot of joy to families along with giving them more activities to get involved with and make Fort Bragg feel like home.
98	Higher graduation rates, a real education that competes with other States in scores, etc. Ease of transfer of credits. College courses offered for strong learners. A real education that prepares these kids to enter the work force. Fun for these kids! A sense of true belonging. A place where kids look forward to the last 4 years of school.
99	A safe, organized, welcoming, supportive environment for all, especially those associated with the military. Where student changes are embraced and not penalized. Education is top notch. College prep and test scores are of utmost importance. Extra curricular activities are always available. And we, as parents, are not second-guessing ourselves about whether or not we are doing the best thing for our children because of the school we placed them in.
100	INCLUSION of ALL special education children. allow special education children to earn an actual highschool diploma.
101	I think it would be great to have a high school on Fort Bragg. I think it would help the kids feel a better sence of belonging and able to call Fort Bragg "home".
102	To be competative in quality to Jack Brittle, Terry Sanford and Cape Fear svhools
103	A quality and safe education for our children... That ultimately leads to them being productive Americans and fully prepared for the challenges of any university.
104	A Safe environment where my son can learn, prosper and be challenged while being prepared for college.
105	A strong sense of community; students supporting and understanding one another; safety; highest academic standards; emphasis in character and preparedness for tge real world
106	I envision a large high school that incorporates all the the needs for our future adults need for success and happiness. They deserve a local high school, our families are the ones making the sacrifices for the American people and for there not to be a high school is absurd!!!! I think I would feel more appreciated as a soldiers wife
107	It would make transferring to Ft. Bragg with a high school student a much less scary propostion.
108	A high school where military children are prepared to compete for college entry against their peers in non-military schools.

Fort Bragg Regional High School
Goals for the Proposed Charter School

The goal for the educational program at FBR is clear: Every student should graduate from high school ready for college or a career and every student should have meaningful opportunities to choose from upon graduation from high school.

FBR has the following goals for student achievement:

1.) Graduates who are academically prepared for post-secondary education and the workforce: according to extensive research conducted by ACT, all high school students should be educated according to a common academic expectation that prepares them for both postsecondary education and the workforce.

FBR will monitor student progress towards this goal annually through the EPAS system of testing and ACT's College Readiness Benchmarks. Students who meet a Benchmark on the Explore, PLAN or ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. As measured by these benchmarks, 85% of students at FBR will achieve or exceed these target scores yearly: Explore 17, PLAN 19, ACT 21.

2.) Increase the number of students taking and passing AP math and science exams, and expand access to traditionally under-represented students: The National Math and Science Initiative (NMSI) describes the "STEM crisis" in American education as the following:

"Sixty percent of the new jobs that will open in the 21st century will require skills possessed by only 20 percent of the current workforce. The U.S. may be short as many as three million high-skills workers by 2018. Two-thirds of those jobs will require at least some post-secondary education. American universities, however, only award about a third of the bachelor's degrees in science and engineering as Asian universities. Worldwide, the United States ranks 17th in the number of science degrees it awards."

FBR will partner with NMSI under their Initiative for Military Families (IMF) for the implementation of the AP Training and Initiative Program (APTIP), which is a comprehensive approach that increases teacher effectiveness and student achievement in rigorous math and science courses through training, teacher and student support, vertical teaming, open enrollment, and incentives. The APTIP already is producing results in other military-connected schools through (IMF): In the first year in the first four schools, the AP math, science and English passing scores increased 45 percent - almost six times the national average. AP math and science passing scores increased 57 percent - over seven times the national average.

"APTIP is equipping our students from military families to better compete on the global stage, which is essential to the future of our country," said Dr. Mary Ann Rankin, CEO of NMSI. She pointed out that research indicates that students passing AP courses in high school are three times more likely to complete a college degree. Further, AP students are among the few American students who compare favorably with their counterparts in other countries on internationally ranked math and science exams. Because the AP courses are standard

Fort Bragg Regional High School
Goals for the Proposed Charter School

across the country, this program provides excellence and continuity for students whenever their families are transferred.

3.) Students who possess the skills required to think critically: changes in technology and the workplace have made the ability to think critically more important than ever before. Instruction designed to help students think critically focuses on skills that are widely applicable across domains of knowledge and the disposition to use these skills.

Teachers will receive professional development in how to administer all courses with emphasis on instruction in critical thinking skills across the curriculum. This will be measured through evidence that teachers are regularly requiring students to engage in the following: clarify questions they need to answer and problems they need to solve, gather and organize information and data, demonstrate understanding of concepts, identify assumptions, consider implications and consequences, state what they say clearly, and consider the point of view of others.

4.) Graduates who demonstrate personal responsibility as a workforce and college readiness skill: recent scholarship has emphasized the importance of student effort and involvement in their academic and co-curricular activities as the decisive elements in promoting positive college outcomes.

Students at FBR will be taught how to set and achieve goals and how to apply those principles in the classroom, in co-curricular activities and in their future. By learning how to set and achieve goals, how to overcome challenges, the importance of being positive, and how to measure their progress, students learn how to enhance and increase their chances for success in high school, college and the workforce.

This goal will be measured through student progress on individualized Educational Development Plans (EDP), which will be developed through a partnership with students, faculty, and family members to help each student at FBR achieve their post-secondary aspirations. An EDP documents an ongoing process in which a learner identifies post-secondary goals, a plan of action to achieve them, and monitors their own progress.

5.) Students who exhibit the qualities of active citizenship: the purpose of "active citizenship" is to teach students to work together and take practical action, using their knowledge and understanding to contribute to a better society. Service learning requirements at FBR (10 hours/year) are geared towards enhanced preparation for the workforce, increased awareness and understanding of social issues, greater motivation for learning, and heightened engagement in pro-social behaviors. The measurement of this is two-fold. Students who graduate from FBR will need to provide evidence of 10 hours per year of community service for each year they attended FBR. Additionally the culture of FBR as assessed through discipline referrals will provide evidence of progress towards this goal.

Fort Bragg Regional High School
Goals for the Proposed Charter School

Outline for Measuring Academic Goals Throughout the Year			
Goal	Method	Ongoing Assessment Measures	Annual Assessment Measures
<i>Academically prepared for post-secondary education and the workforce</i>	<ol style="list-style-type: none"> 1.) The Enhanced and Expanded Common Core & Essential Standards 2.) DoDEA high school curriculum 	<ol style="list-style-type: none"> 1.) Culture of continuous improvement (HSTW) 2.) ACCUPLACER exams administered 2X per year 3.) Content-based formative and summative assessments 	<ol style="list-style-type: none"> 1.) EOC's 2.) Explore, PLAN, and ACT testing 3.) AYP 4.) Graduation Rate
<i>Increase the number of students taking and passing AP math and science exams</i>	<ol style="list-style-type: none"> 1.) AP Training & Incentive Program (National Math & Science Initiative, Initiative for Military Families) 	<ol style="list-style-type: none"> 1.) Percentage of students participating in AP courses in math and science 	<ol style="list-style-type: none"> 1.) Percentage of students receiving a 3 or higher on the National AP Exams
<i>Possess the skills required to think critically</i>	<ol style="list-style-type: none"> 2.) Teaching taxonomy that promotes critical thinking skills 3.) Inquiry-based learning 	<ol style="list-style-type: none"> 2.) More than 50% of student work will demonstrate higher order thinking skills such as critical thinking and problem solving in the context of core academic subjects 	<ol style="list-style-type: none"> 2.) Student-led conferences and self-assessment 3.) Student projects 4.) Student-led development of Educational Development Plan (EDP)
<i>Demonstrate personal responsibility</i>	<ol style="list-style-type: none"> 1.) Students learn how to set and achieve goals 2.) Students lead the development of an individualized Educational Development Plan (EDP) 3.) Student is held accountable for expectations set forth by the school 	<ol style="list-style-type: none"> 1.) Student and teacher track progress towards EDP 2.) Grading system 	<ol style="list-style-type: none"> 1.) Student-led conferences and self-assessment 2.) Progression on EDP 3.) Student transcript and progression towards completion of graduation requirements
<i>Exhibit the qualities of active citizenship</i>	<ol style="list-style-type: none"> 1.) Staff exemplifies the qualities of active citizenship 2.) Character education woven throughout curriculum 3.) Community service requirement 	<ol style="list-style-type: none"> 1.) Teacher observations 2.) Evaluation of school culture as demonstrated through discipline referrals 3.) Observation of pro-social behavior in students 	<ol style="list-style-type: none"> 1.) Completion of 10 hours of community service each year

**For additional information, please refer to the {FBR Goal Summary}*

Fort Bragg Regional High School
Purposes of the Charter School

Purpose 1: The program detailed in this application combines a research-proven curriculum, data-driven decision making, and the development of critical life skills related to learning and innovation with a strong professional development program for staff to bring about high academic achievement and proficiency in 21st Century Skills.

What we know from the Military Child Education Coalition research is that military-connected students can experience barriers to high performance, particularly in the areas of math and science either because of gaps in skills and knowledge or because of a lack of awareness about the critical value of courses with high quality, national standards such as AP. In accordance with the school mission, FBR aims to close this educational gap, placing special emphasis on the development of science and math skills along with crucial 21st century skills, understanding that fifty percent of high-paying jobs in the future will require these crucial skills.

The development team has been in communication with Gregg Fleisher, National Director of the AP Training and Incentive Programs, a division of The Initiative for Military Families (IMF) to coordinate efforts in providing consistent, high-level math and science education. The initiative brings college-level coursework to students through the highly regarded and highly effective Advanced Placement curriculum. Because the AP courses are standard across the country, this program provides excellence and continuity for students whenever their families are transferred.

Purpose 2: The design of FBR is geared toward ensuring that all students, regardless of their personal or educational background, have exceptional opportunities to succeed at a high level. FBR will provide students with a comprehensive curriculum that allows them to remediate skills they may have missed due to frequent moves or progress more quickly if they are prepared to do so. The student to teacher ratio of no more than 20:1 will permit more individualized attention.

The school will have resources in place to tend to the distinct needs of the military-connected child, including full time counselors and social workers, a full time records administrator to ensure the prompt and orderly transfer of student records to and from educational institutions around the world, and a transition success coach who has the express responsibility of assisting students to make successful personal and educational transitions in and out of FBR.

Additionally, the Special Education Coordinator department at FBR will attend to the military child and their family, understanding that even civilian parents of special needs children often avoid relocation, as they are particularly concerned with uprooting their children from learning environments that meet their child's individual needs. Military families with special needs children face the challenge of ensuring that their children's needs are met even as they move from school to school around the world.

Fort Bragg Regional High School
Purposes of the Charter School

The Common Core State and NC Essential Standards will form the foundation of the curriculum at FBR and the school will also draw upon the DoDEA high school curriculum as an enhancement where it proves to be of value. Because FBR anticipates a large turnover in the student population due to the military-connected student population, the school will utilize the computer-adaptive, ACCUPLACER Diagnostic assessments to quickly identify students' strengths and weaknesses, guide instruction, and provide each learner with the tools needed to improve their skills.

Purpose 3: The development process of FBR is a unique collaboration between military and civilian populations who want to expand educational choices for students on the post. A unifying principle is the application of effective, research-based methods to create an environment where all students can learn at high levels. To achieve this end, FBR will partner with High Schools that Work, a research-proven program with a long history of success. FBR will implement the 10 Key Practices for changing what is expected of students, what they are taught and how they are taught. These key practices will provide direction and meaning to all instructional practices at the school.

Purpose 4: FBR is committed to professional development that is focused and effective. Two weeks of intensive training prior to the first day of school will prepare staff members to implement the school's program accurately and effectively from the first day, and faculty will benefit from ongoing coaching from mentor teachers and in-services throughout the year. A partnership with High Schools that Work comes with high expectations and specific actions required of staff members to achieve targeted goals.

Purpose 5: FBR will provide the surrounding community with a quality educational choice that is geared towards meeting the unique needs of the military-connected child. Currently students are assigned to schools based on their residential area, but they can participate in the "governed choice" program. This charter high school will offer the community an additional quality educational option, designed for the needs of the military-connected family.

Purpose 6: FBR recognizes that it will be held accountable on an absolute performance index as well as a growth index. The school will utilize assessment to guide instruction (ACCUPLACER Diagnostics) as well as the NC required standardized tests as an evaluation of instruction. The structure of performance accountability will include teacher evaluations, student test scores, parent feedback, as well as school-wide formative and summative assessments. FBR will not retain or promote employees with poor performance records.

EDUCATIONAL SERVICE PROVIDER AGREEMENT

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

The following is a recital of facts underlying this Agreement:

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

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

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

methodologies.

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

Therefore, it is mutually agreed as follows:

ARTICLE I

TERM

This Agreement shall become effective upon execution and shall cover ____ () academic years, with the entire term to end on June 30, 20__.

ARTICLE II

CONTRACTUAL RELATIONSHIP

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

of the Academy. The Academy is a body corporate and governmental entity authorized by the Authorizing Law, and is not a division or part of TRG. The relationship between TRG and the Academy is based solely on the terms of this Agreement.

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

ARTICLE
FUNCTIONS TO BE PERFORMED BY THE CONTRACTOR

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

- A. Responsibility.** TRG shall be responsible, and accountable to the Academy, for the management, operation and performance of the Academy.
- B. Educational Program.** The educational program and the program of instruction shall be designed by TRG in cooperation with the Academy, and may be adapted and modified from time to time with prior Board approval and in conjunction with the Contract amendment process established by the Authorizer, it being understood that an essential principle of a successful, effective educational program is its flexibility, adaptability, and capacity to change in the interest of continuous improvement and efficiency, and that the

Academy and TRG are interested in results and not in inflexible prescriptions.

C. **Strategic Planning.** TRG shall help design strategic plans for the continuing educational and financial benefit of the Academy.

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

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

Operational Public School Academy Services

1. Financial

- * Develop salary schedules
- * Select benefit packages
- * Determine retirement options

2. Educational Planning

- * Coordinate with the Board the writing of the curriculum expansion
- * Recommend methods of assessments
- * Coordinate with the Board the writing and developing of the school improvement plans
- * Assist in seeking accreditation Association/Education
- * Assist in the development and writing of the technology plan

3. Staff Development

- * Workshops and seminars
- * Professional Growth activities

4. Problem Solving

- * Personnel issues
- * Conflict resolution
- * Student/parent/teacher issues

5. Compliance Issues

- * Membership reports
- * Annual reports
- * Annual audits

DRAFT

6. Equipment/Furniture

7. Contracted Services (as needed)
 - * Maintenance (building)
 - * Cleaning supplies/equipment
 - * Snow removal
 - * Lawn service
 - * Painting
 - * Landscaping
 - * Parking lot maintenance
 - * Playground equipment
 - * Athletic equipment

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

F. **Subcontracts**. TRG reserves the right to subcontract any and all aspects of all other services it agrees to provide to the Academy, including, but not limited to transportation, food service, payroll and/or any computer services with the prior approval of the Academy Board. TRG shall not subcontract the management,

oversight, staffing, or operation of the teaching and instructional program, except as specifically permitted herein or with the prior approval of the Academy Board.

G. **Place of Performance.** TRG reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off site, unless prohibited by state or local law.

H. **Student Recruitment.** TRG and the Academy shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with the procedures set forth in the Academy's Contract and in compliance with the Authorizing Law and other applicable law.

DRAFT

Legal Requirements. TRG shall assist in providing educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Authorizing Law and the Academy's Contract, unless such requirements are, or have been waived.

J. **Rules and Procedures.** TRG shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Academy Board.

K. **School Years and School Day.** The school year and the school day shall be scheduled as required by law and the Academy's Contract.

L. **Additional Grades and Student Population.** TRG in connection with the Academy Administrator shall make the recommendation to the Academy Board concerning limiting, increasing, or decreasing the number of grades offered and the number of

students served per grade or in total, within the limits provided for by the Academy's Contract.

ARTICLE IV

OBLIGATIONS OF THE BOARD

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

DRAFT

ARTICLE IV
FINANCIAL ARRANGEMENTS
Compensation for Services. From July 1, 2012 through June 30, 20__ (

academic years), the Academy shall pay TRG a capitation fee of an amount not to exceed eleven (11%) percent, based upon all of the funds received by the Academy that the State of North Carolina determines the Academy is entitled to receive pursuant to the Authorizing Law, for the particular students enrolled in the Academy.

- B. No Related Parties or Common Control. TRG will not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of a management company that contracts with the Academy. In furtherance of such restriction, it is agreed between the Academy and TRG that none of the voting power of the

governing body of the Academy will be vested in TRG or its directors, members, managers, officers, shareholders, and employees, and none of the voting power of the governing body of TRG will be vested in the Academy or its directors, members, managers, officers, shareholders, and employees. The Academy and TRG will not employ the same individuals. Further, the Academy and TRG will not be members of the same controlled group, as defined in Section 1.150-1 (f) of the regulations under the Internal Revenue Code of 1986, as amended, or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986, as amended.

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

presented documentation and approval by the Academy Board, or the Academy Board may advance funds to TRG for the fees or expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Academy Board ratification.

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

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

- (1) The Academy and/or TRG shall solicit and receive grants and donations consistent with the mission of the Academy.
- (2) Academy and/or TRG may apply for and receive grant money, in the name of the Academy subject to the prior approval of the Board.
- (3) To the extent permitted under the Authorizing Law and approved by the

Academy Board, TRG may charge fees to students for extra services such as summer and after school programs, athletics, etc., and charge non-Academy students who participate in such programs. TRG and the Academy will split all revenue collected, in a proportion agreed upon by the parties in advance of TRG conducting such programs, less expenses to the Academy caused by such programs, if not prohibited by law.

F. Other Institutions. The Academy acknowledges that TRG may enter into similar management agreements with other public or private educational schools or institutions ("Institutions"). TRG shall maintain separate accounts for reimbursable expenses incurred on behalf of the Academy and other Institutions, and only charge the Academy for expenses incurred on behalf of the Academy. If TRG incurs authorized reimbursable expenses on behalf of Academy and other Institutions which are incapable of precise allocation between the Academy and such Institutions, to the extent permitted under applicable law, then TRG shall allocate such expenses among all such Institutions, and the Academy, on a pro-rata basis based upon the number of students enrolled at the Academy and the Institutions, or upon such other equitable basis as is acceptable to the parties. All grants or donations received by the Academy or by TRG for the specific benefit of the Academy, shall be used solely for the Academy. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of TRG.

G. Reporting. TRG shall provide the Academy with:

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

H. **Access to Records.** TRG shall keep accurate records pertaining to its operation of the Academy, together with all Academy records prepared by or in the possession of TRG, and, unless required by law to be retained for a longer period, retain all of

said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. All financial, educational and student records pertaining to the Academy are Academy property. Such records are subject to the Authorizing Law and shall be physically available, upon request, at

the Academy's physical facilities and shall be maintained in accordance with the applicable laws of North Carolina. TRG and the Academy shall maintain the proper confidentiality of personnel, student and other records as required by law.

I. **Review of Budget.** The Academy Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy.

J. **Annual Audit.** The Academy Board shall select, retain, and pay for an annual financial audit in accordance with the Contract and applicable state law

K. **Payment of Academy Funds.** TRG shall not be a signatory on any Academy Board account. All interest earned on Academy depository accounts shall accrue to

the Academy.

ARTICLE VI

PERSONNEL & TRAINING

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

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

- D. Support Staff.** TRG shall recommend, and the Academy Board shall determine, the number and functions of support staff required for the operation of the Academy. The parties anticipate that such support staff may include clerical staff, administrative assistants to the Principal, a bookkeeping staff, maintenance personnel, and the like.
- E. Employer of Personnel.** Except as specified in this Agreement, all teaching and instructional personnel performing functions on behalf of the Academy shall be

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

Authorizing Law.

DRAFT

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

ARTICLE VII

ADDITIONAL PROGRAMS

A. Additional Programs. The services provided by TRG to the Academy under this Agreement consist of the Education Program during the school year and school day

as set forth in the Contract. With prior approval of the Academy Board, TRG may provide additional programs including, but not limited to, adult and community education, summer school, and other special programs. In such cases where TRG is responsible for the cost of providing such additional programs, TRG and the Academy will split, in a proportion agreed upon by the parties in advance of TRG conducting such programs, with the Academy all revenues collected, less expenses to the Academy caused by such programs.

- B. **Food Service and Transportation.** TRG will not initially provide transportation services to students at the Academy. If approved by the Academy Board, the students will be provided a catered lunch program under the normal school lunch

program

DRAFT

ARTICLE VIII
TERMINATION OF AGREEMENT

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

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

C. **Change in Law.** If any federal, state, or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiating of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within thirty (30) days after the notice, the party requiring the renegotiation may terminate this Agreement on thirty (30) days further written

notice.

D. **Effective Date of Termination.** In the event that this Agreement is terminated by

either

party prior to the end of the term specified in Article I, absent unusual and compelling circumstances, the termination will become effective at the end of the current fiscal year following the notice of termination.

E. **Expiration.** Upon expiration of this Agreement at the completion of the Contract term and where there is no renewal, or upon the termination of this agreement, whether with or without cause, TRG shall have the right to (a) reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided to the Academy at TRG's expense and not paid for by the Academy, or (b) to make payment for any such property, at the sole option of the Academy. If the Academy chooses to purchase such property, the purchase price shall be either fair market

value of such property determined as of the effective date of the termination or expiration of this Agreement or the depreciated cost of such property, whichever is less. Fixtures and building alterations shall become the property of the building owner.

ARTICLE IX

PROPRIETARY INFORMATION

- A. **Proprietary Information.** The Academy owns all proprietary rights to curriculum or educational materials that: (i) are both directly developed and paid for by the Academy, or (ii) were developed by TRG at the direction of the Academy Board with Academy funds dedicated to the purpose of developing such curriculum or materials. TRG owns all proprietary rights to curriculum and educational materials previously developed or copyrighted by TRG, curriculum and educational materials developed by TRG not using funds from the Academy, and curriculum and educational materials not dedicated to the specific purpose of developing Academy curriculum or educational materials. TRG and the Academy shall each have the sole and exclusive right to license materials for which they own proprietary rights for use by other school districts, public schools and customers or to modify and/or sell material to other schools and customers. The Academy and TRG each shall use reasonable efforts to ensure that its personnel and agents refrain from disclosing, publishing, copying, transmitting, modifying, altering or utilizing proprietary information owned by the other party. TRG's educational materials and teaching

techniques used by the Academy are subject to disclosure under the Authorizing Law and the Freedom of Information Act.

- B. Required Disclosure.** The Academy Administrator shall be permitted to report any new teaching techniques or methods or revisions to known teaching techniques or methods to the Academy Board and to the State Board of Education, which techniques or methods may thereafter be made available to the public, as provided by the Authorizing Law, notwithstanding anything contained in this Article IX to the contrary.

ARTICLE X

INDEMNIFICATION

DRAFT

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

TRG shall indemnify and save and hold the Academy and all if its employees,

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

DRAFT

**ARTICLE X
INSURANCE**

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

ARTICLE XII

WARRANTIES AND REPRESENTATIONS

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

ARTICLE XIII

MISCELLANEOUS

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

B. Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or other wise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either part's control, and which cannot be overcome by reasonable diligence and without unusual expense.

C. Notices. All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a part to the other party:

With a copy to:

Fort Bragg Regional High School

Attn. President, Board of Directors

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

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

D. **Severability.** The invalidity of any of the covenants, phases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this

Agreement shall be construed as if such invalid covenant, phase, or clause had not been contained in this Agreement.

E. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

F. **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services.

G. **Non-Waiver.** No failure of either party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

H. **Assignment.** This Agreement shall not be assigned by either party without the

prior written consent of the other party.

- I. **Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.
- J. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the law of the State of North Carolina.

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

THE ROMINE GROUP, INC.

FORT BRAGG REGIONAL HIGH SCHOOL

DRAFT

BY:

BY:

ITS:

ITS: President

DATE:

DATE:

The Romine Group, Inc.

- Provide and discuss financial data from other schools managed by TRG demonstrating how TRG is a good fit for Fort Bragg Regional High School.

- Accounting policies and procedures in place that safeguard the assets of our managed schools.
- Financial audits of all Academies have been performed annually by an outside certified public accounting firm. These audits have never received anything other than an unqualified opinion. (This is the best opinion that can be received in a financial audit).
- TRG has prepared applications for short-term financing from the State to allow the Academies to meet cash flow needs.

	Fiscal Year	
	2011	2010
Merritt Academy	\$740,000	\$973,000
Bradford Academy	\$2,450,000	\$3,600,000
Trillium Academy	\$800,000	\$1,590,000
Madison Academy	\$750,000	\$850,000
Hanley International Academy	\$1,100,000	\$1,379,000

- TRG has overseen the growth of the managed academies:

	Based on September State student count			
	2011	2010	2009	2008
Merritt Academy	463.7	449.84	408.27	400
Bradford Academy	1268.61	1529	1468	1424
Trillium Academy	711	725.5	724	689
Madison Academy	640.35	628.52	51	400
Hanley International Academy	735.87	625	612	545

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

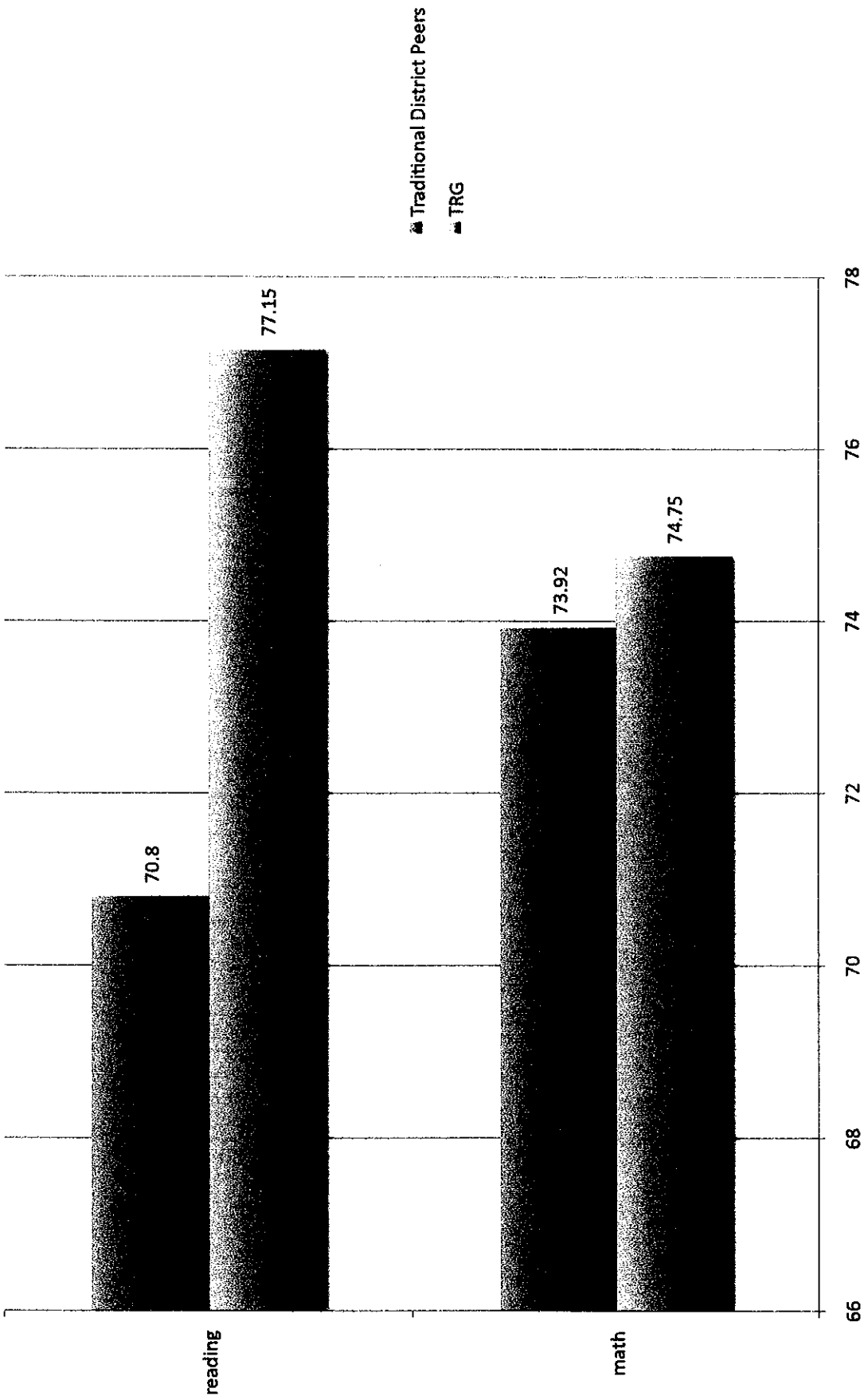
- TRG has negotiated lease contracts on behalf of managed schools.
- TRG has overseen the construction of new school facilities and negotiated, managed and lead the schools in procuring bond financing as follows:

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

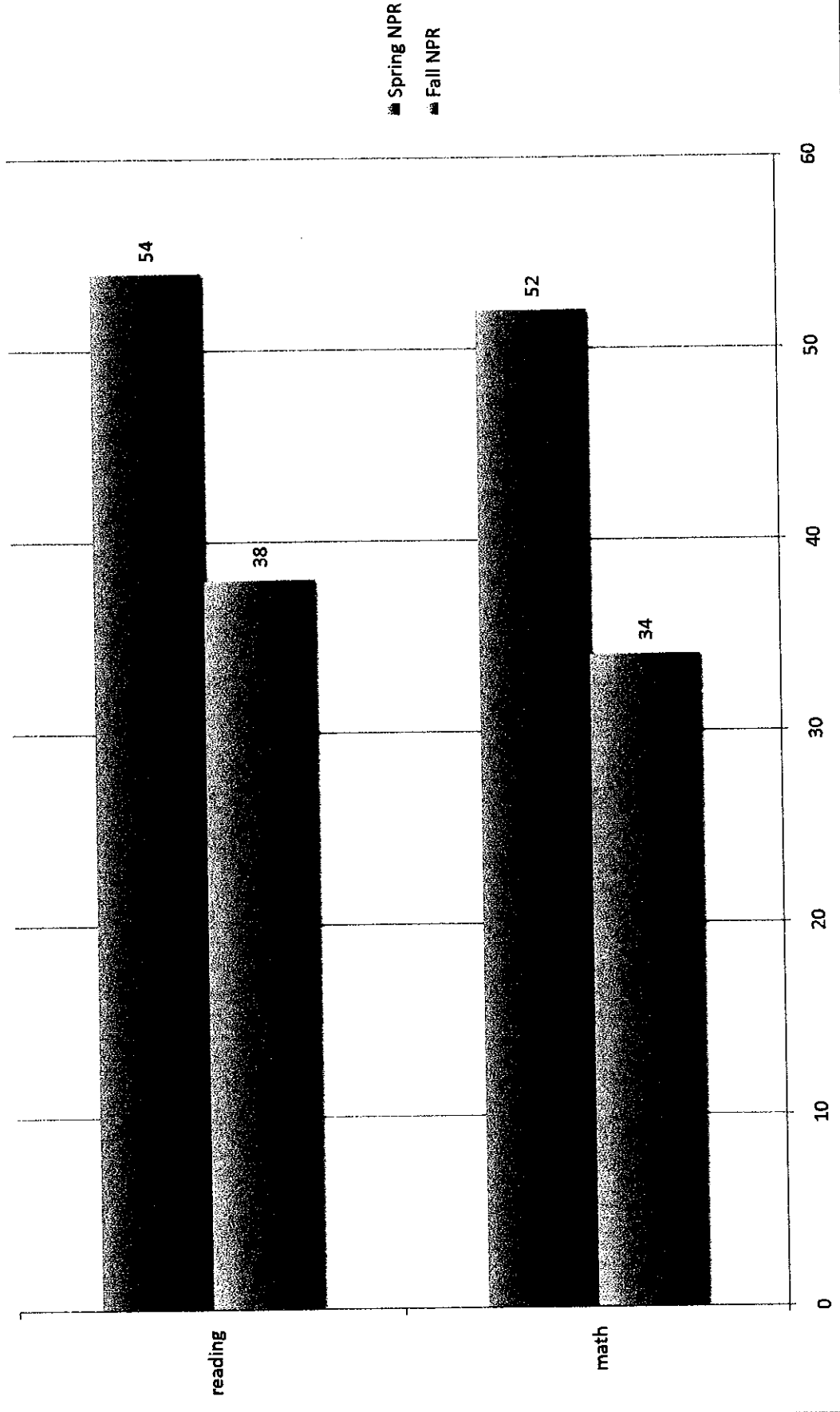
- TRG has cultivated relationships with underwriters, attorneys and contractors that have benefitted the Academy's.
- TRG holds annual meetings with all levels of school management to develop budgets that incorporate the Board, School leaders teachers and parents desires and requirements. These items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

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

TRG SCHOOLS: 2 year Average on State Testing



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

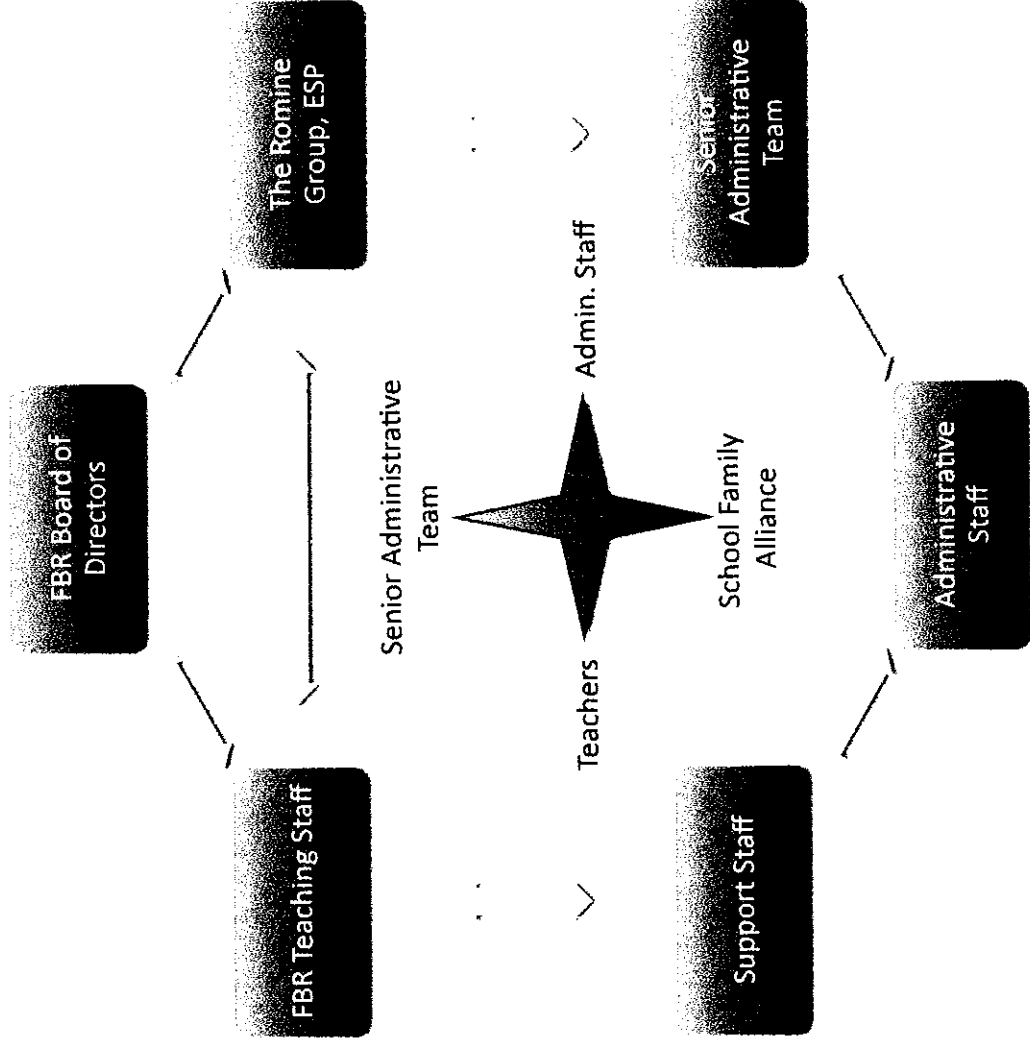


Fort Bragg Regional High School
Measurable Objectives for EMO

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

Measurable Objective	Goal
Compliance	School will be 100% compliant with all State guidelines and deadlines.
Academic Proficiency	<p>In the first year of operation 80% of students will meet their individual growth targets as measured by the ACCUPLACER Exam.</p> <p>Within 5 years HS students will average scores of: 21 ACT, 19 PLAN and 17 Explore</p>
Academic Growth	<p>Subsequent to year 1 the percentage of students meeting their individual growth targets as measured by the ACCUPLACER Exam will increase until 100% of the students have met their goals.</p> <p>Results of the ACT, PLAN and EXPLORE in years 1-4 will reflect growth towards the year 5 goal of 21 ACT, 19 PLAN and 17 Explore.</p>
Finances	The school will maintain a positive fund balance on a yearly basis.
HQ Instruction	100% of the school's teachers will be certified and Highly Qualified.
Parent Involvement	80% of the school's families will take part in a end of year parent satisfaction survey with 80% of the survey takers responding favorably. 80% of the school's families will attend conferences.

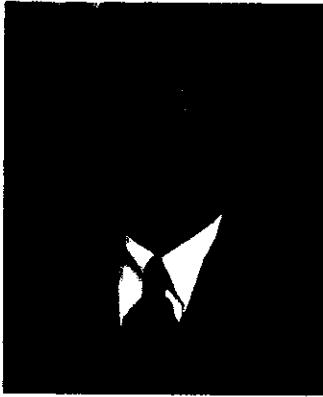
Fort Bragg Regional High School
Organizational Chart





Biography

Department of the Army



Addison D. Davis, IV
Chief Executive Officer
US Army Reserve Command
Fort Bragg, NC



Mr. Addison D. Davis, IV ("Tad") earned his Bachelor of Science degree in Engineering from the United States Military Academy, West Point, NY, in 1978. He received his Master of Public Administration degree from the John F. Kennedy School of Government, Harvard University, in 1989, and served as a Hoover Fellow at Stanford University from 1998-1999.

Mr. Davis assumed his duties as the Chief Executive Officer of the Army Reserve on August 29, 2010. As Chief Executive Officer for the United States Army Reserve Command (USARC), he participates fully with the Commanding General and Deputy Commanding General in planning, developing, advising and directing activities of the command. As the principal civilian executive official, he is charged with viewing the command civilian and military operations in overall perspective, that unity of purpose is maintained in direction, assignment and accountability of operations ensuring he develops and evaluates executive policies and procedures; analyzes plans and program requirements; and represents the USAR with Department of the Army, Department of Defense, and a host of international and civic Organizations. Programs managed impact and influence all 35 USAR General Officer Commands located throughout the US and overseas, to include oversight of over 1,200 Army Reserve Facilities worldwide.

Mr Davis entered the Senior Executive Service (SES) following a distinguished 26 year career as an Infantry officer in the US Army. His initial SES assignment (Apr 04-Oct 05) was Assistant Deputy Director (Demand Reduction) at the White House Office of National Drug Control Policy. He served as the President's point person for drug education, testing, intervention, and treatment programs as well as drug courts. From Oct 05-Aug 10 he served as the Deputy Assistant Secretary of the Army (Environment, Safety, and Occupational Health).

While serving as the DASA (ESOH) he led the Army and DoD efforts to incorporate sustainable practices and principles, as well as environmental stewardship, into Department wide activities at home and abroad. He led the development of the Army's Sustainability Campaign Plan and publication of the Army's initial Annual Sustainability Report. His leadership of the Army sustainability team was recognized by the White House when they received the prestigious "Closing the Circle" Award for Innovative Leadership in Sustainability. As the Army's senior environmental professional he provided executive leadership for the Army's \$1.7B environmental budget and led the multi-billion dollar DoD Formerly Used Defense Site (FUDS) Cleanup Program.

Mr. Davis is the recipient of the Defense Superior Service Medal and the Legion of Merit. He was awarded the "Order of the Longleaf Pine: by the Governor of North Carolina.

Tad.Davis@usar.army.mil ♦ (910) 570-9054
78 Spring Pond Lane ♦ Spring Lake, NC 28390

SHAWN MATEER



**FORT BRAGG
MISSION SUPPORT ELEMENT – DIRECTOR
SHAWN.M.MATEER.CIV@MAIL.MIL
(910) 432-4946
745 MICAH'S WAY N.
SPRING LAKE, NC 28390**

Mr. Shawn Mateer, as the Fort Bragg Mission Support Element Director, is the senior advisor and program synchronizer for The Senior Commander on a wide range of issues related to mission support, internal management and administration. He assumed this position in September 2010 following a 30-year career as an Infantry officer in the U.S. Army where he retired as a Colonel in 2010.

He culminated his career as the Chief of Staff of the XVIII Airborne Corps and Fort Bragg and prior to that he was the Executive Officer for the Commander of the Multinational Force – Iraq. He commanded at company through brigade with experience in the 82nd Airborne Division, 101st Airborne Division (Air Assault) and U.S. Army Special Operations Command. He served on the Army Staff and had joint experience with Central Command. Mr. Mateer saw combat in Grenada, Desert Storm, Somalia and Iraq. Additionally, he has two deployments with the Multinational Force and Observers in the Sinai.

Mr. Mateer's various military decorations and badges include the Distinguish Service Medal, Defense Superior Service Medal, Legion of Merit with Oak Leaf Cluster, Bronze Star Medal with two Oak Leaf Clusters and the Army Commendation Medal for Valor. He also earned the Combat and Expert Infantry Badge, Ranger Tab, Master Parachutist, the Air Assault and Pathfinder Badges.

**Jeffrey Michael Sanborn
Colonel, US Army
Garrison Commander (Designee)
Fort Bragg, NC**

Colonel Sanborn earned his Bachelor of Science in Aerospace Engineering from the United States Military Academy, West Point, NY in 1990. He received his Masters of Business Administration and Masters of Science in Industrial Engineering from the University of Michigan at Ann Arbor, MI in 2000.

Colonel Sanborn is designated to assume duties as Garrison Commander Fort Bragg on 28 June 2012. As Garrison Commander he provides public works, law enforcement, personnel services, training, safety, and morale and recreation services to the community of Fort Bragg and serves as the military interface to the surrounding civilian community.

Colonel Sanborn has served in a wide variety of command and staff positions since his commission as a Second Lieutenant of Field Artillery in 1990. His previous assignments include Inspector General for 82d Airborne Division, Commander of the 2-319th Field Artillery Battalion, Deputy Commander of the 2d Brigade Combat Team, 82d Airborne Division, Deputy Chief of Staff for Combined Joint Task Force 82 in Bagram, Afghanistan, Secretary of the General Staff, 82d Airborne Division, S3 Division Artillery, 82d Airborne Division, and S3, 1-319th Field Artillery Battalion. In addition to the above assignments at Fort Bragg, NC, Colonel Sanborn has commanded artillery batteries at Fort Drum, NY and at Camp Stanley, South Korea.

Colonel Sanborn's decorations include the Bronze Star Medal and Defense Meritorious Service Medal. He is married with two children.

Jeff.sanborn@us.army.mil
910-396-4011
11 Dyer Street
Fort Bragg, NC 28307

DONNA C. EARLE
DONNA.C.EARLE@GMAIL.COM
910-893-3828
398 FALLING WATER ROAD
SPRING LAKE, NC 28390

Donna Earle has been associated with the US Army her entire life, first as an Army "brat" and later as an Army spouse. Twenty-five moves have given her the opportunity to see the world, to include cultures in Turkey, Korea, and Germany, and understand the challenges of military families. With a Masters in Social Work from UNC Chapel Hill, she has held a wide variety of paid and volunteer positions ranging from Family Counselor and Instructor at the Korean Military Academy to Family Readiness Group Leader, Spouses' Club President and Army Family Team Building Program Manager.

Donna has worked for the Military Child Education Coalition for the last six years as a professional development trainer, supervisor and program manager. Her work with this wonderful organization allows her to combine her passion for military families and education. The primary focus of her current position is developing curriculum, training staff and providing seminars for military parents to give them the resources and tools they need to be strong advocates for their children's education.

Donna considers raising her two sons as one of her most important accomplishments. Both boys transitioned to new schools nine times between kindergarten and their High School graduation during their father's military career. They were both subsequently successful in college and are now settled into challenging careers.

Emily Chapman Grimes

emily.c.grimes.civ@mail.mil
(910) 907-5045
1908 Partridge Drive
Fayetteville, NC 28304

Emily Chapman Grimes has worked as a Department of the Army civilian for over 27 years, the past nine serving in the capacity of a School Liaison Officer. As a school liaison officer, she is the primary point of contact between military families and public schools. She visits schools, attends board meetings, and communicates regularly with school personnel to ensure that local educators are aware of the services available to military families.

Emily received her Bachelor of Science and Master of Education degrees from South Carolina State University. She is a native of Saluda, South Carolina, but now calls Fayetteville home. She enjoys reading, traveling, and gardening. She has one daughter, Kimberly.

**BYLAWS OF FORT BRAGG REGIONAL HIGH SCHOOL,
a North Carolina Nonprofit Corporation**

ARTICLE I

NAME

The name of the Corporation shall be FORT BRAGG REGIONAL HIGH SCHOOL (the "Corporation").

ARTICLE II

PURPOSES

The purposes for which the Corporation is organized are:

- (A) The Corporation is organized for the purpose of operating a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. §115C-238.29A *et seq.*;
- (B) The Corporation is organized exclusively for the purpose of receiving and administering funds for charitable, educational and scientific purposes as described in Section 501(c)(3) of the Internal Revenue Code (the "Code") including for such purposes, the making of grants and distributions to organizations that qualify as exempt organizations under Section 501(c)(3) and 170(c)(2) of the Code and conducting all activities incidental or necessary to accomplish the foregoing purposes, or as otherwise permitted by Section 501(c)(3) of the Code.

ARTICLE III

OFFICES

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

ARTICLE IV
MEMBERS

The Corporation shall have no members.

ARTICLE V
BOARD OF DIRECTORS

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

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

ARTICLE VI COMMITTEES

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

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

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

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

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

ARTICLE VII

OFFICERS

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

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

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

- 7.04 *Vacancies.* A vacancy in any office for any reason may be filled by the Board.
- 7.05 *President.* The president shall be the chief executive officer of the corporation and shall have authority over the general control and management of the business and affairs of the corporation. The president shall have power to appoint or discharge employees, agents, or independent contractors, to determine their duties, and to fix their compensation. The president shall sign all corporate documents and agreements on behalf of the corporation, unless the president or the Board instructs that the signing be done with or by some other officer, agent, or employee. The president shall see that all actions taken by the Board are executed and shall perform all other duties incident to the office. This is subject, however, to the president's right and the right of the Board to delegate any specific power to any other officer of the corporation.
- 7.06 *Vice President.* The vice president, if any, shall have the power to perform duties that may be assigned by the president or the Board. If the president is absent or unable to perform his or her duties, the vice president shall perform the president's duties until the Board directs otherwise. The vice president shall perform all duties incident to the office.
- 7.07 *Chairperson.* The chairperson, if elected, shall preside at all Board meetings. The chairperson shall have the power to perform duties as may be assigned by the Board. If the president is absent or unable to perform his or her duties, the chairperson shall perform the president's duties until the Board directs otherwise. The chairperson shall perform all duties incident to the office.
- 7.08 *Secretary.* The secretary shall (a) keep minutes of Board meetings; (b) be responsible for providing notice to each director as required by law, the articles of incorporation, or these bylaws; (c) be the custodian of corporate records; (d) keep a register of the names and addresses of each officer and director; and (e) perform all duties incident to the office and other duties assigned by the president or the Board.
- 7.09 *Treasurer.* The treasurer shall (a) have charge and custody over corporate funds and securities; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation at such depositories in the corporation's name that may be designated by the Board; (d) complete all required corporate filings; and (e) perform all duties incident to the office and other duties assigned by the president or the Board.

**ARTICLE IX
INDEMNIFICATION**

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina each person who is or was a director, officer or member of a committee of the Board and each person who serves or has served at the request of the Corporation as a trustee, director, officer, partner, employee of any other corporation, partnership, joint venture, trust or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out his/her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify an person described in this Article if: (a) such indemnification would jeopardize the Corporation's tax-exempt status under Code Section 501(c)(3); or (b) the Corporation is determined to be a private foundation for federal income tax purposes, and such indemnification would cause the imposition of the federal excise tax for self-dealing under Code Section 4941 or for making a taxable expenditure under Code 4945. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

**ARTICLE X
COMPENSATION**

When authorized by the Board, a person shall be reasonably compensated for services rendered to the corporation as an officer, director, employee, agent, or independent contractor, except as prohibited by these bylaws.

**ARTICLE XI
FISCAL YEAR**

The fiscal year of the corporation shall end on [date].

**ARTICLE XII
AMENDMENTS**

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

SECRETARY'S CERTIFICATE

This is to certify that the foregoing Bylaws of FORT BRAGG REGIONAL HIGH SCHOOL were duly adopted by resolution of the Board effective as of the ____ day of _____, 2012.

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

This the ____ day of _____, 2012

Date: _____

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

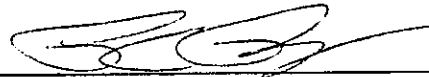
1. The name of the corporation is: FORT BRAGG REGIONAL HIGH SCHOOL
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 1908 PARTRIDGE DRIVE
City, State, Zip Code FAYETTEVILLE, NC 28304 County CUMBERLAND
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
EMILY CHAPMAN GRIMES
6. The name and address of each incorporator is as follows: PAUL ROMINE, 7877 STEAD, UTICA, MI 48317

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 1908 PARTRIDGE DRIVE
City, State, Zip Code FAYETTEVILLE, NC 28304 County CUMBERLAND
11. The mailing address *if different from the street address* of the principal office is:

12. These articles will be effective upon filing, unless a later time and/or date is specified: 4/5/12

This is the 5 day of APRIL, 20 12.



Signature of Incorporator

PAUL ROMINE

Type or print Incorporator's name and title, if any

NOTES:

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

FORT BRAGG REGIONAL HIGH SCHOOL
ARTICLES OF INCORPORATION
ATTACHMENT - SUPPLEMENTAL PROVISIONS

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

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

Additional Provisions – Article 9. The Corporation will at all times be conducted as an organization described in Section 501(c)(3) of the Code. The Corporation will not carry on any activities which are not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, (b) a corporation eligible to receive tax deductible contributions under Section 170(c) and Section 2055, Section 2522 or Section 2106 of the Code, or (c) a nonprofit corporation organized under the laws of the State of North Carolina.

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

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

Fort Bragg Regional High School Program Goal Summary

Vision	<p>Fort Bragg Regional High School seeks to train all students in 21st Century Skills, enabling them to meet the challenges and opportunities of today's world and strengthening them to become individuals who are:</p> <ul style="list-style-type: none"> ▪ Equipped with knowledge ▪ Empowered through personal responsibility ▪ Engaged in critical thinking ▪ Energized to make positive contributions to society 																									
Beliefs	<p>We believe that every student should graduate from high school ready for college or a career and every student should have meaningful opportunities to choose from upon graduation from. We believe that high expectations promote high student achievement and that a commitment to academic excellence will enable our students to be productive members of a competitive society. We believe that our parents, students, teachers and the community share the responsibility for the support of the schools' mission. We believe that all students must learn to become self-directed, independent thinkers. We believe that a focus on academic excellence, relevant application of knowledge, and character & leadership development will contribute to an environment where students are equipped to meet the challenges and opportunities of today's world.</p>																									
Mission Statement	<p>The mission of Fort Bragg Regional High School is to provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership.</p>																									
Performance Goal: 1	<p>What will our school accomplish?</p> <ul style="list-style-type: none"> ▪ Graduates who are academically prepared for post-secondary education and the workforce 																									
Goal 1: Performance Indicators	<p>How will we know that we have achieved this goal?</p> <ul style="list-style-type: none"> • Students will demonstrate post-secondary readiness through growth as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. <ul style="list-style-type: none"> — Testing will occur two times each year: fall testing and spring testing with a window for intervention during the second trimester. — In the first year of operation 80% of students will meet their individual growth targets as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. That percentage will increase by 5% each year until the school meets the goal of 100% of students meeting their individual target growth as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. • Students will demonstrate proficiency on College Readiness Exams by meeting the following composite targets: 21 ACT; 19 PLAN; 17 EXPLORE • Students will meet or exceed college readiness benchmarks in each subject area as defined by the Educational Planning and Assessment System (EPAS). The table below illustrates the subject area target scores. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: left;">College Course or Course Area</th> <th style="text-align: left;">Test</th> <th style="text-align: center;">Explore Score</th> <th style="text-align: center;">PLAN Score</th> <th style="text-align: center;">ACT Score</th> </tr> </thead> <tbody> <tr> <td>English Composition</td> <td>English</td> <td style="text-align: center;">13</td> <td style="text-align: center;">15</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Social Sciences</td> <td>Reading</td> <td style="text-align: center;">15</td> <td style="text-align: center;">17</td> <td style="text-align: center;">21</td> </tr> <tr> <td>College Algebra</td> <td>Mathematics</td> <td style="text-align: center;">17</td> <td style="text-align: center;">19</td> <td style="text-align: center;">22</td> </tr> <tr> <td>Biology</td> <td>Science</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> <td style="text-align: center;">24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Within 5 years of operation, FBR will attain an average ACT composite score of 21. Additionally, within 5 years, the school average on the English, Reading, Science, and Mathematics portions of the exam will meet the criteria for college-readiness as defined by ACT. <i>This timeline may be shorter once the school establishes a baseline for student scores.</i> • Students who complete the four-course Career and Technical Education sequence shall be measured according to the WorkKeys examination in the 12th grade. Within 5 years of operation, 90% of students in this category will achieve a minimum of a Gold Certificate Level. • Students will demonstrate a 90% acceptance rate to a 2-year college, 4-year college/university, military service, or technical training program as tracked through Beyond12 (post-secondary tracking and coaching system). 	College Course or Course Area	Test	Explore Score	PLAN Score	ACT Score	English Composition	English	13	15	18	Social Sciences	Reading	15	17	21	College Algebra	Mathematics	17	19	22	Biology	Science	20	21	24
College Course or Course Area	Test	Explore Score	PLAN Score	ACT Score																						
English Composition	English	13	15	18																						
Social Sciences	Reading	15	17	21																						
College Algebra	Mathematics	17	19	22																						
Biology	Science	20	21	24																						

	<ul style="list-style-type: none"> • The school will meet all criteria for Adequate Yearly Progress • Within 5 years of operation, the school will meet all criteria to be considered as an Honor School of Excellence • Within 4 years, FBR will achieve an 80% 4-year cohort graduation rate and a 90% 5-year graduation rate. North Carolina's statewide four-year cohort graduation rate for 2009-10 is 74.2 percent.
Performance Goal 2	What will our school accomplish? — Students who exhibit the qualities of active citizenship
Goal 2: Performance Indicators	How will we know that we have achieved this goal? <ul style="list-style-type: none"> • School staff will participate in a Professional Ethical Learning Community and model the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking and lifelong learning—measured through teacher observations • Students will participate in an Ethical Learning Community and demonstrate the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking, and personal responsibility—measured through observations of student behavior and student projects • Students will develop a level of proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change—measured through graduation requirements and student projects • Students will demonstrate age appropriate behavior management skill growth every year demonstrated through a 10% reduction in the number behavior incidents (Level 1, 2, 3) from the previous school year • Students will complete 10 hours of community service each year they attend FBR
Performance Goal 3	What will our school accomplish? — Students who demonstrate competency in the 21st Century Skills with a focus on critical thinking and problem solving
Goal 3: Performance Indicators	How will we know that we have achieved this goal? <ul style="list-style-type: none"> • Teachers will disperse class content through real-world and experiential applications, allowing for authentic demonstration of knowledge and mastery • More than 50% of student work will demonstrate higher order thinking skills such as critical thinking and problem solving in the context of core academic subjects • Every student will manage their progress including goals for content knowledge and skill acquisition inside school (classes and class work) and outside school (afterschool, employment, extracurricular) through Educational Development Plans (EDP's), which are monitored and modified throughout the school year. • Students will develop a level of proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change—measured through graduation requirements and student projects
Performance Goal 4	What will our school accomplish? — Fort Bragg Regional High School will recruit and retain a community of committed students, families, and high quality staff members who will support and participate in the accomplishment of our mission.
Goal 4: Performance Indicators	How will we know that we have achieved this goal? <ul style="list-style-type: none"> • Fort Bragg Regional High School's enrollment will produce sufficient funding to meet the Board of Director's approved yearly budget • FBR will maintain a high level of parent and student satisfaction as measured through parent and student surveys conducted yearly • Staff surveys will be conducted yearly

Fort Bragg Regional High School
TRG Performance-Based Goals for School

Measurable Objective	Goal
Compliance	School will be 100% compliant with all State guidelines and deadlines.
Academic Proficiency	<p>In the first year of operation 80% of students will meet their individual growth targets as measured by the ACCUPLACER Exam.</p> <p>Within 5 years HS students will average scores of: 21 ACT, 19 PLAN and 17 Explore</p>
Academic Growth	<p>Subsequent to year 1 the percentage of students meeting their individual growth targets as measured by the ACCUPLACER Exam will increase until 100% of the students have met their goals.</p> <p>Results of the ACT, PLAN and EXPLORE in years 1-4 will reflect growth towards the year 5 goal of 21 ACT, 19 PLAN and 17 Explore.</p>
Finances	The school will maintain a positive fund balance on a yearly basis.
HQ Instruction	100% of the school's teachers will be certified and Highly Qualified.
Parent Involvement	80% of the school's families will take part in a end of year parent satisfaction survey with 80% of the survey takers responding favorably. 80% of the school's families will attend conferences.

ADMISSION POLICY:

As a charter school in the state of North Carolina, Fort Bragg Regional High School will be open to all pupils in grades 9-12 who are qualified for admission to a public school under the laws of the State of North Carolina and who reside within the state of North Carolina. It is expected that the majority of students will reside in housing on Fort Bragg. The school will likely serve students from Harnett, Cumberland, and Moore counties. In administering the admission requirements set forth below, no admission decision shall discriminate against any student on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

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

FBR seeks to service the unique needs of the military-connected child, however, we will follow the North Carolina domicile open lottery law. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located.

Upon final State Board of Education approval, the school will have an open enrollment period starting on or around March 15, 2013 and continuing through June 15, 2013. This will allow families who PCS at the end of the school year an opportunity to submit an application. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. FBR will accept a total of 1000 students in the first year. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to NCGS 143-318.12.

Enrollment preference will first be given to currently enrolled students. Next preference will be afforded to the following ordered categories of applicants:

- 1) In the first year of the school's operation, children of the initial members of the school's Board, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less
- 2) Children of the school's administrators, teachers, and support staff
- 3) Siblings of currently enrolled students who were admitted to the school in a previous year
- 4) All remaining applicants

The lottery will be held in a public forum and will be easily understood and followed by all observers. All students whose applications were filed by the application

Fort Bragg Regional High School
Admission Policy

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

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

EDUCATIONAL THEORY:

FBR seeks to develop students who have both fundamental academic knowledge and 21st century skills, including personal and social responsibility, critical thinking and reasoning, as well as communication and interpersonal skills. The traditional model of passively learning facts and reciting them out of context is no longer sufficient to prepare students for this modern world.

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

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

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

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

In addition to learning by doing, FBR intends to cultivate students who are empowered through personal responsibility through setting a high benchmark for student ownership and involvement in the learning process. Project CRISS (CReating Independence through Student-owned Strategies) plays a large role in the

theory and innovation driving this expectation. Based on the concepts of cognitive psychology and brain research, the model stresses the importance of the following:

1. Students need to be aware of how they learn. They must self-monitor their learning to identify which strategies are the most effective for a given set of learning materials.
2. Students must be able to integrate new information with prior knowledge.
3. Students need to be actively involved in their own learning by discussing, writing, and organizing. These behaviors need to be taught by all teachers—across grade levels and curriculum areas—to maximize the acquisition of course information.

Given the transient nature of the population at FBR, the school will employ differentiated instruction in all areas of curriculum. These instructional methods will enable teachers and staff to get to know each child quickly so that they may accurately assess each child's learning progress. A differentiated instructional program directly relates to the school's mission in providing a globally competitive education that strengthens each student to meet the challenges and opportunities of the 21st century. In addition, differentiated instruction addresses the issue of the widely diverse experience base.

The principles and guidelines of differentiation are based on years of educational theory and research. Differentiated instruction embraces the idea that the difficulty of skills and concepts taught should be slightly in advance of the child's current level of mastery. Research has shown that learners exposed to curriculum slightly above their current level feel better about themselves and the subject (Vygotsky 1978, Fisher, 1980 and Tomlinson, 2007).

TEACHING APPROACH:

FBR will employ instructional techniques that promote analytic thinking and reasoning. According to High Schools that Work, this type of taxonomy "encourages students to use knowledge to solve problems; use academic and technical content and processes to complete tasks typical of those found in the workplace and the community; and construct new meanings and understandings from information and ideas." To this end, FBR teachers will act as facilitators and guides where they become partners in the learning process, leading students to independently discover meaning within subject areas.

The teaching approach at FBR will reflect the following beliefs:

- Differentiated instruction increases learning opportunities for all students and addresses the widely diverse experience base in a transient population.
- Students come to school with a number of different learning styles and prior experiences. We must use innovative, hands-on learning methods to address multiple ways of knowing.
- Student ownership in learning leads to improved academic achievement because it allows students to have choices and experience power over their own learning.
- Assessment for instruction is as valuable as assessment of instruction. Ongoing assessments will guide instructional decisions. These assessments, along with early intervention strategies, will further inform parents as to their child's progress in all subject areas.
- We believe students will gain a better understanding of scientific principles and processes by engaging in "learning by doing".
- As our world continually changes, our knowledge base must also grow. Continuing education for our faculty and staff is crucial. Therefore, we will support a combination of job-embedded staff development, participation in High Schools that Work training, as well as development and partnerships with environmental and higher education agencies.

Teachers will also utilize research-based key procedures to enhance student engagement and subsequent achievement. These include integrating high expectations into classroom practices and giving students regular feedback; requiring each student to complete an upgraded academic core and a concentration; and providing each student with the same mentor throughout high school to assist with setting goals, selecting courses, and reviewing the students progress. The Common Core State and NC Essential Standards will form the foundation of the curriculum at FBR and the school will also draw upon the DoDEA high school curriculum as an enhancement where it proves to be of value.

CLASS STRUCTURE & DAILY SCHEDULE:

FBR will operate a 3X5 Trimester schedule. The trimester schedule consists of five classes per term, each of which is approximately 70 minutes in length. This allows students three more class selections each year when compared to a traditional format. It also provides the most content time out of any additional period schedule we have examined. This schedule doesn't increase the number of class preparations for teachers. Students will be able to earn 7.5 Credits/Carnegie Units during the course of the school year for a total of 30 Credits/Carnegie Units during a four-year period (highly competitive colleges want to see 28+ credits on transcripts).

General Characteristics of Trimesters at FBR

- 12 week trimesters, 3 per school year
- 5 classes per day for one trimester, referred to as the 3X5 schedule
- 2 official grading periods per trimester at the 6th and 12th weeks
- Teachers teach 4 classes per trimester.
- 70-72 minute periods of instructional time
- 2 trimesters of a course equals 1 Carnegie Unit/1 Credit Hour

Mission Specific Advantages of a Trimester Schedule:

- Some colleges (Stanford, Berkeley) indicate that they are equally receptive to semester and trimester schedules, but are skeptical to the 4x4 block (because fewer courses appear on a transcript each semester)
- Students accumulate 140 hours of seat time per 1.0 credit as opposed to 135 per credit with traditional A/B Block
- The opportunity to provide students with more elective credit facilitates development of 21st Century Skills and career preparation
- It gives students more opportunities for remediation and for accelerated studies. This is particularly advantageous to the military population as students experience frequent moves and may come to the school behind or ahead in their studies.
- It increases the frequency of progress reports so it can improve school/home communication
- Two 70 minute periods can be easily blocked into a 140 minute period for integrated, teamed teaching
- It meets IB instructional hours requirements
- Schools who have implemented it report that it is less stressful for students because they take just five classes per term (with the commensurate homework load) as opposed to 6-7 common to other schedules
- Students who want to take electives such as band and a world language may do so with this schedule
- It provides for more seat time hours for AP courses (students take AP Prep third term)

Fort Bragg Regional High School
Instructional Program, Section 2

FBR DAILY SCHEDULE:
Proposed Daily Schedule
3X5 Trimester

A-Lunch		B-Lunch	
1 st Period	8:30-9:40 (70)	1 st Period	8:30-9:40 (70)
2 nd Period	9:45-10:55 (70)	2 nd Period	9:45-10:55 (70)
3 rd Period	11:00-12:10 (70)	3 rd Period A	11:00-11:35 (35)
LUNCH	12:10-12:45 (35)	LUNCH	11:35-12:05 (30)
4 th Period	12:50-2:00 (70)	3 rd Period B	12:10-12:45
5 th Period	2:05-3:15 (70)	4 th Period	12:50-2:00 (70)
		5 th Period	2:05-3:15 (70)
C-Lunch			
1 st Period	8:30-9:40 (70)		
2 nd Period	9:45-10:55 (70)		
LUNCH	10:55-11:30 (70)		
3 rd Period	11:35-12:45 (70)		
4 th Period	12:50-2:00 (70)		
5 th Period	2:05-3:15 (70)		

PILLARS OF THE SCHOOL CULTURE:

High Expectations:

Rigorous academic standards remain the foundation of FBR. To that end, the school is committed to a culture of high expectations partnered with targeted support, enabling each student have meaningful choices upon graduation. We believe that all students can perform at high levels with appropriate intervention programs and extended learning opportunities, and that each student should complete a college- or work-ready curriculum in order to graduate from high school.

High expectations must be partnered with high levels of support from caring professionals within the school. FBR will create a culture of “unit cohesion” where students and staff members understand that they are connected through the universal mission of academic achievement and post-secondary readiness. All individuals connected to FBR are called to actively participate in the educational process.

Relevant Application:

FBR believes that students need to see the relevancy in their studies and have the opportunity to develop academic and life-skills in the classroom. Relevant learning opportunities may include in-depth projects that take place both in the classroom and the work place and internships or community partnerships that provide students with a vision of their future and an understanding of how their school work is linked to what they will do after graduation. According to the Partnership for 21st Century Learning, the world should be brought into the classroom and the students should be brought out into the world.

Character & Leadership:

Renowned leadership expert, John Maxwell, said, “You teach what you know, but you reproduce who you are.” FBR desires to cultivate students who possess the qualities of Scholarship, Integrity, Tolerance, Perseverance, Compassion, Leadership, Communication, Reflection and Inquiry. To this end, the school will first seek to develop a professional community of teachers, administrators and support staff that demonstrates those attributes in day-to-day life, setting an example for students to emulate. We believe students need character qualities such as diligence, a strong work ethic, and a positive attitude in order to do their best in school, become lifelong learners, work hard and succeed in life. They need character qualities such as honesty, respect, and fairness in order to live and work with others. They need to be equipped with these important skills that can help them be successful in their lives and work in the 21st Century.

Community & Belonging:

Research has taught us that second only to family; school is the most important stabilizing force in the lives of young people. For military-connected students who often feel “like the new kid on the block,” having someone to sit with at lunch, a teacher who helps them catch up on class material they missed in transfer or a

Fort Bragg Regional High School
Instructional Program, Section 2

coach who finds a way to incorporate them into a team—even after the season begins—is vital to their success. FBR commits to create this stable, caring, engaging, and welcoming environment in which all students can thrive. The founders of the school are dedicated to ensuring that all students have an advocate who understands their interests, struggles and ambitions so that no one feels alone.

Fort Bragg Regional High School: Common Core Pacing Guides

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading Literature	<ul style="list-style-type: none"> RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5. Analyze how an author's 	<ul style="list-style-type: none"> *Who is the intended audience? *What is the author's intent for writing *Parts of the short story/Novels -Character development -Theme -Point of View -Word Choice -Conflict (i.e. Person v. Nature) *Story Arc/Plot Diagram *Characterization antagonist, protagonist, foil, flat, round. *Using contextual evidence to interpret meaning *Understanding Genres *Understanding text development 	<ul style="list-style-type: none"> * Reflect on fictional pieces using personal experience and author quotations to make an argument. *Understand and label pieces of a plot arc and three act structure. *Compare fictional works of similar tone and style and contrast works of differing tones. *Argue author intent and purpose. 	Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz	Narrator Story Arc Plot Character Setting Theme Conflict Tone Three Acts Exposition Rising Action Climax Falling Action Resolution	"The Most Dangerous Game" "To Build a Fire" "The Lottery" "A Sound of Thunder"	<ul style="list-style-type: none"> *Identify who the intended audience is of the text. *Identify the purpose of this text. *Identify why the author would write the work. *Read and analyze elements of the story: Characterization, theme, point of view, word choice, conflict. * Apply the story arc to the story. *Characterize each character * Understand the development of the text *Determine theme *What is the genre of the text?

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> • RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). • RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). • RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and 	<p>*Determining theme</p>					

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Reading Informational Text</p>	<p>poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4. Determine the meaning of words and phrases as 	<ul style="list-style-type: none"> * Author's purpose * Author's intended audience * Using contextual evidence to draw meaning * Draw conclusions from longer works-main themes, ideas and thought patterns. * Analyze and interpret a series of ideas. * Analyze and interpret historical/semi historical American documents. * Determine the meaning of words and phrases as 	<ul style="list-style-type: none"> * Demonstrate ability to read, comprehend, and restate non-fictional information. * Argue author intent and purpose. * Draw connections between non-fiction information and counterpart fictional texts. 	<p>Response Essay Argumentative Essay</p>	<p>Note Taking Genre</p>	<p>"Stories of Survival"</p>	<ul style="list-style-type: none"> * Properly annotate and take notes on informational text. * Create graphic organizer for informational text. * Summarize and paraphrase text into your own words. * Use vocabulary in sentences * Make connections between an informational text and novel/play/short story/poem etc. * Research a specific topic over an extended period * Use analytical skills to interpret a text.

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <ul style="list-style-type: none"> RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false 	<p>they are used in a text, including figurative, connotative, and technical meanings</p> <ul style="list-style-type: none"> * Analyze the cumulative impact of specific word choices on meaning and tone * Analyze different mediums: print, newspaper, magazine, interview, audio, historical document etc. * Identify various accounts of an event and analyze fallacies and different accounts. * Author's point of view 					

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Writing	<ul style="list-style-type: none"> statements and fallacious reasoning. RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> * Structure of five paragraph essay * Prewriting skills * Write argumentative 	<ul style="list-style-type: none"> * Demonstrate the ability to prewrite, outline, draft and edit a five-paragraph essay. * Demonstrate the ability to read then analyze and interpret fiction/non- 	<ul style="list-style-type: none"> Rubrics Personal Narrative Argumentative Essay Daily Bellwork 	<ul style="list-style-type: none"> Introductory Paragraph Body Paragraph Conclusion Thesis Statement Argumentative Informative 	<ul style="list-style-type: none"> MLA Handbook "How to Write a Persuasive Essay" "Personal Narratives" 	<ul style="list-style-type: none"> *Outline an essay topic *Understand the steps to the writing process *Read then summarize informational text. *Express thoughts in a
	<ul style="list-style-type: none"> W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly 						

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> and accurately through the effective selection, organization, and analysis of content. W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<ul style="list-style-type: none"> analysis, and research paper. Personal Narrative Understand how to create clear and concise sentences. Editing skills Drafting skills Outlining Research process Researching different forms of media Routine writing process encouraged 	<p>fiction then respond to specific questions in written form.</p> <ul style="list-style-type: none"> Write for a specific purpose –argumentative, informative, explanatory, narrative. Produce clear and coherent writing, which shows development and analysis. Conduct research and demonstrate knowledge of the subject through writing. Draw evidence from literary works and informational texts to support analysis, reflection and research. 		Personal Narrative Research Support Organization Pre-writing Outlining		<p>clear yet complex way.</p> <ul style="list-style-type: none"> Interact with various forms of informational text and gather meaning from them. Write with purpose/audience in mind. Plan, edit, and revise. Gather and organize information which is relevant to the task at hand.
	<ul style="list-style-type: none"> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and 						

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>dynamically.</p> <ul style="list-style-type: none"> W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks. 						

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>purposes, and audiences.</p> <ul style="list-style-type: none"> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.4. Present information, findings, 	<p>* Participating in class discussion over novels and topics covered.</p> <p>* Collaborate with others in groups</p> <p>* Present material in various forms</p> <p>* Present information in a way that listeners may follow</p> <p>* Present information in a logical way</p>	<p>* Speak in front of class with a set agenda.</p> <p>* Participate in one-on-one, small group, and large group discussions about fiction and non-fiction readings.</p> <p>* Perform dramatic scenes as a means to demonstrate meaning from stories.</p>	<p>Dramatic Project Presentations</p> <p>Class Discussion/Debate</p>	<p>Presentation Audience Tone Purpose Body Language Feedback</p>	<p>Current Event Newspaper Articles</p>	<ul style="list-style-type: none"> * Working in groups to achieve a central goal. * Communicate with group to work on project/presentation. * Learn how to take notes from books and class discussion. * Evaluate a speaker's point of view. * Present information that has been researched. * Adapt information to a presentation appropriate formal English presentation. 	

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> • SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.9-10.2. Demonstrate command of the conventions of standard English 						

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Language</p>	<ul style="list-style-type: none"> capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> *Understanding the conventions of grammar and proper English usage in writing and speaking. *Demonstrate command of proper mechanics in the English language such as punctuation, capitalization, and spelling. *Demonstrate understanding of word relationships as well as figurative language. * Develop skills to draw meaning from context clues and other resources to understand unfamiliar words/vocabulary. 	<ul style="list-style-type: none"> * Demonstrate mastery of English grammar and punctuation. * Use vocabulary words in daily writing and discussions. *Use figurative language in daily writing and discussions. 	<p>Daily Bellwork Essays Grammar Practice</p>	<p>Grammar Vocabulary Code Shifting Figurative Language</p>	<p>Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power</p>	<ul style="list-style-type: none"> *Demonstrate understanding of conventions of the English language. *Apply knowledge of language to different contexts to understand meanings. *Determine the meaning of unknown vocabulary words by using the concepts taught in class such as context clues and the use of the dictionary. *Demonstrate knowledge of figurative language in text. * Acquire and use academic and domain-specific words to prepare for college.

ENGLISH 9

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives

9A Part II

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading Literature	<ul style="list-style-type: none"> RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5. Analyze how an author's choices concerning 	<ul style="list-style-type: none"> *Who is the intended audience? *What is the author's intent for writing *Parts of the story/Novels development -Character -Theme -Point of View -Word Choice -Conflict (i.e. Person v. Nature) *Story Arc/Plot Diagram *Characterization antagonist, foil, flat, round. *Using contextual evidence to interpret meaning *Understanding Genres *Understanding text development 	<ul style="list-style-type: none"> * Reflect on fictional pieces using personal experience and author quotations to make an argument. *Understand and label pieces of a plot arc and three-act structure. *Compare fictional works of similar tone and style and contrast works of differing tones. *Argue author intent and purpose. 	<p>Class Discussion/Debate</p> <p>Prompt Responses</p> <p>Visual Aide Creation</p> <p>Argumentative Essay</p> <p>Dramatic Project</p> <p>Comprehension Test/Quiz</p>	<p>Narrator</p> <p>Story Arc</p> <p>Plot</p> <p>Character</p> <p>Setting</p> <p>Theme</p> <p>Conflict</p> <p>Tone</p> <p>Three Acts</p> <p>Exposition</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Irony</p>	<p>"The Monkey's Paw"</p> <p>"The Cask of Amontillado"</p> <p>"Gift of the Magi"</p> <p>"The Necklace"</p>	<ul style="list-style-type: none"> *Identify who the intended audience is of the text. *Identify the purpose of this text. *Identify why the author would write the work. *Read and analyze elements of the story: Characterization, theme, point of view, word choice, conflict. *Apply the story arc to the story. *Characterize each character * Understand the development of the text *Determine theme *What is the genre of the text?

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity 	<p>*Determining theme</p>					

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, 	<ul style="list-style-type: none"> * Author's purpose * Author's intended audience * Using contextual evidence to draw meaning * Draw conclusions from longer works-main themes, ideas and thought patterns. * Analyze and interpret a series of ideas. * Analyze and interpret historical/semi-historical/American documents. * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, 	<ul style="list-style-type: none"> * Demonstrate ability to read, comprehend, and restate non-fictional information. * Argue author intent and purpose. * Draw connections between non-fiction information and counterpart fictional texts. 	<p>Response Essay Argumentative Essay Informational Essay</p>	<p>Note Taking Biography Autobiography Genre Historical Fiction</p>	<p>Edgar Allan Poe –“Misinformation and Rumors” “Turn of the Century Horror” “Three Uses of Irony”</p>	<ul style="list-style-type: none"> * Properly annotate and take notes on informational text. * Create graphic organizer for informational text. * Summarize and paraphrase text into your own words. * Use vocabulary in sentences * Make connections between an informational text and novel/play/short story/poem etc. * Research a specific topic over an extended * Use analytical skills to interpret a work 	

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <ul style="list-style-type: none"> RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.9. Analyze seminal U.S. documents of 	<p>and technical meanings * Analyze the cumulative impact of specific word choices on meaning and tone * Analyze different mediums: print, newspaper, magazine, interview, audio, historical document etc. * Identify various accounts of an event and analyze fallacies and different accounts. * Author's point of view</p>					

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p>	<ul style="list-style-type: none"> historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.3. Write narratives to develop 	<ul style="list-style-type: none"> * Structure of five paragraph essay * Prewriting skills * Write argumentative analysis, and research paper. * Personal Narrative * Understand how to create clear and concise 	<ul style="list-style-type: none"> * Demonstrate the ability to prewrite, outline, draft and edit a five-paragraph essay. * Demonstrate the ability to read then analyze and interpret fiction/non-fiction then respond to specific questions in written form. * Write for a specific purpose—argumentative, informative, explanatory, narrative, * Produce clear and coherent writing, which 	<p>Rubrics Personal Narrative Argumentative Essay Daily Bellwork</p>	<p>Introductory Paragraph Body Paragraph Conclusion Thesis Statement Argumentative Informative Personal Narrative Research Support Organization Pre-writing Outlining</p>	<p>MLA Handbook "How to Write a Persuasive Essay" "Personal Narratives"</p>	<ul style="list-style-type: none"> * Outlining an essay topic * Understand the steps to the writing process * Read then summarize informational text * Express thoughts in a clear yet complex way * Interact with various forms of informational text and gather meaning from them * Write with purpose/audience in mind. * Plan, edit, and

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7. Conduct short as well as more sustained research projects to answer a 	<p>sentences.</p> <ul style="list-style-type: none"> *Editing skills *Drafting skills *Outlining *Research process * Researching different forms of media *Routine writing process encouraged 	<p>shows development and analysis.</p> <ul style="list-style-type: none"> * Conduct research and demonstrate knowledge of the subject through writing. * Draw evidence from literary works and informational texts to support analysis, reflection and research. 				<p>revise.</p> <ul style="list-style-type: none"> * Gather and organize information, which is relevant to the task at hand.

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 						

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to 	<ul style="list-style-type: none"> * Participating in class discussion over novels and topics covered. * Collaborate with others in groups * Present material in various forms * Present information in a way that listeners may follow * Present information in a logical way 	<ul style="list-style-type: none"> * Speak in front of class with a set agenda. * Participate in one-on-one, small group, and large group discussions about fiction and non-fiction readings. * Perform dramatic scenes as a means to demonstrate meaning from stories. 	<p>Dramatic Project Presentations Class Discussion/Debate</p>	<p>Presentation Audience Tone Message Purpose Body Language Feedback</p>	<p>Current Event Newspaper Articles</p>	<ul style="list-style-type: none"> * Working in groups to achieve a central goal. * Communicate with group to work on project/presentation. * Learn how to take notes from lecture and class discussion. * Evaluate a speaker's point of view * Present information that has been researched * Adapt information to a presentation and use format English in presentation.

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Language</p>	<ul style="list-style-type: none"> purpose, audience, and task. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend 	<ul style="list-style-type: none"> *Understanding the conventions of standard grammar and proper English usage in writing and speaking. *Demonstrate command of proper mechanics in the English 	<ul style="list-style-type: none"> * Demonstrate mastery of English grammar and punctuation. * Use vocabulary words in daily writing and discussions. *Use figurative language in daily writing and discussions. 	<p>Daily Bellwork Essays Grammar Practice</p>	<p>Grammar Vocabulary Code Shifting Figurative Language</p>	<p>Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power</p>	<ul style="list-style-type: none"> * Demonstrate understanding of conventions of the English language. * Apply knowledge of language to different contexts to understand meanings. * Determine the meaning of unknown vocabulary words by using the context taught in class such as context clues and the use of the dictionary.

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> more fully when reading or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>language such as punctuation, capitalization, and spelling.</p> <ul style="list-style-type: none"> * Demonstrate understanding of word relationships as well as figurative language. * Develop skills to draw meaning from context clues and other resources to understand unfamiliar words/vocabulary. 					<ul style="list-style-type: none"> * Demonstrate knowledge of figurative language in text. * Acquire and use academic and domain-specific vocab to prepare for college.

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Reading Literature	<ul style="list-style-type: none"> RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5. Analyze how an author's choices concerning 	<ul style="list-style-type: none"> *Who is the intended audience? *What is the author's intent for writing *Parts of the short story/Novels -Character development -Theme -Point of View -Word Choice (i.e. Person v. Nature) *Story Arc/Plot Diagram *Characterization antagonist, protagonist, foil, flat, round. *Using contextual evidence to interpret meaning *Understanding Genres *Understanding text development 	<ul style="list-style-type: none"> * Reflect on fictional pieces using personal experience and author quotations to make an argument. *Understand and label pieces of a plot arc and three-act structure. *Compare fictional works of similar tone and style and contrast works of differing tones. *Argue author intent and purpose. 	Class Discussion/Debate Prompt Responses Visual Aide Creation Argumentative Essay Dramatic Project Comprehension Test/Quiz	Narrator Symbolism Coming of Age	<u>To Kill a Mockingbird</u>	<ul style="list-style-type: none"> *Identify who the intended audience is of the text. *Identify the purpose of this text. *Identify why the author would write the work. *Read and analyze elements of the story: Characterization, theme, point of view, word choice, conflict. * Apply the story arc to the story. *Characterize each character * Understand the development of the text *Determine theme *What is the genre of the text?

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> • RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). • RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). • RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity 	<p>* Determining theme</p>					

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> band proficiently, with scaffolding as needed at the high end of the range. RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, 	<ul style="list-style-type: none"> * Author's purpose * Author's intended audience * Using contextual evidence to draw meaning * Draw conclusions from longer works—main themes, ideas and thought patterns. * Analyze and interpret a series of ideas. * Analyze and interpret historical/semi-historical American documents. * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative. 	<ul style="list-style-type: none"> * Demonstrate ability to read, comprehend, and resist non-fictional information. * Argue author intent and purpose. * Draw connections between non-fiction information and counterpart fictional texts. 	<p>Response Essay Argumentative Essay Informational Essay</p>	<p>Note Taking Biography Autobiography Genre Historical Fiction</p>	<p>TKAM – Jim Crow Laws TKAM – Harper Lee biography</p>	<ul style="list-style-type: none"> * Properly annotate and take notes on informational text. * Create graphic organizer for informational text. * Summarize and paraphrase text into your own words. * Use vocabulary in sentences * Make connections between an informational text and novel/play/short story/poem etc. * Research a specific topic over an extended story/poem etc. * Use analytical skills to interpret a work.

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <ul style="list-style-type: none"> RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.9. Analyze seminal U.S. documents of 	<p>and technical meanings *Analyze the cumulative impact of specific word choices on meaning and tone * Analyze different mediums: print, newspaper, magazine, interview, audio, historical document etc. * Identify various accounts of an event and analyze fallacies and different accounts. * Author's point of view</p>					

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p>	<ul style="list-style-type: none"> historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.3. Write narratives to develop 	<ul style="list-style-type: none"> * Structure of five paragraph essay * Prewriting skills * Write argumentative, analysis, and research paper. * Personal Narrative * Understand how to create clear and concise 	<ul style="list-style-type: none"> * Demonstrate the ability to prewrite, outline, draft and edit a five-paragraph essay. * Demonstrate the ability to read then analyze and interpret fiction/non-fiction then respond to specific questions in written form. * Write for a specific purpose—argumentative, informative, explanatory, narrative, * Produce clear and coherent writing, which 	<p>Rubrics Personal Narrative Argumentative Essay Informational Essay Daily Bellwork</p>	<p>Introductory Paragraph Body Paragraph Conclusion Thesis Statement Argumentative Informative Personal Narrative Research Support Organization Pre-writing Outlining</p>	<p>MLA Handbook "How to Write a Persuasive Essay" "Personal Narratives"</p>	<ul style="list-style-type: none"> *Outline an essay topic *Understand the steps to the writing process *Read then summarize Informational text. *Express thoughts in a clear yet complex way. *Interact with various forms of informational text and gather meaning from them. *Write with purpose/audience in mind. * Plan, edit, and

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<ul style="list-style-type: none"> * Editing skills * Drafting skills * Outlining * Research process * Researching different forms of media * Routine writing process encouraged 	<ul style="list-style-type: none"> shows development and analysis. * Conduct research and demonstrate knowledge of the subject through writing. * Draw evidence from literary works and informational texts to support analysis, reflection and research. 				<ul style="list-style-type: none"> revise. * Gather and organize information, which is relevant to the task at hand.
	<ul style="list-style-type: none"> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 						
	<ul style="list-style-type: none"> W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 						
	<ul style="list-style-type: none"> W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 						
	<ul style="list-style-type: none"> W.9-10.7. Conduct short as well as more sustained research projects to answer a 						

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 						

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to 	<ul style="list-style-type: none"> * Participating in class discussion over novels and topics covered. * Collaborate with others in groups * Present material in various forms * Present information in a way that listeners may follow * Present information in a logical way 	<ul style="list-style-type: none"> * Speak in front of class with a set agenda. * Participate in one-on-one, small group, and large group discussions about fiction and non-fiction readings. * Perform dramatic scenes as a means to demonstrate meaning from stories. 	<p>Dramatic Project Presentations Class Discussion/Debate</p>	<p>Presentation Audience Tone Message Purpose Body Language Feedback</p>	<p>Current Event Newspaper Articles</p>	<ul style="list-style-type: none"> * Working in groups to achieve a central goal. * Communicate with group to work on project/presentation. * Learn how to take notes from lecture and class discussion * Evaluate a speaker's point of view. * Present information that has been researched. * Adapt information to a presentation and use formal English in presentation.

Theme/Big Ideas	Objectives (Common Code)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> purpose, audience, and task. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 						
Language	<ul style="list-style-type: none"> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend 	<ul style="list-style-type: none"> * Understanding the grammar and proper usage in writing and speaking. * Demonstrate command of proper mechanics in the English 	<ul style="list-style-type: none"> * Demonstrate mastery of English grammar and punctuation. * Use vocabulary words in daily writing and discussions. * Use figurative language in daily writing and discussions. 	<ul style="list-style-type: none"> Daily Bellwork Essays Grammar Practice 	<ul style="list-style-type: none"> Grammar Vocabulary Code Shifting Figurative Language 	<ul style="list-style-type: none"> Daily Spark Grammar and Spelling Daily Spark Vocabulary Word Power 	<ul style="list-style-type: none"> * Demonstrate understanding of conventions of the English language. * Apply knowledge of language to different contexts to understand meanings. * Determine the meaning of unknown vocabulary words by using the concepts taught in class such as context clues and the use of the dictionary.

Theme/Big Ideas	Objectives (Common Code)	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<ul style="list-style-type: none"> more fully when reading or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative languages, word relationships, and nuances in word meanings. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>language such as punctuation, capitalization, and spelling.</p> <p>* Demonstrate understanding of word relationships as well as figurative language.</p> <p>* Develop skills to draw meaning from context clues and other resources to understand unfamiliar words/vocabulary.</p>					<ul style="list-style-type: none"> * Demonstrate knowledge of figurative language in text. * Acquire and use academic and domain specific vocab to prepare for college.

Pre-Calculus: Part 1		Essential/ Focus Questions	Teaching Strategy	Assessments	Vocabulary/ Concepts	Resources	Board Objectives
Theme/ Big Idea	Objective						
P1 Functions	<p>P1.1 Know and use a definition of a function to decide if a given relation is a function.</p> <p>P1.2 Perform algebraic operations (including compositions) on functions and apply transformations (translations, reflections, and rescaling).</p> <p>P1.3 Write an expression for the composition of one given function with another and find the domain, range, and graph of the composite function. Recognize components when a function is composed of two or more elementary functions.</p> <p>P1.4 Determine whether a function (given symbolically or graphically) has an inverse and express the inverse (symbolically, if the function is given symbolically, or graphically, if given graphically) if it exists. Know and interpret the function notation for inverses.</p> <p>P1.5 Determine whether two given functions are inverses, using composition.</p> <p>P1.6 Identify and describe discontinuities of a function (e.g., greatest integer function, $1/x$) and how these relate to the graph.</p>	<p>What is a function?</p> <p>How can we perform operations on functions?</p>	<p>Use resources listed on right to explicitly teach students about functions.</p> <p>Open the lesson with an example such as 143 divided by 4. Ask the students to identify the quotient, divisor, dividend, and remainder. The definitions are important to build a common language of terms when working with polynomials.</p> <p>Completing polynomial division with the long division method is tedious and most students find it difficult. The teacher should make connections between doing long division with the first example and the process of doing polynomial long division.</p> <p>Synthetic division should only be used when the divisor is a first-degree polynomial, else the long division method is appropriate. Students often get this confused when trying to find "short cuts" for the division problems.</p> <p>The teacher should reinforce the steps for solving polynomial synthetic division when working examples. The students will misunderstand what number goes into the half-box of a synthetic division. It depends if a possible root is given (then you use that number directly), or if a possible factor is given (then you use the opposite sign before the number).</p>	<p>Unit 1 Test Observations Achievement Series</p>	<p>Points</p> <p>Lines</p> <p>Slopes</p> <p>Equations</p> <p>Linear Functions</p> <p>Models</p> <p>Quadratic Equations</p> <p>Quadratic Functions</p> <p>Quotient</p> <p>Divisor</p> <p>Dividend</p> <p>Remainder</p>	<p>Unit One: Linear and Quadratic Functions</p> <ul style="list-style-type: none"> Points and Lines Slopes of Lines Finding Equations of Lines Linear Functions and Models The Complex Number System Solving Quadratic Equations Quadratic Functions and Their Graphs <p>Unit Two: Polynomial Functions</p> <ul style="list-style-type: none"> Introduction to Polynomials Synthetic Division; The Remainder Theorem Graphing Maximums and Minimums of Polynomial 	<p>Know and use a definition of a function to decide if a given relation is a function to become better problem solvers.</p> <p>Perform algebraic operations (including compositions) on functions and apply transformations (translations, reflections, and rescaling) to become better problem solvers.</p> <p>Write an expression for the composition of one given function with another and find the domain, range, and graph of the composite function to become better problem solvers.</p> <p>Recognize components when a function is composed of two or more elementary functions to become better problem solvers.</p> <p>Determine whether a</p>

<p>P1.7 Understand the concept of limit of a function as x approaches a number or infinity. Use the idea of limit to analyze a graph as it approaches an asymptote. Compute limits of simple functions (e.g., find the limit as x approaches 0 of $f(x) = 1/x$) informally.</p> <p>P1.8 Explain how the rates of change of functions in different families (e.g., linear functions, exponential functions, etc.) differ, referring to graphical representations.</p>	<p>The Remainder Theorem is very important to emphasize when finding the zeros of a polynomial. It is good to show by example how the Remainder Theorem works to find zeros of the polynomial. It is important to show that if a binomial can be shown to be a factor of a polynomial, then the binomial is also a zero of the polynomial function. Conceptually, the fundamental polynomial connections is extremely important for the students to see how finding zeros, x-intercepts, solutions, roots, and factors of a polynomial are all related to each other. Students often get confused about finding the linear factors of a polynomial, so the teacher should take time to explain how to find the linear factors.</p> <p>The teacher can close the lesson with "Give five ways to show that $x - 3$ is a factor of $f(x) = x^2 + 3x - 18$". The answers are: (1) factor $x^2 + 3x - 18$ into $(x - 3)(x + 6)$, (2) Use long division of $x^2 + 3x - 18$ by $x - 3$ to show the remainder of 0, (3) Use synthetic division to show the remainder of 0, (4) Show $f(3) = 0$ by the Factor Theorem, and (5) Graph the function to show that 3 is an x-intercept.</p> <p>Using the rational zero test, students often confuse the factors of r (for the constant term) and s (for the leading coefficient). A listing of all possible zeros is the possible combinations the fraction</p>	<p>Functions</p> <ul style="list-style-type: none"> Finding Maximums and Minimums of Polynomial Functions <p>Online Resources:</p> <p>On-Line Graphing Calculator</p> <p>TI Lesson Exchange Site</p> <p>Downloadable Graphing Tool (Free)</p> <p>ACT On-line Prep Site</p> <p>ACT Practice Items</p> <p>ACT Kaplan Quiz Bank</p> <p>ACT Math College Readiness Standards</p> <p>NCTM Illuminations</p> <p>Virtual Manipulatives Site</p> <p>Algeblocks Tutorial</p> <p>Geometry Across the Grades Document</p> <p>Algebra Across the Grades</p> <p>State End of Course Assessments Intro</p>	<p>function (given symbolically or graphically) has an inverse and express the inverse (symbolically, if the function is given symbolically, or graphically, if given graphically) if it exists. Know and interpret the function notation for inverses.</p> <p>Determine whether two given functions are inverses, using composition.</p> <p>Identify and describe discontinuities of a function (e.g., greatest integer function, $1/x$) and how these relate to the graph.</p> <p>Understand the concept of limit of a function as x approaches a number or infinity. Use the idea of limit to analyze a graph as it approaches an asymptote. Compute limits of simple functions (e.g., find the limit as x approaches 0 of $f(x) = 1/x$) informally.</p> <p>Explain how the rates of change of functions in different families</p>
---	---	---	---

				<p>r divided by s.</p> <p>4.2b: finding the x-intercepts of the function graphically can approximate Finding the zeros and the Factor Theorem.</p> <p>4.2c: Students can use the graphing method to find exact zeros of the function, then use those exact zeros to use synthetic division to find a resulting quadratic equation, and finally to factor the quadratic equation to find all the zeros of the function.</p> <p>4.2d: The bounds test is a method to test whether a function has a zero in a beyond a certain x-value.</p> <p>4.2e: Using the four-step approach to find real zeros of polynomials is a good way to find exact zero values. Otherwise, the graphing approach gives only approximately values. The teacher can close the lesson by asking, "What steps would you use to go about finding the exact real zeros of a polynomial?" This should be a reinforcement of the four-step method shown.</p>				(e.g., linear functions, exponential functions, etc.) differ, referring to graphical representations.	
Pre-Calculus: Part 2									
Theme/ Big Idea	Objective			Essential Questions	Strategy	Assessment	Vocabulary	Resources	Board Objectives
P2 Exponential and Logarithmic Functions	P2.1 Use the inverse relationship between exponential and logarithmic functions to solve equations and problems. P2.2 Graph logarithmic functions. Graph translations and reflections of these functions. P2.3 Compare the large-scale behavior of exponential and			What are exponential and logarithmic functions?	Use resources listed on right to explicitly teach students about exponential and logarithmic functions.	Unit 5 Test Observations Achievement Series	Exponents Logarithms Exponential Functions Logarithmic Functions Integral Exponents Rational Exponents	Unit 5: Exponents and Logarithms <ul style="list-style-type: none"> • Growth and Decay: • Integral Exponents • Growth and Decay: Rational	P2.1 Use the inverse relationship between exponential and logarithmic functions to solve equations and problems to become better problem solvers.

<p>logarithmic functions with different bases and recognize that different growth rates are visible in the graphs of the functions</p> <p>P2.4 Solve exponential and logarithmic equations when possible, (e.g. $5x=3(x+1)$). For those that cannot be solved analytically, use graphical methods to find approximate solutions.</p> <p>P2.5 Explain how the parameters of an exponential or logarithmic model relate to the data set or situation being modeled. Find an exponential or logarithmic function to model a given data set or situation. Solve problems involving exponential growth and decay.</p>				<p>Exponents</p> <ul style="list-style-type: none"> Exponential Functions The Number e and the Function e to the x Logarithmic Functions Laws of Logarithms Exponential Equations; Changing Bases of Exponential Equations <p>Unit 6: Analytic Geometry</p> <ul style="list-style-type: none"> Equations of Circles Equations of Ellipses 	<p>Graph logarithmic functions. Graph translations and reflections of these functions to become better problem solvers.</p> <p>Compare the large-scale behavior of exponential and logarithmic functions with different bases and recognize that different growth rates are visible in the graphs of the functions to become better problem solvers.</p> <p>Solve exponential and logarithmic equations when possible, (e.g. $5x=3(x+1)$). For those that cannot be solved analytically, use graphical methods to find approximate solutions to become better problem solvers.</p> <p>Explain how the parameters of an exponential or logarithmic model relate to the data set or situation being modeled. Find</p>
---	--	--	--	---	--

<p>an exponential or logarithmic function to model a given data set or situation. Solve problems involving exponential growth and decay to become better problem solvers.</p>						<p>P3 Quadratic Functions</p> <p>P3.1 Solve quadratic-type equations (e.g. $ax^2+bx+c=0$) by substitution. P3.2 Apply quadratic functions and their graphs in the context of motion under gravity and simple optimization problems. P3.3 Explain how the parameters of an exponential or logarithmic model relate to the data set or situation being modeled. Find a quadratic function to model a given data set or situation.</p>
<p>Solve quadratic-type equations (e.g. $ax^2+bx+c=0$) by substitution. P3.2 Apply quadratic functions and their graphs in the context of motion under gravity and simple optimization problems to become better problem solvers. Explain how the parameters of an exponential or logarithmic model relate to the data set or situation to learn to think more critically.</p>	<p>Unit Four: Properties of Functions</p> <ul style="list-style-type: none"> • Functions and Their Characteristics • Operations on Functions • Reflecting Graphs; Symmetry • Periodic Functions; Stretching and Translating Graphs • Inverse Functions • Functions of Two Variables 	<p>Functions Operation Reflecting Graphs Symmetry Periodic Function Stretching and Translating Graphs Inverse Functions Variables</p>	<p>Observations Achievement Series</p>	<p>Use resources listed on right to explicitly teach students about polynomial functions.</p>	<p>What are quadratic functions? How can we solve quadratic functions?</p>	
<p>Pre-Calculus: Part 3</p>						

Theme/ Big Idea	Objectives	Essential/ Focus Question	Teaching Strategy	Assessments	Vocabulary	Resources	Board Objectives
<p>P4 Polynomial Functions</p>	<p>P4.1 Given a polynomial function whose roots are known or can be calculated, find the intervals on which the function's values are positive and those where it is negative. P4.2 Solve polynomial equations and inequalities of degree greater than or equal to three. Graph polynomial functions given in factored form using zeros and their multiplicities, testing the sign-on intervals and analyzing the function's large-scale behavior. P4.3 Know and apply fundamental facts about polynomials: the Remainder Theorem, the Factor Theorem, and the Fundamental Theorem of Algebra.</p>	<p>What is a polynomial function?</p>	<p>Use resources listed on right to explicitly teach students about polynomial functions.</p>	<p>Unit 2 Test Unit 3 Test Observations Achievement Series</p>	<p>Polynomial Functions Roots of Polynomial Equations Factoring Polynomial Equations Linear Inequalities Polynomial Inequality</p>	<p>Unit Two: Polynomial Functions</p> <ul style="list-style-type: none"> Using Technology to Approximate Roots of Polynomial Equations Solving Polynomial Equations by Factoring General Results for Polynomial Equations <p>Unit Three: Inequalities</p> <ul style="list-style-type: none"> Linear Inequalities; Absolute Value Polynomial Inequalities in One Variable Polynomial Inequalities in Two Variables 	<p>Given a polynomial function whose roots are known or can be calculated, find the intervals on which the function's values are positive and those where it is negative to become better problem solvers. Solve polynomial equations and inequalities of degree greater than or equal to three. Graph polynomial functions given in factored form using zeros and their multiplicities, testing the sign-on intervals and analyzing the function's large-scale behavior to become better problem solvers. Know and apply fundamental facts about polynomials: the Remainder Theorem, the Factor Theorem, and the Fundamental Theorem of Algebra to become better problem solvers.</p>

<p>P5 Rational Functions and Difference Quotients</p>	<p>P5.1 Solve equations and inequalities involving rational functions. Graph rational functions given in factored form using zeros, identifying asymptotes, and their behavior for large x values, and testing intervals. P5.2 Given vertical and horizontal asymptotes, find an expression for a rational function with these features to become better problem solvers. P5.3 Know and apply the definition of difference quotient. Simplify difference quotients as rates of change and slopes of secant lines.</p>	<p>What are Rational Functions and Difference Quotients?</p>	<p>Use resources listed in resources column to explicitly teach students about rational functions and difference quotients.</p>	<p>Achievement Series</p>	<p>Rational Functions Difference Quotients</p>	<p>Online Resources:</p> <ul style="list-style-type: none"> ▫ On-Line Graphing Calculator ▫ TI Lesson Exchange Site ▫ Downloadable Graphing Tool (Free) ▫ ACT On-line Prep Site ▫ ACT Practice Items 	<p>Solve equations and inequalities involving rational functions. Graph rational functions given in factored form using zeros, identifying asymptotes, analyzing their behavior for large x values, and testing intervals. P5.2 Given vertical and horizontal asymptotes, find an expression for a rational function with these features to become better problem solvers. Know and apply the definition and geometric interpretation of difference quotient. Simplify difference quotients and interpret difference quotients as rates of change and slopes of secant lines to become critical thinkers.</p>
---	---	--	---	---------------------------	--	---	---

<p>Pre-Calculus: Part 4</p>									<p>Board Objective</p>
<p>Theme/ Big Idea</p>	<p>Objective</p>	<p>Essential Question</p>	<p>Teaching Strategy</p>	<p>Assessment</p>	<p>Vocabulary</p>	<p>Resources</p>			

<p>Trigonometric Functions</p>	<p>P6.1 Define (using the unit circle), graph, and use all trigonometric functions of any angle. Convert between radian and degree measure. Calculate arc lengths in given circles.</p> <p>P6.2 Graph transformations of the sine and cosine functions (involving changes in amplitude, period, midline, and phase) and explain the relationship between constants in the formula and transformed graph.</p> <p>P6.3 Know basic properties of the inverse trigonometric functions $\sin^{-1} x$, $\cos^{-1} x$, $\tan^{-1} x$, including their domains and ranges. Recognize their graphs.</p> <p>P6.4 Know the basic trigonometric identities for sine, cosine, and tangent (e.g., the Pythagorean identities, sum and difference formulas, co-functions relationships, double angle and half-angle formulas).</p> <p>P6.5 Solve trigonometric equations using basic identities and inverse trigonometric functions.</p> <p>P6.6 Prove trigonometric identities and derive some of the basic ones (e.g., double-angle formula from sum and difference formulas, half-angle formula from double angle formula, etc.).</p> <p>P6.7 Find a sinusoidal function to model a given data set or situation and explain how the parameters of the model relate to the data set or situation.</p>	<p>What are trigonometric functions? How can we use trigonometric functions?</p>	<p>Use resources listed in resources column to explicitly teach students about trigonometric functions.</p>	<ul style="list-style-type: none"> • Equations of Hyperbolas • Parabolas • Systems of Second Degree Equations 	<p>Define (using the unit circle), graph, and use all trigonometric functions of any angle to become better problem solvers.</p> <p>Graph transformations of the sine and cosine functions to become better problem solvers.</p> <p>Solve trigonometric equations using basic identities and inverse trigonometric functions to become better problem solvers.</p>
<p>Unit 7: Trigonometric Functions</p>		<ul style="list-style-type: none"> • Measurement of Angles • Sectors of Circles • The Sine and Cosine Functions • Evaluating and Graphing Sine and Cosine • Inverse Trigonometric Functions 			

Pre-Calculus: Part 5		Objective	Essential Question	Teaching Strategy	Assessments	Vocabulary	Resources	Board Objective
Theme/Big Idea	Objective	Essential Question	Teaching Strategy	Assessments	Vocabulary	Resources	Board Objective	
P7 Vectors, Matrices, and Systems of Equations	<p>P7.1 Perform operations (addition, subtraction, and multiplication by scalars) on vectors in the plane. Solve applied problems using vectors.</p> <p>P7.2 Know and apply the algebraic and geometric definitions of the dot product of vectors.</p> <p>P7.3 Know the definitions of matrix addition and multiplication. Add, subtract, and multiply matrices. Multiply a vector by a matrix.</p> <p>P7.4 Represent rotations of the plane as matrices and apply to find the equations of rotated conics.</p> <p>P7.5 Define the inverse of a matrix and compute the inverse of two-by-two and three-by-three matrices when they exist.</p> <p>P7.6 Explain the role of determinants in solving systems of linear equations using matrices and compute determinants of two-by-two and three-by-three matrices.</p> <p>P7.7 Write systems of two and three linear equations in matrix form. Solve such systems using Gaussian elimination or inverse matrices.</p> <p>P7.8 Represent and solve systems of inequalities in two variables and apply these methods in linear programming situations to solve problems.</p>	<p>What are vectors?</p> <p>What are matrices?</p> <p>What are Systems of Equations?</p>	<p>Use resources listed in resources column to explicitly teach students about vectors, matrices, and systems of equations.</p>	<p>Unit 9 Test</p> <p>Unit 10 Test</p>	<p>Law of Sines</p> <p>Law of Cosines</p> <p>Navigation and Surveying</p> <p>Vectors and Determinants</p> <p>Geometric Representation on Algebraic Representation</p> <p>Parametric Equations</p> <p>Parallel and Perpendicular Vectors</p> <p>Dot Product</p>	<ul style="list-style-type: none"> The Law of Sines The Law of Cosines Applications of Trigonometry to Navigation and Surveying <p>Unit Ten: Vectors and Determinants</p> <ul style="list-style-type: none"> Geometric Representation of Vectors Algebraic Representation of Vectors Vector and Parametric Equations: Motion in a Plane Parallel and Perpendicular Vectors; Dot Product 	<p>Perform operations on vectors in the plane, and solve applied problems using vectors to become better problem solvers.</p> <p>Know and apply the algebraic and geometric definitions of the dot product of vectors to become better problem solvers.</p> <p>Know the definitions of matrix addition and multiplication. Add, subtract, and multiply matrices.</p> <p>Multiply a vector by a matrix to become better problem solvers.</p> <p>Represent rotations of the plane as matrices and apply to find the equations of rotated conics to become better problem solvers.</p> <p>Define the inverse of a matrix and compute the inverse of two-by-two and</p>	

P8 Sequences, Series, and	P8.1 Know, explain, and use sigma and factorial notation. P8.2 Given an arithmetic, geometric,	What are Sequences,	Use resources listed in resources column to explicitly teach students about sequences,	Achievement Series	Sequences Series Mathe-	Online Resources:	three-by-three matrices when they exist to become better problem solvers. Explain the role of determinants in solving systems of linear equations using matrices and compute determinants of two-by-two and three-by-three matrices to become better problem solvers. Write systems of two and three linear equations in matrix form. Solve such systems using Gaussian elimination or inverse matrices to become better problem solvers. Represent and solve systems of inequalities in two variables and apply these methods in linear programming situations to solve problems to become better problem solvers.
---------------------------------	---	---------------------	--	--------------------	-------------------------	-------------------	--

<p>Mathematical Induction</p>	<p>or recursively defined sequence, write an expression for the nth term when possible. Write a particular term of a sequence when given the nth term. P8.3 Understand, explain, and use the formulas for the sums of finite arithmetic and geometric sequences. P8.4 Compute the sums of infinite geometric series. Understand and apply the convergence criterion for geometric series. P8.5 Understand and explain the principle of mathematical induction and prove statements using mathematical induction. P8.6 Prove the binomial theorem using mathematical Induction. Show its relationships to Pascal's triangle and to combinations. Use the binomial theorem to find terms in the expansion of a binomial to a power greater than 3.</p>	<p>Series, and Mathematical Induction?</p>	<p>series</p>	<p>mathematical Induction Sigma Factorial Notation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> On-Line Graphing Calculator <input type="checkbox"/> TI Lesson Exchange Site <input type="checkbox"/> Downloadable Graphing Tool (Free) <input type="checkbox"/> ACT On-line Prep Site <input type="checkbox"/> ACT Practice Items <input type="checkbox"/> ACT Kaplan Quiz Bank <input type="checkbox"/> ACT Math College Readiness Standards <input type="checkbox"/> NCTM Illuminations <input type="checkbox"/> Virtual Manipulatives Site <input type="checkbox"/> Algeblocks Tutorial <input type="checkbox"/> Geometry Across the Grades Document <input type="checkbox"/> Algebra Across the Grades 	<p>become better problem solvers. Given an arithmetic, or geometric, or recursively defined sequence, write an expression for the nth term when possible. Write a particular term of a sequence when given the nth term to become better problem solvers. Understand, explain, and use the formulas for the sums of finite arithmetic and geometric sequences to become better problem solvers. Compute the sums of infinite geometric series. Understand and apply the convergence criterion for geometric series to become better problem solvers. Understand and explain the principle of mathematical induction and prove statements using mathematical induction to learn to think more critically.</p>
-------------------------------	---	--	---------------	--	---	---

Pre-Calculus: Part 6						
Theme/Big Idea	Objective	Essential Question	Teaching Strategy	Assessments	Vocabulary	Resources
P9 Polar Coordinates, Parameterizations, and Conic Sections	<p>P9.1 Convert between polar and rectangular coordinates. Graph functions given in polar coordinates.</p> <p>P9.2 Write complex numbers in polar form. Know and use De Moivre's Theorem.</p> <p>P9.3 Evaluate parametric equations for given values of the parameter.</p> <p>P9.4 Convert between parametric and rectangular forms of equations.</p> <p>P9.5 Graph curves described by parametric equations and find parametric equations for a given graph.</p> <p>P9.6 Use parametric equations in applied contexts (e.g., orbits and projectiles) to</p>	<p>What are polar coordinate systems?</p> <p>What are parameterizations?</p> <p>What are conic sections?</p>	Use resources listed in resources column to explicitly teach students about polar coordinates, parameterizations and conic sections.	Unit 8 Test Observations Achievement Series	<p>Cosine Curves Sine Waves Trigonometric Functions Right Triangles Area Periodic Behavior Modeling Evaluate parametric locus</p>	<p>Unit 8: Equations and Applications of Sine Waves</p> <ul style="list-style-type: none"> • Simple Trigonometric Equations • Sine and Cosine Curves • Modeling Periodic Behavior • Relationships Among Different Trigonometric Functions
						<p>Board Objective</p> <p>Convert between polar and rectangular coordinates. Graph functions given in polar coordinates to learn more critically. Write complex numbers in polar form. Know and use De Moivre's Theorem to become better problem solvers. Evaluate parametric equations for given values of the</p>
						<p>HSCE Clarification Documents</p> <p>State End of Course Assessments Intro</p> <p>MCTM - Membership Needed</p>

	<p>model situations and solve problems.</p> <p>P9.7 Know, explain, and apply the locus definitions of parabolas, ellipses, and hyperbolas and recognize these conic sections in applied situations.</p> <p>P9.8 Identify parabolas, ellipses, and hyperbolas from equations, write the equations in standard form, and sketch an appropriate graph of the conic section.</p> <p>P9.9 Derive the equation for a conic section from given geometric information (e.g., find the equation of an ellipse given its two axes). Identify key characteristics (e.g. foci and asymptotes) of a conic section from its equation or graph.</p> <p>P9.10 Identify conic sections whose equations are in polar or parametric form.</p>			<p>Unit 9: Triangle Trigonometry</p> <ul style="list-style-type: none"> ● Solving Right Triangles ● The Area of a Right Triangle <p>Online Resources:</p> <ul style="list-style-type: none"> ▫ On-Line Graphing Calculator ▫ TI Lesson Exchange Site ▫ Downloadable Graphing Tool ▫ ACT On-line Prep Site ▫ ACT Practice Items ▫ ACT Math College Readiness Standards ▫ NCTM Illuminations ▫ Virtual Manipulatives Site 	<p>parameter to become better problem solvers.</p> <p>Convert between parametric and rectangular forms of equations to become better problem solvers.</p> <p>Graph curves described by parametric equations and find parametric equations for a given graph to become better problem solvers.</p> <p>P9.6 Use parametric equations in applied contexts (e.g., orbits and projectiles) to model situations and solve problems.</p> <p>P9.7 Know, explain, and apply the locus definitions of parabolas, ellipses, and hyperbolas and recognize these conic sections in applied situations.</p> <p>P9.8 Identify parabolas, ellipses, and hyperbolas from equations in standard form, and sketch an</p>
--	--	--	--	---	---

<p>appropriate graph of the conic section to become better problem solvers.</p>	<p>Derive the equation for a conic section from given geometric information Identify key characteristics of a conic section from its equation or graph to become better problem solvers.</p>	<p>Identify conic sections whose equations are in polar or parametric form to become better problem solvers.</p>					

Fort Bragg Regional High School Program Goal Summary

<p>Vision</p>	<p>Fort Bragg Regional High School seeks to train all students in 21st Century Skills, enabling them to meet the challenges and opportunities of today's world and strengthening them to become individuals who are:</p> <ul style="list-style-type: none"> ▪ Equipped with knowledge ▪ Empowered through personal responsibility ▪ Engaged in critical thinking ▪ Energized to make positive contributions to society 																									
<p>Beliefs</p>	<p>We believe that every student should graduate from high school ready for college or a career and every student should have meaningful opportunities to choose from upon graduation from. We believe that high expectations promote high student achievement and that a commitment to academic excellence will enable our students to be productive members of a competitive society. We believe that our parents, students, teachers and the community share the responsibility for the support of the schools' mission. We believe that all students must learn to become self-directed, independent thinkers. We believe that a focus on academic excellence, relevant application of knowledge, and character & leadership development will contribute to an environment where students are equipped to meet the challenges and opportunities of today's world.</p>																									
<p>Mission Statement</p>	<p>The mission of Fort Bragg Regional High School is to provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership.</p>																									
<p>Performance Goal: 1</p>	<p>What will our school accomplish?</p> <ul style="list-style-type: none"> ▪ Graduates who are academically prepared for post-secondary education and the workforce 																									
<p>Goal 1: Performance Indicators</p>	<p>How will we know that we have achieved this goal?</p> <ul style="list-style-type: none"> • Students will demonstrate post-secondary readiness through growth as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. <ul style="list-style-type: none"> — Testing will occur two times each year: fall testing and spring testing with a window for intervention during the second trimester. — In the first year of operation 80% of students will meet their individual growth targets as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. That percentage will increase by 5% each year until the school meets the goal of 100% of students meeting their individual target growth as measured by the ACCUPLACER Diagnostics and ACCUPLACER Exams. • Students will demonstrate proficiency on College Readiness Exams by meeting the following composite targets: 21 ACT; 19 PLAN; 17 EXPLORE • Students will meet or exceed college readiness benchmarks in each subject area as defined by the Educational Planning and Assessment System (EPAS). The table below illustrates the subject area target scores. <table border="1" data-bbox="459 1355 1177 1576"> <thead> <tr> <th>College Grade or Course Area</th> <th>Test</th> <th>Explore Score</th> <th>PLAN Score</th> <th>ACT Score</th> </tr> </thead> <tbody> <tr> <td>English Composition</td> <td>English</td> <td>13</td> <td>15</td> <td>18</td> </tr> <tr> <td>Social Sciences</td> <td>Reading</td> <td>15</td> <td>17</td> <td>21</td> </tr> <tr> <td>College Algebra</td> <td>Mathematics</td> <td>17</td> <td>19</td> <td>22</td> </tr> <tr> <td>Biology</td> <td>Science</td> <td>20</td> <td>21</td> <td>24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Within 5 years of operation, FBR will attain an average ACT composite score of 21. Additionally, within 5 years, the school average on the English, Reading, Science, and Mathematics portions of the exam will meet the criteria for college-readiness as defined by ACT. <i>This timeline may be shorter once the school establishes a baseline for student scores.</i> • Students who complete the four-course Career and Technical Education sequence shall be measured according to the WorkKeys examination in the 12th grade. Within 5 years of operation, 90% of students in this category will achieve a minimum of a Gold Certificate Level. • Students will demonstrate a 90% acceptance rate to a 2-year college, 4-year college/university, military service, or technical training program as tracked through Beyond12 (post-secondary tracking and coaching system). 	College Grade or Course Area	Test	Explore Score	PLAN Score	ACT Score	English Composition	English	13	15	18	Social Sciences	Reading	15	17	21	College Algebra	Mathematics	17	19	22	Biology	Science	20	21	24
College Grade or Course Area	Test	Explore Score	PLAN Score	ACT Score																						
English Composition	English	13	15	18																						
Social Sciences	Reading	15	17	21																						
College Algebra	Mathematics	17	19	22																						
Biology	Science	20	21	24																						

	<ul style="list-style-type: none"> • The school will meet all criteria for Adequate Yearly Progress • Within 5 years of operation, the school will meet all criteria to be considered as an Honor School of Excellence • Within 4 years, FBR will achieve an 80% 4-year cohort graduation rate and a 90% 5-year graduation rate. North Carolina's statewide four-year cohort graduation rate for 2009-10 is 74.2 percent.
Performance Goal 2	<p>What will our school accomplish?</p> <p>— Students who exhibit the qualities of active citizenship</p>
Goal 2: Performance Indicators	<p>How will we know that we have achieved this goal?</p> <ul style="list-style-type: none"> • School staff will participate in a Professional Ethical Learning Community and model the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking and lifelong learning—measured through teacher observations • Students will participate in an Ethical Learning Community and demonstrate the qualities of capable performance, ethical thinking, social skills, self-discipline, critical thinking, and personal responsibility—measured through observations of student behavior and student projects • Students will develop a level of proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change—measured through graduation requirements and student projects • Students will demonstrate age appropriate behavior management skill growth every year demonstrated through a 10% reduction in the number behavior incidents (Level 1, 2, 3) from the previous school year • Students will complete 10 hours of community service each year they attend FBR
Performance Goal 3	<p>What will our school accomplish?</p> <p>— Students who demonstrate competency in the 21st Century Skills with a focus on critical thinking and problem solving</p>
Goal 3: Performance Indicators	<p>How will we know that we have achieved this goal?</p> <ul style="list-style-type: none"> • Teachers will disperse class content through real-world and experiential applications, allowing for authentic demonstration of knowledge and mastery • More than 50% of student work will demonstrate higher order thinking skills such as critical thinking and problem solving in the context of core academic subjects • Every student will manage their progress including goals for content knowledge and skill acquisition inside school (classes and class work) and outside school (afterschool, employment, extracurricular) through Educational Development Plans (EDP's), which are monitored and modified throughout the school year. • Students will develop a level of proficiency in a language other than English and develop the cultural, technological, and civic skills necessary to adapt and respond to the conditions of 21st century global change—measured through graduation requirements and student projects
Performance Goal 4	<p>What will our school accomplish?</p> <p>— Fort Bragg Regional High School will recruit and retain a community of committed students, families, and high quality staff members who will support and participate in the accomplishment of our mission.</p>
Goal 4: Performance Indicators	<p>How will we know that we have achieved this goal?</p> <ul style="list-style-type: none"> • Fort Bragg Regional High School's enrollment will produce sufficient funding to meet the Board of Director's approved yearly budget • FBR will maintain a high level of parent and student satisfaction as measured through parent and student surveys conducted yearly • Staff surveys will be conducted yearly

Fort Bragg Regional High School
Graduation Requirements

SUBJECT AREA	NC FUTURE-READY CORE	FORT BRAGG RHS GRADUATION REQUIREMENTS
English	4 Credits I, II, III, IV or a designated combination of 4 courses	4 Credits I, II, III, IV or a designated combination of 4 courses
Math	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans—could include AP Calculus, Trigonometry, or Probability and Statistics <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>
Science	3 Credits A physical science course, Biology, Environmental Science	4 Credits A physical science course, Biology, Environmental Science, and a 4 th Science Course aligned with the student's post high school plans—AP Biology, Scientific Research, Anatomy & Physiology, Chemistry, or Physics
Social Studies	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course—Politics & Ethics, Model UN, Sociology, or Contemporary Issues
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	2 Credits in a World Language—Courses offered at FBR will include Spanish and Mandarin

Fort Bragg Regional High School
Graduation Requirements

Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Elective or Other Requirements	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> ▪ Career and Technical Education (CTE) ▪ Arts Education ▪ World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> ▪ Career and Technical Education (CTE) ▪ JROTC ▪ Arts Education (e.g. dance, music, theater arts, visual arts) ▪ Any other subject area (e.g. social studies, science, mathematics, English) 	7 Credits required (including the following): 2 elective credits required from Career and Technical Education (CTE) 1 elective credit required from the Fine Arts (must be related to visual arts, music, theater, dance, and/or humanities) The remainder of the credits can be a combination of CTE, JROTC, Fine Arts, or any other subject.
Total Credits	22	26
<p>Additional Notes:</p> <ul style="list-style-type: none"> ▪ Students must have a minimum cumulative grade point average (GPA) of 2.0 to graduate from Fort Bragg Regional High School. ▪ Students who transfer to FBR after their Freshman year will be held accountable to the North Carolina Future-Ready Core and the FBR minimum GPA requirement ▪ FBR will honor the Interstate Compact for Military Children in that the administrative officials of FBR shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial of a waiver. If a waiver is not granted to a student who qualifies to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required course work so that the student may graduate on time. Additionally, in all cases, FBR shall use its best efforts to facilitate the on-time graduation of the student in accordance with the Compact. 		

**Fort Bragg Regional High School
School Calendar 2013-2014**

2013			
August	14-27	Wed-Tues	Administrative/Staff Workdays
	28	Wednesday	First Day for all students
September	2	Monday	Labor Day Holiday, Non-Student/Non-Teacher Day
October	11	Friday	Mid-Term Progress Reports (Trimester 1)
	14	Monday	Columbus Day Holiday, Non-Student/Non-Teacher Day
November	8	Friday	Continuous School Improvement/Workday, Non-Student Day
	11	Monday	Veterans Day Holiday, Non-Student/Non-Teacher Day
	26	Tuesday	End of 1 st Trimester
	27-29	Wed, Thurs, Fri	Thanksgiving Break, Non-Student/Non-Teacher Day
December	2	Monday	1 st Day of 2 nd Trimester
	5 & 6	Thurs & Fri	½ Days, Student-Led Conferences
	23-31	Mon-Tues	Winter Break, Non-Student/Non-Teacher Days
2014			
January	1-3	Wed, Thurs, Fri	Winter Break Continued, Non-Student/Non-Teacher Days
	20	Monday	Martin Luther King, Jr. Day, Non-Student/Non-Teacher Day
	31	Friday	Mid-Term Progress Reports (Trimester 2)
February	14	Friday	Continuous School Improvement/Workday, Non-Student Day
	17	Monday	President's Day Holiday, Non-Student/Non-Teacher Day
March	14	Friday	End of 2 nd Trimester
	20 & 21	Thurs & Fri	½ Days, Student Led Conferences
April	7-11	Mon-Fri	Spring Break
	20	Friday	Non-Student/Non-Teacher Day
May	2	Friday	Mid-Term Progress Reports (Trimester 3)
	26	Monday	Memorial Day Holiday, Non-Student/Non-Teacher Day
June	19	Thursday	Last Student Day
	20	Friday	Teacher Workday
	27	Friday	Report cards mailed home
Notes:			
<i>Total instructional days included in this calendar, 185</i>			
<i>Total professional development days, 12</i>			



FORT. BRAGG

Regional High School

Equip. Empower. Engage. Energize

DRAFT

2013-2014 School Year

High School Handbook

WELCOME!

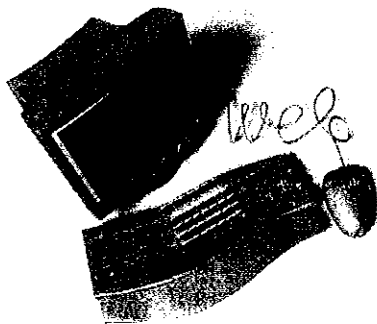
Welcome to Fort Bragg Regional High School! Our staff is looking forward to providing your child with every educational opportunity for maximum growth in the academic and social-emotional areas. Our goal is to provide meaningful instruction, positive for you and your child.

Fort Bragg Regional High School Mission Statement

The mission of Fort Bragg Regional High School is to provide a globally competitive education to the Fort Bragg community through a school tailored to the unique needs of the military-connected child and built on the pillars of academic rigor, real-world application, and the development of character and leadership. FBR seeks to train all students in 21st Century Skills, enabling them to meet the challenges and opportunities of today's world and strengthening them to become individuals who are:

- : Equipped with knowledge*
- : Empowered through personal responsibility*
- : Engaged in critical thinking*
- : Enabled to make positive contributions to society*

DRAFT



We're on the web!

www.FBRHS.us

You can also check on the progress of your individual student by visiting

powerschool.FBRHS.com/public

Enter in your ID and password!

School Hours

8:30 – 3:15

Half Day Dismissal 12:45AM

Office Hours

Mon-Fri

8:00 AM – 3:30 PM

Fort Bragg Regional High School Board of Directors

- *President*
- *Vice President*
- *Treasurer*
- *Secretary*
- *Board Member*

Administration

Principal

name@FBRHS.us

9th & 10th Vice Principal

name@FBRHS.us

Dean

name@FBRHS.us

Counselor

name@FBRHS.us

School Liaison Officer

name@FBRHS.us

Admin. Assistant

name@FBRHS.us

11th & 12th Vice Principal

name@FBRHS.us

Athletic Director

name@FBRHS.us

Administrative Manager

name@FBRHS.us

Transition Coordinator

name@FBRHS.us

Secretary

name@FBRHS.us

Educational Service Provider

The Romine Group

7877 Stead

Suite 100

Utica, MI. 48317

www.therominegroup.com

INDEX

(p. 5) OVERVIEW OF GENERAL INFORMATION

- Daily Schedule & Procedures
- Parent Involvement
- Student Drivers
- Lunch
- School Closings
- Student Records

(p. 13) SCHOOL-WIDE POLICIES

- Electronic Devices
- Internet Use
- Student Solicitation
- Hall Passes

(p. 17) ATTENDANCE POLICIES

- General Information
- Family Notification
- Truancy
- Late Arrivals
- Credits Earned

(p. 21) DRESS CODE

- Overview
- Consequences
- Details of Uniform Compliance

(p. 24) STUDENTS WITH SPECIAL NEEDS

- Special Services
- Special Education
- Section 504
- Homeless Students

(p. 28) ADDITIONAL INFORMATION

- Medical Issues
- Child Abuse
- Dual Enrollment
- Field Trips
- After School Activities
- After School Care Program

(p. 34) GRADING POLICIES

- HS Grading/Credits
- Graduation Requirements
- Standardized Tests

(p. 39) DISCIPLINE OVERVIEW

- General Purpose
- School-Wide Rules
- Definitions

(p. 49) DISCIPLINE ACTIONS & PENALTIES

- General Descriptions
- Parent Grievances

(p. 56) HEALTH & SAFETY NOTICES

- Vaccinations
- Fire & Safety
- Diabetes Care
- Lawful Abandonment of Newborn

DRAFT

DRAFT

**OVERVIEW OF
GENERAL INFORMATION**

OVERVIEW

The regular school day begins at 8:30 and ends at 3:15. Breakfast will be served from 8:10 – 8:25. Students will be permitted in the school at 8:00 and are to report directly to lunchroom if they want to participate in breakfast. Breakfast is a pre-order system and families qualify for free/reduced status according to the same guidelines followed for lunch. **BREAKFAST IS OVER AT 8:25 AND THE SCHOOL IS NOT PERMITTED TO SERVE THOSE STUDENTS WHO COME LATE FOR ANY REASON.**

Regular Daily Schedule

A-Lunch		B-Lunch	
1 st Period	8:30-9:40 (70)	1 st Period	8:30-9:40 (70)
2 nd Period	9:45-10:55 (70)	2 nd Period	9:45-10:55 (70)
3 rd Period	11:00-12:10 (70)	3 rd Period A	11:00-11:35 (35)
LUNCH	12:10-12:45 (35)	LUNCH	11:35-12:05 (30)
4 th Period	12:50-2:00 (70)	3 rd Period B	12:10-12:45 (35)
5 th Period	2:05-3:15 (70)	4 th Period	12:50-2:00 (70)
		5 th Period	2:05-3:15 (70)
C-Lunch			
1 st Period	8:30-9:40 (70)		
2 nd Period	9:45-10:55 (70)		
LUNCH	10:55-11:30 (35)		
3 rd Period	11:35-12:45 (70)		
4 th Period	12:50-2:00 (70)		
5 th Period	2:05-3:15 (70)		

FT

ADMISSION INTO SCHOOL

During the school year, parents wishing to enroll their child into FBR are required to complete an application and provide all necessary documentation. If space is available the parent will receive an acceptance letter for their child. If space is not available, the child will be placed on the waiting list and called in the order they signed in (based on date and time of submitted application).

During public open enrollment for the proceeding school year, parents must also complete the application and provide all necessary documentation. However, if space is not available, children will be admitted on the basis of the lottery system according to the Board of Directors policy. Re-enrollment is a designated period for parents wishing to reenroll their child. All parents will be required to complete a form to reserve their child's placement for the following school year.

PARENT INVOLVEMENT AND COMMITMENT

By enrolling your child at Fort Bragg Regional High School, you have chosen to participate in a unique educational experience that actively involves both you and your child. We ask that you demonstrate your commitment to Fort Bragg Regional High School by:

- Ensuring your child will attend school on a regular basis. He/she should attend school unless he/she is unable to function at school due to illness. We also ask that you schedule vacation in conjunction with school breaks and holidays.
- Ensuring your child will be on time to school each day. Being on time is critical to maintaining uninterrupted instruction and learning time for all students. A child being 5 minutes late each day means a loss of two full school days in a school year for the entire class. Consider the loss over time when there are multiple tardies. Respond the need to have your child at school on time. Provide your child with the necessary materials and time to complete assignments requiring library references, computer access and other research materials.
- See that your child is dressed properly in adherence to the dress code policy.
- Attend conferences and communicate with your child's teachers to monitor progress and to address questions and concerns as they occur.
- Read and return, on time, as requested, all informational materials sent home by the school and classroom teacher in order to ensure good communication.
- Adhering to policies and procedures within this handbook and at the school including behavior in the parking lot and on school grounds.
- Responding respectfully and appropriately to all staff, students, parents, and guests within the FBR community and at the school.

Complaint Procedure: If you have a disagreement with a teacher or the administration, you should make every attempt to settle the problem with that person, without involving others. Should it not be settled, the two should go to the next line of authority to arbitrate the difficulty (Teacher → Vice Principal → Principal → Superintendent → Board of Directors). It is the goal of Fort Bragg Regional High School to respond to complaints and problems as soon as possible.

DAILY PROCEDURES—ARRIVAL

Students should arrive at school between 8:00 am and 8:20 am, however students will not be permitted to enter the building until 8:00am, unless they are in the before school program. *Please have students dress appropriately for weather if they will arrive prior to 8:00—No matter the*

weather conditions they will not be permitted inside the building prior to 8:00 am. Students need to enter the building in an orderly fashion, they may not run, shout, or otherwise act in a disorderly manner. All students wearing hats need to remove them upon entering the building.

Prompt arrival into the classroom is essential. Classroom doors shut at 8:31 am and all students who come to class after 8:30 will be considered tardy. Students will receive tardy slips in their homeroom until 8:45am. At 8:45am the office will issue the tardy pass and the student may proceed to their classroom. Once class has begun, it is distracting to the other students to have their classmates entering the room late so please make every effort to have your child to school on time.

AM & PM FACILITY SAFETY PROCEDURES

Parents are not to park or stand in the drop off zone. It is for quick drop off only. Please stop by the office for parking lot map & details. Students and parents are only to use the main entrance doors for entering & exiting the building between 8:00 am and 3:30pm. All visitors during this time **MUST** report to the main office, sign in and receive a background check. No visitors will be permitted into the classroom corridors without prior approval. This is for the protection of all students and staff in the building.

LUNCH

Each student will have twenty minutes to complete his or her lunch. Students are expected to follow the Lunch Room Behavior Code and respect all adults that are FBR staff or parent volunteers when enforcing this Code.

DRAFT

Students are expected to sit during the lunch period and ask permission to move to another table.

- Students are to use normal/table voices when conversing with other students.
- Students are expected to use good table manners while at lunch and to clean up their area after eating.

Any student that does not follow the Behavior Code will be redirected according to behavior code. Continual problems will result in loss of cafeteria privileges and will be required to eat in the school office or other assigned area with their parent/guardian if necessary.

A daily hot lunch program is offered to all students at FBR from an outside food service, menus are distributed to parents monthly. A payment system will be provided, which requires prepayment of lunches.

Parents/guardians may only take their children off school premises for lunch in special circumstances and after receiving approval from the principal or other school administrator. Approval is also required from the principal or a school administrator to bring an outside lunch from a restaurant (McDonalds, Taco Bell, etc.) and is only approved for special circumstances or occasions such as the child's birthday.

INDIVIDUAL STUDENT DISMISSAL

Students will be dismissed from their classroom to a parent/guardian or emergency contact until the age of 18. Students will not be dismissed to any other adult or peer unless prior written arrangements are made with the school office. This procedure will guarantee the safety and well being of all students. Parent/Guardian is required to go to the office to pick up their child from the school at times other than normal arrival and dismissal. The Parent/Guardian is not to go directly to the classroom but report to the office where they will be required to sign students out of the school. After approval from the main office, the student's educator will send the student to meet the parent in the main office. Parents should not go to the classroom to pick up the student. This causes disruption to the learning environment.

NO-RESCUE POLICY

Fort Bragg Regional High School works to train and educate our students towards self-reliance. Thus, we do not allow students to call home and ask parents to bring in homework, projects, and calm upset feelings or arrange sleepovers, etc. Because Fort Bragg Regional High School values the educational time entrusted to us, teachers will release students to the office to ask to use the phone only in emergency situations.

Office staff will use the following procedures when a student asks to use the phone:

Office staff will ask the student why he or she wants to use the phone. Care will be given to assess the student's predicament. A decision will be made by the staff person (based on the above stated purpose) whether the student should be allowed to call home. If it is determined that the student should work through the issue without calling home, the staff person will discuss with the student resources available at the school to help. When the student is determined able to manage the problem, he or she will be sent back to the classroom.

- 4. If after working with the student, it is determined that he or she will not be able to function at school appropriately, the staff person will call the parent. From experience, however, it is not expected that this will be the typical result.

TELEPHONE

A telephone is available in the school office for EMERGENCY phone use by students. During the school day, permission to use the telephone must come from the office personnel. It is also school policy for students to work out any concerns with staff when adult intervention is needed, not with parents by phone. Cellular phones are not permitted at school. If a student is found using a cellular phone, it will be confiscated and a parent must come in to obtain the phone. Refusal to turn in a cell phone will result in further disciplinary action. Please see policy for prohibited electronic devices for additional procedure of handling student in possession of cell phone.

SCHOOL VISITORS

Adult visitors are always welcome. However, we are interested in knowing who is in the building and require all visitors to register in the office and wear a visitor's badge. Students or parents from other schools or Academies wishing to visit must make prior arrangements with the principal and a fifteen-minute observation will be scheduled with an educator. Any visitors that will be spending

more than four hours in a week at the school will be required to meet all criminal/background screening at the cost of the visitor. This is to ensure the safety of all FBR students and staff.

VOLUNTEER POLICY

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The Principal in cooperation with the Educational Service Provider shall be responsible for recruiting volunteers, reviewing their capabilities, and making appropriate placements. S/He shall not be obligated to make use of volunteers whose abilities are not in accord with school needs. The Administration shall conduct appropriate background checks on all volunteers in the same manner as required for other professional staff for any volunteer that is assigned to the school for more than four hours per week.

The Administration is to inform each volunteer that s/he:

- Shall agree to abide by all Board policies and school guidelines while on duty as a volunteer including signing, if appropriate, the School's Network and Internet Access Agreement Forms;
- Will be covered under the School's liability policy but the School cannot provide any type of health insurance or disability or accident insurance for its volunteers.

the person eligible for workers compensation

Will be asked to sign a form releasing the School of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.

To attend the appropriate training for the assignment prior to his/her volunteer services at the school.

The Administration shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time efforts in assisting the operation of the School

SCHOOL EMERGENCY CLOSINGS

In the event of the school closing due to weather or other emergencies, please check television news channels and the school website. In the event of a school emergency, school personnel will contact you so it is important that you keep your information updated at the front office.

TEXTBOOKS AND SUPPLIES

Students are responsible for the proper care of all books and supplies issued each year through the school. Students who lose books or damage the school property will be assessed a replacement fee or repair cost to offset the replacement or repair cost. All costs are to be paid prior to receiving all report cards or the transfer of student records.

HOMEWORK

Homework is a very necessary and integral part of a child's education. The purpose of homework is to reinforce those skills and concepts taught in the learning environment. Homework also includes work not finished during class time. Parental support and cooperation are very important in this area. Helping students with their homework shows you are interested in their education.

Each educator is responsible for the classroom homework policy. This is to ensure age-appropriate requirements. Please note that homework can come in many forms and while the school recognizes that age appropriate learning also consists of social and family activities at home, we request your support and cooperation while we try to find the best ways to reinforce learning at home. When traditional forms of homework are not necessary, the educators may have alternative projects and such instead. Please direct all homework questions to your student's educator.

REQUEST FOR HOMEWORK

A request for homework for a child that is ill should be made in the morning. This will allow time for the educator to organize the materials. Homework may be picked up in the office at the end of the day. Our educators will make every effort to have homework ready to be picked up in the office at the end of the day. Please remember that much of the learning at Fort Bragg Regional High School is done in a hands-on and experiential way and many times cannot be sent home to be completed. That is why it is vital that all students are at school as much as possible.

COMMUNICATION

Parents can now access up to date information on their student's progress via the web. Just visit powerschool.FBRHS.com/public, enter in your ID and password, and you will have access to grades and attendance, information on individual assignments, you can sign up for e-mail notification, and view teacher comments. This is a great way to stay on top of what is happening with your student!

Check the school website, www.FBRHS.us for updated information on the school and student activities.

STUDENT RECORD "RIGHTS"

The Federal "Family Educational Rights and Privacy Act of 1974" provides parents or guardians of students under the age of 18 the right to examine official records, files, and data relating to the student. If you wish to review your child's record, please contact the office.

STUDENT RECORDS

The Board of Directors for Fort Bragg Regional High School believes that all student records shall be treated as confidential and exist primarily for local School use or as otherwise stipulated. To request a review of your students records a parent/guardian must contact the main office to schedule an appointment. To request a hardcopy of your student's records a parent/guardian must submit the request in writing to the main office. The Office Manager will then contact the parent/guardian to notify of when the request can be reasonably fulfilled, not to exceed 15 days.

In situations where the parents of a student are divorced or separated, each parent custodial and/or non-custodial has equal rights to their child's records unless a court order specifies otherwise. The school's personnel shall not recognize private agreements between the student's parents.

Parents shall have an opportunity for a hearing to challenge the content of their child's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the

privacy or other rights of students; to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein; and to insert into such records the parent's written explanation of the content of such records.

Any eligible parent/guardian or student may inspect the records of the student during regular School office hours with a scheduled appointment. The district reserves the right to interpret selected records to students and/or parent/guardians at the time of the inspection.

If circumstances prevent a parent/guardian from exercising their right to come to the school to review a student's education records, the school will provide a copy of the requested records to the requesting party following the procedure above. The school will not destroy any educational records if there is an outstanding request to inspect and review a student's records.

Whenever a student attains 18 years of age, the consent required of and the rights accorded to the parents of the student shall thereafter only be accorded to the student. Parents/guardians are responsible for updating the school when emergency phone number and address information has been changed.

MOVING?

Please contact the FBR Transition Coordinator who will assist your family in making a smooth transition to a new location. Notify the school office before transferring to another school. A copy of the immunization form will be given to you to present to the new school.

We want to know:

- New address and phone number
- Date of the move
- Name of the new school
- Students are expected to:
 - *Return all library and textbooks*
 - *Settle all outstanding debts*
 - *Collect all personal items*

In the event that the above is not returned the student's records will not be transferred and the last report card will not be mailed to the parent/guardian.

DRAFT
SCHOOL-WIDE POLICIES

CELLULAR PHONES, MP3 Players, IPODs, and Other ELECTRONIC DEVICES

The telephones are for the school business and emergencies only. Students will be permitted to use the telephones for emergency purposes only. Students should take care of information business with parents prior to coming to school.

At no time are students permitted to bring pagers, cellular phones, video games, musical electronic listening devices or any other electronic devices. Failure to follow policy will result in disciplinary action and forfeit of device to the school until the end of the school year. FBR will not accept responsibility for the personal items of students lost, stolen, or confiscated.

- First offense the item will be taken and released only to a parent or legal guardian.
- Second offense the item will be kept until the last day of school and released only to a parent or legal guardian.
- Refusing to surrender a cell phone will result in further disciplinary action.

STUDENT CAMERAS

For the safety and well being of all of our students, student cameras are not permitted at school. We recognize the importance of school day memories and will designate specific dates and events which cameras will be permitted for. This will require teacher supervision of the photographs being taken as well as administrative approval. Please understand that we want to ensure the safety and well being of every student at FBR and that circumstances such as the Internet and other conditions are at large and want to protect and ensure you are aware of exposure to children.

Students in possession of cameras that are not approved by Administration will be confiscated and if necessary pictures deleted prior to release of camera to parent/guardian.

INTERNET USE POLICY

Fort Bragg Regional High School adheres to the federal requirements and guidelines stipulated under Title XVII—Children's Internet Protection Act.

A. Educational Purpose

Fort Bragg Regional High School Internet system has a limited educational purpose. Activities that are acceptable include classroom activities, career development, and high-quality personal research. Fort Bragg Regional High School has the right to place reasonable restrictions on material you access or post through the system. You are expected to follow the rules set forth in the Fort Bragg Regional High School disciplinary code and the law in your use of the network. *Students who use laptops for personal (non-academic) purposes during the school day will be prohibited from bringing their laptop to school or using a School laptop during the school day.*

B. Internet Management

Embracing the Internet as a critical and essential component in today's world is essential if our students are to become functional members of society. The benefits attained by the advancement of technology bring with it associated costs and a wide range of risks, in particular, the exposure of student to inappropriate material and people. As part of our commitment to Internet security, we offer a firewall (a web-blocker application program). This has the ability to block objectionable material and captures the window when questionable material is accessed.

C. Unacceptable Uses

The following uses are considered unacceptable:

1. Personal Safety and Personal Privacy

Students will not post personal contact information. This includes student's address, school address, telephone number, and name on the Internet. This includes other people as well as the student. Students will promptly disclose to the teacher any message or website that is inappropriate or makes students feel uncomfortable.

2. Illegal Activities

Students will not attempt to gain unauthorized access to Fort Bragg Regional High School Network or to any other system through the network beyond authorized access. Students will not attempt to deliberately disrupt the computer system or destroy data by spreading computer viruses or by any other means. Students will not use the network to engage in any other illegal act, such as arranging for illegal activities or threatening the safety of other people.

3. System Security

No software is to be downloaded on the computers at any time without explicit consent of the system administrator.

4. Inappropriate Language

Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. Students will not use obscene, profane, vulgar, rude, threatening, or disrespectful language. Students will not post information that could cause damage or a danger of defamtion. Students will not engage in personal attacks, including prejudicial or discriminatory attacks. Students will not harass another person. Students will not knowingly post false or defamatory information about another person or organization.

5. Respecting Resources

Using the computer systems and Internet is a privilege. Students need to respect the computer by using it appropriately.

6. Plagiarism

Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.

7. Copyright

Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure or have questions, they should ask a teacher.

8. Inappropriate Access to Material

Students will not access material that is designated for adult use only or is profane or obscene, that advocates illegal or dangerous acts, or discrimination towards other people. If students

mistakenly access inappropriate information, they should immediately tell the teacher. This will protect students against a claim that they have intentionally violated the rules.

D. Disciplinary Actions

Students should only expect limited privacy in the contents of personal files or records of Web research. Routine maintenance and monitoring of the network may lead to discovery that you have violated the Policy, the school disciplinary code or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the Fort Bragg Regional High School disciplinary code or the law.

Fort Bragg Regional High School will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school.

E. Limitation of Liability

Fort Bragg Regional High School makes no guarantee that the functions or the services provided by or through the school Network system will be error free or without defect. FBR will not be responsible for any damage that may be suffered, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized use of the system. Parents or guardians will be responsible for any harm to the system as a result of intentional mis

LOST AND FOUND

Found articles of clothing or miscellaneous articles will be placed in the lost and found area (see front office for location). Each Friday, all the lost and found items will be removed and donated to a local charity organization to help alleviate the problem of lost articles. PLEASE PUT YOUR CHILD'S NAME ON ALL CLOTHING.

STUDENT SOLICITATION

Students may solicit only for the school-sponsored activities. All the school activities at the elementary level discourage door-to-door solicitation in the community. There will be no exchange of money among students for any purpose unless authorized by the office.

SCHOOL CELEBRATIONS

All celebrations are at the discretion of each educator and the school administration. If you choose to have your child not participate in an activity, please speak with your child's educator. If the activity is due to religious or other beliefs an opt-out activity will be provided for your student. At Fort Bragg Regional High School we try to recognize celebrations and traditions of many different cultures. Understanding cultural diversity is an integral part of society. If you have other suggestions for educators or the school in regards to celebrations and traditions of different cultures please let us know and we will be happy to consider the additions.

DRAFT
ATTENDANCE POLICIES

ATTENDANCE POLICIES & PROCEDURES

All students are expected to attend the school for the entire academic year. Parents are strongly discouraged from taking their students out of the school for family vacations.

I. ATTENDANCE

1. Parents are asked to call the school before 8:00 am when their child is going to be absent. This does not constitute an excused absence.
2. Whenever students are absent from the school, notes or medical excuses are required explaining the absence. The note should also have day, time, and phone number where the parent can be reached.
3. Parents may arrange, in advance, for absences. Prearranged absences are not automatically excused (guidelines apply for excused/unexcused absences).
4. Medical and funeral excuses only are exempt from the attendance count.
5. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

II. FAMILY VACATIONS:

1. We would like to encourage you to schedule family vacations at times other than when the school is in session. When you must schedule a family trip during School time, contact the educator in advance concerning how your child will complete missed assignments.

Given for the completion of make up work will be one (1) day absent.

DRAFT

III. ATTENDANCE PROCESS / QUANCY

A letter from the student's teacher will be sent to the student's parent/guardian on the tenth absence.

A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in In-School suspension until the conference is held.

3. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the school due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the school.

*Please Note: 5 Late Arrivals (more than 10 minutes) = 1 absence
5 Early Dismissals (more than 10 minutes) = 1 absence*

IV. THE PROCEDURES FOR APPEALS:

1. Students, who exceed the number of absences with justifiable cause, may petition the appeals board for a hearing. The appeals process is only presenting proof of justifiable absences. It is not intended for any other use.
2. Students who wish to use the appeals process must present a completed form to the Principal's office clearly giving reasons for their absences. Excuses such as getting up late, car problems, or missing a ride will not be accepted.
3. Each case will be heard and judged on its individual merits.
4. It is the parent's responsibility to provide the necessary materials on his/her behalf.
5. The appeals board will be comprised of two (2) educators and one Administrator.
6. The decision of the board will be final.

V. TARDY/LATE ARRIVAL/EARLY DISMISSAL:

1. Classes begin at 8:30 a.m. Students can be dropped off as early as 8:00 a.m. Students arriving in the learning environment after 8:45 a.m. will be considered tardy. Due to state guidelines, all attendance must be documented and reported to the appropriate state officials.
2. A letter from administration will be sent to the student's parent/guardian on the tenth absence.
3. A mandatory conference will be held between administration and the student's parent/guardian upon the fifteenth absence. If the parent/guardian does not attend the conference the student will be placed in in-School suspension until the conference is held.
4. If the student reaches twenty absences, they may be retained in the current grade level due to lack of formal instruction and/or they may be permanently removed from the school due to lack of attendance. The Circuit Court Juvenile Division will be notified that the student has been removed from the school.

*Please Note: 5 Late Arrivals (10 minutes or more) = 1 absence
5 Early Dismissals (10 minutes or more) = 1 absence*

PROCEDURE FOR LATE ARRIVAL

Students are asked to call the school when their child is going to be late, drop and/or student must report to the office with a note of explanation signed and dated by a parent/guardian to obtain a pass to enter class. Educators will be informed on the pass whether the late arrival is "excused" or "unexcused" pass. Submit a request in writing for a formal meeting. A student will be considered absent for the morning if he/she arrives after 10:30 a.m. and for the afternoon if he/she leaves before 1:30 p.m.

4. All documentation will be maintained in the student record.

ATTENDANCE AND CREDITS EARNED

A student who has *MISSED 8 DAYS OF CLASS* (excused or unexcused) within a given trimester will be required to receive a 70% or higher on comprehensive final exam for that class to receive credit. *The Principal will issue final decision on retention at the end of the school year.

ATTENDANCE FOR RELIGIOUS INSTRUCTION

Fort Bragg Regional High School will cooperate with parents who wish to provide religious instruction for their child but also recognizes its responsibility to enforce the attendance requirements of the State. Upon the signed request by the student's parent, the Board will allow exceptions to the student's continuous attendance at school:

1. for religious instruction outside the school building for no more than two (2) class hours per week
2. for attendance at confirmation classes provided is twelve (12) or thirteen (13) years of age and the instructional period is no longer than five (5) months in either of those years.

The student must be properly registered and a copy of such registration must be filed with the principal, which will be maintained in the student file. The time release for religious instruction or education shall be arranged by the Principal in keeping with the regulations of the State Board of Education. The student will also assure the appropriate continuance of the instructional program at FBR during such release times. No solicitation for attendance at religious instruction shall be permitted on school premises. No member of the staff shall encourage nor discourage participation in any religious instruction program.

DRAFT

DRAFT
DRESS CODE

DRESS CODE OVERVIEW

Take pride in how you look at all times. Uniforms can help keep you safe and prevent you from being judged by others for not looking a certain way. They also create a serious, distinguished look that tells the world YOU are about business. Always be mindful of your personal appearance – it speaks volumes about your character.

DRESS CODE

Our basic standards regarding student dress are based on cleanliness, neatness, modesty, safety and minimizing learning distraction. Uniforms are to be worn at the school by all students except on announced "Dress Down" days.

Fridays are FBR Spirit Days. Students may wear appropriate, plain blue or black jeans without holes, designs on any area other than pockets, or cargo pockets, on Fridays (sweat pants, or others types may not be a substitute for jeans). The jeans must be accompanied by any FBR shirt.

FBR shirts are shirts that have our school name or logo printing on it. This also includes FBR sweatshirts, T-Shirts, or uniform shirts. Tennis shoes may be worn if wearing jeans on Friday Spirit Day only. If students choose not to wear plain blue or black jeans or uniform pants with their FBR shirts, FBR full uniform is required. Participation in Spirit Day is a privilege that can be revoked to any student by school administration for any length of time deemed necessary. Spirit Day T-shirts and sweatshirts can be purchased in the main office.

Dress code policy will be enforced for all students:

FBR logo Uniform shirts must be purchased at the school (the cost is between \$---- and \$-----) from the main office during school hours. Pants, skirts, and sweaters can be purchased at any store; however, they must meet the requirements stated below.

General attire for GIRLS:

1. Skirts/jumpers/skortis: navy or black (polyester/cotton) dress apparel. No shorter than two inches above knee.
2. Pants/capris: navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, or skinny jeans. **Dress pants may NOT have outside pockets or rivets to meet the dress code requirement.**
3. Shorts: navy or black (polyester/cotton) dress shorts. No shorter than two inches above the knee. May only be worn in 70 o or above weather.
4. Cardigan Sweater: navy or black. Solid colors only, FBR logo polo must be worn underneath. No hooded sweaters or hooded zip sweatshirts permitted.
5. Tights: navy, black, or white solid color only.
6. Belts: navy or black, must be worn with any apparel containing belt loops- cutting off belt loops is a dress code violation.
7. Solid black or navy shoes (spike heel fashion shoes, multi-colored-logo-white tennis shoes, boots with fur or winter boots, sandals or open-toe shoes, or open-back shoes are not permitted).
8. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of grade level offered uniform shirts.

9. A reasonable number of earrings are permitted. Only ears may be pierced (no facial piercings).
10. A reasonable amount of makeup is permitted but may not be a distraction.

General attire for BOYS:

1. Pants/capris: navy or black (polyester/cotton) dress pants. No cargo pants, corduroy, or skinny jeans. **Dress pants may NOT have outside pockets or rivets to meet the dress code requirement.**
2. Shorts: navy or black (polyester/cotton) dress shorts. No shorter than two inches above the knee. May only be worn in 70° or above weather.
3. Cardigan Sweater: navy or black. Solid colors only, FBR logo polo must be worn underneath. No hooded sweaters or hooded zip sweatshirts permitted.
4. Belts: navy or black, must be worn with any apparel containing belt loops- cutting off belt loops is a dress code violation.
5. Solid black or navy shoes (spike heel fashion shoes, multi-colored-logo-white tennis shoes, boots with fur or winter boots, sandals or open-toe shoes, or open-back shoes are not permitted).
6. Long sleeve shirts may be worn under short sleeve uniform shirt but must be a solid color of grade level offered uniform shirts.
7. Earrings a reasonable number of earrings (1 or 2) and may not be distracting (small permitted earrings only). Body piercing ornaments are not permitted.

Additional guidelines for ALL STUDENTS:

- Good grooming and hygiene are important to the wellbeing of every student and is expected of all students.
1. Hats will not be worn in the building.
 2. Jewelry, if worn, should be lightweight, simple in style, kept to a minimum and not displayed over their uniform.
 3. Hair should be neat, clean, and styled in an appropriate conservative style. No distracting hair color (only natural hair color combinations of blond, brunette, reds) and / style will be permitted.
 - a. No Mohawks (shaved on sides and hair on top)
 - b. Faux-hawks no higher than 2 inches are permitted (hair is short on sides and taller on top)
 4. No midriffs are to be worn. All clothes need to be the appropriate size for the student.
 5. No visible body piercing (other than ears), fixed ornaments, or tattoos.
 6. No purses or personal handbags will be permitted into class.
 7. Winter attire such as boots, coats, hats, gloves, etc, will not be permitted in class. If these items are worn to school (which we recommend in cold months) they must be removed and proper uniform attire worn to enter the classroom.
 8. Physical Education Attire:
 - All students need safe play tennis shoes to change into for P.E.
 - P.E. uniforms, with exception of tennis shoes, are purchased in the main office and consist of a FBR Physical Education Dept. T-shirt and shorts.

DRAFT
IMPORTANT INFORMATION:
Students with Special Needs

SPECIAL SERVICES

The services of a speech and language therapist, psychologist, social worker, and Special Education Educator, and Occupational therapist are available on a referral basis. If you would like more information, please contact your child's educator. The following special services are available to all students who qualify under state guidelines.

- Occupational Therapist: Provides services to students who need fine motor therapy.
- School Psychologist: Provides services to students who need evaluation for special education needs.
- School Social Worker: Provides services to students who are experiencing personal or social adjustment problems in the school or at home.
- Speech Therapist: Works with students who are impaired by speech and language difficulties.
- Special Education Teacher: Services are provided for students with special needs in a resource room or on a consultant basis.
- Vision and Hearing: The Cumberland County Health Department provides tests annually for designated grade levels.

SPECIAL EDUCATION POLICY

The Board of Directors of Fort Bragg Regional High School wants each child to fulfill its ultimate learning potential. To the extent that an educator or parent feels that a child may have some learning disabilities, the following board policy to evaluate a child's academic progress shall be followed:

After either a parent or educator expresses a concern about a child's school performance, Response to Intervention, RTI, plan will begin in which an educator is making documented attempts to develop strategies that increase success of a student. If the RTI process is not successful after all options have been exhausted, a child study meeting will be held to determine if formal testing is needed. The student's educator, special education educator, learning specialist, school social worker or counselor and principal will be in attendance at the child study meeting.

- If it is determined that formal testing is needed, within ten days parents must be notified and request made for their written authorization for testing.
- Once the parents provides consent for formal testing of their child, the school has thirty days to complete the evaluation process and hold an Individualized Education Program Team (IEPT) meeting in which determines if special educational services are needed.
- For a child to qualify for special education services there must be proof that the child's academic progress is impacted by a discrepancy in achievement or other tested data.
- After a decision is made on the student's eligibility for special education services, the IEPT meeting is held with general education educator, special education educator, principal and parent in attendance.
- It will be determined at the IEPT meeting how many hours per week and what services the child will receive special education services.
- Once a child is in special education the child's IEP goals will be reassessed annually.
- Every three years the child must be reevaluated to determine continued eligibility for special education services. It is the ultimate goal for each child eligible for special education services that the achievement gap will be closed and that the special education intervention strategies have worked to no longer require services.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is designed to prohibit discrimination based on disability in any program or activity receiving federal money. This statute obligates public schools to provide equal access and equal opportunity to otherwise qualified persons with disabilities. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria. It must be because of this disability that the student is unable to gain equal access and benefit from school programs and services.

The publication, *A Parent Guide to Section 504 Of the Rehabilitation Act of 1973*, is a resource available to parents through their school.

- A physical or mental impairment (has a history of having a physical or mental impairment)
- That **substantially** limits
- One or more major life activities

If you believe that a student may be eligible for Section 504 support, please contact Mrs. Dorband (school counselor) for additional information.

HOMELESS STUDENTS: MCKINNEY VENTO ACT

Educational Rights of Children and Youth Experiencing Homelessness: If you or someone you know is experiencing homelessness, please notify the school as we can help. There are many resources available to assist families in this situation. Fort Bragg Regional High School is committed to keeping all information strictly confidential.

DRAFT
Children and youth experiencing homelessness have the right to:

- Attend school, no matter where they live or how long they have lived there. Students who are homeless must be given access to the same public education provided to other students.
- Continue in the school they attended before becoming homeless or the school last attended if that is their choice and feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- Receive transportation to the school they attended before they became homeless or the school last attended, if a request is made for such transportation and transportation is feasible.
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program due to the fact that they are homeless.
- Enroll in school without providing a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes in the school of their choice, even while the school and student who is homeless seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- Receive transportation to school and to school programs.

These rights are established under the McKinney-Vento Homeless Assistance Act. This act is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition of homelessness.

How does the McKinney-Vento Act define homelessness?

According to U.S. Department of Education (USDE) guidance, people living in the following situations are considered homeless under McKinney-Vento: doubled-up with family or friends due to economic hardship; in motels or hotels due to lack of other suitable housing; in homes for unwed or expectant mothers because they have nowhere else to go; in homeless and/or domestic violence shelters; in transitional housing programs; on the streets; in abandoned buildings; in public places not meant for housing; in cars, trailers, and campgrounds; or awaiting foster care. Runaway and/or "throwaway" children and youth are also considered homeless under McKinney-Vento.

The description above refers to people living "doubled-up". What does that mean?

"Doubled-up" refers to people who are living with friends and relatives due to loss of housing, economic hardship, or a similar reason. However, families who have chosen to move into adequate housing situations with friends or relatives for reasons of cultural preference or convenience are not covered by McKinney-Vento.

Are migrant students considered homeless under McKinney-Vento?

Migrant students are considered homeless if they meet one or more of the definitions of homelessness under McKinney-Vento. However, migrant students should not be considered homeless simply because they are migrant.

Are children in foster care considered homeless?

No. The McKinney-Vento definition of homelessness includes children who are awaiting foster care placement only. Once children have been placed in foster care, they are no longer considered homeless.

If you would like additional information on the rights of homeless students or you would like to notify us of a situation involving a homeless student, please contact the following Fort Bragg Regional High School Homeless liaisons:

School Counselor
[name@FBRHS.us](mailto:_____@FBRHS.us)

Fort Bragg Regional High School Principal
[name@FBRHS.us](mailto:_____@FBRHS.us)

DRAFT
ADDITIONAL
INFORMATION

BOOK BAG/LOCKER CHECK

Random book bag and locker checks are to help prevent any illegal substances or weapons from being housed in the student possession. It is the responsibility of the school administration to check bags and lockers. The school administration may be assisted by the police and canine unit from time to time when conducting locker or personal bag checks. Fort Bragg Regional High School is not responsible for items that are stolen out of book bags or lockers. Students should never bring valuable expensive coats, jackets, jewelry, shoes, supplies etc. to school. Students are not allowed to share a book bag or house another student's belongings in their bag.

MEDICAL REQUIREMENTS

State Law and the Cumberland County Immunization Code require all students entering the school to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Peruses, Polio, Measles, Rubella, and Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of religious or other reasons. State Law and Cumberland County Immunization Code prohibit the school from admitting children without the required immunizations.

INJURIES AND ILLNESS

Children should report all illnesses and injuries occurring in the school to their educator or supervisory personnel. Only immediate and temporary care will be given in the school. Parents will be notified by phone when a child needs additional care. If injury or illness is an emergency nature, the local emergency services will be contacted. The school office will also notify the child's parent/guardian.

MEDICAL EXCUSES

A student may be excused from physical education and recess for one day with a note from parent/guardian. Extended excuses will be honored upon receipt of a physician's note. In the event of an extended excuse a physician's note may be required to return to physical education, recess, and after school activities.

COMMUNICABLE DISEASES

Any student evidencing a rash, sores, or other physical problems with possibility of being contagious, the student will be sent to the office to be sent home. When a child is absent with a contagious disease or illness, the parent/guardian should notify the school office. In order for your child to be admitted back into the school, parents must comply with the Cumberland County Health guidelines. Please contact the school office for further information.

ADMINISTRATION OF MEDICATION

In accordance with Fort Bragg Regional High School's policy, no medication is to be in the student's possession at any time. Should children be required to take medication during the school hours, a form must be filled out by the physician indicating the name of the drug, the dosage to be taken and any other instructions that are necessary. The medication must be brought from the home by the parent/guardian or other responsible adult. The medication container must have the dispensing instructions noted on it. At school, the medication will be kept under lock and key and only the office staff will administer the medication. A record is kept of the medication that is administered to each child. A log will be kept indicating when each dose is

administered to each child and signed by administrating staff and when possible a witness. It is the responsibility of the High School student to come to the office to take the medication. If it needs to be distributed at a specific time during class, the parent must provide a physician's note to that specific classroom teacher.

NOTE: Prescription inhalers and over-the-counter throat lozenges are allowed in the student's possession at any time. We recommend advising your child's educator if they are carrying an inhaler. At no time should a student be sent to school with medication that does not follow these guidelines. Student's are not to self medicate while at school nor are they to possess medications to offer opportunity for other students to ingest and possibly overdose.

ILLNESS AND ACCIDENTS

If a child must go home because of an injury or illness, it is the parent/guardian's responsibility to pick up the child at school. When a situation appears to be life threatening, the staff will act on the side of caution and will call an ambulance. The cost of the ambulance is the responsibility of the parent/guardian. The situation becomes challenging if parents cannot be reached in the case of an emergency therefore, the emergency phone number becomes crucial since it is the first number the office attempts to contact.

POLICY FOR REPORTING SUSPECTED CHILD ABUSE

In a world where all children are well cared for, nurtured, and treated with respect, our world isn't perfect, this is not true for some children. Educators and other School staff members, we not only have the privilege of teaching, learning from and getting to know our students, but we must take the responsibility of listening and helping them when they need us. When there is a reasonable cause to suspect child neglect or abuse the following policy will be followed.

DRAFT

MAKE AN ORAL REPORT

In accordance with the law, any Fort Bragg Regional High School employee who suspects child abuse or neglect will report it to Child Protective Services immediately. Suspicion can be based on many factors such as observations, bruises or marks, student report, and so on. The abuse does not have to be confirmed. After an internal investigation, the Cumberland County Department of Social Services will determine the correct course of action. The Department caseworkers will interview the student as soon as possible. Any School employee having knowledge of the incidents or concerns about the child on question should be prepared to share any such information with the child protection services caseworker or with any law enforcement personnel.

FIELD STUDIES

The purpose of a field study is to give students a better understanding of their culture and acquaint them with real life experiences. Students are expected to follow all the school rules and policies and pay for any cost incurred. For those who cannot afford such studies, some funding and/or fundraising options may be available. Please notify the office in such cases. If a Field Study Permission Form is not submitted by a parent/guardian in the proper time frame, if the student is not in proper uniform, or a student has had behavior which may jeopardize the safety of self, others, or the school, the child may not attend the study. Students not attending will still be expected to attend school and will be provided parallel learning activities.

Student safety is the main priority on field studies. Sponsoring and chaperoning adults are expected to adhere to School policies and procedures on the field study as well as sign a chaperone agreement provided by the classroom teacher specifying specific expected chaperone behavior. Sponsors and chaperones should acquaint themselves in advance with those students who have medical conditions, which may need emergency care. The classroom teacher must accompany the group and adequate male/female supervision should be provided.

Responsibilities of Parents Chaperoning Field Studies: Parents play an important role in making a field study successful. Field studies are planned to supplement the content through a "hands-on" experience. In preparing for a field study, the following points need to be understood by parent chaperones:

DRAFT

The classroom teacher is the final authority for all field study preparations including: volunteers, schedule, student discipline, and learning objectives. Chaperones are required to remain with their assigned group for the duration of the field study. Chaperones are never to leave any student in their care unsupervised. Situations involving student discipline should be reported immediately to the classroom teacher. Chaperones should rely on positive reinforcement/redirection until the classroom teacher can be contacted. Chaperones should never touch a student in a physically aggressive way or speak to them disrespectfully.

4. Chaperones may not participate in smoking of tobacco products or consumption of alcoholic beverages during the entire duration of the field study. If this cannot be adhered to then please do not volunteer we will not tolerate this type of participation.
5. Since the field study is viewed as an extension of the regular classroom, all Fort Bragg Regional High School discipline codes apply.
6. Parents who offer to supervise on a school field study must understand that their full attention is needed to ensure the students' safety. Therefore, siblings are not permitted on school field studies.
7. We also only permit a certain number of chaperones and do not permit additional parents and family members to meet us at field study locations. A group that is too large makes it difficult for us to ensure safety and appropriate learning experiences for our students.

AFTER SCHOOL ACTIVITIES

After school activities offer a wide range of social and skill learning opportunities in addition to or to enhance the general curriculum. Fort Bragg Regional High School understands the importance of the after school program to the growth of students and also recognizes the importance of enforcing academic standards. All after school activities require students to maintain their academic grades and appropriate behavior during school and after school. Students may be placed

on probation or removed from the after school activity based on this criteria. Please refer to "Academic Probation" for details.

After school activities also offer a social learning experience for students. FBR students and spectators are expected to behave in accordance with school policies and procedures for conduct at home and away events. Furthermore, any student or spectator not adhering to these policies and procedures will be asked to leave the event and may not be permitted to return to future after school events.

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway and the school website for more details on FBR's athletic program and after school clubs. Students absent from school the day of a scheduled after-school or evening sponsored activity/event will NOT be allowed to participate in that activity/event.

STUDENT COUNCIL

The Board of Directors acknowledges the importance of offering students the opportunity to participate in self-government within the school. Students have the right to organize, conduct meeting, and elect officers and representatives and petition to the Board. The Board of Directors recognizes the Student Council as the official voice of the student body and for the purposes of

- Giving students practical experience in organizing, planning and executing outcomes
- Developing student leadership
- Providing a learning experience in democratic decision making
- Offering another avenue toward the realization of the goals of FBR

The Student Council will also be advised by staff members and required to post meeting minutes in the school hallway.

ATHLETICS AND AFTER SCHOOL CLUBS

Athletics and other school clubs formed by staff members will be posted and available to all students to register. Some criteria may be required such as, specific age, prior game knowledge, etc. Some fees may apply. See bulletin boards in the hallway for more details on FBR's athletic program and after school clubs.

Sports Eligibility

In order to be eligible for participation in inter-scholastic athletics, students must have passed 4 of 5 classes from the previous trimester. Students must be currently passing 4 of 5 classes during the trimester of participation as well. (Per State regulations) Please see the FBR Athletic Handbook for specific guidelines on eligibility and athletic procedures. Students who have an interest in participating in sports at the college level must become familiar with NCAA guidelines for participation. These guidelines specify requirements regarding: GPA, ACT/SAT scores, applications and visits. Additionally, many of these guidelines are changing. Athletic candidates must complete a CLEARINGHOUSE form.

TUTORING

Tutoring and offering academic support after regular school hours is very important to Fort Bragg Regional High School. FBR staff will continue to offer tutoring support to all grade levels during scheduled times. Parent permission is required for students to participate in this activity.

SOCIAL EVENTS

The Board of Directors recognizes the value of student social events in enhancing and enriching the educational experience for the children at FBR. The Board of Directors along with the administrative staff will make school facilities available and provide appropriate staff to conduct the student social event after approval by the principal.

School social events, which take place outside school facilities, must be approved by administration. As voluntary participants in school social events, students are held responsible for compliance with the rules set forth for their conduct, and infractions of those rules will be subject to the same disciplinary measures applicable during the regular school day.

Participation at school events is not a right, it is a privilege and as such will be denied to any student who has demonstrated disregard for the rules of the school, including students on suspension and academic probation.

FUNDRAISING

The Board of Directors acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive demand and may also disrupt the program of the school.

The Board of Directors will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity with the school. All fundraisers are required to post in the school hallways the following: 1) group coordinating the fundraiser, 2) contact name, 3) purpose of the fundraiser, 4) fundraising goals, 5) amount collected, 6) how the fundraising dollars were spent. Fundraisers may be denied based on the discretion of the administrative office.

DRAFT
GRADING POLICIES

GRADING

		A	94-100	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-64	D-	63-60
E	59 and below				

Students should be bringing home their planner every single day. Please review any notes or assignments with your child.

DRAFT

ACADEMIC and BEHAVIORAL PROBATION

Any student that does not maintain a C average will be placed on academic probation. Students on academic probation may not attend social field studies participate in any after school activity, or receive other student privileges until their academics have reached the average required or appropriate behavior or citizenship is another area of focus at Fort Bragg Regional High School.

A student may be placed on behavioral probation if they are consistently and repeatedly sent to the Dean. A student may also be placed on behavior probation because of involvement in serious incidents at school including but not limited to fighting, insubordination, bullying, etc. Students on behavioral probation may not attend social field study or others where safety and the reputation of the school is a concern, participate in after school activities, or receive other student privileges until their behavior corrects consistently and proves otherwise.

REPORT CARDS – CONFERENCES

Academic reports for students are distributed in December, March, and June. Student led Parent-Educator Conferences are scheduled in approximately December and March of each school year. Parent/guardian or students of age 18 are required to attend the conference to receive their child's report card. In the event the parent is unable to attend the conference a conference will be scheduled with school administration, at which time the report will be given to the parent/guardian. Please understand that if you need to schedule with the school administration it may be well after the initial conference is scheduled. In this event, it is still encouraged that you schedule an appointment with your child's educator to discuss the progress of your student. *It is understood that educators should, if necessary, arrange additional periodic conferences with parents. Conferences with educators must be scheduled during non-instructional time.*

APPOINTMENTS WITH EDUCATORS

If you would like an appointment to meet with your child's educator, you may make an appointment by note or call the school and leave a message. Phone calls to educators during school hours are reserved for emergencies only. Meetings with educators are best when an appointment is made in advance.

STANDARDIZED TESTS

The school gives the following standardized tests every year. Parents can receive results and are encouraged to review the findings. Call for an appointment.

- End of Grade/Course exams (EOG, EOC)
- ACCUPLACER assessments will be given to 9-12th grade students as interim benchmark assessments throughout the school year to measure and direct academic growth.
- Explore, Plan, ACT (EPAS) assessment will be given to 9th-11th grade students to assist in directing growth towards college readiness.

SUBJECT AREA	NC FUTURE-READY CORE	FORT BRAGG RHS GRADUATION REQUIREMENTS
English	4 Credits I, II, III, IV or a designated combination of 4 courses	4 Credits I, II, III, IV or a designated combination of 4 courses
Math	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans—could include AP Calculus, Trigonometry, or Probability and Statistics <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.</i>
Science	3 Credits A physical science course, Biology, Environmental Science	4 Credits A physical science course, Biology, Environmental Science, and a 4 th Science Course aligned with the student's post high school plans—AP Biology, Scientific Research, Anatomy & Physiology, Chemistry, or Physics
Social Studies	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course	4 Credits Civics and Economics, World History, US History I and II OR AP US History, additional social studies course— Politics & Ethics, Model UN, Sociology, or Contemporary Issues
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	2 Credits in a World Language—Courses offered at FBR will include Spanish and Mandarin

Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Elective or Other Requirements	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> ▪ Career and Technical Education (CTE) ▪ Arts Education ▪ World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> ▪ Career and Technical Education (CTE) ▪ JROTC ▪ Arts Education (e.g. dance, music, theater arts, visual arts) ▪ Any other subject area (e.g. social studies, science, mathematics, English) 	6 Credits required 2 elective credits required from Career and Technical Education (CTE) 1 elective credit required from the Fine Arts (must be related to visual arts, music, theater, dance, and/or humanities) The remainder of the credits can be a combination of CTE, JROTC, Fine Arts, or any other subject.
Total Credits	22	26

Additional Notes:

- Students **must** have a minimum cumulative grade point average (GPA) of 2.0 to graduate from Fort Bragg Regional High School.
- Students who transfer to FBR after their Freshman year will be held accountable to the North Carolina Future-Ready Core and the FBR minimum GPA requirement.
- FBR will honor the Interstate Compact for Military Children in that the administrative officials of FBR shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial of a waiver. If a waiver is not granted to a student who qualifies to graduate from the sending school, the local education agency shall provide an alternative means of acquiring required course work so that the student may graduate on-time. Additionally, in all cases, FBR shall use its best efforts to facilitate the on-time graduation of the student in accordance with the Compact.

DRAFT

DISCIPLINE OVERVIEW

GENERAL PURPOSE OF SCHOOL DISCIPLINE

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the most common discipline problems involve non-criminal student behavior.

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. It is important to keep the ultimate goal in mind while working to improve school discipline.

As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." **Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.**



Research tells us that children are "hardwired" for birth to connect with others, and children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful contributing members of their community, children must learn necessary social and life skills. Positive discipline is based on the understanding that discipline must be taught and that discipline teaches.

DRAFT

The tools and concepts of positive discipline include:

- ✓ **Mutual respect.** Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- ✓ **Identifying the belief behind the behavior.** Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- ✓ **Effective communication and problem solving skills.**
- ✓ **Discipline that teaches (and is neither permissive nor punitive).**
- ✓ **Focusing on solutions instead of punishment.**
- ✓ **Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- Respect the inherent human dignity and worth of every individual.
- Be informed of and adhere to all rules and regulations established by Fort Bragg Regional High School and implemented by school administrators, teachers, and support staff for the welfare and safety of all students.
- Study diligently and strive to reach the highest possible level of academic achievement.
- Be punctual to school and classes.
- Refrain from slanderous remarks and obscenity in verbal and written expression.
- Dress and present oneself in a manner that meets the standards of health, cleanliness, safety, and the Fort Bragg Regional High School Dress Code.
- Help maintain and improve Fort Bragg Regional High School's school environment, preserve school property and exercise the utmost care while using school equipment and facilities.
- Conduct oneself in an appropriate manner while in attendance at all school sponsored and/or related events.
- Continue to be, or strive to become, more actively involved in one's education and personal

DISCIPLINE & SPECIAL EDUCATION STUDENTS

School officials may suspend a disabled student (as identified by IDEA 2004) for up to ten (10) consecutive days without implementing procedural safeguards. However, a suspension in excess of ten (10) consecutive school days constitutes a change in placement for which procedural safeguards must be implemented.

Before implementing a suspension for a disabled student for more than ten (10) consecutive school days, the school district must provide due process protection given non-disabled students, and must take the following steps:

1. Notify the student's parent or guardian in writing of proposed change in placement; and
2. Convene an MDR/IEPT to determine:
 - a. Did the disability cause, or have a direct and substantial relationship to the act of the misconduct?
 - b. Did the District's failure to implement the IEP cause the misconduct?
3. If the answer to both questions is NO, a suspension of more than ten (10) days must be imposed. However, the school district is still responsible for providing special education services during the course of the long-term suspension and an IEPT must be convened to determine what the special education services will be.

At any stage, the parent always has the right to appeal a decision made as part of the IEPT process. In the event of an appeal, the school district must operate under the "stay put" policy allowing the student to remain in the present program. *Fort Bragg Regional High School will follow IDEIA 2004 mandates.*

SCHOOL WIDE RULES:

The school's ultimate goal is to produce students that are respectful, responsible, and resourceful.

Respectful students are polite and use manners. They use appropriate language and appropriate voice levels when talking in the building and to others. They listen to and follow the direction of authority figures. They walk in the building. They keep their hands, feet, and objects to themselves. They keep a comfortable distance away from other peoples personal space. They allow the teacher to teach and minimize disruptions to the learning environment. They use safe measures and decision-making when dealing with themselves, other students, staff, parents, and the school. They utilize good communication skills when dealing with others including listening and responding appropriately to concerns.

Responsible students make decisions to follow rules appropriately. They behave in a safe way for themselves and others. They care about the cleanliness of their school environment and take pride in helping to keep it clean. They make sure they are in proper uniform when they leave for school in the morning and remain in proper uniform throughout the school day. They make sure they have what they need for the day including finished homework, signed papers, and a lunch and are prepared to learn. When a choice or decision has the potential for negative consequences, responsible students permit thoughtful and are accountable for their actions.

Resourceful students are able to problem solve. They utilize people, places, and things to find answers to problems that they are having. They seek the appropriate help when they need it including adults that are on staff and the closest to get to. They help others when they can by getting an appropriate adult, or informing an appropriate adult if another student or person needs help. They try to use conflict resolution strategies to solve student-to-student issues appropriately and when that doesn't work they seek help of an appropriate adult. If they are in immediate danger they use good decisions to get out of it as soon as possible and then inform the nearest appropriate adult.

Specific School Rules:

1) Be prepared to learn:

Including: be on time, bring all necessary school materials (including completed homework), do not disrupt the learning environment, take care of other business outside of the classroom.

2) Follow the direction of the teacher or staff members in charge:

Including: teacher directives include classroom and school rules, requests to sit down or in a specific seat, requests to take notes, read, or any academic tasks or behavioral tasks, etc.

3) Be respectful:

Including: use your manners, clean up after yourself, be nice and cooperative to the teacher, other staff, other students, guests, and self. Use appropriate language at all times throughout the school. Talk in an appropriate tone and level when speaking with authority, students, and

guests within the building and classrooms. Keep hands, feet, and objects to self. Keep an appropriate distance from the personal space of others. Take appropriate care of the school facility, furniture, grounds, and materials.

4) **Be safe:**

Including: walk at all times both in the school and outside, upon dismissal and at arrival. Keep hands, feet, and objects to yourself and do not spit or bite others. Keep an appropriate distance from others. Keep toy weapons at home – (guns, knives, handcuffs, etc. are NOT PERMITTED)

5) **NOTE:**

Gum Chewing and Caffeinated beverages are **not** permitted.
Inappropriate Public Displays of Affection between students including holding, kissing, inappropriate touching, etc, are **not** permitted.

CLASSROOM RULES:

Each educator has the opportunity to add or enhance the school Rules within the confines of their classroom. This is in order to make the learning environment age appropriate to promote growth and success.

SAFE SCHOOL'S STUDENT DISCIPLINE POLICY

Fort Bragg Regional High School and Fort Bragg Regional High School's Board of Directors, endeavors to ensure that Fort Bragg Regional High School is a safe place for teaching, learning and working. In order to achieve this goal, we have instituted a **Zero Tolerance Discipline Policy**. Regardless of circumstances the policy guidelines will be followed. Fort Bragg Regional High School will notify the police and take swift and appropriate disciplinary action for the following infractions:

Physical Assaults Against School Personnel:

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

Any student who commits a physical assault against a School employee or against a person engaged as a volunteer or contractor for the school on School property, on a School bus or other School related vehicles, or at a School-sponsored activity or event will be suspended and may be permanently expelled for a period of not less than one hundred eighty (180) days or one full academic school year.

Physical Assaults against Students:

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.

The school board or designee of the school board shall **expel** any student from Fort Bragg Regional High School if at School a student:

- Possesses a dangerous weapon
- Commits arson

- Commits criminal sexual conduct.

Any student in 6th grade or above may be suspended or expelled for the following:

- Physical assault against another student
- Physical assault against a School Staff or Official (expel)
- Verbal assault, as defined by School board policy, against a School Official or Staff member
- Bomb threat or similar threat
- Other serious in nature offense, which significantly jeopardizes the student, other students, staff, guests, or the school.

Verbal Assaults:

Verbal Assault means a threat of an immediate harmful or offensive touching, coupled with apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such touching, or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence, a bomb threat (or similar threat) directed at a School building, other School property, or a School related event. For purposes of this policy, the definition of assault also includes written threats.

Any student in grade 6 or above who commits a verbal assault on School property, on a School bus or other School related vehicle, or at a School sponsored activity or event, or at a School related activity, or against a person engaged as a volunteer or contractor for the school shall be suspended or expelled, depending upon circumstances, for up to one hundred and eighty (180) days or one full academic school year.

Criminal Sexual Conduct:

Criminal sexual conduct means sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area.

Without consent:

- Any sexual touching of person's intimate parts: With or without consent
- Any sexual touching of a person under 10 years old

SEXUAL HARASSMENT POLICY

For the purpose of this Policy, "sexual harassment" shall mean ANY unwelcome advance of a sexual nature, requests for sexual favors, and/or verbal or physical conduct or communication of a sexual nature.

Sexual Harassment: Discriminatory harassment on the basis of sex is hereby prohibited.

Compliant Procedure: Report. A person who believes that this Policy has been violated should promptly report the alleged violation to the school administrator/principal. All alleged violations should be reported no later than sixty days from the date the person first becomes aware of the alleged incident. However, the school reserves the right to investigate and act upon reports submitted beyond the sixty-day period.

School Action: The school administrator/principal and a representative from the educational service provider (ESP), shall assist in the complainant to pursue effective resolution of the complaint. This may be handled through an informal or formal process, depending on the severity of the situation. In the event that the administrator or representative from the ESP or among the persons complained of, their positions shall be filled by a member of the Board of Directors, as determined by the Board.

Informal Process: The complaint shall be handled by an informal process unless the situation complained of is deemed so severe by the investigating team or the Board of Directors as to require a formal process, or the complainant demands a formal process, or the action complained of would constitute a criminal act if proven true. The informal process shall involve the investigating team meeting with the alleged offender and all other persons or parties as it deems appropriate, this includes meeting with the student without a parent/guardian present. The alleged offender(s) shall be informed of the complaint and the complainant has requested resolution. If the complaint is resolved to the satisfaction of all parties, no further action will be taken unless required by law or if deemed appropriate by the investigating team. If all parties are not satisfied with the action taken, a formal complaint can then be made by any of the parties.

Formal Complaint: A formal complaint must be signed and clearly state the nature of the alleged offense, the name of the alleged defender and the specifics (including time, date and location of the incident(s)). The formal complaint must be filed with the investigating team. If the investigating team deems that the circumstances require action, the complaint will be investigated timely and in a thorough manner to protect the rights of both the complainant and the alleged harasser(s). In the course of the investigation, the following process will be followed:

DRAFT

- a. The investigating team will attempt to convene as soon as reasonably possible after the filing of the formal complaint.
- b. The investigating team will attempt to gather all appropriate facts in as timely a manner as is reasonably possible.
- c. The investigating team will report to the board at the next regularly scheduled board meeting, or if the investigating team and the Board President deem appropriate, at a special meeting of the board.
- d. The board shall determine appropriate action to be taken.

Sanctions: The person(s) who is found to have violated this Policy may be subject to sanctions which may include, but need not be limited to, suspension, removal from school environments/activities/events, expulsion from the school, banishment from the campus, and/or dismissal from service at the school. Violators may also be subject to civil action or criminal prosecution.

Confidentiality: Discretion will be exercised. However, there can be no guarantee of confidentiality or anonymity since any investigation will involve discussions with other parties. Information about the complainant giving rise to the complaint will be reviewed only as investigatory and disciplinary processes require, or as otherwise required by law or courts having competent jurisdiction. Confidentiality will be observed to the extent permitted by law and to the extent consistent with protecting the welfare of the School Community and the interest of the school. However, the investigating team, the Board and/or the school administrator/principal may report the incident to appropriate authorities as they deem necessary or appropriate.

CHILD ABUSE OR NEGLECT

Child abuse or neglect means harm or threatened harm to a child's health or welfare by a parent, or legal guardian, or any other person responsible for the child's health or welfare, or by an educator or educator's aide.

Suspected child abuse and or neglect must be reported to FIA. (See Fort Bragg Regional High School's Child Abuse and Neglect policy)

EDUCATOR EMPOWERMENT TO SUSPEND

Pursuant to MCL 380.1309(2), the type of conduct of which educators may unilaterally suspend students in grades 6 and above from a class subject or activity for up to one day, is expressly limited to misconduct involving a physical assault committed against another student or other School personnel. Physical assault is defined as intentional causing or attempting to cause physical harm to another through force or violence. Following an educator initiated suspension; the educator shall send the student to the Principal's office, immediately report the suspension and reason for the same to the Principal. The educator shall schedule as soon as possible a conference with the student's parent(s)/guardian(s) and the Principal to discuss the suspension. The educator and administrator(s) shall be in attendance at the conference. Any student suspended pursuant to this policy shall not be allowed to return to the class from which he or she was suspended from until the passage of one full school day from the time of the student's infraction unless otherwise permitted to return by the educator who originated the suspension in the school principal's concurrence. Further, suspended students under this section shall not be permitted during the term of the suspension to attend either classes in the school building or extra-curricular activities, unless the Principal or designee permits the student to continue the school day under appropriate supervision. This policy does not negate the Principal's discretion to impose a multiple day suspension or expulsion beyond the educator's statutorily limited suspension period when the student's conduct warrants more severe disciplinary action in the Principal's sole discretion.

DRAFT

Application to Students with Disabilities

This policy shall be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.

STUDENT BEHAVIOR CODE

Students are expected to follow the rules and regulations of the Student Behavior Code. The school will uphold the code and will exercise proper discretion as it pertains to each incident. For further information on expulsion and due process, see the main office.

Self-discipline is our goal for all of the students of Fort Bragg Regional High School. To encourage the development of this virtue, positive reinforcement will be used. Students are expected to follow the rules and regulations of Fort Bragg Regional High School. The school will uphold the code and will exercise proper discretion as it pertains to each in student.

DEFINITION OF DISCIPLINARY ACTIONS:

Conference with student:

Conferences are held for all disciplinary problems. Usually it is also a first step for minor violations resulting in a warning being issued. All behaviors and resolutions will be documented.

Parent Conferences:

A parent conference can be personal or by phone. This can be used as a second disciplinary action or can be required for other violations. All conferences and resolutions will be documented.

Referrals: If a resolution is not created, student will be referred to school administration by any staff member within the school. All students will be responsible for returning their referral with a parent/guardian signature by the next school day. If not returned they may be asked to serve an in-house suspension until all required paperwork is returned.

Detention: May be served during recess, lunch, classroom celebrations, and before or after-school for unacceptable behavior.

In-School Suspension: For chronic irresolvable or major discipline problems, a student will remain in the office for the entire duration. They will work on a writing assignment given to them by the administrator without talking. They are to ask permission to leave for any reason and will be required to eat their lunch in the office. They are to make up all missed assignments and have the same number of days to complete it as they were absent. They will receive an excused absence for any time served. It is the teacher's discretion to assign full or partial credit for work completed.

Rules for In-House Suspension

1. Students will sit in their assigned seats given to them by the office staff.
2. Students will be in the in-house room by the first hour bell.
3. While in the in-house room there will be no talking, note writing or any other type of communication.
4. Students are responsible for keeping their area clean. Any waste can be kept on their desktop until their break time or end of the school day.
5. Students are not allowed to leave their seat unless they have permission to do so.
6. Restroom and drinking fountain breaks will be at 10:00 and 1:00 only and will be limited to 5 minutes. If abuse of this privilege occurs they can lose the remainder of their privileges.
7. There is no food allowed in the in-house room except for the designated lunch period.
8. If a student refuses to follow the in-house rules they will be given an out of school suspension.
9. If a student is absent the scheduled day of in-house or misses any part of the day, they will make up any absent time the next day in attendance.

Suspension: For chronic, irresolvable or severe discipline problems. A student who is suspended out of school will be required to remain in the office until picked up by a parent or guardian. While in the office they will follow the same routine as an In-School suspension. Once serving their out of school suspension they are not to be on school grounds during or after school or attend any after school activities. They are to make up all missed assignments and have the same number of days to complete it

as they are absent. They will receive an unexcused absence for any time served. It is the teacher's discretion to assign full or partial credit for the work completed.

Expulsion from the school: In extreme cases expulsion from the school may be necessary. A student who is expelled may not return to the school for a time period equivalent to one full academic school year. After the expulsion is completed it is up to the school to permit re-enrollment into the school.

Due Process for Disciplinary Action

The Board of Education of Fort Bragg Regional High School assumes its responsibility to assure every student's right to an equal education opportunity. The Board further assumes its responsibility to assure an atmosphere conducive to learning and the expression of individual responsibility while protecting the individual rights of all students in accordance with standards of due process required by law and accepted standards of fairness. These procedures include a notification of discipline and an opportunity for students to explain their version of what happened. When discipline involves long-term suspension or expulsion, students may also request a formal hearing. This procedure is not designed to deal with ordinary classroom discipline. The law requires that all teachers "maintain good order and discipline" and the Board joins with parents and students in supporting every reasonable effort of teachers to meet this obligation. (Legal Reference: G.S. 115C-47, -288, -307, 390.1 – 390.12)

DRAFT

D **DISCIPLINE ACTIONS &** **DRAFT**
MINIMUM PENALTIES

DISCIPLINARY ACTIONS AND MINIMUM PENALTIES:

Every student has the innate right to an education free from being threatened in any fashion. In addition, every teacher has the right to teach just as every student has the right to learn. Any disruption to this process will not be tolerated. The following is a list of some unacceptable student behaviors and the suggested minimum starting penalties. Should a violation not be listed, administrative discretion will be exercised and proper penalty imposed for the violation. Violations may have different circumstances and therefore administrative discretion may be imposed to apply appropriate consequences and penalties to each individual situation to ensure fairness.

If a student misses class for an in school or out of school suspension, they are responsible for speaking with their teacher and making up the work from the class period(s) they missed.

OFFENSE/DEFINITION	CONSEQUENCE RANGE
<p>WEAPONS USAGE, ARSON, CRIMINAL SEXUAL CONDUCT- If a student possesses a dangerous weapon in a school zone (on school property and/or a vehicle used by a school to transport students to or from school property), or commits a violent or criminal sexual conduct in a school building or on school grounds, the student must be expelled from school permanently, subject to possible reinstatement provided for in the law.</p>	<p>Any student who commits a physical assault against a School employee or against a person engaged as a volunteer or contractor for the School on school property, on a School bus or other School-leased vehicle, or at a School-sponsored activity or event will be suspended and may be permanently expelled for a period of not less than one hundred eighty (180) days or one full academic school year.</p>
<p>WEAPONS USAGE - An instrument of attack and being used to cause serious harm to students, staff, or any person on school grounds.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>
<p>ARSON - The willful act of setting something on fire.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>
<p>CRIMINAL SEXUAL CONDUCT - Sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>

<p>Roughhousing/Verbal Confrontation: Exhibiting physically aggressive or unsafe behavior including acting carelessly and putting others in danger; instigating or engaging in verbal confrontations where abusive, vulgar, irreverent, lewd, or indecent conduct, including gestures, pictures, stories, or language is used.</p>	<p>Removal from class for a designated time period to 5 day out of school suspension.</p>
<p>Fighting: An extreme act of physical aggression that is designed to seriously harm or injure another person.</p>	<p>Up to 10 day out of school suspension and recommendation for expulsion.</p>
<p>Insubordination: Deliberate refusal to follow a reasonable request or order by a School personnel, documented by the School personnel and submitted to administration.</p>	<p>Removal from class to dismissal from School for continued violation.</p>
<p>Disrespect Towards Authority: To use inappropriate voice tone, voice level, language, insinuations, mockery, gestures, threats, intimidation, etc.</p>	<p>1-day suspension to dismissal from FBR; with an additional day for each additional occurrence up to 10 with referral for expulsion.</p>
<p>Harassment: To disturb persistently or torment, as with troubles or cares; bother continually; pest; persecute. *Please refer to the section on bullying for additional information.</p>	<p>1-day suspension to expulsion based on the severity of the offense. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p>Serious Threats: Written or verbal threats toward self, another person's life or well being, or the school.</p>	<p>Minimum 5-day suspension – not to return to school until psychological evaluation determined not a threat to self or others. Expulsion may occur based on the severity of the offense. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p>Sexual Harassment: The making of offensive sexual advances, touching of personal areas, or of sexually offensive remarks or acts, that make another person feel uncomfortable.</p>	<p>1-day suspension to expulsion based on the severity of the offense. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p>Forgery: Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing whether or not it is also the forger's name.</p>	<p>Consequence is at the discretion of the school staff/administration. Notification of authorities if appropriate.</p>

DRAFT

<p>Profanity or Obscenities: The uses of abusive, vulgar, irreverent, lewd, or indecent conduct, including gestures, pictures, stories, or language.</p>	<p>Detention, out of school suspension—1 day to expulsion from the School</p>
<p>Harassment or Bullying: is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. This also includes ANY behavior that could be perceived as being aimed at intimidating, threatening, or coercing another person. <u>Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.</u> FBR School Administration PRO TOLERANCE BULLYING POLICY</p>	<p>1 day out of school suspension to dismissal from FBR; notification to authorities if appropriate/necessary</p>
<p>Weapons Possession: an instrument of attack used to cause serious harm to another person.</p>	<p>Notification to authorities. 10 day out of school suspension up to dismissal from FBR. Notification to Child Protective Services if appropriate/necessary.</p>
<p>Stealing: To take (the property of another or others) without permission or right, esp. secretly or by force.</p>	<p>1-day out of school suspension up to recommendation for expulsion AND return of items or cost of missing items. <i>Items stolen worth over \$100 must be reported to local authorities.</i></p>
<p>Alcohol: Possession, consumption (or under the influence), or distribution of an intoxicating liquid containing some form of alcohol.</p>	<p>5 day out of school suspension up to dismissal from FBR. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p>Drugs/paraphernalia: Possession or distribution of a chemical substance, illegal or otherwise, that affects the central nervous system causing changes in behavior and often addiction or possession of any equipment used in making, using, or concealing such a substance.</p>	<p>10-day suspension and referral for immediate expulsion from FBR School. Notification to authorities and/or Child Protective Services if appropriate.</p>
<p>Trespassing/Loitering: Students and parents being on school grounds fifteen (15) minutes after dismissal or after a school related function, even in a vehicle.</p>	<p>Verbal warning; reported to local authorities; after 3 incidents child protective services will be notified; Dismissal from FBR.</p>
<p>Tobacco Possession: and/or use of tobacco containing</p>	<p>Up to 10 day out of school suspension and/or</p>

DRAFT

<p>product including cigarettes, chewing tobacco, or other. FBR School is a drug free school zone.</p>	<p>recommendation dismissal from FBR</p>
<p>Plagiarism and Academic Dishonesty: To copy or present someone else's work as your own OR to not be able to distinguish your work from a group of students you are working with.</p>	<p>Consequence is determined by FBR School staff and may include withholding credit until the student retakes the class.</p>
<p>Leaving school without proper authorization: Leaving the premises of the school without following checkout protocols.</p>	<p>In school suspension to three days out of school suspension</p>
<p>Skiping Class/Loitering: Being out of class during instructional time without a pass, arriving 5 or more minutes late to class without a pass, or not attending class without proper authorization; being present in unauthorized areas in the building or school grounds.</p>	<p>In school suspension to two days out of school suspension</p>
<p>Fire type materials: Possession of Fireworks, stink bombs, lighters, matches, smokes.</p>	<p>3 day suspension to expulsion</p>
<p>Gaming/Gambling/Graphia: Being found in possession of gaming paraphernalia such as dice, chips, etc. Shorting and collecting money under betting or unauthorized circumstances</p>	<p>Up to 5 day out of school suspension and dismissal from FBR</p>
<p>Compromise of public safety (teachers, staff, and students): Exhibiting physically aggressive or unsafe behavior including acting carelessly and putting others in danger; disregard for directives and/or authoritative figure</p>	<p>Out of school suspension to expulsion. Notification to authorities and/or child protective services if appropriate. Dismissal from FBR.</p>
<p>Cell Phone: Possessing or using a cell phone for any purpose during school hours</p>	<ul style="list-style-type: none"> • First offense the item will be taken and released only to a parent or legal guardian. • Second offense the item will be kept until the last day of school and released only to a parent or legal guardian. • Refusing to surrender a cell phone will result in further disciplinary action.
<p>Sexual Misconduct - Sexual penetration or touching of a person's intimate parts. Intimate parts are defined as the breast, buttock, inner thigh, and groin or genital area.</p>	<p>Contact Authorities—10-day suspension and referral for immediate expulsion. Notification to Child Protective Services if appropriate.</p>

DRAFT

<p>Peddling – To engage in the unlawful sale of goods or services; carrying goods from place to place for resale without a permit or license.</p>	<ul style="list-style-type: none"> • Up to 3 day out of school suspension
<p>Dress Code Violation – Out of compliance with proper FBR uniform defined in the Student Code of Conduct</p>	<ul style="list-style-type: none"> • Please refer to the FBR School Dress Code Policy.

PARENT GRIEVANCES

Any and all parent concerns and grievances should be brought to the attention of the teacher. If, after consultation and discussion with the teacher, the parent feels the matter has not been satisfactorily settled, the parent may bring the matter to the attention of the Vice-Principal. If, after consultation and discussion with the Vice Principal, the parent feels the matter has still not been satisfactorily settled, the parent may make a written appeal to the Principal. The Principal will respond in writing informing the parent if and when the hearing of the grievance will take place. If appropriate the grievance will be relayed to the FBR Superintendent and/or the FBR Board of Directors. Please be aware that the Fort Bragg Regional High School Principal, Superintendent, and Board members are in their official capacity to respond to the grievance when and only when they are meeting formally regarding it. Individually, (in the hallways, at games, on the telephone, etc) they are not to discuss official business of this nature, as it would be considered inappropriate.

DRAFT

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

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

- 1.) The request shall detail the basis for the grievance, name the specific policy, rule, or law believed to have been violated, and specify the relief being sought.
- 2.) No grievance shall be heard unless it has been filed in writing within thirty calendar days after the act or condition giving rise to the grievance.
- 3.) The principal shall grant the conference within five school days following receipt of the request. The principal will state in writing his/her position on the question to the student or parent within five school days following the conference.
- 4.) Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

Step II: Appeal to the Superintendent: If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principal's decision in writing to the superintendent. The appeal must be made within five school days following receipt of the principals written response in Step I. The superintendent or his/her designee shall review the grievance within five days following receipt of the appeal. If the superintendent or his/her designee determines that additional time is needed to develop the factual

record, the grievance may be put on hold for fifteen additional days (or longer if by mutual agreement) to allow time for investigation. A written response shall be made to the student, parent, guardian, and principal from the superintendent or his/her designee within ten school days following the review.

Step III: Appeal to the School Board: If the grievance is not resolved at Step II, and involves an alleged violation of state or local board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the School Board. This written appeal must be made within ten school days following the written response from the superintendent at Step II and state in the appeal the reasons you think the administrative decision is not justified and provide any extenuating circumstances you wish the Board to consider. The Board's consideration of these appeals will take place in closed session and will be limited to the written record unless the board determines that additional information is necessary. The board may affirm, reverse, or modify the decision of the superintendent. The Step II decision will be reversed if the board determines that there has been a material violation of board policy or state or federal law or regulation, or that the decision is unsupported by substantial evidence in view of the entire record as submitted. The board shall offer a final written decision within thirty days.

EARLY AGE PERMANENT WITHDRAWAL FROM SCHOOL

NC law requires attendance of each student until sixteen (16) years of age, it is in the best interests of both students and the community that they complete the educational program that will equip them with skills and increase their resources for a successful and fulfilling life beyond school.

Any student leaving FBR will have an exit interview scheduled with the principal to determine the reason for leaving. The principal will make every effort to extend counseling to the student and family, define goals for the student in a written plan, provide information on local GED program and assure the student of the timely return of all school owned supplies and equipment they may still possess.

No student under the age of eighteen (18) is permitted to withdraw without the written consent of a parent or the approval from the principal.

For all other School policies approved by the Board of Directors, feel free to request a time to review the Board Policy Manual with the Board of Directors Recording Secretary or the school Principal.

DRAFT
HEALTH & SAFETY

GENERAL:

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

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

The FBR facility will comply with all applicable federal, state and local laws for fire safety including the Americans with Disabilities Act. FBR will be accessible and accommodate all students so they can fully engage in the life of the school. FBR shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3.

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

To ensure the safe, secure and proper administration of medication to students, school staff will administer medications according to state requirements including obtaining proper permission, administration, record keeping, storage, and training practices. Only those medications which are necessary to maintain the student in school and which must be given during regular school hours will be administered. All medications will require written permission, instructions and signature from the student's parent/guardian and must include either a copy of the prescription or have a prescription on the labeled container in order to be administered to the student at the school.

Fort Bragg Regional High School shall meet the same health and safety requirements required of a local school administrative unit.

VACCINATIONS:

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

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

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

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

DRAFT

Meningococcal disease is a dangerous disease that can strike children and youth and is caused by bacteria. The bacteria is spread from person to person by direct contact with an infected person's nose or throat secretions. Illness often starts with a sudden fever, headache, stiff neck, a rash, and possibly nausea and vomiting. An infected person may become very sick within a few hours of the first symptoms and should seek medical care immediately. The disease could result in death or permanent disability. There are two immunizations available: one for people who are 11-55 years old and another for people who are 2-10 or 55+ years old if certain medical conditions exist that put them at higher risk of contracting the disease. Parents should talk with their child's health care provider or local health department about meningococcal disease and immunization.

Human Papillomavirus (HPV) is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted. Most people who become infected with HPV will not have any symptoms and will clear the infection on their own. Some of these viruses are called "high-risk" types and may lead to cancer. The virus lives in the skin or mucous membranes and usually causes no symptoms. There is no cure for HPV infection, although in many cases, the infection goes away on its own. The HPV vaccine is recommended for 11-12 year-old girls and can be given to girls as young as nine. The vaccine is also recommended for 13-26 year-old girls/women who have not yet received or completed the vaccine series. The vaccine is given through a series of three shots over a six-month period. Parents are encouraged to talk with their child's health care provider or local health department about HPV and immunization. More information is also available at the Center for Disease Control's website: <http://www.cdc.gov/std/hpv>.

FIRE & SAFETY

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

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

DIABETES CARE PLANS:

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

The following protocol will be established at FBR:

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

LAWFULLY ABANDONING A NEWBORN:

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

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

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

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

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

: A law enforcement officer who is on duty or at a police station or sheriff's department

: A social services worker who is on duty or at a local department of social services

: A certified emergency medical service worker who is on duty or at a fire or emergency medical services station

: An adult

Gen. Stat. 7B-500

DRAFT

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

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

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

This is a draft of the preliminary startup plan for Fort Bragg Regional High School. It identifies major tasks, general timelines, and persons responsible for completing each task.

TASK	Start Date	Finish Date	Responsible Parties
Adopt bylaws	3-Feb-13	3-Feb-13	BOARD
Adopt Articles of Incorporation and file	13-Apr-12	13-Apr-12	BOARD
Elect officers	3-Feb-13	28-Feb-13	BOARD
Set terms of office	3-Feb-13	29-Feb-13	BOARD
Adopt Board Policies	3-Feb-13	29-Feb-13	BOARD
Secure Board Insurance Policies	3-Feb-13	29-Feb-13	TRG
Apply for Employer Identification Number	3-Feb-13	29-Feb-13	TRG
Board Meeting Calendars published	1-Mar-13	29-Mar-13	BOARD, TRG
Execute Lease Agreement	3-Feb-13	28-Feb-13	BOARD, TRG
Execute Service Agreement	3-Feb-13	28-Feb-13	BOARD, TRG
Establish Open Enrollment Dates	3-Feb-13	28-Feb-13	BOARD
Publish Parent-Student Handbook	1-Mar-13	29-Mar-13	TRG
Establish Student Reporting (method, timing system)	3-Feb-13	28-Feb-13	TRG
School setup in general ledger	3-Feb-13	28-Feb-13	TRG
Account number setup within general ledger	3-Feb-13	28-Feb-13	TRG
MICR set up - check setup with general ledger	3-Feb-13	28-Feb-13	TRG
Assign Business Analyst and Accounts Payable Accountant	3-Feb-13	28-Feb-13	TRG
Setup General/Board Bank Accounts	3-Feb-13	28-Feb-13	TRG
Financial reporting setup (method, timing, system, format)	1-Mar-13	30-Mar-13	TRG
Budget/cash flow/other financial reporting established	1-Mar-13	30-Mar-13	TRG
Determine special education funding procedures	1-Mar-13	30-Mar-13	TRG
Contact surrounding districts for billing purposes (if applicable)	1-Mar-13	30-Mar-13	TRG
Local payroll taxes % and tax number applied for	1-Mar-13	30-Mar-13	TRG
Obtain State School ID	1-Mar-13	30-Mar-13	TRG
Visa cards setup and distributed	1-Mar-13	30-Mar-13	TRG
Apply for federal charter school grant	1-Sep-12	1-Sep-12	TRG
Draft of Facilities Timeline			
Create a list of all subcontractors for the project	3-Feb-13	28-Feb-13	TRG
Issue Notice of Commencement	3-Feb-13	28-Feb-13	TRG
Construction of Facility (Date subject to change)	28-Feb-13	15-Jul-13	TRG

Fort Bragg Regional High School
Startup TIMELINE

Identify options for temporary offices surrounding the school	3-Feb-13	15-Mar-13	TRG
Phone pole and Board backing installed	15-Mar-13	30-Mar-13	TRG
Establish temporary office	1-Apr-13	15-Apr-13	TRG
Review substantial completion documentation and submit to general contractor	28-Feb-13	15-Jul-13	TRG
Establish custodial services program	2-Apr-13	13-Apr-13	TRG
Establish food service program	2-Apr-13	13-Apr-13	TRG
Develop traffic plan	16-Apr-13	30-Apr-13	TRG
Ensure building is keyed	1-Jun-13	29-Jun-13	TRG
Hold on-site meeting to educate school Leadership on building mechanical systems	29-Jun-13	29-Jun-13	TRG
Lunch program equipment installed	18-Jun-13	29-Jun-13	TRG
Heals department inspection and application for food service license	2-Jul-13	13-Jul-13	TRG
Conduct code, fire and safety inspections	2-Jul-13	13-Jul-13	TRG
Certificate of Occupancy obtained	16-Jul-13	16-Jul-13	TRG
School Staff Move In Starts	23-Jul-13	23-Jul-13	TRG
Draft of Admissions Timeline			
Establish Direct mail Program	8-Feb-13	28-Feb-13	TRG
Develop Media Plan	8-Feb-13	28-Feb-13	TRG
Create School Website	8-Feb-13	28-Feb-13	TRG
Determine dates and location for all Parent Information Meetings	8-Feb-13	28-Feb-13	TRG
Set date for Groundbreaking Ceremony	8-Feb-13	28-Feb-13	TRG
Hire admissions/parent ambassador	8-Feb-13	28-Feb-13	TRG
Hold groundbreaking ceremony	8-Feb-13	28-Feb-13	Board, TRG
Conduct Parent information Meetings - monthly at minimum	8-Feb-13	29-Jun-13	TRG
Execute media and direct mailing plans	8-Feb-13	29-Jun-13	TRG
Send legal notice for open enrollment to newspaper	5-Mar-13	9-Mar-13	TRG
Open enrollment	15-Mar-13	10-Jun-13	TRG
Enter applications into PowerSchool (School Information System)	15-Mar-13	20-Aug-13	TRG
Send school newsletters to all applicant families	15-Mar-13	20-Aug-13	TRG
Determine if lottery needs to be done	11-Jun-13	11-Jun-13	TRG
Send lottery letter to all who applied or acceptance package	11-Jun-13	11-Jun-13	TRG
Conduct lottery	14-Jun-13	14-Jun-13	TRG
Send out acceptance packages, waiting list letters if lottery is needed	17-Jun-13	21-Jun-13	TRG

Acceptance Letter follow-up sent to those who did not return Application Verification Form	24-Jun-13	06.26.2013	TRG
Verify immunizations, birth certificates and proof of residency	28-Feb-13	20-Aug-13	TRG
Establish date for Open House	25-May-13	25-May-13	TRG
Create forms package for Open House including Home Language Questionnaire	28-May-13	1-Jun-13	TRG
Send invitations and forms package to all accepted and registered families	17-Jun-13	21-Jun-13	TRG
Conduct Open House	TBD	TBD	TRG
Hold Ribbon Cutting Ceremony	4-Jul-13	4-Jul-13	TRG
Teachers welcome students	26-Aug-13	27-Aug-13	TRG
Draft of Recruitment/Staffing Timeline			
Principal Hired	28-Feb-13	30-Mar-13	BOARD, TRG
Deans hired, trained and on staff	2-Apr-13	18-May-13	BOARD, TRG
School secretary hired, trained and on staff	28-Feb-13	30-Mar-13	TRG
Recruit teachers/Identify candidates	28-Feb-13	29-Jun-13	TRG
Staff Hired	29-Jun-13	29-Jun-13	BOARD, TRG
Draft of Human Resources Timeline			
Create new school positions in HR/Payroll	8-Feb-13	28-Feb-13	TRG
Establish an unemployment account	8-Feb-13	28-Feb-13	TRG
Obtain new hire paperwork and fingerprints	28-Feb-13	29-Jun-13	TRG
Obtain compliance documentation - licenses, certifications, etc.	28-Feb-13	29-Jun-13	TRG
Setup school for all benefit plans	8-Feb-13	28-Feb-13	TRG
Identify medical center	8-Feb-13	28-Feb-13	TRG
Notify workers comp	8-Feb-13	28-Feb-13	TRG
Send employment law posters by first day of school	29-Jun-13	29-Jun-13	TRG
Draft of School Quality Timeline			
Before or after school care identified and set up at school	2-Apr-13	18-May-13	TRG
Develop classroom assignments	2-Jul-13	9-Jul-13	TRG
Identify students with IEP's and/or potential need for 504's	7-May-13	26-Aug-13	TRG
Setup Classrooms	23-Jul-13	26-Jul-13	TRG
Finalize School Calendar	3-Jun-13	3-Jun-13	BOARD, TRG
Draft of Purchasing Timeline			
Establish Stables and School Specialty vendor accounts for the school	8-Feb-13	28-Feb-13	TRG
Setup and train requestors and approvers for requisitions	8-Feb-13	28-Feb-13	TRG
Furniture/Curriculum/IT/Equipment ordered	8-Feb-13	28-Feb-13	TRG

Fort Bragg Regional High School
Startup TIMELINE

Furniture/Curriculum/IT/Equipment delivered	9-Jul-13	15-Jul-13	TRG
Furniture/Curriculum/IT/Equipment installed	22-Jul-13	26-Jul-13	TRG
Draft of Information Technology Timeline			
Network cabling	1-Mar-13	30-Mar-13	TRG
Installation of T1 for data and Router	1-Apr-13	30-Apr-13	TRG
Phone system and phone equipment ordered	1-Mar-13	30-Mar-13	TRG
School host server ordered	1-Mar-13	30-Mar-13	TRG
Computing technology equipment ordered	1-Mar-13	30-Mar-13	TRG
Router and switches equipment order	1-Mar-13	30-Mar-13	TRG
Installation of phone lines	1-Apr-13	3-May-13	TRG
Installation of phone system	1-Apr-13	3-May-13	TRG
Phone number for permanent site	1-Apr-13	3-May-13	TRG
Phones installed	1-Apr-13	3-May-13	TRG
Computers installed	20-May-13	24-May-13	TRG
UPS installed	20-May-13	24-May-13	TRG
Switches installed	20-May-13	24-May-13	TRG
School host server installed	20-May-13	24-May-13	TRG
PowerSchool online and set up for school staff	20-May-13	24-May-13	TRG
Multi-function printers and servers installed	20-May-13	24-May-13	TRG
Draft of Instructional Support Timeline			
New Principal Training	30-Mar-13	23-Aug-13	TRG
New Secretary Training	30-Mar-12	23-Aug-12	TRG
New Teacher Orientation and Professional Development	14-Aug-13	27-Aug-13	TRG
FIRST DAY OF SCHOOL	28-Aug-13	28-Aug-13	

All Job Descriptions are contingent upon the State Qualifications as outlined in the Attachment, {FBR Staff Qualifications}

Job Title: Administrator /Principal
Contract: 12 Months
Reports To: The Romine Group, Inc. ("TRG")
Employed By: TRG

Job Summary:

The Administrator/Principal is responsible for providing instructional, operational and administrative leadership. He/she will organize, supervise and evaluate development of curriculum, School programs, staff, and student achievement, while overseeing the day-to-day operations of the School.

Performance Duties:

- ◆ Communicate the vision, philosophy and mission of FBR to staff, students, parents, community and the media.
- ◆ Develop a plan for achieving the School's vision and establish annual objectives and
- ◆ Administer fiscal planning activities.
- ◆ Develop and manage the School budget.
- ◆ Represent the School Board of Directors meetings and educational leadership.
- ◆ Represent the School at formal functions, community and civic affairs.
- ◆ Implement State of North Carolina education codes, rules and regulations as given by the State Board of Education.
- ◆ Prepare or approve manuals, guidelines and reports on State educational policies and practices for distribution to the School.
- ◆ Confer with federal, state and local school officials to develop curricula and establish guidelines for educational programs.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create high performance teams of instructional and support staff, parents and community.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Recruit, select and hire School staff.
- ◆ Supervise and evaluate administrative, instructional and support staff.
- ◆ Maintain complete and accurate records of the entire School program.
- ◆ Consult with parents/guardians regarding School academic and behavioral progress.
- ◆ Disseminate information and promote a sense of community involvement between School and parents, civic and business community.

Fort Bragg Regional High School: Draft of Job Descriptions

- ◆ Monitor student behavior and address major code of conduct violations.
- ◆ Admit and transfer students.
- ◆ Other duties as assigned.

Requirements:

- ◆ Master's Degree in Education required.
- ◆ Must comply with all applicable laws related to the Administrator certificate.
- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Exemplary teaching experience.
- ◆ Two (2) years of administrative or comparable experience preferred.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Evidence of recent roles as conference workshop facilitator or presenter.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Evidence to support community involvement and leadership.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

DRAFT

Job Title: Vice-Principal
Contract: 12 Months
Reports To: Principal
Employed By: TRG

Job Summary:

The Vice Principal is responsible for providing assistance to the Principal for instructional, operational and administrative leadership. He/she will participate in organizing, supervising and evaluating development of daily instruction, staff, and student achievement, while overseeing the day-to-day student behavior within the School.

Performance Duties:

- ◆ Monitor and Enforce School Code of Conduct and administer discipline.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students receiving support from Vice Principal.
- ◆ Communicate with parents and teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate
- ◆ Establish, maintain and revise record keeping system.
- ◆ Communicate the vision, philosophy and mission of FBR to staff, students, parents, community and the media.
- ◆ Provide educational leadership.
- ◆ Represent the School at formal functions, community and civic affairs.
- ◆ Implement state of North Carolina education codes, rules and regulations as given by the State Board of Education.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Provide instructional leadership through observations and regular consistent daily walk-in's and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create high performance teams of instructional and support staff, parents and community.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Participate in recruiting and selecting and transitioning new hires.
- ◆ Supervise and evaluate direct educational teams.
- ◆ Maintain complete and accurate records of designated School programs.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Disseminate information and promote a sense of community involvement between School and parents, civic and business community.
- ◆ Other duties as assigned by school principal.

Requirements:

- ◆ Master's Degree in Education required.
- ◆ Must comply with all applicable law related to the Administrator's certificate.

Fort Bragg Regional High School: Draft of Job Descriptions

- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Exemplary teaching experience.
- ◆ Two (2) years of administrative or comparable experience preferred.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Evidence of recent roles as conference workshop facilitator or presenter.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Evidence to support community involvement and leadership.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

DRAFT

Job Title: Teacher (Assigned Teaching Area)
Contract: School Year
Reports To: Administrator/Principal
Employed By: Board of Directors and TRG

Job Summary:

Working in a full-time capacity, the academic subject area Teacher will facilitate student learning utilizing a variety of methodologies and curriculum resources to increase student achievement, and work with an educational team to develop and implement the School program and develop individualized learning plans for each student.

Performance Duties:

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School approved standardized tests.
- ◆ Demonstrate competency in assigned subject areas, the art of instruction, the use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette.
- ◆ Develop individualized activities, which stimulate both the cognitive and affective and physical dimensions of each student.
- ◆ Prepare and maintain accurate and appropriate student attendance and grade records as outlined by the Administrator/Principal.
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, and active and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on school grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-School relationship.
- ◆ Participate in school fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Coordinate field trips.
- ◆ Other duties assigned by Administrator/Principal.

Requirements:

- ◆ Bachelor's degree.
- ◆ North Carolina teacher certification.
- ◆ Highly qualified under NCLB.
- ◆ Teaching experience preferred.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Counselor
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Under the direction of the Administrator/Principal, the Counselor will assist in the supervision of support staff and facilitate School programs. The Counselor will also provide personal, social and educational counseling to the students of FBR.

Performance Duties:

- ◆ Supervise students.
- ◆ Counsel students.
- ◆ Establish and maintain communication with parents.
- ◆ Develop and facilitate programs and workshops for parents.
- ◆ Make home visits as needed.
- ◆ Provide referrals to designated agencies as needed.
- ◆ Facilitate various groups as needed.
- ◆ Implement conflict management groups.
- ◆ Write proposals and make application for grants.
- ◆ Utilize technology.
- ◆ Assume other duties as assigned by Administrator/Principal.

Requirements:

- ◆ Master's Degree.
- ◆ Previous experience in counseling preferred.
- ◆ Meet NC State requirements for certification as applicable.
- ◆ Previous experience in program planning and implementation.
- ◆ Administrative and organizational experience.
- ◆ Ability to motivate and communicate with parents.
- ◆ Previous experience in education.
- ◆ Ability to write proposals and grants and facilitate implementation.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Proficient in the use of technology.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Job Title: Social Worker
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Under the direction of the Administrator/Principal, the Social Worker will assist in the supervision of support staff and facilitate School programs. The Social Worker will also provide personal, social and educational therapy to the students and families of FBR.

Performance Duties:

- ◆ Supervise students.
- ◆ Counsel students.
- ◆ Establish and maintain communication with parents.
- ◆ Develop and facilitate programs and workshops for parents.
- ◆ Make home visits as needed.
- ◆ Provide referrals to designated agencies as needed.
- ◆ Facilitate various groups as needed.
- ◆ Implement conflict management groups.
- ◆ Write proposals and make application for grants.
- ◆ Utilize technology.
- ◆ Assume other duties as assigned by Administrator/Principal.

Requirements:

- ◆ Master's Degree.
- ◆ Previous experience in counseling preferred.
- ◆ Meet NC State requirements for certification and licensing through state and Office of Special Education as applicable.
- ◆ Previous experience in program planning and implementation.
- ◆ Administrative and organizational experience.
- ◆ Ability to motivate and communicate with parents.
- ◆ Previous experience in education.
- ◆ Ability to write proposals and grants and facilitate implementation.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Proficient in the use of technology.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

DRAFT

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Program Coordinator
(Title 1, RTI, Special Ed, Student Achievement, Integration)
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

The Program Coordinator is responsible for providing instructional, operational and administrative leadership to the direct program staff and classroom teaching staff. He/she is also responsible for the teaching and learning of academically struggling students. He/she will organize, supervise and evaluate development of modified/individual curriculum and assessments administered by program staff and classroom teaching staff, and provide updated communication to Administrator/Principal and parents.

Performance Duties:

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students and staff.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School-approved standardized tests.
- ◆ Demonstrate competence in assigned subject areas, the ability to work with multiple teaching strategies and technology.
- ◆ Teach rules, conduct and professional etiquette.
- ◆ Develop individualized growth activities, which stimulate growth in the cognitive, affective and physical dimensions of each student.
- ◆ Prepare, maintain, and supervise accurate and appropriate student attendance and daily tracking logs (ARS as outlined by the Administrator/Principal).
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, attractive and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-school relationship.
- ◆ Participate in School fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Prepare schedule for Program time in classrooms and with pullout groups of students.
- ◆ Participate and provide guidance for the RTI team.
- ◆ Participate on the School Improvement Team and provide student achievement data for decision-making.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.

Fort Bragg Regional High School: Draft of Job Descriptions

- ◆ Participate in recruiting, selecting and hiring of Program staff.
- ◆ Supervise and evaluate Program staff.
- ◆ Maintain complete and accurate records of the entire designated program.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Other duties as assigned by Administrator/Principal.

Requirements:

- ◆ Bachelor's degree.
- ◆ Master's degree and/or Program Specific Endorsement.
- ◆ North Carolina teacher certification.
- ◆ Highly Qualified under NCLB.
- ◆ Teaching experience preferred.
- ◆ Verbal and written communication skills.
- ◆ Able to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ History of Professional Conduct clearance.

DRAFT

Job Title: Program Director
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

The Program Director is responsible for providing instructional, operational and administrative leadership to the direct program staff and classroom teaching staff. He/she is also responsible for the teaching and learning of program specific students. He/she will organize, supervise and evaluate development of modified/individual curriculum and assessments administered by program staff and classroom teaching staff, and provide updated communication to Administrator/Principal and parents.

Performance Duties:

- ◆ Develop course objectives and outlines following School curriculum guidelines and requirements.
- ◆ Facilitate and communicate knowledge and strategies for learning to students and staff.
- ◆ Prepare and plan lessons, projects and a variety of student assessments.
- ◆ Administer School-approved standardized tests.
- ◆ Demonstrate competency in assigned subject areas, the art of instruction, the use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette.
- ◆ Develop individual and group activities, which stimulate growth in the cognitive, affective and physical dimensions of each student.
- ◆ Prepare, maintain, and supervise accuracy and appropriateness of student attendance and daily tracking logs, ARS as outlined by the Administrator/Principal.
- ◆ Prepare and disseminate student progress reports to parents.
- ◆ Maintain an orderly, secure, attractive and nurturing classroom environment conducive to learning.
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Provide consistent and progressive corrective discipline.
- ◆ Promote ongoing communication with parents; establish and maintain home-school relationship.
- ◆ Participate in School fund-raisers, extra-curricular activities, School-wide annual programs and social events.
- ◆ Prepare schedule for Program time in classrooms and with pullout groups of students.
- ◆ Participate on the School Improvement Team and provide student achievement data for decision-making.
- ◆ Participate in and conduct workshops, conferences and in-services for professional growth and staff development.
- ◆ Initiate and implement processes for monitoring and evaluating student achievement and growth.
- ◆ Provide instructional leadership and support while overseeing the development and implementation of classroom curriculum.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Participate in recruiting, selecting and hiring of Program staff.
- ◆ Supervise and evaluate Program staff.

Fort Bragg Regional High School: Draft of Job Descriptions

- ◆ Maintain complete and accurate records of the entire designated program.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Handle the coordination and maintenance of all licensing documents for program.
- ◆ Other duties as assigned by Administrator/Principal.

Requirements:

- ◆ Bachelor's degree.
- ◆ Master's degree and/or Program Specific Endorsement preferred.
- ◆ North Carolina teacher certification.
- ◆ Highly Qualified under NCLB.
- ◆ Meet all State licensing requirements.
- ◆ Teaching experience preferred.
- ◆ Verbal and written communication skills.
- ◆ Able to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Satisfactory performance ratings in delivery of instruction and classroom management.
- ◆ Evidence of recent participation in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Professional Conduct clearance.

DRAFT

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Office Manager
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

Performance Duties:

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Compile data for state and federal reports.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Maintain School's calendar of events.
- ◆ Communicate with students and direct them to appropriate staff members when
- ◆ Respond to and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Handle collection and submission of financial documents to accounting firm.
- ◆ Collect and report payroll to ESP.
- ◆ Classify and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Implements enrollment procedures and processes.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

Requirements:

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Administrative Assistant
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

Performance Duties:

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Compile data for Board of Directors; state and federal reports.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Maintain Administrator/Principal's calendar.
- ◆ Maintain School's calendar of events.
- ◆ Communicate with students and direct them to appropriate staff members when necessary.
- ◆ Respond to and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, copier, calculator, etc.).
- ◆ Arrange meetings and conferences, schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Classify and sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

Requirements:

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Job Title: Secretary
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

Performance Duties:

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Communicate with students and direct them to appropriate staff members when
- ◆ Respond and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Classify, sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

Requirements:

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Office Assistant
Contract: Extended School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Provide secretarial, administrative and clerical support to Administrator/Principal and perform secretarial/clerical duties of the School.

Performance Duties:

- ◆ Compose and transcribe correspondence, bulletins, and memorandums, utilizing computer word processing programs.
- ◆ Proficient in IBM Word Perfect, Excel and desktop publishing programs.
- ◆ Create database, forms, tables, charts, records, and spreadsheets utilizing appropriate computer software.
- ◆ Proofread and edit drafts and final copy materials for appropriate and consistent format, accuracy of date, punctuation, spelling and grammar.
- ◆ Greet and screen visitors.
- ◆ Receive and screen telephone calls and accurately record messages.
- ◆ Communicate with students and direct them to appropriate staff members when
- ◆ Respond and disseminate information related to general activities and operations of the School.
- ◆ Operate standard office equipment (computer, typewriter, calculator, etc.).
- ◆ Arrange meetings and conferences; schedule interviews and appointments.
- ◆ Establish, maintain and revise record keeping.
- ◆ Classify, sort mail, files, correspondence and documents.
- ◆ Accept and keep record of transactions.
- ◆ Assist in ordering School supplies and textbooks.
- ◆ Arranges School Fundraisers
- ◆ Assists Administrator/Principal in marketing needs.
- ◆ Assists with food service reporting and accounting.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

Requirements:

- ◆ High school diploma or equivalent; business school or college course work preferred.
- ◆ Previous secretarial experience (minimum 2-3 years).
- ◆ Strong verbal and written skills.
- ◆ Strong organization skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency and ability to operate standard office equipment.
- ◆ Satisfactory completion of typing test and written and oral interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Maintenance/Custodian
Contract: Extended Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Under supervision of Administrator/Principal, maintain School and School grounds, performing a wide range of cleaning, maintenance and repair duties.

Performance Duties:

- ◆ Keep building clean of graffiti.
- ◆ Paint as needed.
- ◆ Perform routine maintenance – replace light bulbs, repair leaky faucets, move office and classroom furniture.
- ◆ Keep surrounding grounds free from litter and all inappropriate material.
- ◆ Repair equipment as needed.
- ◆ Make deliveries as needed.
- ◆ Receive and transport deliveries to designated locations.
- ◆ Clean and sanitize cafeteria daily.
- ◆ Clean and restore as needed in the event of student spillage.
- ◆ Handle all electrical plumbing, carpentry and other general maintenance repairs.

Requirements:

- ◆ High school diploma or equivalent.
- ◆ Ability to lift or push furniture and cleaning equipment; ability to do job with or without accommodations.
- ◆ Ability to utilize standard cleaning equipment and industrial equipment (polisher, buffer, etc.).
- ◆ Ability to safely utilize chemical cleaners and disinfectants.
- ◆ Self-motivated and high level of initiative.
- ◆ Previous experience necessary.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Be familiar with state and federal codes and regulations.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Fort Bragg Regional High School: Draft of Job Descriptions

Job Title: Para-Professional
Contract: School Year
Reports to: Administrator/Principal or Program Coordinator/Director
Employed By: TRG

Job Summary:

Working to assist the classroom Teacher with student learning to increase student achievement, and work with the educational team to develop and implement the School and/or classroom program.

Performance Duties:

Assist the classroom Teacher to do the following:

- ◆ Facilitate and communicate knowledge and strategies for learning to students.
- ◆ Prepare projects.
- ◆ Demonstrate competency in assigned subject areas and the use of multiple teaching strategies and technology.
- ◆ Teach rules of conduct and proper etiquette
- ◆ Supervise students within the School setting and on School grounds.
- ◆ Counsel students regarding academic and behavioral problems.
- ◆ Enforce consistent and progressive corrective discipline.
- ◆ Participate in School fund-raising, extra-curricular activities, School-wide annual programs and social events.
- ◆ Coordinate field trips.
- ◆ Perform other duties assigned by the classroom teacher.

Requirements:

- ◆ Associate Degree or equivalent 60 credit hours or pass competency test.
- ◆ Highly Qualified under NCLB.
- ◆ Experience preferred.
- ◆ Ability to work with young people.
- ◆ Willingness to participate in professional development.
- ◆ Satisfactory completion of oral and written interview.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Job Title: RTC Director
Contract: School Year
Reports To: Administrator/Principal
Employed By: TRG

Job Summary:

Coordinate the Responsible Thinking Classroom ("RTC") program.

Performance Duties:

- ◆ Assist Administrator/Principal with student discipline through the RTC Program.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students served through the RTC Program.
- ◆ Communicate with parents and Teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate persons within the School.
- ◆ Establish, maintain and revise record keeping.
- ◆ Assume other duties as assigned by the School Administrator/Principal.

Requirements:

- ◆ Associate degree or two (2) years of college preferred.
- ◆ Previous experience with student discipline preferred.
- ◆ Strong verbal and written skills.
- ◆ Strong organizational skills.
- ◆ Ability to maintain discretion.
- ◆ Self-motivated.
- ◆ Computer proficiency.
- ◆ Ability to create database, forms, tables, charts, records, spread sheets, etc., utilizing appropriate computer software.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

DRAFT

Job Title: Transition Success Coach
Reports To: Counselor
Employed By: TRG

Job Summary:

The Transition Success Coach is responsible for supporting students in their transition to and from FBR, including successful completion of a two or four-year college or university degree, and their subsequent move to post-educational options such as employment or graduate school.

Performance Duties:

- Support those students who are in a post-secondary program to be successful academically and in co-curricular activities.
- Develop a strategic travel plan to visit students on their college campuses. The Transition Success Coach will be responsible for grouping trips (locally or regionally) to ensure maximum impact.
- Provide guidance within financial aid issues, transferring schools, small financial assistance support, social connectedness, and other barriers to the successful completion of a post-secondary educational program.
- Provide focused support to students in local community colleges, providing opportunities for students to receive both peer and mentor support.

DRAFT

Ensure that each student has a plan in place for transferring to a four-year college or university if that is the student's goal.
Create plan for current juniors at FBR to provide career guidance to students attending post-secondary educational institutions.
Support current FBR staff to help create a post-high school plan for each student with a focus on how to successfully transition into the first year of a post-secondary program.

- Support high school seniors in applying for post-secondary educational opportunities and scholarships, as well as preparing for this transition.
- Develop a yearly communication plan for students at post-secondary sites. This plan would include an annual social gathering for program participants.
- Provide overall leadership in assisting high school and post-secondary students to find and be competitive for employment and or internship opportunities during the summer and or after completing their post-secondary education.
- Provide support to those students who are within a year of completing their postsecondary education to put together a plan for gaining employment or further schooling, and support them in its implementation.
- Track the results of students involved in the Alumni Support Program, to use for program evaluation.
- Adhere to program budget; turn in timesheets monthly, and output/outcome and program. Receipts bimonthly as requested by administrative staff.
- Other duties and responsibilities as assigned.

Traits of an FBR Transition Success Coach

- Strong analytical, communication and writing skills.
- Ability to work well with students and their families and colleagues.
- Ability to travel via auto and air to support college students.

Fort Bragg Regional High School: Draft of Job Descriptions

- A high threshold for stress and a tireless commitment to excellence in all endeavors.
- A "Whatever it Takes" attitude.

Supervisory Responsibilities:

This position does not have any supervisory responsibilities.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

Bachelor's degree (B. A. / B.S.) from four-year college or university required. Master's Degree is desirable but not required. Previous 9th - 12th grade educational experience highly desirable. Demonstrated successful work with teens and parents highly desirable.

Language Skills:

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, students, and administration. Ability to effectively present information to management, public groups, and/or boards of directors.

Mathematical Skills:

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills:

To perform this job successfully, an individual should be competent in Microsoft Office applications (Outlook, PowerPoint, Word, and Excel) and ability to learn and use computer software as necessary. Ability to use basic office equipment.

Safety Duties & Responsibilities:

Every FBR employee has an obligation to know the School's safety rules and procedures; to teach what they know to others; to recognize unsafe actions and situations; to warn others of unsafe situations; to react to emergency situations and to report hazardous or unsafe practices to those in a position to correct them.

Physical/Mental Demands:

The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is regularly required to sit and use the wrists, hands and/or fingers, The employee is occasionally required to stand; walk; climb or balance, The employee must occasionally lift and/or move up to 25 pounds, Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception and ability to adjust focus, Work at a desk and computer screen for extended periods of time.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level is moderate and may have frequent interruptions. There may be activity from other employees and students of a distracting nature.

Other Qualifications:

Satisfactory criminal records check, pre-hire and annually thereafter, if applicable. Must be eligible to work in the United States and provide work authorization. Those with a willingness to make a 3-5 year commitment to the position will be preferred.

Modification of Duties & Essential Functions
FBHS retains the right to change and/or modify the duties and essential functions of this position at any time. This job description is not intended to constitute a comprehensive listing of activities, duties, or responsibilities required of the employee.

DRAFT

Job Title: Dean of Students
Contract: 12 Months
Reports To: Principal
Employed By: TRG

Job Summary:

The Dean of Students is responsible for providing assistance to the Principal, Vice Principal, and Staff for operational and disciplinary supervision. He/she will participate in all roles associated with the supervision of daily student success.

Performance Duties:

- ◆ Monitor and Enforce School Code of Conduct and administer discipline.
- ◆ Coordinate and direct the RTC Program.
- ◆ Develop student behavior contracts.
- ◆ Maintain log of students receiving support from Vice Principal.
- ◆ Communicate with parents and teachers regarding student behavior.
- ◆ Compile data and reports for the Board of Directors.
- ◆ Communicate with students and direct them to appropriate resources when necessary.
- ◆ Respond and disseminate information related to student discipline to appropriate persons within the School.
- ◆ Establish, maintain, and ensure record keeping.
- ◆ Communicate the vision, philosophy and mission of FBR to staff, students, parents, community and the media.
- ◆ Provide student management support to teaching staff through guidance, meetings, and feedback from observations.
- ◆ Represent the School at formal functions, community and civic affairs.
- ◆ Implement State of North Carolina education codes, rules and regulations as given by the State Board of Education.
- ◆ Create an atmosphere of security and trust, as well as, encourage innovation.
- ◆ Maintain complete and accurate records of designated School programs.
- ◆ Consult with parents/guardians regarding student academic and behavioral progress.
- ◆ Other duties as assigned by school principal.

Requirements:

- ◆ Bachelor Degree Required. Working toward a Masters in Administration Preferred.
- ◆ Minimum 2 Years of Exemplary Teaching Experience Preferred.
- ◆ Must meet continuing education requirements as prescribed by rules promulgated by the State of North Carolina, as applicable.
- ◆ Meet NCLB requirements, as applicable.
- ◆ Evidence of recent and ongoing professional development.
- ◆ Verbal and written communication skills.
- ◆ Ability to communicate in oral and written interview, knowledge of current methodologies and research in education and instruction.
- ◆ Criminal Records clearance.
- ◆ Unprofessional Conduct clearance.

Procedure for Grievance/Termination

Grievance

All salaried TRG employees are eligible for a leave of absence with pay when a death occurs in their immediate family. The amount of pay that the employee will receive is based upon the normal scheduled hours that the employee will be absent due to the allotted bereavement.

If an employee has had a family death and needs time to grieve they should alert their administrator as soon as possible. The administrator will provide the employee with a paid leave consistent with the TRG Bereavement Policy and has the flexibility to extend the duration of leave if the situation deems it necessary.

TRG will provide a leave of absence with pay in the event a death occurs in your immediate family. Leave for funerals of the immediate family will not affect or count against your sick days. Three (3) days will be allowed if the funeral leave is for a member of the immediate family whose funeral will be held within one hundred (100) miles of your primary residence: Five (5) days will be allowed if the funeral will be held in excess of one hundred (100) miles of your primary residence. Unusual circumstances that require additional time in excess of the allotted three or five days should be submitted to your principal.

Termination

All TRG employees are "At Will Employees" and are free to resign at any time with or without cause, just as TRG is free to separate from employment at any time with or without cause.

TRG considers its employees to be its largest resource, and thus invests a substantial amount of time and money into developing each employee. If a decision is reached to terminate an employee it is viewed that somewhere along the hiring/employment process that we have failed to accurately assess or develop an employee and is not a decision that is taken lightly.

Employees are observed and given feedback on a regular basis. This feedback is given in written form and will include areas that can be improved upon and resources available to help foster such improvement. If an employee is not showing desired improvement in an area of need they may be placed on a Corrective Action Plan. The Corrective Action Plan will contain documentation indicating past efforts to correct the issue and a plan, which will ensure employee success. If the desired improvement is not seen within a specified amount of time action may be taken up to and including termination.

At times an employee's actions or lack thereof can result in immediately being placed on a Corrective Action Plan. When such is the case the timeline for

FBR Employee Grievance & Termination Policy

improvement will typically be much shorter. Additionally, there are circumstances that will necessitate an employee to be terminated immediately.

Upon termination an employee will receive a Letter of Separation, which will detail any remaining pay due to the employee and an explanation and schedule of benefits.

Section 1 Employment

1.1 Resource

The information outlined in this handbook is intended to be a resource for you during your employment with TRG. The policies and procedures described are not conditions of employment. The language that appears in this booklet is not intended to create nor is it to be construed to constitute a contract between TRG and any one or all of its employees. If at any time the application of policy differs from information indicated in this handbook, the actual policy will prevail. Where state laws differ, state provisions will govern.

Because there are multiple schools managed by TRG, if you are positioned in a school, you will receive a teacher's handbook from the school in which you work. Therefore, items that are unique to each school will be covered in that specific handbook. When such is the situation, you will be directed to that handbook.

During August of each year you will receive written changes to your Employee and Teacher Handbooks that contain the benefit plans, programs, policies, and procedures of both TRG and the School. Please keep in mind that it is your responsibility to review and comply with these documents.

1.2 Reservation of Rights

TRG reserves the right to interpret its stated policies on a case-by-case basis. TRG further reserves the right to modify, revoke, suspend, terminate, or change any or all such policies and procedures and employee benefits, in whole or in part, at any time, with or without prior notice. The most recent revision supersedes any prior revisions.

1.3 Your Employment

All employment and compensation with TRG is "AT WILL". Neither TRG, any of its managers, nor any other employee can guarantee a

specific duration of employment. The company recognizes that circumstances change with the passage of time, and that some employees may seek opportunities elsewhere or choose to leave the company for other reasons.

Some employees may not fulfill the operational needs of the company or changed circumstances may reduce available employment opportunities, which may result in involuntary terminations. Employees may leave employment at any time with or without a reason. Likewise, the company reserves the right to terminate any employee at any time within the provisions of Federal and State laws.

1.4 Equal Employment Opportunity

Employees will be selected, trained and promoted based on each individual employee's ability and job performance. Equal Employment Opportunity is provided to each individual in all aspects of the employer/employee relationship without unlawful regard to race, color, religion, sex, national origin, age, disability or other protected classification. All applicable local, state and federal statutes concerning Equal Employment opportunity will be complied with.

1.5 Employer of Record

All teachers positioned in a school located in North Carolina are jointly employed by TRG and the school board they serve. A further explanation of this would be that the hiring or termination of a teacher is subject to review and approval by the school Board. Although employed by both TRG and the board, the policies and regulations in this handbook will apply.

Section 2

Policies and Procedures

2.0 Attendance and Tardiness

Employees are expected to be at the work site ready to work at their appointed time.

You must notify your manager or principal prior to your scheduled work time on any day you are unable to report to work.

Continued or persistent absence and/or tardiness are grounds for corrective action, up to and including termination from the Company.

2.0.1 Bereavement

All salaried TRG employees are eligible for a leave of absence with pay when a death occurs in their immediate family. The amount of pay that the employee will receive is based upon the normal scheduled hours that the employee will be absent due to the allotted bereavement.

TRG will provide a leave of absence with pay in the event a death occurs in your immediate family. Leave for funerals of the immediate family will not affect or count against your sick days. Three (3) days will be allowed if the funeral leave is for a member of the immediate family whose funeral will be held within one hundred (100) miles of your primary residence: Five (5) days will be allowed if the funeral will be held in excess of one hundred (100) miles of your primary residence. Unusual circumstances that require additional time in excess of the allotted three or five days should be submitted to your principal. (See *definition of "immediate family"*).

Definition of the Immediate Family: The immediate family includes: spouse, parent, parent of current spouse, brother, sister, son, daughter, grandparent, grandchild, or any dependant living in the household of the staff member.

2.1 Personal Appearance

TRG prides itself in providing our students, parents, school staffs and guest with a professional atmosphere. Therefore, it is expected that employees will maintain a personal appearance that is appropriate to the work being performed and consistent with the professional image of TRG. Each school may outline specifics on attire in their staff handbook, please consult and follow those specifics as set forth.

2.1.2 Business Hours

The basic work week may vary. It is established at each school or office location. Consult your specific teacher handbook for business hours.

2.1.3 Change of Employee Personal Information

It is important that employees keep their manager or principal informed of any changes in important information. Current address and phone number records are essential for many purposes. Personal information changes can also affect your benefits. Please let us know immediately of any births, marriage, divorce, adoptions, dependants, and death. It is the employee's responsibility to notify TRG and the school administration when any changes occur.

2.1.4 Classification of Employees

Each employee falls into a certain classification dependant upon several variables. It is important for an employee to understand their particular classification due to its relevance in given benefits. If an employee has a question regarding their classification please contact TRG Department of People Services.

There are 4 separate classifications of employees which are listed and explained as follows:

- **Full Time Salary** This classification includes employees who are positioned in a school as a full time educator, administrator, office

staff, or custodian. To qualify as full time salary, an employee must be positioned in a school 5 days a week, and must be present throughout the entire school day. The employee must also be paid on a salary schedule in order to qualify.

- **Para-Professional** In order to qualify for this classification an employee must be a para-professional who is scheduled to be present in a classroom during all of the calendared school days, and receives their pay based upon a salary payment schedule.
- **Part Time Salary** These employees are positioned in a school less than 5 days a week, or are not required to work the entire school day. These employees receive their pay based upon a salary payment schedule.
- **Hourly Employee** A staff member would be considered an hourly employee if their pay is based upon an hourly rate.

2.2 Computer Security

TRG places emphasis on computer security in order to protect its programs and data from damage or sabotage. Do not share your user "ID" or password. TRG considers the unauthorized use of another employee's password or the unauthorized access of computer files a serious breach of integrity. Employees who have accessed computer files without the proper authorization will be subject to immediate corrective action up to and including termination.

Please note that this policy covers all hardcopy files, "ID's" needed for any office equipment, and any student records.

2.2.1 Communications and Computers

The communication systems in each school are the property of that school and therefore any communication should be that of the school. Assume the school/TRG will read any and all communication made electronically. TRG will defer the specific policy to each school.

TRG employees may not use any system for use that would be considered improper, harassing, offensive, threatening or sexual in nature. Employees may not use any system to access materials that contain the above described improper information.

Please consult your school handbook for more information on the use of information systems.

2.2.3 Company Property

TRG provides a work area and the essential equipment required for your job for use during work. The Company and/or each school own all such equipment and the contents of all cabinets, storage facilities, etc. which are provided, and as such are subject to entry at any time. Employees are not authorized or allowed to affix their own locks to any property provided by the Company or school. The Company or school assumes no liability for personal property lost or stolen on the work site.

2.2.4 Confidentiality

Unless authorized, information regarding your employment should be a private matter and not discussed with parents, vendors, or co-workers.

Student information should be used for the improvement of the student as an individual and should not be used for any other purposes. The information kept by the school office and/or the teacher is private and confidential.

Unauthorized disclosure of confidential information may result in disciplinary action up to and including dismissal.

2.3 Criminal Records Check

Although this is not a requirement for TRG employees outside of school positions, it is a requirement mandated by the State School Code for all employees working in a school. Employees must be fingerprinted at an Identix location, information on locations can be found with your office managers.

2.3.1 Criminal Conduct

As an employee of TRG, you should be aware that TRG strictly prohibits and will not tolerate any form of criminal conduct on the part of its employees. In response to any violation of this policy, the Company will react in the strongest terms possible. TRG as a matter of policy, will

cooperate fully with law enforcement authorities conducting criminal investigations which involve TRG employees.

2.3.2 Discrimination and Harassment

TRG believes that all employees have a right to work in an environment free from any type of discrimination or harassment. This includes, but is not limited to treatment based on race, color, religion, sex, national origin, age, height, weight, political affiliation, disability, marital status, or veteran status. TRG prohibits discrimination or harassment of its employees in any form. Such conduct will not be tolerated or ignored and may result in corrective action up to and including termination.

Employees who have complaints of discrimination or harassment should send them in writing in a sealed, confidential envelope to the following:

TRG
Attn: Paul Romine
7877 Stead St.
Utica, MI 48317

The Romine Group will direct the investigation. All complaints will be investigated in a confidential manner to determine their merit. Where an investigation confirms the allegation, prompt corrective action will be taken.

2.4 Drug Free Workplace

Employees of TRG are our most valuable resource and, for that reason, their health and safety is our number one concern. Any drug use, which imperils the health and well being of our employees or threatens our business will not be tolerated.

The use of illegal drugs and abuse of other controlled substances on or off duty is inconsistent with the law-abiding behavior expected of our employees. Employees who use illegal drugs or abuse other controlled substances on or off duty tend to be less productive, less reliable, and prone to greater absenteeism. Drug use in the workplace puts the health and safety of the abuser and all other workers around them at increased risk. Employees have the right to work in a drug-free environment.

Early recognition and treatment of drug abuse is important for successful rehabilitation. Whenever feasible, TRG will assist employees in overcoming drug abuse by providing information on treatment opportunities and programs. However, the decision to seek diagnosis and seek treatment for drug abuse is the individual employee's responsibility.

Employees with drug abuse problems should request assistance from management. The Romine Group will treat all requests with confidentiality and will help guide the employee to the appropriate treatment and counseling services. Voluntary requests from employees will not however prevent disciplinary action up to, and including, termination.

The Romine Group is committed to maintaining a safe workplace free from the influence of drugs. All employees are hereby notified that TRG will comply with the requirements of the Drug-Free Workplace Act of 1988, and all applicable regulations issued there under.

The Romine Group reserves the sole right to modify its Drug-Free Workplace policy and program at any time.

2.4.1 Prohibitions

TRG's Drug-Free Workplace prohibits employees from engaging in any of the following activities:

- Use, possession, manufacture, distribution, dispensation or sale of illegal drugs on company premises or company business, in company supplied vehicles, or during working hours.
- Unauthorized use or possession, or any manufacture, distribution, dispensation or sale of a controlled substance on company premises or while on company business or while in company supplied vehicles.
- Storing in a locker, desk, automobile or other repository on company premises any controlled substances whose use is unauthorized.
- Being under the influence of a controlled substance on company premises or while on company business, or while in company supplied vehicles.

- Any possession, use, manufacture, distribution, dispensation or sale of illegal drugs off company premises that adversely affects the individual's work performance, their own or the safety of others at work, or the company's regard or reputation in the community.
- Failure to adhere to the requirements of any drug treatment or counseling program in which the employee is enrolled.

2.5 Holidays & Vacation Days

Each school plans and maintains it's own schedule for holidays and working schedule. All educational and administrative staff should refer to it's school schedule and administration for a working calendar.

Educational and education support staff will have some duration of summer vacation during which they will not report.

Administrative staff is expected to be in attendance throughout the summer, with the exception of the scheduled 2 week summer shut down.

Facility and maintenance staff is expected to report to the school every week Monday through Friday regardless of the hours of the office being open. During the months that school is in session these staff members should consult their school administration for allowed days off. During Summer Break, the facility and maintenance staff will be given 10 days of vacation that they must schedule with their school administration. These days will not have the option of being banked or bought out.

2.5.1 Injuries and Accidents

Employees must immediately report all injuries, accidents, and illnesses which occur while at work to either the school's office manager or principal. All injuries, accidents, and illnesses must immediately be reported regardless of the appeared severity.

The employee will be provided by office management the appropriate forms to be filled out and filed. Failure to report these occurrences may result in a loss of benefits as well as corrective action up to and including termination.

2.5.2 Jury Duty

TRG recognizes its employees' civic responsibility to serve as jurors. If you are called to serve, give written evidence to your manager or principal as soon as possible so that proper arrangements can be made for your absence. Employees selected to serve must notify their manager or principal with specific information on the location of Jury Duty and the projected dates of service.

Full-time employees will be compensated at their regular rate for days serving Jury Duty.

2.5.3 Family Leave of Absence (Unpaid)

A Family Leave of Absence (FMLA) is an unpaid Company approved absence for the birth of a child, the placement of a child for adoption or foster care, a serious health condition that places you unable to perform the essential functions of your job, or a serious health condition affecting your spouse, child, or parent, for which you are needed to provide care. Please refer to section 3 for more information pertaining to FMLA.

2.5.4 Leave of Absence (Unpaid)

TRG understands that due to certain circumstances an employee may need to request a leave of absence that does not qualify under the FMLA. If an employee desires to take an unpaid leave of absence from their position they should discuss the situation with the building principal as soon as they become aware of the need to go on leave. TRG reserves the right to handle each leave of absence request on a case by case basis. If a leave of absence is granted all necessary information and arrangements will be clearly documented in written form and must be signed by the employee and TRG representative before the employee goes on leave.

If an employee takes an unapproved leave of absence their position may not be held for their return. If at any point an employee fails to report to work for 2 consecutive days and has not followed the necessary procedures or was granted permission by their principal they will be considered on an unapproved leave of absence and may be terminated.

2.5.5 Working While on Leave

Working another job while on family or medical leave is prohibited and may result in corrective action up to and including termination. Such work will be reported to the insurance company.

2.5.6 Outside Employment

It is the intent of TRG to provide a challenging and demanding environment in which employees can develop to their fullest potential.

Any outside employment that you engage in, including a self-owned business, should in no way conflict with your performance in your job at TRG. It should not in any way be detrimental to TRG's business or reputation or to other employees.

2.6 Paydays

Company paydays are on the 15th and 30th of each month. If TRG facilities or your specific school is closed on a scheduled payday, then paychecks will be issued on the last workday preceding the closed day.

For employees who receive their pay on a salary schedule, the pay on the 15th of each month is for services rendered from the 1st through the 15th of that month. The pay on the 30th of each month is for services rendered from the 16th until the last day of that month.

Employees who are paid through an hourly rate will also receive pay on the 15th and 30th of each month. The pay that they receive is based upon hours worked during that designated pay period. For a schedule of hourly pay periods, please consult your school's office manager.

TRG highly recommends direct deposit of its employees. Employees must sign up for this feature by filling out the appropriate paperwork. Once the TRG Human Resource department has received all the appropriate paperwork, it will take 2 pay periods to take effect.

Employees' paycheck stubs will be sent to each TRG site's Payroll Custodian. On payday, Payroll Custodians will distribute paycheck stubs. If employees are absent on payday, the Payroll Custodian will

hold the stub for one (1) working day and then send it through U.S. Mail to the employee's current address.

If an employee chooses not to participate in the direct deposit plan TRG will make every reasonable effort to deliver live checks by the pay date. Due to scheduling, weather, holidays, and unforeseen events TRG again highly recommends the direct deposit plan to ensure receiving pay on time.

2.6.1 Payroll Deductions

Federal taxes, FICA, Medicare, state and city taxes, and 401(k) employee contributions are withheld from employee paychecks.

TRG is required by law to accept legal assignments or garnishments against employees' wages. Employees will be notified of any attachment received.

2.6.2 Pay at Time of Separation

Employees separated from employment will be paid for time worked (less deductions) on the next regular pay day according to the applicable federal and state laws. Any accrued vacation time will also be paid at this time.

The company will determine if the terminating employee has any outstanding debt owed to the company and whether the individual has in their possession any company property.

After a full accounting of the employee's and the company's accounts (as determined by TRG) is completed, the final paycheck will be issued to the employee in accordance with state law.

The company will issue a check, which is designated as the final payment for all services rendered. The check will not reflect any time not actually worked by the employee.

The check designated as the final payment will be mailed to the address given by the employee as their address of residence. The employee should not attempt at any time to receive this check at their previous location of employment.

2.6.3 Pay and Benefits When Contract not Renewed

Educators who complete employment through the current school year, but are not extended, or do not accept an offer for the following school year, will remain employees of TRG through August 15th. Eligible employees will continue to receive regular paychecks through August 15th, and will remain enrolled in the health insurance program through August 30th. If a non returning employee opts to file for unemployment prior to the termination date of August 15th TRG will interpret the filing as formal notice of the employee's immediate resignation, which will result in a loss of benefit coverage.

Administrators, administrative assistants, and facility staff who are not extended or do not accept an offer for the following school year will receive their last pay on June 30th of the completed school year. These employees will maintain benefit coverage through June 30th of the completed school year as well.

2.6.4 Sick Leave

Employees who are paid on a salary schedule are granted two (2) sick or personal days per year for every full day that they work per week. For example a full time employee that works five full days a week will be granted ten (10) days of paid sick leave per year. As soon as you are aware that you will be unable to attend work due to personal illness it is the employee's responsibility to contact their manager or principal.

Sick/Personal days are to be used in the event that you cannot attend work due to an illness or matter that must be attended to during the working hours. Sick/Personal days are not intended to be used as vacation days or days to extend holiday breaks. Any deviation of the intended purpose for a sick day must be cleared with your school principal before being recognized by TRG. Employee absenteeism that exceeds the granted number of days is a serious issue and can lead to employee termination.

At the end of the working year employees will have the option to be reimbursed for unused sick days, or bank these days (up to ten) into the following year. The amount of reimbursement per day is listed in the

school staff handbook. If an employee opts for reimbursement, they can expect to receive their buyout checks in the July 30th pay.

2.7 Performance and Corrective Action

All employees are expected to meet TRG standards for work performance and business conduct. Employees are also expected to follow the policies and procedures covered in this handbook. In addition, employees will also be expected to follow the policies and procedures covered in the handbook provided by each individual school. Failure to meet these expectations may result in one or more of the following corrective actions: verbal counseling, written reprimand, suspension or discharge. Generally the severity of the performance or behavior problem will determine the level of corrective action and whether the employee will be given the opportunity to correct the problem. TRG utilization of corrective action to improve performance of its employees does not alter the fact that both the company and its employees may terminate the employment relationship at any time, with or without cause.

2.7.1 Personal Expenditure Reimbursement

In order to receive reimbursement for any academy function or materials, TRG employees must obtain prior consent from the active administrator on site. Company employees must complete the appropriate reimbursement form and provide a receipt or proof of purchase in order to be reimbursed. It is therefore understood that reimbursement will not be granted unless prior approval has been granted and a receipt attached to the proper form.

2.7.2 Safety

Safety is considered to be an important part of your job, and the Company will do everything possible to make work areas safe for you. It is the responsibility of all employees to develop safe working habits and observe the rules and practices that protect the individual employee and fellow employees.

Please consult your school handbook for instructions on safety programs including: Accident Reporting, Emergency Action Fire Plan,

Severe Weather, Emergency Evacuation, Blood Borne Pathogens, Communicable Diseases, and First Aid.

2.7.3 Tobacco Free Environment

Consistent with TRG's intent to provide a safe and healthy work and learning environment, smoking and the use of other tobacco products is prohibited on any property owned or managed by TRG.

2.7.4 Tuition Reimbursement

Individual schools may or may not have funds available to support this benefit. Therefore, TRG will not make it a benefit mandatory to all schools and their staffs.

Reimbursement for tuition will be a decision that will be left to the individual school boards as a possible benefit. Please consult your school staff handbook for further information.

Section 3

While on a Family or Medical Leave of Absence

3.1 Health Care Benefits

You have the right under FMLA to take up to 90 days of unpaid leave in a rolling 12 month period. Your health benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work. If you wish to file for FMLA, forms can be obtained by contacting TRG.

3.2 Dependant Coverage

You may elect to discontinue coverage for your dependant(s)/spouse while you are on a leave of absence (LOA). Please refer to the Reinstatement section below.

3.3 Status Change

If a status change occurs during a LOA, contact the TRG offices within thirty (30) days of the qualifying event.

3.4 Reinstatement

When you elect to discontinue your dependent(s)/spouse benefit coverage during a LOA, reinstatement into the plan can be made by completing a new application for enrollment in the Plan upon return to work.

3.5 Return to Work

You must return to work on the day your LOA ends. If you fail to return to work on the date scheduled, you may be subject to termination.

A request to extend a LOA must be made two weeks prior to your scheduled return to work date and must be accompanied by a certification from a health care provider.

Your health and life insurance benefits and the health benefits for your dependent(s)/spouse end at midnight on the last day of your LOA if you fail to return to work as scheduled.

3.6 Life Insurance Coverage

Your Life Insurance Coverage benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work. If you remain on a LOA longer than the 90 days that FMLA provides, your life insurance coverage will cease. When your coverage stops, you may convert your Supplemental Life coverage to an individual whole life policy.

Accidental Death and Dismemberment insurance cannot be converted.

3.7 Short & Long Term Disability

Your Short and Long Term Disability Benefits will be maintained during any period that qualifies under FMLA under the same conditions as if you continued to work.

3.8 Job Availability

The Company understands that you may require time away from work for family reasons. While on an unpaid LOA the Company will make all reasonable attempts to hold your job, or a comparable job for which you are qualified. The business necessities of the Company may, force the Company to fill the position which will result in finding you an equivalent position, if available, which you are qualified for.

3.9 FMLA Eligibility

In order to qualify for FMLA an employee must have been employed by TRG for a minimum of 12 months. If you have questions regarding eligibility please contact the TRG Department of People Services.

General Qualifications for Individual Positions

PROFESSIONAL EDUCATOR'S LICENSE QUALIFICATIONS:

- ◆ Standard Professional 1 (SP1) Professional Educator's Licenses are intended for teachers with 0-2 years of teaching experience, and are valid for three years. To be issued a SP1 Professional Educator's License, an individual must have:
 - completed a state approved teacher education program from a regionally accredited college or university, or
 - completed another state's approved alternative route to licensure, met the federal requirements to be designated as "Highly Qualified," and earned a bachelor's degree from a regionally accredited college.
- ◆ Standard Professional 2 (SP2) Professional Educator's Licenses are intended for teachers with 3 or more years of teaching experience, and are valid for five years. Teachers who are fully licensed and "Highly Qualified" in another state who have three or more years of teaching experience in another state AND who meet NC's Praxis testing requirements OR have National Board Certification are issued the SP2 Professional Educator's license.

ADMINISTRATORS/SPECIAL SERVICE PERSONNEL REQUIREMENTS:

Requirement for All Areas:

- Obtain a valid Standard Professional 2 (SP2) Professional Educator's License.

Professional Educator's License Areas and Requirements

- ◆ **School Administrator - Superintendent:** Eligibility to serve as a superintendent must be verified by the State Board of Education prior to election by a local board of education.
 - Minimum of one year of experience (or the equivalent) as a principal.
 - Advanced graduate level (sixth-year degree) in school administration.
 - Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS) OR
 - At least a bachelor's degree from a regionally accredited college or university and five years leadership or managerial experience considered relevant by the employing local board of education.
- ◆ **School Administrator - Principal**
 - Completion of an approved program in school administration at the master's level or above.
 - Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS).
 - No provisional principal's licenses are issued for service as a principal.
- ◆ **School Administrator - Assistant Principal**
 - Completion of an approved program in school administration at the master's level or above.

Fort Bragg Regional High School
Staff Qualifications

- Meet the required score on the School Leaders Licensure Assessment (SLLA) test administered by Educational Testing Service (ETS).
- Provisional principal's licenses are issued for service as an assistant principal if the local board determines there is a shortage of individuals with principal licensure.
- Affiliation with a master's school administrator program must occur before the expiration of the provisional license. Provisional principal licenses can be extended for up to two additional school years during which time program requirements and SLLA test must be met.

◆ **Curriculum Instructional Specialist**

- Completion of an approved program for a curriculum instructional specialist at the master's degree level or above
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS)

◆ **Career-Technical Director**

- Completion of an approved program for a career-technical education director at the master's level or above

◆ **Exceptional Children Program Administrator** * *Licensure as an exceptional children program director is a supervisory classification.*

- A master's degree in an exceptional children area or an advanced (sixth year) degree in school psychology
- Three graduate semester hours of credit in each of the following:
 - Administration
 - Curriculum development
 - Supervision
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS) OR
- A master's degree in administration and/or curriculum instruction
- Nine semester hours of course work in exceptional children
- NTE/Praxis Educational Leadership: Administrative and Supervision. Educational Testing Service (ETS)

◆ **Instructional Technology Specialist - Computers**

- Completion of a college or university program at the master's level or above

◆ **Instructional Technology Specialist - Telecommunications**

- Completion of a college or university program at the master's level or above

◆ **Media Supervisor** *(in addition to a master's degree in school media)*

- Completion of three graduate semester hours in each of the following:
 - Administration

- Curriculum development
- Supervision

◆ **Media Coordinator**

- One of the following:
 - Completion of an approved program for a media coordinator at the master's degree level or above
 - Completion of an approved program after July 1, 1984, allows a provisional license upon employment with requirement to update to master's degree level
 - Obtain a provisional media coordinator license as explained in Chapter 12, Out-of-Field Assignments
- NTE/Praxis Library Media Specialist. Educational Testing Service (ETS)

◆ **Associate Media Coordinator**

- New licenses are not issued in this area
- Established licenses based on completion of an approved program prior to July 1, 1984, at the bachelor's level license (no requirement to upgrade to the master's level)

◆ **School Counselor**

- Completion of an approved program in school counseling at the master's level or above
- NTE/Praxis School Guidance and Counseling test. Educational Testing Service (ETS)

◆ **School Social Worker**

- Completion of an approved program in school social work at the bachelor's level or above

◆ **School Psychologist**

- Completion of an approved program in school psychology at the sixth-year level
- NTE/Praxis School Psychology. Educational Testing Service (ETS)

◆ **School Speech-Language Pathologist**

- Effective July 1, 2011 the North Carolina State Board of Education will accept only a current valid North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists (NCBOESLPA) license as the qualifying credential for service in public schools.
- Once the speech-language pathologist has a NCBOESLPA license, they may apply to the Licensure Section of DPI

◆ **School Audiologist**

- One of the following:
 - An audiology Certificate of Clinical Competence (CCC-A) from the

Fort Bragg Regional High School
Staff Qualifications

American Speech-Language-Hearing Association

- A license from the North Carolina Board of Examiners for Speech and Language Pathologist and Audiologist
- Completion of an approved program in audiology at the master's level or above
- NTE/Praxis Audiology. Educational Testing Service (ETS)

◆ **School Nurses**

- The DPI licensure section does not license school nurses. However, school nurses (employed after June 30, 1993) shall be required to hold a school nurse certificate from the American Nurses Association (ANA) or the National Association of School Nurses (NASN). Registered nurses without ANA or NASN may be employed provisionally and must complete licensure requirements within three years.

** All personnel in supervisor or director assignments with specific responsibilities as instructional leaders, who consult with and advise teachers, administrators and other professional personnel, must hold a curriculum-instructional specialist license.*



FORT BRAGG
Regional High School

Equip. Empower. Engage. Energize

Comprehensive Marketing Plan

The marketing goal of Fort Bragg Regional High School is to provide information access year round about the school and events. We want people to “know” FBR and how to access the school and events. Providing year round marketing opportunities helps to maintain the necessary enrollment without having to exhaust efforts for one main marketing “push” during the year. The following are the marketing strategies and opportunities at FBR:

On-site:

School Sign: Posting of school events and recruitment opportunities
Friday Fliers: Informing of school events and family/friends events
Website: Easy access to basic school information

Newspaper:

Fayetteville Observer
Fayetteville Press

Television, Radio, Billboard:

Explore cost effective, most optimal choice

Direct Mailing:

To students in the Fayetteville area within the current enrollment age-range.

Flyers:

Flyers distributed in local K-8 private schools, recreational facilities, local businesses, museums, etc.

Special Publicity Events:

Press release opportunities for human-interest stories, awards and recognitions, projects and educational events, sports and extracurricular events.

Specific School Marketing Events:

Parent Information Meetings: Scheduled for open enrollment, once per school year usually late winter early spring and advertised on school sign, newspaper, and mailing.

Bring a Friend Night: Scheduled during open enrollment, late winter or early spring. Currently enrolled students can bring friends that do not attend FBR. Entertainment and light refreshments provided.

Community Partnerships:

Build connected relationships based on positive interactions and reputations. These relationships offer opportunities of sharing information about the school and simply "putting our name out there."

Local Chamber Member: Networking opportunities with local businesses informing of who, what, and where FBR is.

NC Alliance for Public Charter Schools: Networking opportunities and sharing of information with organizations and schools across the state.

Local Restaurants: Hosts FBR every other month or intermittently and advertises the donation to our school for patron's of the restaurant at a specified date and time.

Local Recreation Facilities and Business such as a Bowling Alley: Hosts and advertises FBR Night and donates percentage of proceeds to school organizations. FBR students encouraged to bring family and friends.

Charity Foundation: National and Local Partnership of charitable giving. By linking our websites people will be drawn to learn about FBR and interest will spread. The sponsorship also offers the opportunity of placing our name in a widespread marketing program. This marketing opportunity will reach out to individual families in the community and beyond as well as corporate agencies that may indirectly seek interest in supporting our school in other ways beyond the "Kids Helping Kids" service learning project.

Staff Marketing Opportunities:

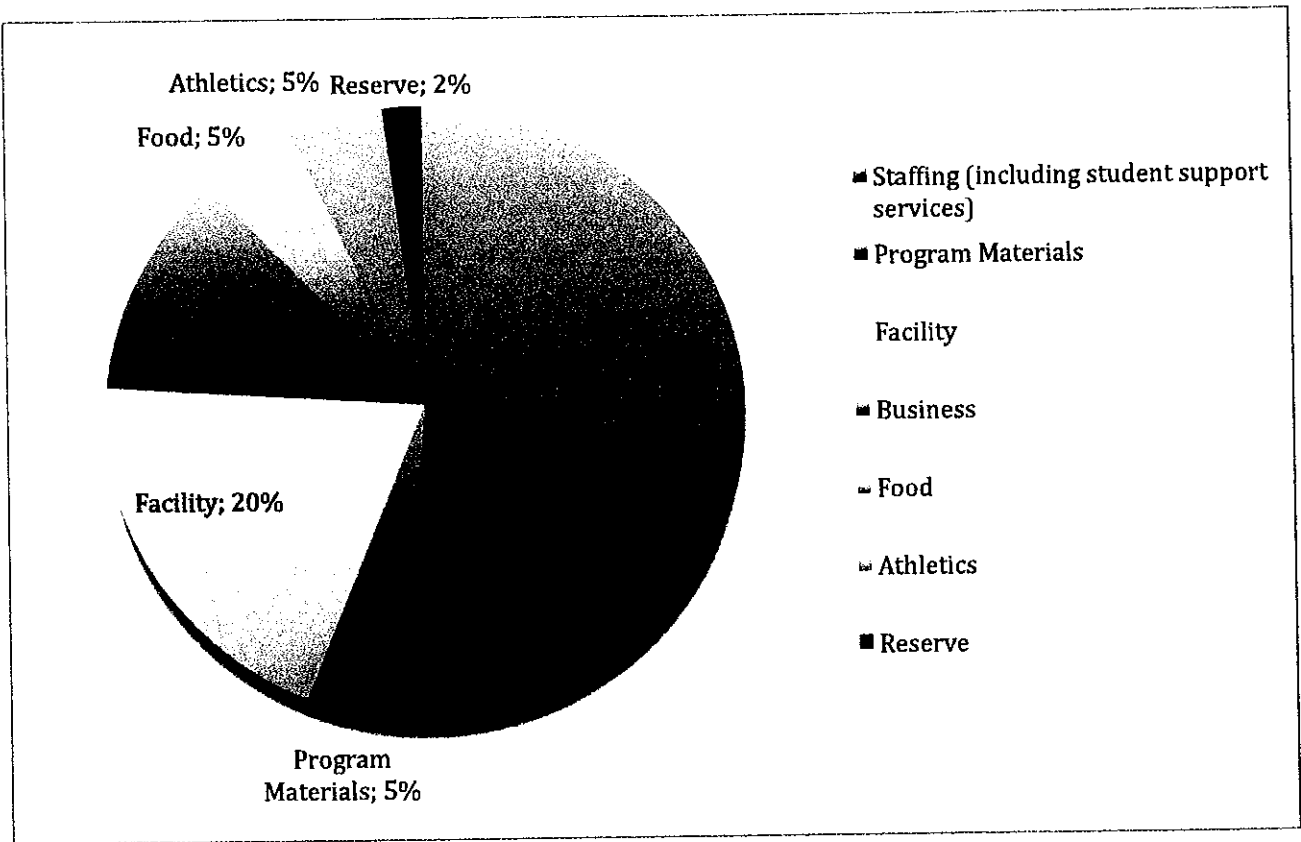
Staff members that have expertise to share go out into the community and represent the school promoting both great working opportunities as well as a great educational opportunity for students. Indirect promotion and marketing of the school.

Presenters: FBR staff members share expertise through presentations at educational conference events.

Consultants: FBR staff members share expertise by requested consultation for other schools and or participation on committees.

Job Recruitment Fairs: FBR representatives will attend college and other job recruitments fairs to collect resumes, interview candidates, and market our school and program.

Fort Bragg Regional High School
Budget Chart





Insurance since 1915

April 6, 2012

Board of Directors
Charter Schools of the State of North Carolina

Re: Fort Bragg Regional High School

To Whom It May Concern:

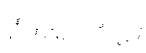
General Agency Company and Employers Mutual Casualty Company have the ability to provide an insurance program that meets the State of North Carolina's guidelines for Charter Schools which are defined as follows:

The School shall obtain and maintain insurance at a minimum in the following amounts:

- 1) Errors and omissions: one million dollars (\$1,000,000) per claim;
- 2) General liability: one million dollars (\$1,000,000) per occurrence;
- 3) Boiler and machinery: the replacement cost of the building;
- 4) Real and personal property: the appraised value of the building and contents;
- 5) Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
- 6) Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- 7) Workers' compensation: as specified by Chapter 97 of the General Statutes.

Please contact us if you have any questions or if you need any additional information as you move forward with your contract regarding these schools.

Sincerely,


Amy Fisher CIC
Account Executive
(989) 773-6985 Ext. 266
afisher@ga-ins.com

Charter High School Site

Proposed Site for Construction of Charter High School on Vass Road.

Solid Red Border is Bragg Boundary.
Dashed Red Border is Bragg Housing.

Linden Oaks Housing Area

Highway 87

Spring Lake

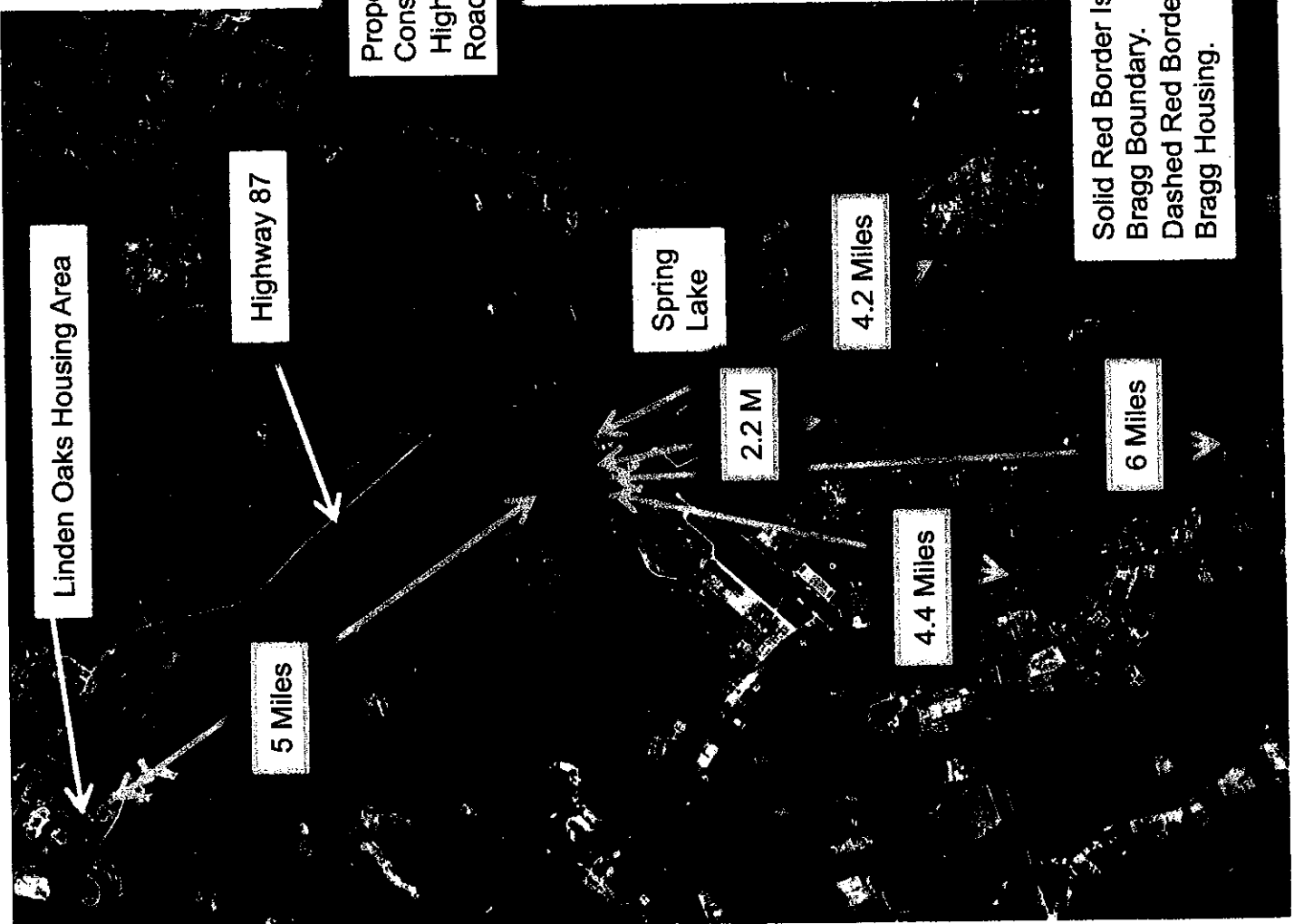
4.2 Miles

2.2 M

6 Miles

5 Miles

4.4 Miles



Vass Road Site

Potential Site for Construction of Cumberland County High School . (Approximately 74 Acres)

Vass Road

Highway 87

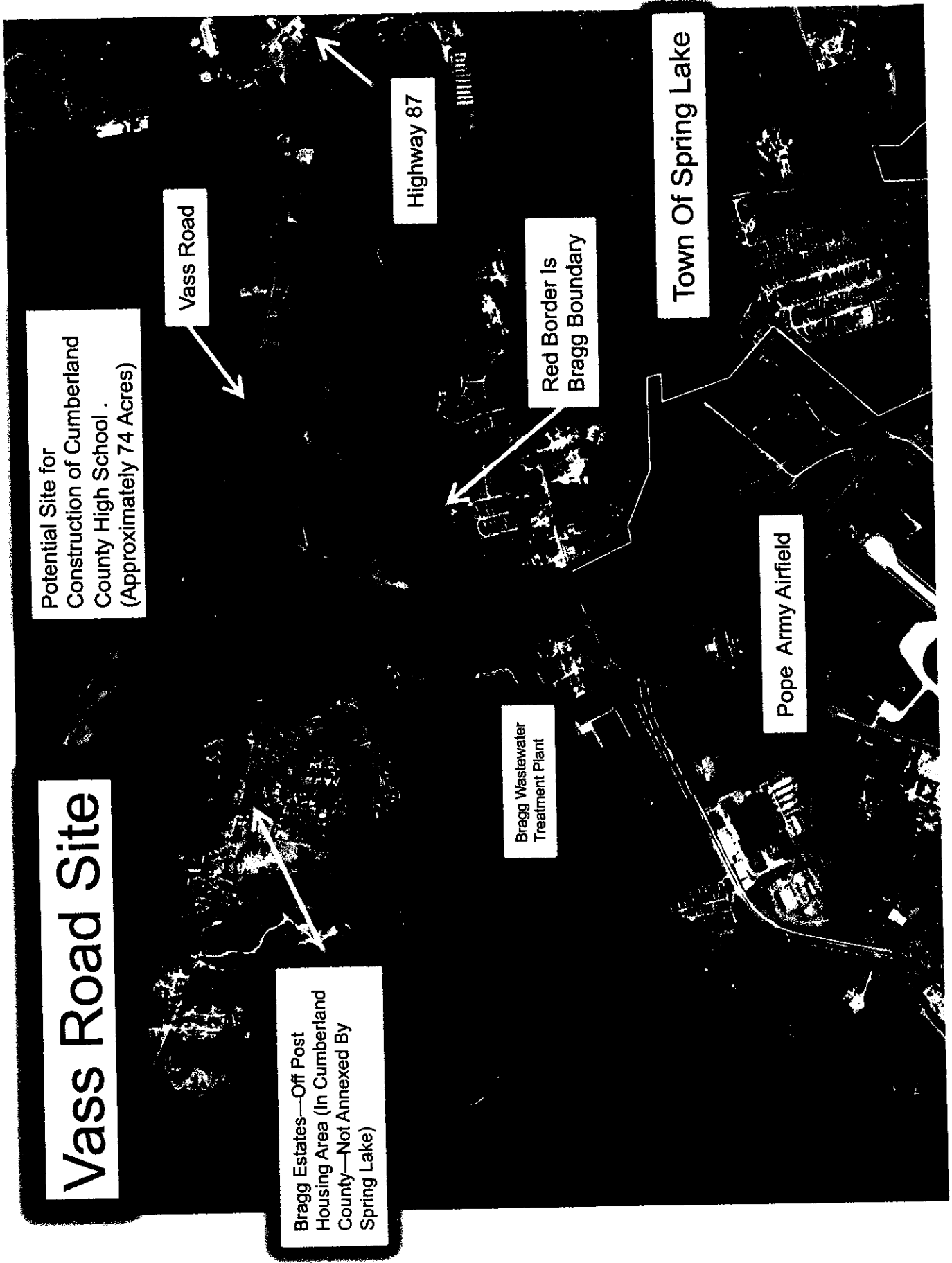
Red Border Is Bragg Boundary

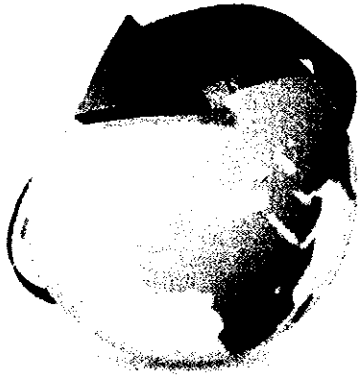
Town Of Spring Lake

Pope Army Airfield

Bragg Wastewater Treatment Plant

Bragg Estates—Off Post Housing Area (In Cumberland County—Not Annexed By Spring Lake)





FORT.BRAGG

Regional High School

Equip.Empower.Engage.Energize

Founding Team

Fort Bragg Regional High School

Colonel Stephen J. Sicinski, Garrison Commander, Fort Bragg

Mr. Doug Earle, Deputy Garrison Commander

Glenda D. Mack

Emily C. Grimes

Shevelle Godwin

Gerhard Guevarra

Gina Glenn

Melissa Huggins

Angela Romanowski

Katherine Dorband

Paul Romine

Small Package
US Airbill

8000 1984 703

California State

305-18-814

Katherine Deane

800-19-5300

The Romne Group

7877 Stead STE 100

Utica

MI 48317

Frank Till

Construction Country Streets

24195 Gillespe St.

Fayetteville

NC 28300

The FedEx US Airbill

Signature of Recipient
Signature of Shipper
Date of Shipment
Time of Shipment
Weight
Volume
Dimensions
Special Handling
Insurance
Other

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of

Fort Bragg Regional High School

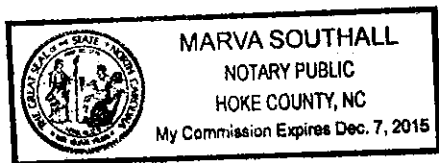
The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable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

Print/Type Name: Emily Chapman Grimes

Position: School Liaison Officer

Signature: Emily C. Grimes

Date: 9 April 2012



Sworn to and subscribed before me this

9th day of April, 2012.

Marva Southall

Notary Public

Official Seal

My commission expires: Dec, 7, 2015.